

HTS 3068: SOCIAL MOVEMENTS

Instructor: Dr. Rebecca Watts Hull

Email: rwattshull@gatech.edu

Office: Old CE Building, G-17

Office Hours: Wednesdays, 10:15am – 12:15pm

Spring 2019

M/W/F 9:05–9:55

CULC 423



Course Overview

In this course, we will analyze how “ordinary people” challenge powerful segments of society, through social movements, and thereby contribute to changes in the society around them. This course addresses several core questions: Why do social movements emerge when they do? Why do movements succeed at some times, but fail at other times? Who participates, and why? And, what are the consequences of social movements for society—what outcomes do they produce?

To answer these questions and understand social movements, we need to be familiar with actual movements in history *and* the analytical frameworks that scholars have developed. This course will introduce you to sociological “tools” used to analyze social movements. We will emphasize four dimensions of social movements: political economy, organization, culture, and strategy. We will use these tools and dimensions to examine three social movements that occurred in the United States: the Civil Rights Movement, the Contemporary Women’s Movement, and the Modern Environmental and Environmental Justice Movement. We will wrap up the course by exploring connections between the California farmworker movement and these three movements. An independent research paper will provide you with an opportunity to explore in depth one additional social movement of your choosing.

Learning Objectives

This course fulfills Georgia Tech’s Learning Goal E (Social Sciences): “Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.”

More specifically, students who are successful in this course will be able to:

- Identify political, economic, and socio-cultural forces that influenced the emergence, trajectory, and outcomes of the the Civil Rights, Women’s and Environmental Movements in the United States.
- Describe and evaluate the significance of key events and turning points in each of the three movements we study.
- Explain how each social movement influenced the lives of participants and changed society.
- Compare and contrast different forms of organization in the social movements we study and explain their relationship to cultural factors and movement outcomes.
- Provide examples of cultural framing and collective identity in the social movements we study, and evaluate their effects on mobilization and outcomes.
- Apply their understanding of social movement theory and historical cases to analyze other movements and contemporary movement activity.

Course Requirements & Grading

Class Preparation and Participation	
Reading Responses	10%
In-class participation	15%
Quizzes (4)	40%
Paper assignment	20%
Final exam	15%

Description of Graded Components

Reading Responses

Ten reading responses are assigned as homework. This requirement aims to encourage you to keep up with the reading, which is important for class participation and learning. In addition, your responses help me gauge your understanding of the assigned readings and class material. For each RR, you will submit a 250-300 word response to ONE of the prompts/questions in the reading guide for a specific group of readings. The reading guides are posted on Canvas and you will upload your responses in Canvas.

In-class Participation

Your participation grade is determined by your engagement in class discussions and activities. Of course, to participate you must be present! In addition to class discussions, at times you will work in groups on tasks that provide opportunities to explore and apply the ideas discussed in readings and lecture. Earning full credit for these tasks and for your role in class discussions depends largely on your full engagement in the process. If you are too ill to attend class or experience an emergency that interferes with class, please contact me the same day (preferably before class), via email, to discuss make-up options.

Quizzes & Final Exam

Four mid-course quizzes will assess your understanding of social movement theory, key events in and characteristics of the social movements we study, and your ability to use sociological tools to analyze various aspects of these movements. The format of the exams will be a combination of short answer and short essay. The final exam will be one or two cumulative, long essay questions that require you to apply sociological theory.

Paper Assignment

This assignment provides you an opportunity to examine a social movement of particular interest to you—one that we have not studied together. Your 5-6 page paper (double-spaced) will describe a social movement of your choosing (from a list of options) and apply ONE or TWO areas of social movement theory we have explored to analyze aspects of the movement, such as emergence, impacts and outcomes, participation, and decline. We will discuss the paper during the second week of class, and you will receive a detailed description of the assignment and the rubric that I will use for assessment.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Materials

Bloom, Jack. 1987. *Class, Race, and the Civil Rights Movement: The Changing Political Economy of Southern Racism*.

Evans, Sara. 2004. *Tidal Wave: How Women Changed America at Century's End*.

Both of these books are available through online sources and the Georgia Tech bookstore (Barnes & Noble). Your reading assignments also include a number of book chapters, journal articles, and print media articles. All of these readings are available through Canvas.

Course Expectations & Guidelines

Academic Integrity

Georgia Tech seeks to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a test or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, please contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/> *RIGHT AWAY* to make an appointment to discuss your needs and to obtain an accommodations letter. Please also e-mail me *BEFORE OUR THIRD CLASS* to set up a time to discuss your learning needs.

Attendance and Participation

In this course, regular attendance and participation in group discussions and classroom activities are essential to your success and that of your classmates. For this reason, participation accounts for 15% of your grade, to encourage you to attend regularly and participate fully in class. As stated above, if you have an emergency or are ill and cannot attend class, you should contact me (via email) *before class* (or soon after, in an emergency) if you would like an opportunity to make up missed work.

Our class discussions will include uncomfortable issues relating to race, gender, and inequality. Respectful engagement is essential to effective group discussion. Please do your best to follow the following guidelines: listen attentively when others are speaking; do not interrupt—wait until someone has finished speaking before responding; when you disagree, respectfully challenge the idea, not the person stating it or their lived experience; clearly state your reasoning and use evidence; and, do your best to connect the discussion to course material. Finally, try to remember that mistakes are part of learning—do not be afraid to try out an idea because you do not feel 100% certain about it.

Extensions, Late Assignments, & Missed Exams

Extensions may be granted for exams or assignments in the case of Institute approved exceptions (e.g., your participation in an Institute sports event or field trip) or in the case of illness or emergency, provided you contact me *BEFORE* the due date or scheduled exam. Assignments without an approved excuse that are submitted up to 24 hours late are eligible for a maximum grade of 90%. Assignments turned in more than 24 hours late (without a pre-approved extension) are not eligible for credit.

Student Use of Mobile Devices in the Classroom

Please do not use laptops, tablets, smartphones or other mobile devices in this class, except in the case of in-class activities, as needed. I have adopted this policy because research suggests that, for most students, taking notes by hand produces better learning outcomes than electronic note taking, and that “surfing” on devices negatively affects the performance of students seated nearby. Please plan to check your electronic devices before class begins and then put them away during class.

Student-Faculty Expectations

At Georgia Tech we believe it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations.

Course Schedule

Date	Read BEFORE class	Classwork	Items Due
Week 1: Introduction to Social Movements			
Mon 1/7	Syllabus	Course Expectations What are social movements?	
Wed 1/9	Piven & Cloward – Ch. 1	Understanding Social Movements: Introduction to theoretical approaches	Course questionnaire
Fri 1/11	McAdam, McCarthy, & Zald - Introduction	Understanding Social Movements: Political Economy and Organization	
Week 2: Social Movement Theory			
Mon 1/14	Taylor & Whittier - Culture of the Women's Movement [focus on pp. 163-175]	Understanding Social Movements: Culture	
Wed 1/16	Taylor & Van Dyke – Get Up, Stand Up MLK Jr – Letter from a Birmingham Jail	Understanding Social Movements: Strategy and Tactics	Reading Response (RR) 1
Fri 1/18	[no readings assigned]	<i>Social Movement Theory review</i>	
Week 3: Civil Rights Movement			
Mon 1/21		<i>MLK Jr. Holiday – NO CLASS</i>	
Wed 1/23		Quiz #1: Social Movement Theory	
Fri 1/25	Bloom – Skim Ch. 1; read Chs. 2 & 3 closely	Setting the Stage: Why did the civil rights movement emerge in the 1950s?	RR 2
Week 4: Civil Rights Movement			
Mon 1/28	Bloom – Ch. 4 Cobb – Lesson of Little Rock	Political and Economic Context: Why did school integration occur?	
Wed 1/30	Bloom – Ch. 5	Mobilization in the 1950s: How did black people organize and mobilize?	RR 3
Fri 2/1	Robnett – African-American Women in the CRM	Micro-mobilization: Women in the CRM	
Week 5: Civil Rights Movement			
Mon 2/4	Morris – Birmingham <i>*Bloom – Ch. 6 (167-179)</i>	Strategic Learning: Birmingham's success	
Wed 2/6	McAdam – Freedom High	Freedom Summer 1964: What challenges did the movement face?	RR 4
Fri 2/8	Bloom – Ch. 7 P & C – Ch. 4 (252-258)	Political and Economic Context: Why did the movement decline?	
Week 6: Civil Rights Movement			
Mon 2/11	McAdam – Biographical Consequences of Activism	Movement Outcomes: Biographical consequences	Paper topic due
Wed 2/13	[no readings assigned]	<i>CRM wrap-up and review</i>	
Fri 2/15		Quiz #2: Civil Rights Movement	
<i>[Readings listed in italics with an * are OPTIONAL]</i>			

Week 7: Contemporary Women's Movement			
Mon 2/18	Evans – Chs. 1 & 2	Waves of Women's Movements: Origins of the "Second Wave"	
Wed 2/20	Evans – Ch. 3	Strength in Numbers: Strategy and tactics in the movement	RR 5
Fri 2/22	Evans – Ch. 4	Sisterhood is Powerful: Participation and exclusion in the movement	
Week 8: Contemporary Women's Movement			
Mon 2/25	Freeman – Tyranny of structurelessness	Sisterhood is Powerful: Leadership and organization in the movement	
Wed 2/27	Evans Ch. 5	Outcomes: Institutionalizing feminism and reshaping academia	RC 6
Fri 3/1	Evans – Ch. 6 *Evans – Ch. 7	Falling on Hard Times: Why did the movement decline?	
Week 9: Contemporary Women's Movement			
Mon 3/4	Randolph – Fighting the same enemies	Outcomes: Cross-Movement Learning	
Wed 3/6	Fisher – Intersectionality takes it to the streets	Change and Continuity: How can the Second Wave help us interpret contemporary campaigns?	RR 7
Fri 3/8	[no readings assigned]	<i>Paper outline peer review exercise</i>	Paper outline, refs
Week 10: Contemporary Women's Movement			
Mon 3/11	[no readings assigned]	<i>CWM wrap-up and review</i>	
Wed 3/13		Quiz #3: The Contemporary Women's Movement	
Fri 3/15	Merchant – Conservation and preservation	Origins: What are the roots of the modern environmental movement (conservation)?	
Week 11: Modern Environmental Movement			
Mon 3/25	See assigned article in "People" (in Canvas)	Origins: What are the roots of the modern environmental movement (combatting pollution)?	
Wed 3/27	Gottlieb – The Sixties Rebellion (pp. 81-105)	Political Economy & Socio-Cultural Context: Why did a mass movement emerge when it did?	RR 8
Fri 3/29	Gottlieb – The Sixties Rebellion (pp. 105-114)	Earth Day and Beyond: How was the Modern Environmental Movement successful?	
Week 12: Modern Environmental Movement			
Mon 4/1	Gottlieb – Profess. & Instit. (pp. 117-148)	Professionalizing the Movement: How do organization & resources matter? <i>[Guest Speaker]</i>	
Wed 4/3	Toffolon-Weiss & Roberts – Who Wins, Who Loses?	The Environmental Justice Movement: Protest at the intersection of race, class, and environment	RR 9
Fri 4/5	McRight & Dunlap – Defeating Kyoto	Political Economy & Framing Wars: Climate change movement and backlash	
Week 13: Modern Environmental Movement			
Mon 4/8	Gamson – Bystanders, public opinion, & the media [skim]	The Media and framing in Social Movements <i>Environmental & EJ movement review</i>	
Wed 4/10		Quiz #4: Environmental & EJ Movements	
Fri 4/12	See assigned article in "People" (in Canvas)	Cross-sectoral movements: Sustainable Food & Food Justice	

Weeks 14-15: The California Farmworker Movement: Application & Review			
Mon 4/15	[no reading assigned]	<i>Dolores: Part 1</i>	FINAL PAPER
Wed 4/17	Jenkins and Perrow – Insurgency	<i>Dolores: Part 2</i>	RR 10
Fri 4/19	Ganz – Why David Sometimes Wins (Intro.)	<i>Dolores: Part 3</i>	
Mon 4/22		<i>Review exercise for final exam</i>	

The final exam is scheduled for Wednesday, May 1, 8:00 – 10:50am

Full Citations for Posted Readings:

- Freeman, Jo. [1970]2013. "The Tyranny of Structurelessness." *Women's Studies Quarterly* 41(3):231-246.
- Fisher, Dana R, Dawn M Dow, and Rashawn Ray. 2017. "Intersectionality Takes It to the Streets: Mobilizing across Diverse Interests for the Women's March." *Science Advances* 3(9).
- Gamson, William A. "Bystanders, Public Opinion, and the Media." Pp. 242-261 in *The Blackwell Companion to Social Movements*, edited by David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Malden, MA: Blackwell Publishing.
- Ganz, Marshall. 2009. *Why David sometimes wins: Leadership, organization, and strategy in the California farm worker movement*. Oxford University Press. [Chapter 1]
- Gottlieb, Robert. 1993. *Forcing the Spring : The Transformation of the American Environmental Movement*. Washington, DC: Island Press. [Chapters 3 & 4]
- Jenkins, J. Craig, and Charles Perrow. 1977. "Insurgency of the powerless: Farm worker movements (1946-1972)." *American sociological review*: 249-268.
- McAdam, Doug. 1988. *Freedom Summer*. New York: Oxford University Press. [Chapter 3]
- McAdam, Doug. 1989. "The Biographical Consequences of Activism." *American Sociological Review* 54(5):744-760.
- McAdam., Doug, John D. McCarthy, and Mayer N. Zald. 1996. "Introduction: Opportunities, Mobilizing Structures, and Framing Processes – Toward a Synthetic, Comparative Perspective on Social Movements." Pp. 1-20 in *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*, edited by Doug McAdam, John D. McCarthy, and Mayer N. Zald. Cambridge University Press.
- McCright, A., and Dunlap, R. 2003. "Defeating Kyoto: The Conservative Movement's Impact on U.S. Climate Change Policy." *Social Problems* 50(3):348-373.
- Merchant, Carolyn. 2012. "Conservation and Preservation, 1785-1950." Pp. 120-139 in *The Columbia Guide to American Environmental History*. New York: Columbia University Press.
- Morris, Aldon D. 1984. "Birmingham: A Planned Exercise in Mass Disruption." Pp. 229-274 in *The Origins of the Civil Rights Movement*. New York: The Free Press.
- Piven, Frances Fox, and Richard A. Cloward. 1979. *Poor People's Movements: Why they succeed, how they fail*. New York: Vintage Books.
- Randolph, Sherie M. 2009. "Women's Liberation or... Black Liberation, You're Fighting the Same Enemies." Pp. 223-247 in Theoharis, Jeanne and Komozi Woodard. *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*, edited by Dayo Gore. New York University Press.
- Robnett, Belinda. 1996. "African-American Women in the Civil Rights Movement, 1954-1965: Gender, Leadership, and Micromobilization." *American Journal of Sociology* 101(6):1661-1693.
- Taylor, Verta and Nella Van Dyke. 2004. "Get Up, Stand Up: Tactical Repertoires of Social Movements." Pp. 262-293 in *The Blackwell Companion to Social Movements*, edited by David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Malden, MA: Blackwell Publishing.
- Taylor, V. and N. Whittier. 1995. "Analytical Approaches to Social Movement Culture: The Culture of the Women's Movement." Pp. 163-187 in *Social Movements and Culture*, edited by Hank Johnston and Bert Klandermans. Minneapolis: University of Minnesota Press.
- Toffolon-Weiss, Melissa and Timmons Roberts. 2005. "Who Wins, Who Loses? Understanding Outcomes of Environmental Injustice Struggles." Pp. 77-90 in *Power, Justice, and the Environment: A Critical Appraisal of the Environmental Justice Movement*, edited by David Naguib Pellow and Robert J. Brulle. The MIT Press.