

# **PSCI 260 – Power in Protest: Social Movements in Comparative Perspective**

Fall 2018  
Drexel University

Monday and Wednesday, 4-5:50 PM  
One Drexel Plaza, GL44

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## **1 Overview & goals**

We live in a period of protest. Movements on the left want social and economic justice. On the right, some worry about the pace of social change. And people are beginning to notice the increasing hostility of our natural environment. How might all of this play out? Social science can help us answer that question.

This course will introduce you to the study of social movements. How should we define them? How do they recruit and retain members – or fail to do so? How do they define goals and tactics, which members may not agree on? Must they enter electoral politics to get things done? What happens to movements that do so? Finally, do movements affect democracy in good or bad ways?

To study social movements, we will cover theory and examples at the same time. Examples will come from history, the present day, the United States, and other countries. We also will hear from speakers involved in current social movements. By the end of the course, you will:

- Be better at reading social science (both qualitative and quantitative),
- Be better at persuasive writing,
- Know what's involved in starting or joining a movement of your own.

## **2 Things to buy**

Please buy the Staggenborg book from your favorite bookseller. Either the first or second edition is fine.

- Staggenborg, Suzanne. 2011. *Social Movements*. New York: Oxford University Press.

## **3 Requirements**

Your grade will be based on the following components. See below for an explanation of each.

1. Leading discussion, participating, and attendance (10%).
2. Discussion questions (10%).
3. Midterm exam (25%).
4. Final exam (25%).
5. Paper (30%).

### **3.1 Leading discussion, participation, and attendance**

In addition to attending all classes, you must lead class discussion at least once. What does this mean? Everything we will read either (a) offers an explanation for some social-movement outcome, (b) makes some critique of a theoretical perspective on social movements, or (c) is an example of social-movement advocacy. A good class discussion will revolve around how the reading fits into social-movement theory. Participation also means being part of class discussion, even when you do not lead it. See “discussion questions” just below.

### **3.2 Discussion questions**

These exist to make you think about the reading. We will meet 23 times over the course of the term. You are required to prepare **two good questions** about the readings for a given day. You must do this **ten times** over the course of the term. Post these questions on **Blackboard Learn by noon** on the day class meets. Questions posted after that don’t count. I use these questions to make my lectures better, and your fellow students may rely on these as they lead discussion.

What is a good question? Basically, it gets other people thinking and talking. Maybe there’s an important concept you don’t understand. Maybe some historical event is important to the reading’s argument, but you haven’t heard of it. Or maybe you think the author is wrong, and some logical reason or piece of evidence is your reason for thinking so. All of these (and more) are worth raising in discussion questions. If you want, you can write a declarative sentence instead of a question. If you do that, please give me a little more to work with (e.g., some logic or evidence).

### **3.3 Exams**

These will be done in class, in university-provided notebooks. You may not use notes nor books. There will be a combination of identification and short-answer questions. The final will be cumulative, insofar as topics from the midterm help you write smarter answers.

### **3.4 Paper**

I will ask you to pick a social movement, determine whether it has been successful, then make an argument as to why. There will be more guidelines as the course progresses. For now, the important thing is that you’ll need a thesis statement – a main or “takeaway” point related to what we learn in class. It may be wise to pay attention to some movement over the course of the term. The length will be 2,000-2,500 words (8-10 pages).

## 4 Other policies

You agree to:

1. Treat guest speakers with respect.
2. Check Drexel email daily through the final-exam date.
3. Attend class and meet course deadlines *except in documented cases of bereavement, severe illness, or medical emergency*. You must provide a doctor's note or funeral announcement if you cannot meet a deadline and/or attend a class meeting.
4. Turn in papers on time. Put a hard copy in my hands, and send me the digital version via e-mail. Five points are deducted if an assignment is late. Five more points are deducted for each 24-hour period past the time and date an assignment is due. Non-business and holiday hours count toward these 24-hour periods. Business hours are 9 AM to 5:30 PM, Monday through Friday, non-holiday.
5. Access the Drexel library website to download a given reading, if necessary.
6. Abide by all other Drexel policies, found at the following websites. Note: I reserve the right to use plagiarism-detection software.
  - Academic integrity: <https://drexel.edu/provost/policies/academic-integrity/>
  - Disability accommodation: <https://drexel.edu/oed/disabilityResources/students/Accommodations/>
  - Course withdrawal: <https://drexel.edu/provost/policies/course-withdrawal/>

I agree to:

1. Abide by any grading guidelines in this syllabus and related instructions for assignments. Grading is on the 0-100 scale: 93 and up (A), 90-92 (A-), 87-89 (B+), 83-87 (B), 80-82 (B-), and so on, down to 50 (F).
2. Answer student e-mail within 48 business hours. Business hours are 9 AM to 5:30 PM, Monday through Friday, non-holiday.
3. Except for the required book, post links to readings on Blackboard, if not the readings themselves.
4. Grade written work within 10 business days of its submission.
5. Notify you of changes to this syllabus at least one week in advance of affected due dates.
6. Give office hours on a by-appointment basis. My commuting schedule makes it hard to be present in my office. (I teach four classes, one of them in DC.) At my "appointments" link, however, I have blocked off time for Skype calls and in-person meetings.

## 5 Schedule of readings & classes

### 5.1 What is a social movement?

September 24

- This syllabus.
- Staggenborg, “Introduction,” pp. 1-11.

### 5.2 Why do social movements form (or not)?

September 26

- Staggenborg, “Theories of Social Movements and Collective Action,” pp. 12-27.

October 1

- Staggenborg, “Issues in the Study of Social Movements and Collective Action,” pp. 28-50.

### 5.3 Early social movements

October 3

- Tilly, Charles and Lesley J. Wood. “Social Movements as Politics” (pp. 1-15) and “Nineteenth-century Adventures” (pp. 38-64). In *Social Movements, 1768-2012*, Boulder: Paradigm Publishers, 2013.
- Discussion of final paper.

### 5.4 Movements to expand workers’ rights

October 10

- Marx, Karl and Friedrich Engels. *Manifesto of the Communist Party* (chapters 1-4), 1848. Online: <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch01.htm>.
- Przeworski, Adam and John Sprague. “The Dilemma of Electoral Socialism” (pp. 29-56). In *Paper Stones: A History of Electoral Socialism*, Chicago: University of Chicago Press, 1986.
- OPTIONAL: Levi, Margaret. “Organizing Power: The Prospects for an American Labor Movement.” *Perspectives on Politics* 1, no. 1 (2003): 45-68.

## 5.5 Movements to enfranchise women

### October 15

- McConaughy, Corrine M. “The National Story” (pp. 207-250). In *The Woman Suffrage Movement in America: A Reassessment*, New York: Cambridge University Press, 2013.
- Krulwich, Robert. “Non! Nein! No! A Country That Wouldn’t Let Women Vote Till 1971.” *National Geographic* (August 2016). Online: <https://news.nationalgeographic.com/2016/08/country-that-didnt-let-women-vote-till-1971/>

### October 17

- McConaughy, Corrine M. “Coalitional Impossibilities: Race, Class, and Failure” (pp. 170-206). In *The Woman Suffrage Movement in America: A Reassessment*, New York: Cambridge University Press, 2013.

## 5.6 Midterm exam

### October 22

- Review in class.

### October 24

- Take exam in class.

## 5.7 Movements for multi-party politics

### October 29

- Blais, André, Agnieszka Dobrzynska and Indridi H. Indridason. “To Adopt or Not to Adopt Proportional Representation: The Politics of Institutional Choice” *British Journal of Political Science* 35, no. 1 (2005): 182-190.
- Amy, Douglas J. “The Forgotten History of the Single Transferable Vote in the United States.” *Representation* 43, no. 1 (1996): 13-20.
- Millard, Walter J. “Why a New Government Was Proposed for Cincinnati.” *National Municipal Review* 13, no. 11 (1924): 601-605.

## 5.8 Movements against racism

### October 31

- King, Martin Luther, Jr. “Letter from Birmingham Jail.” Typescript, 1963. Online: <https://stanford.io/1NVEurF>.

- Hall, Jacquelin Dowd. “The Long Civil Rights Movement and the Political Uses of the Past.” *Journal of American History* (April 2005): 1233-1263.

### November 5

- Rickford, Russell. “Black Lives Matter: Toward a Modern Practice of Mass Struggle.” *New Labor Forum* 25, no. 1 (2016): 34-42.
- Harris, Frederick C. “The Rise of Respectability Politics.” *Dissent* (Winter 2014). Online: <https://www.dissentmagazine.org/article/the-rise-of-respectability-politics>.

## 5.9 Movements for equal treatment

### November 7

- Staggenborg, “The Protest Cycle of the 1960s,” pp. 51-62; “The Women’s Movement,” pp. 63-82; and “The Gay and Lesbian Movement,” pp. 83-99.
- Heaney, Michael T. “Making Protest Great Again.” *Currents* 17, no. 1 (2018): 42-47.

### November 12

- Weldon, S. Laurel. “Inclusion, Solidarity, and Social Movements: The Global Movement against Gender Violence.” *Perspectives on Politics* 4, no. 1 (2006): 55-74.
- Ferguson, Michael L. “Choice Feminism and the Fear of Politics.” *Perspectives on Politics* 8, no. 1 (2010): 247-253.
- Donadio, Rachel. “France, Where #MeToo Becomes #PasMoi.” *The Atlantic* (January 9, 2018). Online: <https://www.theatlantic.com/international/archive/2018/01/france-me-too/550124/>.

### November 14

- Hunter, Nan D. “Varieties of Constitutional Experience: Democracy and the Marriage Equality Campaign.” *UCLA Law Review* 64 (2017): 1662-1725.
- Movie in class: *Stonewall Uprising*

## 5.10 Movements to end war

### November 19

- Heaney, Michael T. and Fabio Rojas. “The Party in the Street and its Historical Context” (pp. 14-45) and “Social Movements in a Polarized America” (pp. 229-243). In *Party in the Street: The Antiwar Movement and the Democratic Party after 9/11*, New York: Cambridge University Press, 2015.

## **5.11 Conservative countermovements**

### **November 26**

- Staggenborg, “The New American Right,” pp. 122-146.
- Inglehart, Ronald and Pippa Norris. “Trump and the Populist Authoritarian Parties: The *Silent Revolution* in Reverse.” *Perspectives on Politics* 15, no. 2 (2017): 443-454.

## **5.12 The movement to address climate change**

### **November 28**

- Staggenborg, “The Environmental Movement,” pp. 100-121.
- McAdam, Doug. “Social Movement Theory and the Prospects for Climate Change Activism in the United States” *Annual Review of Political Science* 20 (2017): 189-208.

### **December 3**

- Guest speaker. Bring questions.

## **5.13 Recap**

### **December 5**

- Lecture covering key concepts, models, and examples. Bring questions. This is review for the final exam.
- Final paper due in class and via email.