

## HTS 3068A: SOCIAL MOVEMENTS

Dr. Winders

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Tues., Thurs. 12:05 - 1:25pm

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### Course Overview:

Social inequality pervades society. Normally, inequality is relatively stable, and those at the bottom do not challenge the system. But every so often, the “masses” revolt and demand a greater share of societal resources. During such tumultuous times, people often form social movements, which are a means through which people and groups outside of the decision-making centers of society’s institutions come to affect change. ***Social movements are an expression of power.***

In this course, we will analyze how “ordinary people” challenge powerful segments of society and thereby contribute to changes in the society around them. Social movements are actually relatively rare, and when they appear their gains are generally limited to a short period. With this in mind, this course addresses several basic questions: Why do social movements emerge when they do? Why do movements succeed at some times, but fail at other times? And, what are the consequences of social movements for society and individual participants?

To answer these questions and understand social movements, we need to be familiar with actual movements in history *and* the analytical developments that scholars have made. Therefore, this course will give students the “tools” needed to analyze social movements in the first week of the course. In particular, we will emphasize three dimensions of social movements: organization, political economy, and culture. For the remainder of the course, we will use these insights to examine three social movements that occurred in the twentieth century United States: the civil rights movement, the women’s movement, and the labor movement.

By the end of this course, students should know the predominant perspectives and concepts that sociologists use to understand and analyze social movements. Students will also be familiar with the histories of at least the civil rights, labor, and women’s movements.

### Requirements:

Grades for this course will be based on several criteria: class participation, two short papers, a mid-term and a final exam. Students are expected to adhere to the **Georgia Tech Honor Code** (see [www.deanofstudents.gatech.edu/Honor/](http://www.deanofstudents.gatech.edu/Honor/)). Honor code violations will be addressed appropriately and could result in an “F” on the assignment or in the course. I am happy to accommodate you if you need any special considerations due to a disability, but please let me know *as soon as possible*. You should contact the **ADAPTS Office** (see [www.adapts.gatech.edu/index2.htm](http://www.adapts.gatech.edu/index2.htm)) if you need such consideration.

### Participation (15%)

Student participation is essential for this class. Much of each class session will center around discussion. Therefore, *make sure you **do the reading before** class and **come prepared to discuss**.*

I will distribute discussion questions prior to class meetings. These questions will focus on the central themes, concepts, and points of the readings; they should help guide you in drawing out the insights of the material. *You should come to class with answers to the discussion questions.*

The participation grade will not be based simply on the frequency of comments, but also upon the quality of your comments. For example, bringing up a point from the reading that was unclear or critiquing an argument in the reading is more involved (and of more quality) than merely reciting descriptive information in the text. While attendance is not directly graded, it is at least indirectly important to this part of your total grade. Remember that you must be present in class to be able to participate.

#### *Mid-Term Exam (30%)*

The first exam is scheduled for Thursday, **March 5** and will consist of several essay questions and some short answer questions. These questions will draw on issues surrounding the various perspectives and concepts, and they will also require students to apply these concepts. This exam is take-home, and it is due on Tuesday, **March 10** at **by 1:30pm**. Exams turned in after 1:30pm will be considered late and graded accordingly.

#### *Short papers (10% each)*

Students will write a short essay discussing some aspect of two of the three movements we focus on in class: the civil rights, women's, and labor movements. **NOTE: Everyone must write a paper on the civil rights movement.** Therefore, you have a choice for your second paper – either the women's movement or the labor movement.

These papers should be typed, double-spaced, and 4-5 pages in length. You have flexibility in writing these papers: what you focus on, when you turn it in, et cetera. You might want to respond to the readings or critique a particular view of a movement; or you might respond to the substance or history of the movement activities. In short, these papers should draw on the concepts of the course (such as the organization, culture, or political economy of the movement). However, you must turn in the papers no later than the first day of the next section (e.g., papers on the civil rights movement are due by February 13). See the course schedule for specific due dates.

#### *Final Exam (35%)*

The second exam is scheduled for Thursday, **April 23** and will consist of several essay questions and some short answer questions. These questions will draw on issues surrounding the various perspectives and concepts, and they will also require students to apply these concepts. This exam is take-home, and it is due on Tuesday, **April 28** at 11:30am. Again, any exams turned in after 11:30am will be considered late and graded accordingly.

Summary of grade breakdown:	Participation.....	15%
	Short papers(2).....	20%
	Mid-Term Exam.....	30%
	Final Exam.....	35%
	Total.....	100%

## Readings:

Several required books are available at the **Engineer's Bookstore at 748 Marietta Street**:

- Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement.  
Evans, Sara. 2004. Tidal Wave: How Women Changed America at Century's End.  
Marx, Karl and Frederick Engels. 1848. The Communist Manifesto.  
Nelson, Daniel. 1997. Shifting Fortunes: The Rise and Decline of American Labor.  
Piven, Frances Fox and Richard A. Cloward. 1977. Poor People's Movements.

We will be reading each of the books, as indicated in the reading schedule below. We will also read several articles or book chapters that can be found on electronic reserve at the library.

## Weekly Schedule

An asterisk (\*) indicates that a reading is located on T-Square. All other readings can be found in the course texts.

### **Introduction: What are social movements?**

Jan. 6            *Power to the People: What are social movements?*

### **Theoretical Overview: How can we explain social movements?**

Jan. 8            *"Like a Fever": How do we generally understand social movements?*  
Piven, Frances Fox and Richard A. Cloward. 1977. Poor People's Movements.  
Introductions, pix-xxiv.

Jan. 13          *From Social Strain to Organization and Culture: How have sociologists explained social movements?*  
\*Gamson, William. 1975. Strategy of Social Protest. Ch 7 ("Combat Readiness"), p89-109. (On T-Square)  
\*Taylor, Verta and Nancy 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. (On T-Square)

Jan. 15          *Political Economy: How do politics and economics shape movements?*  
Piven and Cloward. 1977. Poor People's. Ch 1 ("The Structuring of Protest"), 1-40.

### **The Civil Rights Movement**

Jan. 20          *The Southern Racial Caste: How and why was it socially constructed?*  
Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement. Introduction, p1-15; & Ch 1 ("The Political Economy of Southern Racism"), p18-58.  
Piven and Cloward. 1977. Poor People's. Ch 4 ("The Civil Rights Movement"), p181-189.

- Jan. 22      *The Great Depression and the New Deal: What long-term changes “set the stage” for the civil rights movement?*  
 Bloom, Jack. 1987. Class, Race. Ch 2 (“The Old Order Changes”), p59-73; & skim Ch 3 (“Nineteen Forty-Eight”), p74-86.  
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p189-208.
- Jan. 27      *Political and Economic Conjecture I: Why did school integration occur?*  
 Bloom. 1987. Class, Race. Ch 4 (“The Splitting of the Solid South”), p87-117.  
 Cobb, James. 1997. “The Lesson of Little Rock.” *Atlanta Journal-Constitution*. September 21:B-2. (Hand-out)
- Jan. 29      *Mobilizing in the 1950s: How did blacks mobilize and organize?*  
 Bloom. 1987. Class, Race. Ch 5 (“...the Emergence of the ‘New Negro’ ...”), p120-154.  
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p208-211.
- Feb. 3      *Increasing Defiance, 1960-1964: How was the movement successful?*  
 \*Morris, Aldon. 1984. The Origins of the Civil Rights Movement. Ch 10 (“Birmingham”), p229-274. (On T-Square)  
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p236-252.  
 Bloom. 1987. Class, Race. Ch 6 (“The Second Wave”), only p167-179.
- Feb. 5      *Freedom Summer, 1964: What did the movement face in Mississippi?*  
 \*McAdam, Doug. 1988. Freedom Summer. Ch 3 (“Freedom High”), p66-115. (On Reserve)  
 Bloom. 1987. Class, Race. Ch 6 (“The Second Wave”), only p179-185.
- Feb. 10      *Political and Economic Conjecture II: Why did the movement decline?*  
 Bloom. 1987. Class, Race. Ch 7 (“Ghetto Revolts, Black Power...”), p186-213.  
 Piven and Cloward. 1977. Poor People’s. Ch 4 (“The Civil Rights Movement”), p252-258.

### **The Women’s Movement**

- Feb. 12      *Waves of Women’s Movements: What were the historical antecedents of the recent women’s movement?*  
 \*Buechler, Steven M. 1991. Women’s Movements in the United States. Chapter 1 (“Roots and Orgins”), only p23-40. (On T-Square)  
 Evans, Sara. 2004. Tidal Wave. Chapter 1 (“The Way We Were”), p1-17.  
**Short Paper #1 Due**

- Feb. 17 *Links Between Movement “Peaks”: How are the women’s movements connected?*  
 \*Taylor, Verta. 1989. “Social Movement Continuity: The Women’s Movement in Abeyance.” *American Sociological Review*. 54(5):761-775. (On T-Square)  
 In-class movie: “Rosie the Riveter”
- Feb. 19 *Out of other movements: Why did the women’s movement emerge in the 1960s?*  
 Evans. 2004. Tidal Wave. Chapter 2 (“Personal Politics”), p18-60.
- Feb. 24 *Strength in Numbers: How was the women’s movement successful?*  
 Evans. 2004. Tidal Wave. Chapter 3 (“The Golden Years”), p61-97.
- Feb. 26 *Sisterhood is Powerful: Was the women’s movement exclusionary?*  
 Evans. 2004. Tidal Wave. Chapter 4 (“Undertow”), p98-127.  
 \*Freeman, Jo. 1973. “The Tyranny of Structurelessness.” *Ms. Magazine*. July 76-78, 86-89. (On Reserve)
- Mar. 3 *Falling on Hard Times: Why did the movement decline?*  
 Evans. 2004. Tidal Wave. Chapter 5 (“Crest”), p128-175.  
 \*Douglas. 1994. Where the Girls Are. Chapter 10 (“The ERA as Catfight”), p221-244. (On T-Square)
- Mar. 5 *The Third Wave: Has the women’s movement experienced a resurgence?*  
 Evans. 2004. Tidal Wave. Chapter 6 (“Deep Currents”), p176-212; & Chapter 7 (“Resurgence”), p213-238.  
**First Exam** (handed out)
- Mar. 10 **NO CLASS** (Complete Exam)  
**Turn in First Exam**
- The Labor Movement**
- Mar. 12 *Fluctuations of Power: What factors shape the labor movement?*  
 Nelson, Daniel. 1997. Shifting Fortunes. Ch 1 (“Union Growth...”), p3-14.  
 Marx, Karl and Frederick Engels. The Communist Manifesto. Parts 1, 2, & 4.  
**Short Paper #2 Due**
- Mar. 17-19 **No Class: SPRING BREAK**
- Mar. 24 *The Rise of Labor: Why did the labor movement emerge in the 1800s?*  
 Nelson. Shifting Fortunes. Ch 2 (“Miners and Organized Labor”), p15-38; & Ch 3 (“Urban Workers...”), p39-68.
- Mar. 26 *Labor in the early 1900s: How did the class struggle take shape?*  
 Nelson. Shifting Fortunes. Ch 4 (“New Environments...”), p69-103.  
 Piven and Cloward. 1977. Poor People’s. Ch 3 (“The Industrial Workers’...”), p96-107.

- Mar. 31 *Dividing Workers: What caused splits within the labor movement?*  
\*Brown, Cliff and John Brueggemann. 1996. "Mobilizing Interracial Solidarity."  
Mobilization. 2(1):47-70. (On T-Square)
- Apr. 2 *Turning the Tide: Why did labor win so much during the 1930s?*  
Piven and Cloward. 1977. Poor People's. Ch 3 ("The Industrial Workers'..."),  
p107-126.  
Nelson. Shifting Fortunes. Ch 5 ("The Labor Movement at High Tide"), p104-  
131.
- Apr. 7 *The Wagner Act: What led to and resulted from this important change?*  
Piven and Cloward. 1977. Poor People's. Chapter 3 ("The Industrial Workers'  
Movement"), p126-155.
- Apr. 9 *The Post-war Decline: Why has labor faltered?*  
Piven and Cloward. Poor People's. Ch 3 ("The Industrial Workers'..."), p155-175.  
Nelson. Shifting Fortunes. Ch 6 ("The Decline of American Labor"), p131-163.

### **The Effects and Consequences of Social Movements**

- Apr. 14 *Outcomes and Effects: How do movements affect participants? Can social  
movements "change society"?*  
\*McAdam, Doug. 1989. "The Biographical Consequences of Activism."  
American Sociological Review. 54(5):744-760. (On T-Square)  
\*Winders, Bill. 1999. "The Roller Coaster of Class Conflict." Social Forces.  
77(3):833-862. (On T-Square)

### **Short Paper #3 Due**

- Apr. 16 *Outcomes and Effects: How did these movements change America?*  
Reading To Be Announced
- Apr. 21 *Global Insurgency: How does the world economy shape social movements?*  
Reading To Be Announced
- Apr. 23 *Movements on the Horizon: What movements might emerge in the future? What  
conditions might give rise to a new wave of movements?*  
**Second Exam** (handed out)
- Apr. 28 **Turn in Second Exam** (by 11:30am)