

Professor Katherine Levine Einstein  
Department of Political Science  
[kleinst@bu.edu](mailto:kleinst@bu.edu)  
232 Bay State Road, Room 222-223  
Office Hours: Mondays 1:00-4:00

## **PO 625. Political Movements in America.**

**Fall 2012, Wednesdays 3:00-6:00 PM, Political Science  
Department Seminar Room (312b)**

This course examines why social movements emerge and their political and policy consequences in America. We will explore theoretical explanations for political movements, and then move into a series of movement case studies. These case studies encompass a wide range of topics—from the civil rights movement to the rise of the Christian Right—and stretch historically from the beginning of the 20<sup>th</sup> century to the present day. For each case study, we will consider a variety of issues: the role of institutional context in shaping opportunities for movement emergence; how disjoint groups organize behind a united cause; the influence of opposition actors in shaping movement behavior; and, government responses to the movement.

In addition to exploring these movement case studies, students will spend the semester independently researching an American political movement. This research will culminate in a final paper and presentation described further in a separate handout.

### **Required Texts.**

Lizabeth Cohen. *Making a New Deal: Industrial Workers in Chicago, 1919-1939.*

Kristen Luker. *Abortion and the Politics of Motherhood.*

Doug McAdam. *Political Process and the Development of the Black Insurgency, 1930-1970. Second Edition.*

Theda Skocpol and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism.*

Clyde Wilcox and Carin Robinson. *Onward Christian Soldiers? The Religious Right in American Politics. 4<sup>th</sup> Edition*

Readings marked with a (\*) can be found on Blackboard.

## **Course Requirements**

### **Research Paper and Presentation**

The major assignment for this course will be a final research paper (20-25 pages double-spaced with one-inch margins) and presentation (15 minutes) examining a political movement of the student's choosing. Each student must submit a proposal (1 page) outlining a research question and sources by October 17 at midnight. 15-minute final presentations will take place during the last two weeks of class, with a brief 5-minute synopsis of the paper presented during class on October 31. The final paper will be due to me by e-mail ([kleinst@bu.edu](mailto:kleinst@bu.edu)) at noon on December 17. I will e-mail confirmation upon receipt of your paper by 1 PM that day; if you do not receive an e-mail confirmation, please get in touch with me.

In order to be fair to students who turn in their papers on time, I will apply late penalties. Students will have a one-hour grace period after the paper's due date to submit it without penalty. After the grace period, students will lose a full letter grade (for example, from A- to B-) for every day or *portion of a day* that the paper is late.

### **Reading Responses and Discussion Questions**

As a discussed-based seminar, it is crucial that students do the reading each week. In order to ensure that each student critically examines the week's assignment, I require students to e-mail me either a 1-2 page reading response (double-spaced with one-inch margins) or two discussion questions by midnight on the Tuesday before the seminar meets. Students are required to complete a total of two reading responses and six sets of discussion questions (each set features two questions). So, for eight of the ten meetings where readings are assigned (not including the first week), students are required to e-mail me either two discussion questions or one reading response by midnight on Tuesday. *Late discussion questions and reading responses will not be accepted.*

Discussion questions can take a variety of forms; they can raise questions about disagreements between the readings (if there is more than one assigned), or they might compare readings with previous weeks. They should not ask simple clarifying questions (e.g., what was author X's main argument). Rather, they should raise questions that might provide the basis for a significant class discussion.

Reading responses should be between one to two pages in length, and should not simply be a summary of the reading. Instead, a reading response should

present a clear argument (with an easily identifiable thesis statement) that does one of two things: (1) compares and contrasts two (or more) readings from the same week; (2) compares and contrasts two (or more) readings from different weeks.

## **Participation**

Regular attendance at seminar and active and informed participation are central to your and your classmates' learning. Students are required to do the reading and participate actively in class even during weeks when they are not preparing reading responses or discussion questions.

In addition, most classes will feature an in-class, group activity (e.g, a debate). Students are required to actively participate in these activities, which will count towards each student's participation grade.

## **Grading**

<b>Participation</b>	20%
<b>Discussion Questions</b>	10%
<b>Reading Responses</b>	10%
<b>Research Paper Proposal</b>	10%
<b>Research Paper Presentation</b>	15%
<b>Final Research Paper</b>	35%

### **I. Theories of Political Movements**

#### **Week 1. September 5**

\*Mancur Olson, *The Logic of Collective Action*, Chapter 1, pp. 5-16.

Charles M. Blow. "Gay Marriage and a Moral Minority." November 29, 2008 *New York Times*

Kate Taylor. "Black Leaders and Gay Advocates March in Step." June 9, 2012. *New York Times*.

#### **Week 2. September 12**

McAdam, *Political Process and the Development of the Black Insurgency, 1930-1970*. Chapters 2 and 3.

\*David A. Snow and Sarah A. Soule. *A Primer on Social Movements*. pp. 50-61.

## **II. Labor**

### **Week 3. September 19**

Cohen, *Making a New Deal*, Chapters 5, 7, and 8.

\*Ira Kaztnelson. *When Affirmative Action Was White*. "Welfare in Black and White."

Richard Yeselson. "Not with a Bang, but a Whimper: The Long, Slow Death Spiral of America's Labor Movement." June 6, 2012. *The New Republic*.

### **Week 4. September 26. No Class. Yom Kippur.**

## **III. Civil Rights**

### **Week 5. October 3**

McAdam, *Political Process and the Development of the Black Insurgency, 1930-1970*. Chapter 5 (pp. 65-87, 94-117), Chapter 6 (pp. 125-146)

\*Philip Klinkner and Rogers Smith. *The Unsteady March: The Rise and Decline of Racial Equality in America*. Chapter 7.

### **Week 6. October 10**

McAdam, *Political Process and the Development of the Black Insurgency, 1930-1970*. Chapter 7

\*Philip Klinkner and Rogers Smith. *The Unsteady March: The Rise and Decline of Racial Equality in America*. Chapter 8.

## **IV. Women's Issues: The Case of Abortion**

### **Week 7. October 17**

Kristen Luker. *Abortion and the Politics of Motherhood*. Chapters 3, 4

\*Barbara Ehrenreich and Deirdre English. *For Her Own Good: Two Centuries of the Experts' Advice to Women*. Chapter 3.

\*Betty Friedan, *The Feminine Mystique*, Chapter 2.

## **FINAL PAPER PROPOSAL DUE.**

### **Week 8. October 24**

Kristen Luker, *Abortion and the Politics of Motherhood*. Chapters 5 (pp. 92-100, 108-126), 6, 7

\*Phyllis Schlafly, "What's Wrong with 'Equal Rights' for Women?"

## **V. The Rise of the Christian Right**

### **Week 9. October 31**

Clyde Wilcox and Carin Robinson. *Onward Christian Soldiers?* Chapters 2, 3

Clyde Wilcox and Mark J. Rozell. 1996. "Second Coming? The New Tactics of the Christian Right." *Political Science Quarterly*. 111(2):271-290.

### **5-minute student presentations on paper topics**

### **Week 10. November 7**

Clyde Wilcox and Carin Robinson. *Onward Christian Soldiers?* Chapters 4, 5

\* John C. Green, Kimberly H. Conger, and James L. Guth. 2006. "Agents of Value: Christian Right Activists in 2004." In *The Values Campaign: The Christian Right and the 2004 Elections*, eds. John C. Green, Mark J. Rozell, and Clyde Wilcox, pp. 22-55. Washington, D.C.: Georgetown University Press.

Frances Fitzgerald. "The New Evangelicals." June 30, 2008. *The New Yorker*.

Scott Clement and Sandhya Somashekhar. "After President Obama's announcement, opposition to same-sex marriage hits record low." March 23, 2012. *Washington Post*.

## **VI. The Tea Party**

### **Week 11. November 14**

Theda Skocpol and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Chapters 1, 2, 3

Mattathias Schwartz. "Pre-occupied: The origins and future of Occupy Wall Street." *The New Yorker*

**Week 12. November 28. Visiting lecture from Vanessa Williamson, Harvard University**

Theda Skocpol and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Chapters 4, 5

Stephen Ansolabehere and James M. Snyder, Jr. "Weak Tea." *The Boston Review*.

[http://www.bostonreview.net/BR36.2/stephen\\_ansolabehere\\_james\\_snyder\\_jr\\_tea\\_party.php](http://www.bostonreview.net/BR36.2/stephen_ansolabehere_james_snyder_jr_tea_party.php)

**VII. Student Presentations: Weeks 13, 14. December 5 and December 12.**