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### POSC 290-06 / WGST 202-03

**Advocacy Organizations, Social Movements, and the Politics of Identity**

3:00 – 4:15 P.M.

Tuesday/Friday

110 Denny Hall

Professor: Kathleen Marchetti

Email: Marchetk@dickinson.edu

Office: Denny Hall Room 12

Office Hours: Mondays 2:30-3:30

Wednesdays 2:30-4:30

Social Science Library Liaison: Anna Kozlowska, kozlowsa@dickinson.edu

WGSS Library Liaison: Jessica Howard, howardj@dickinson.edu

**COURSE DESCRIPTION**

What role do movements like the Tea Party and Occupy Wall Street play in American politics? How do groups like the NAACP, National Organization for Women, and Human Rights Campaign influence policymaking? In this course, we will examine the role of advocacy groups and social movements in American politics. Over the semester, we will review both theoretical and empirical research on advocacy groups and social movements, paying particular attention to organizations and movements that represent people united by a common identity (e.g., race, class, gender, sexuality).

First, we will explore basic questions about the nature and extent of group participation in national politics. What is the difference between an advocacy group and social movement? How do the foundations of U.S. governmental structure facilitate interest group formation?

Next, we will examine theoretical literature on interest group formation and bias. Who joins interest groups and social movements, and why? What types of interests are represented by groups and movements?

We will then turn to the effectiveness of advocacy groups and social movements via empirical research on the maintenance and influence of interest groups and social movements. When do groups succeed in influencing government and/or society? When do they fail? When should we expect advocacy to be effective?

After establishing a foundational understanding of how advocacy groups and social movements mobilize and act, we will turn our attention to identity-based social movements in the U.S. We will focus on the following: Occupy Wall Street, the U.S. civil rights movement, multiple waves of the U.S. women’s movement, activism around LGBT rights and HIV/AIDS. We will conclude the course with a focus on the resurgence of conservative (social/economic) activism in the U.S*.*

**STUDENT LEARNING GOALS**

Upon completion of this course, students will be able to:

1. Identify, define, and solve problems
* The paper proposal/research/writing process guides students through the process of academic inquiry and social scientific research.
1. Communicate effectively
* The dual emphases of this course on in-class discussion and writing are both intended to develop students’ skills at and, as significantly, comfort with oral and written communication.
1. Acquire skills for effective citizenship and life-long learning
* A central goal of this course is for students to gain a richer and more critical understanding of mobilization, power, and inequality in American politics and policy making. The readings, discussions, and research papers will help students think critically about these issues.

**WRITING IN THE DISCIPLINE (WID) GOALS**

Students will also be able to:

1. Identify and demonstrate discipline-specific writing conventions
* The three short paper assignments will give students practice in summarizing theory and background material common to the front matter in academic articles
1. Understand that writing is a recursive process and develop an effective writing process
* Two preparatory assignments (research proposal and annotated bibliography) combined with a library session focused on the research process support this learning goal

**REQUIRED BOOKS**

There are two required books, available from the Bookstore. All readings not from the books will be available on our course Moodle page.

*Required Textbooks:*

Goodwin, Jeff and James Jasper (eds.) 2009. *The Social Movements Reader, 2nd edition.*  Blackwell Publishers.

Berry, Jeffrey and Clyde Wilcox. 2009. *The Interest Group Society, 5th edition*. Pearson Publishing.

**GRADING**

Participation/Attendance: 15% of Grade

Two Short Papers: 40% of Grade (20% each)

Research Paper: 30% of Grade

Research Paper Components: 15% of Grade

The course grading scale is as follows:

A 94% or higher

 A- 90-93%

 B+ 87 -89%

 B 83-86%

 B- 80 -82%

 C+ 77 -79%

 C 73 -76%

 C- 70-72%

 D+ 67-69%

D 60-66%

F < 60%

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| --- | --- |
| Important Dates |  |
| September 23rd  | 1 Page Research Paper Proposal Due |
| October 7th  | Short Paper 1 Due, 11:55pm |
| October 28th  | Short Paper 2 Due, 11:55pm  |
| November 18th  | Annotated Bibliography Due |
| December 17th  | Research Paper Due, 12:00pm  |
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**1. Attendance and Participation (15%)**

This course is conducted as a seminar, and your regular attendance and active engagement are essential to make it a success. While I will spend some time lecturing, we will devote a fair amount of class time to discussing and evaluating readings, and applying concepts from the readings to contemporary issues in American politics. Because the readings serve as a springboard for class discussion, all materials should be read *before* class. Your reading, attendance, and participation grade will be based on your presence and engagement in class, your preparation and contributions to discussion, and your courtesy and respect for others. ***Please come to class on time and stay for the entire session.*** If you must arrive late, leave early, or if you anticipate missing a class, please notify me ahead of time. ***More than two absences will affect your grade.***

Active participation in class is essential to accomplish the goal of being an informed and engaged political citizen. The portion of your grade that corresponds to class participation will not be given automatically based on daily attendance. You will earn this grade by participating regularly and respectfully. Here are some things you can do to earn maximum credit for participation:

* Attend class
* Participate openly and regularly in discussions
* Ask questions when you have them – no matter how big or small!
* Feel free to consider and question, but never disrespect, others’ contributions
* Try not to interrupt or monopolize the conversation
* Help create discussion openings by which other students may participate
* Stay on topic

*NOTE: If you have difficulty speaking in public or for some other reason do not feel comfortable participating in the manner described above please speak with me within the first few days of class.*

**2. Two Short Papers (40% total, 20% each)**

The best learning takes place when you engage in the texts you read, ask questions, mount objections to ideas, and relate reading to your own experiences and perceptions. In addition to answering the question for each paper, you can offer your responses, questions, confusions, and recognitions of topics covered in class and in the readings. These papers are designed to be extensions of some of the issues discussed in class, so it will be useful for you to attend and pay close attention to the class sessions in which the topic for the reflection paper is discussed.

Each short paper will be graded on a typical 0-100 grading scale. They should be approximately 1200 words in length (this is equivalent to approximately 5 double spaced pages, 12 point Times New Roman font, 1 inch margins), not including works cited. Please include citations for any materials referenced in your paper (e.g., textbook readings, assigned articles, and other academic works).

A more detailed description of each short paper assignment will be provided in class.

**3. Research Paper (30%)**

Writing practice, revision, and research are an important component of the course. In lieu of a final exam, you will write an approximately 15 page research paper related to interest groups and social movements in American politics. In this paper, you will select a social movement and analyze its attributes, activities, and influence using the course concepts discussed throughout the semester. You should cover the origins of the movement and movement organizations, describe its participants and their activities, and discuss the influence the movement has had on politics and society. The syllabus contains a (non-comprehensive) list of social movements from which you may choose one to write about. If you would like to write about a movement not included on the syllabus, please check with Professor Marchetti first. Note that none of the social movements that we will be discussing in-depth (the women’s rights movement, civil rights movement, LGBT rights movement, class-based movements) are available as topics for your final paper. This assignment is designed such that you are able to apply general class concepts to a social movement that we have not yet learned about.

**4. Research Paper Components (15%)**

There are several components to the final paper assignment. You should submit a 1 page paper proposal (due September 23rd) and an annotated bibliography of 10 sources (due November 18th). The 1 page paper proposal will be worth 5% of your final grade. The annotated bibliography will be worth 10% of your final grade. Any feedback on the paper proposal and bibliography should be incorporated into your final paper.

**List of possible social movements for final paper**

Domestic Movements (U.S.)

Animal Rights Movement

Environmental Movement

Anti-War Movement

Disability Rights Movement

Prohibition/Temperance Movement

Right to Life Movement

The Abolition Movement

The Student Movement

International Movements

Arab Spring

Radical Islam

Anti-Apartheid Movement

Indian Independence Movement

Irish Independence Movement

Controversial groups/movements

Men’s Rights Activists

Neo-Nazi/White Supremacy Groups

Sex Workers’ Rights

**LATE ASSIGNMENTS**

As this is a writing-intensive course, due date extensions will only be granted under extraordinary circumstances. Barring long-term illness or extraordinary circumstances, requesting more than one due date extension will automatically result in a fraction of a letter grade deduction on the assignment.

If you have to miss a paper assignment due date I ask that you provide me with information according to three valid criteria:

1) Illness or hardship. Please notify me as soon as possible that you cannot make a paper assignment deadline. I prefer that you notify me prior to the due date of the assignment but I understand that sometimes emergencies happen and you may not have access to email. You should indicate the reason for missing the assignment, an idea of when you will be able to turn it in, and the name and contact information of your academic adviser.

2) Official college activities (for example, a prominent speaker on campus or club-sponsored trip).

3) Religious holidays - please let me know about these early in the semester.

If you submit an assignment late without permission for a deadline extension, the effects on your grade are as follows: If the assignment is turned in after the deadline but within 24 hours of the deadline, your grade will decrease a fraction of a letter grade (e.g., from an A to an A-; an A- to a B+). If the assignment is turned in 24 hours or more after the deadline, your grade will decrease a full letter grade (e.g., from an A to a B) for every day that it is late.

**TECHNOLOGY**

Students comprehend class material to a deeper extent if they participate in class discussions and take notes by hand and I encourage you to do both in this class. Laptops for note-taking is by permission only. Cell phones and laptops can be very distracting to your peers and to the professor, so please refrain from using either in class. If you need to send a text or make a call under special circumstances, please step outside the room.

**OFFICE HOURS AND EMAIL**

Office hours are a great chance to ask questions or raise concerns you have about lectures, assignments, readings, or political science in general. Professor Marchetti’s scheduled office hours are on Mondays 2:30-3:30pm and Wednesdays 2:30-4:30 in Denny Hall Room 12. If you can’t make office hours, we can discuss setting up an appointment for another time during the week.

If you need to contact me outside of class, the best way to reach me is via email

(marchetk@dickinson.edu).You may email me with questions or concerns, and I will do my best to respond to you within 24 hours if your email is received Monday-Friday. Emails received over the weekend may take up to 48 hours for a response. I will conduct course-related business via email, so please be sure to regularly check your official Dickinson College email account. Note that I will not summarize lectures, discussions, readings, or missed classes via email – it is best to come speak with me during office hours about any class content.

**Accommodating Students with Disabilities**

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to the Office of Disability Services (ODS) in Dana Hall, Suite 106.  Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented. The Director of ODS is available by appointment to answer questions and discuss any implementation issues you may have. ODS proctoring is managed by Susan Frommer (717-254-8107 or [proctoring@dickinson.edu](https://exmail.dickinson.edu/owa/redir.aspx?C=k5NV4XG_qEadh9Lm9D6TfeISyU5LHNMIBYh0W_2aiZWtbB6WNJR5m05CquJFLcW_vmySpVOmHq4.&URL=mailto%3aproctoring%40dickinson.edu)).  Address general inquiries to 717-245-1734 or e-mail [disabilityservices@dickinson.edu](https://exmail.dickinson.edu/owa/redir.aspx?C=k5NV4XG_qEadh9Lm9D6TfeISyU5LHNMIBYh0W_2aiZWtbB6WNJR5m05CquJFLcW_vmySpVOmHq4.&URL=mailto%3adisabilityservices%40dickinson.edu).  For more information, go to [www.dickinson.edu/ODS](https://exmail.dickinson.edu/owa/redir.aspx?C=k5NV4XG_qEadh9Lm9D6TfeISyU5LHNMIBYh0W_2aiZWtbB6WNJR5m05CquJFLcW_vmySpVOmHq4.&URL=http%3a%2f%2fwww.dickinson.edu%2fODS).

**Academic Integrity**

Note that the College’s policy on academic integrity governs this course. Please review this policy via the following links: [Community Standards](http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards), [Academic Misconduct](http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards/2) and [Social Misconduct](http://www.dickinson.edu/info/20273/dean_of_students/867/community_standards/3). Faculty are required by Dickinson College policy to report any academic misconduct including evidence of plagiarism, even if accidental. Please consult with the writing center if you have any questions about proper citation formats.

**Classroom Recording**

This class, including lectures, classroom discussions and laboratory sessions, may be audio recorded as an accommodation granted by the Office of Disability Services (ODS). If this is the case, the course instructor will inform all members of the class. The course instructor may, for pedagogical and/or assessment purposes, require that you be audio or video recorded during specific course activities. If such activities are a part of this course, this syllabus will indicate the purposes for recording, when recording will occur, how recordings will be used and how long they will be retained. In addition, the instructor will clearly announce to all participants when the recording is starting and when it ends. Audio or video recording of any lecture, classroom discussion, or laboratory session in this course other than for the above purposes is strictly prohibited and may be a violation of Pennsylvania’s Wiretapping and Electronic Surveillance law (18 Pa. C.S. Section 5701 et seq).

**RESOURCES**

The Writing Center: Writers of all levels and abilities need feedback in order to develop their ideas and grow as writers. Dickinson’s trained writing tutors can help you generate ideas, begin drafting, revise a rough draft, figure out your professor’s preferred documentation style, understand and respond to professor feedback, edit your writing- among other things. You can walk in or call and make an appointment at 717-245-1620. For more information about hors and procedures visit the web: <http://www.dickinson.edu/resources/writing-program/content/Writing-Center/>

The Multilingual Writing Center supports the mission of the foreign language departments to develop students’ critical thinking skills and fluency in writing. The MWC assists writers of all levels and abilities who are working on essays written in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, or Spanish. Trained tutors and Overseas Assistants will work one-on-one with writers on a variety of concerns, including developing ideas; understanding genres; organizing material; crafting sentences; analyzing and correcting patterns of error; and building vocabulary.

The Multilingual Writing Center is located on the lower level of Waidner-Spahr Library. Hours of operation are: Sunday 2:30pm - 10:30pm and Monday, Tuesday, Wednesday, Thursday 6:30pm - 10:30pm. MWC is closed on Friday and Saturday. It is best to call ahead for an appointment, during the hours of operation - 245-1767.

**COURSE SCHEDULE**

Note: it may be necessary to rearrange or change class readings throughout the course of the semester. You will be notified in class and via email about any changes to the syllabus.

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| **Date** | **Topic** | **Reading** |
| August 30 | Welcome/Course Introduction |  |
| September 2 | What are groups and social movements? | 1. *The Social Movements Reader*: Editor’s Introduction, Introduction
2. Meyer, David. 2014. *The Politics of Protest,* 2nd Edition*.* “America and Political Protest: Political Institutions and Dissent”. pp. 8-28. (Moodle)
 |
| September 6 | Where do groups and movements come from? | 1. *The Interest Group Society*: Chapter 2: The Advocacy Explosion
2. *The Interest Group Society*: Chapter 3: Mobilization and Organization
 |
| September 9 | Who participates? | 1. *The Social Movements Reader* Part III, Chapter 6: “The Free-Rider Problem”
2. *The Social Movements Reader* Part III, Chapter 8: “Middle-Class Radicalism and Environmentalism”
3. Klandermans, B. (2004) “Why Social Movements Come into Being and Why People Join Them”, in *The Blackwell Companion to Sociology* (ed J. R. Blau), Blackwell Publishing Ltd, Oxford, UK. (Moodle)
 |
| September 13 | Who is represented? | 1. *The Interest Group Society:* Chapter 10: Bias and Representation
2. Schlozman, Kay. 2010. “Who Sings in the Heavenly Chorus? The Shape of the Organized Interest System.” in *The Oxford Handbook of American Political Parties and Interest Groups*, eds. Sandy Maisel and Jeffrey Berry. Oxford, UK: Oxford University Press. (Moodle)
 |
| September 16 | Intro to Research Process | Guest Speaker: Anna Kozlowska – Class Meets in Library Classroom 2 (Formerly ICC 2) |
| September 20 | Intersectional Advocacy | 1. [M] *Women’s Voices, Feminist Visions,* pp. 42-59. (Moodle)

**Homework exercise: See p. 42-43.** Circle any of the “axes” of privilege or non-privilege that you see as applying to you. Print out/bring this to class and we will discuss in groups. |
| September 23 | Intersectional Advocacy | 1 Page Research Proposal Due1. Strolovitch, Dara. 2006. “Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender.” *Journal of Politics* 69 (1): 281. (Moodle)
2. Marchetti, Kathleen. 2014. “Crossing the Intersection: The Representation of Disadvantaged Identities in Advocacy." *Politics, Groups and Identities*, Vol. 2, (1): 104-119. (Moodle)
 |
| September 27 | Movement and group survival | 1. *The Social Movements Reader*: Part IV: Who Remains in Movements and Who Drops Out: “Introduction”; “Generating Commitment Among Students”; “Disengaging from Movements”
 |
| September 30 | Movement and group survival | 1. Bennett, Lance. “The Personalization of Politics: Political Identity, Social Media, and Changing Patterns of Participation.” *The ANNALS of the American Academy of Political and Social Science* 2012 644: 20 (Moodle)
2. “Still Bowling Alone? The post-9/11 split.” Journal of Democracy, Volume 21, Number 1, January 2010, pp. 9-16 (Moodle)
 |
| October 4 | Does advocacy matter? | 1. *The Social Movements Reader*: Part X: What Changes Do Movements Bring About? “Introduction”; “Defining Movement ‘Success’”; “How Social Movements Matter”
 |
| October 7 | Does advocacy matter? | Short Paper 1 Due1. Baumgartner, Frank R., Jeffrey M. Berry, Marie Hojnacki, David C. Kimball, and Beth L. Leech. 2009. *Lobbying and Policy Change: Who Wins, Who Loses, and Why.* Chicago: The University of Chicago Press. Chapters 10 and 11 (pp.190-238) (Moodle)
 |
| October 11 | Class-based activism | 1. Levi, Margaret. 2003. “Organizing Power: The Prospects for an American Labor Movement.” *Perspectives on Politics*. 1:45-68. (Moodle)
 |
| October 14 | Class-based activism | In Class Film: *99%: The Occupy Wall Street Collaborative* [http://bit.ly/2aRFgbT](https://exmail.dickinson.edu/owa/redir.aspx?C=IqSeaG_PnMryemU1RpkDjKdvkcXDEipxowqWA_Y3br8qOA1vBfLTCA..&URL=http%3a%2f%2fbit.ly%2f2aRFgbT) |
| October 18 No Class – Fall Pause |
| October 21 | Class-based activism | 1. Calhoun, Craig. “Occupy Wall Street in perspective.” *The British Journal of Sociology 2013 Volume 64 Issue 1* (Moodle)
 |
| October 25 | Civil Rights | 1. Doug McAdam. 1992. “Gender as a Mediator of the Activist Experience: The Case of Freedom Summer.” *The American Journal of Sociology*, Vol. 97, No. 5 (Mar., 1992), pp. 1211-1240. (Moodle)
2. Barnett, Bernice McNair. 1993. “Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class.” *Gender and Society*, Vol. 7, No. 2 (Jun., 1993), pp. 162-182. (Moodle)
 |
| October 28 | Civil Rights  | Short Paper 2 DueFilm: *All the Way*  |
| November 1 | Civil Rights | Finish/Discuss Film: *All the Way* |
| November 4 | Civil Rights  | <https://www.washingtonpost.com/posteverything/wp/2015/08/24/i-was-a-civil-rights-activist-in-the-1960s-but-its-hard-for-me-to-get-behind-black-lives-matter/> <http://www.salon.com/2015/08/25/respectability_will_not_save_us_black_lives_matter_is_right_to_reject_the_dignity_and_decorum_mandate_handed_down_to_us_from_slavery/> 1. <http://www.forharriet.com/2015/10/wrestling-with-respectability-in-age-of.html#axzz4ETgdLDvh>
 |
| November 8 | Women’s Rights | 1. *The Social Movements Reader*: Part V: “Ideological Purity in the Women’s Movement” by Jane Mansbridge
2. *The Social Movements Reader*: Part II: “The Women’s Movement” by Jo Freeman
 |
| November 11 | Women’s Rights | 1. *The Social Movements Reader*: Part IX: “The Decline of the Women’s Movement” by Barbara Epstein
2. Costain, Anne N. 1981. “Representing Women: The Transition from Social Movement to Interest Group.” *The Western Political Quarterly* 34(1): 100-113 (Moodle)
 |
| November 15 | LGBT Activism | 1. *The Social Movements Reader*: Part II: “The Gay Liberation Movement” by John D’Emilio
2. *Social Movements* by Suzanne Staggenborg: The Gay and Lesbian Movement (Moodle)
 |
| November 18 | LGBT Activism | Annotated Bibliography DuePrimary Source Material: Trip to the Archives |
| November 22November 25 | No Class - Thanksgiving |
| November 29 | LGBT Activism | 1. *The Social Movements Reader*: Part VII: “Strategic Uses of Identity by the Lesbian and Gay Movement” by Mary Bernstein
2. *The Social Movements Reader*: Part IX: “The Dilemmas of Identity Politics” by Joshua Gamson
 |
| December 2 | AIDS Activism | Before Class:1. Watch film: *United in Anger: A History of ACT UP* – on reserve at Library or available on YouTube:

<https://www.youtube.com/watch?v=MrAzU79PBVM&t=2840s> 1. Complete discussion question worksheet
 |
| December 6 | AIDS Activism | 1. Gould, Deborah B. 2002. “Life During Wartime: Emotions and the Development of ACT UP.” *Mobilization: An International Quarterly* 7 (2): 177-201. (Moodle)
2. Gould, Deborah B. 2012. “ACT UP, Racism, and the Question of How to Use History.” *Quarterly Journal of Speech* 98 (1): 54-62. (Moodle)
 |
| December 9 | The New American Right | 1. Social Movements by Suzanne Staggenborg: Chapter 8: The New American Right (Moodle)
2. Williamson, Vanessa, Theda Skocpol, and John Coggin. 2011. “The Tea Party and the Remaking of Republican Conservatism.” Perspectives on Politics 9(1): 25-43. (Moodle)
 |
| Week of December 12th  | Discuss Final Papers | Final Papers Due 12pm Saturday, December 17 |