

HTS 3068: SOCIAL MOVEMENTS

Professor Winders

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Office Hours: Tues. and Thurs. 12:00-1:00pm, & by appointment

Summer 2020

Late-Short Summer Session

Sustainable Education, room 102

MWF at 12:30-3:15pm

Assistant Instructor:

Office:

E-mail:

Office Hours:

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. 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.

Learning Outcomes:

This course fulfills Georgia Tech’s Learning Goal E (Social Sciences), which states:

“Students will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.”

How this course satisfies the learning outcome:

This course will focus on sociological theories to explain various aspects of social movements. Students will learn how social, political, and economic forces influence social behavior through an examination of why some people participate in social movements but others do not; how social movements draw on culture and ideas; how organizational structures influence what social movement activity looks like and whether it is successful; how political contexts allow social movements to emerge or effectively repress social movements; and how broad social changes, such as urbanization and industrialization, contribute to the emergence of social movements. Students will demonstrate that they have met the Area E learning outcome through in-class discussions about course readings and ideas, as well as two take-home essay examinations.

Additional learning outcomes for this course:

- (1) Students in this class will demonstrate the ability to describe theoretical perspectives and concepts used by sociologists to explain social movements.
- (2) Students will be able to describe the social, political, and economic forces that influenced the civil rights, women's, and labor movements in the U.S.
- (3) Students will demonstrate an understanding of why people participate in social movements.

Requirements:

Grades will be based on class three short written assignments, four quizzes, and a final exam. Students are expected to adhere to the **Georgia Tech Honor Code** (see <http://policylibrary.gatech.edu/student-affairs/code-conduct>). 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 **Office of Disability Services** (see <http://disabilityservices.gatech.edu/>).

Preparing for each class session: Student participation is expected for this class. Therefore, make sure you do the reading before class and come prepared to discuss. Having students fully engaged with the course readings and material will enhance the classroom experience, and it will improve students' grades.

I will distribute discussion questions that 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. In addition, students should feel free to ask questions about readings or course material.

Short Papers (10%)

Students will have to complete several assignments. These assignments and their due dates are listed on the reading schedule. Students should turn these assignments in on Canvas by the beginning of class on the due date. I will have more details on these assignments as the session progresses.

Quizzes (50%)

This course will include four quizzes that will be administered through Canvas, so students will

July 10 *High Tide and Hard Times: What did the movement achieve? Why did it decline?*
Evans. 2004. Tidal Wave. Ch 5 (“Crest”), p128-175.

*Douglas, Susan. 1994. Where the Girls Are. Ch 10 (“The ERA as Catfight”),
p221-244.

QUIZ #3

The Labor Movement

July 13 *Fluctuations of Power: What factors shape the labor movement?*

Marx, Karl and Frederick Engels. The Communist Manifesto. Parts 1 and 2.

*Nelson, Daniel. 1997. Shifting Fortunes. Ch 1 (“Union Growth...”), p3-14.

Assignment #2 Due: Women’s Movement

July 15 *Labor from 1900 to the early-1930s: How did the class struggle take shape?*

Piven and Cloward. Poor People’s. Ch 3 (“The Industrial Workers’...”), p96-133.

July 17 *Success and Decline: How was labor successful, and why did it falter?*

Piven and Cloward. Poor People’s. Ch 3 (“The Industrial Workers’...”), p133-175.

QUIZ #4

The Effects of Social Movements, and Social Movements Today

July 20 *What are the effects of past movements? And, how are movements with us today?*

*Winders, Bill. 1999. “The Roller Coaster of Class Conflict.” Social Forces.
77(3):833-862.

*Arnold, Eric. 2017. “The BLM Effect: Hashtags, History and Race.” Race,
Poverty & the Environment. 21(2):8-15.

*Burke, Tarana. 2019. “Survivors are also voters.” Time. Oct. 21. Pages 33-34.

*Abrams, Abigail. 2019. “The Number of Workers Involved in a Strike in 2018
was the Highest Since 1986.” Time Magazine. February 8.

*Hill, Sam. 2019. “What Will the Economic Impact of the GM Strike Be?”
Newsweek. September 19.

Assignment #3 Due: Labor Movement

July 24 **FINAL EXAM (Friday, July 24, 11:20am - 2:10pm)**