We will examine and discuss some very good literature on large-scale social movements in the United States. We will also produce a community based learning project directed toward workers education and environmental issues.

Several questions prompted the readings for this course. We can easily observe how different the major social movements of the nineteenth century----Abolitionism, , The Woman’s Movement--- are so reflective of the agrarian, Christian, rapidly industrializing culture. But what of the 20th century? How can we characterize these social movements? How are social movements defined by particular leaders and reflect the identities of the participants? How does the opposition to these movements form and how do they succeed? How do these movements change the policies, the people and the larger society? Have social movements been democratic? When do movements become corrupt? When do movements turn violent? How do issues of race and class define social movements? How do social activists respond to resistance to change? When and at what point do social movements lose their drive? For this we will discuss the Civil Rights Movement, the Religious Right, The Women’s movement, Anti-War Movements, Student Movements and the Environmental movement.

Papers: A midterm, 30% and class participation 20% in the form of 10 one-page response papers to the books and in class discussion 10% and Community Service-Workers Education Project: last two weeks of class (40%).

Readings

Charles Tilly, *Social Movements, 1768-2004*
Harriet Beecher Stowe, *Uncle Tom’s Cabin*
Charles Payne, *I’ve Got the Light of Freedom*
Susan Harding, *The Book of Jerry Falwell*
Stanley Aronowitz, *How Class Works*
Paul Shabecoff, *A Fierce Green Fire: The American Environmental Movement*
Week 1  
**Social Movements from the 18th Century to the Present**  
Charles Tilly, *Social Movements, 1768-2004*  
Ch 1-3; This first week is intended to get you acquainted with various kinds of social movements over time and the notion that the KuKluxKlan was, indeed, a social movement.  
Reading should be done for the next week.  
*Movie: Birth of a Nation*  

Week 2  
**Abolitionism and the Opposition to Slavery**  
Harriet Beecher Stowe, *Uncle Tom’s Cabin*, Finish Tilly  
*Discussion: How do the forms of protest change over time? (paper #1 due)*  
*Movie: Birth of a Nation*  

Week 3  
**Tactics and Strategies**  
*Discussion: Can a Novel make a Social Movement: (paper #2 due)*  
Finish *Birth of a Nation*  

Week 4  
**Activism and Faith: 19th Conversion to 20th century Separation**  
*Discussion: Kraditor’s Question About the Means and the Ends (paper #3 due)*  

Week 5  
**The Woman Movement: A Hundred Years of Struggle**  
Sarah Deutsch, *From Ballots to Breadlines:American Women, 1920-1940*  
*Discussion: When is the Goal Achieved? To What End? (paper #4 due)*  

Week 6  
**Environmental Education: Workers Education**  
*Discussion: Where is the Green Sting? Why We Aren’t Worried. (paper #5)*
Week 7  Midterm Examination:  March 5; Planning Sessions

Week 8  Spring Break March 9-19th

Week 9  **Civil Rights  New Strategy, New Tactics**
Charles Payne, *I’ve Got the Light of Freedom, ch 1-3 index, Christians and Church; chapters 4-8*
Civil Rights  *Eyes on the Prize*
Susan Harding, *The Book of Jerry Falwell, ch. 6 and 7*
**Discussion:**  Why is there a Religious Right, and what of the religious left? (paper #6)

Week 10  **Civil Rights: Divisions and Divide**
Charles Payne, *I’ve Got the Light of Freedom, 9-11; 14 Epilogue and Bibliographic Essay.*
Herbert Hill, “ *The Problem of Race in American Labor History*”
**Discussion:**  Why is the racial divide so absolute and unyielding? (paper #7)

Week 11  **Working Class Blues**
Stanley Aronowitz, *How Class Works*
**Discussion:**  How does Class Work in America? (paper #8)

Week 12  **Poor People’s Movements**
Frances Fox Piven, Richard Cloward, *Poor People’s Movements: Why they succeed, How they fail.*
**Discussion:**  How do we judge success or failure in the Movement? (paper #9)

Week 13  **The Future of the Labor Movement**
Ruth Milkman, Kim Voss, *Rebuilding Labor: Organizing and Organizers in the New Union Movement*
**Discussion:**  Whither the future of social change? (paper #10)

Week 14  Discussion of Projects

Week 15  Discussion of Projects

Papers:  Your one-page response papers should indicate that you have read the book and you have a good understanding of the thesis of the book. This argument by the author is usually found somewhere in the introduction or the first chapter. The author explains what s/he is trying to do and outlines how s/he will proceed. You need to summarize this
in your own words. If you are unsure or you want to improve your summary look up the book review for the book in JSTOR. If you do this, be sure and cite the JSTOR review in a footnote and paraphrase, do not plagiarize this summary. All of this should be the first paragraph of your paper.

The second paragraph should offer some perspective on the several chapters of the book that address the question in the discussion. You need to cite an example here from the book that best illustrates what you think the answer is to the discussion question. The final paragraph should finish the discussion of the book and go beyond the original question, i.e.: This is a better way to ask the question, or this is a better question on the topic.

Community Service Project: This project will have a collective component and an individual component. Your grade will depend on both. Collectively your project is to bring environmental issues before workers in a way that would change their habits and move them toward political action. We will begin discussion on the project immediately and then we will work on the project as the semester progresses. The first meeting will be to set some goals and to achieve them through our own organizing. Subsequent work will be done on an individual basis.