

## POLITICS OF SOCIAL MOVEMENTS (Fall 2019)

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Instructor: Professor Paul Haber

Political Science Department, course #443

Meets: Wednesdays 3:00-5:20 in Liberal Arts 305

Office hours in LA 349: Tuesday and Thursday 11:00 – 12:30 and happily by appointment.

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*"Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or both. The limits of tyrants are prescribed by the endurance of those whom they oppress." Fredrick Douglass*

*"What is possible would never have been achieved if, in this world, people had not repeatedly reached for the impossible." Max Weber, "Politics as a Vocation," 1918*

*"Freedom isn't free. It shouldn't be a bragging point that "Oh, I don't get involved in politics," as if that makes you somehow cleaner. No, that makes you derelict of duty in a republic. Liars and panderers in government would have a much harder time of it if so many people didn't insist on their right to remain ignorant and blindly agreeable." Bill Maher*

### **Required Texts (Available in the UC Bookstore, Amazon and elsewhere.)**

Jeff Goodwin and James M. Jasper, editors, *The Social Movements Reader: Cases and Concepts*. Third Edition. Wiley-Blackwell, 2015. This book can be purchased or rented.

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*. Broadway Books, 2018.

Mark Engler and Paul Engler, *This is an Uprising*. Bold Type Books, 2016.

### **Course Description**

This is a seminar – not a lecture class – on the theory, history and significance of social movements.

Learning Goals: There are two primary learning goals for this course. The first goal is to significantly bolster students' knowledge regarding the historical and contemporary significance of social movements. Second, to provide an opportunity for students to develop their writing and verbal skills.

No assumptions are made regarding students' familiarity with this subject. I do, however, assume that all students taking this class will devote considerable time each week reading and/or listening to the material, reflecting on the material, and coming to class with prepared comments and questions to contribute to the conversation.

Furthermore, please take note: this is a 400-level class. 400 courses are designed for seniors. The expectation is that students have done a number of 300 level courses, in poly sci or a related field, so that students enter into PSCI 443 already having been exposed to sophisticated social science materials and developed analytical responses to these materials in both oral conversation and written essays. If this is not your situation, you should talk to me before continuing on in the class. If you do not, you proceed at your own risk.

### **Course mechanics**

Class meetings will run for two hours and twenty minutes. I expect you to arrive punctually, with bags unpacked, readings and notes in front of you, and your brain ready to participate, by 3:00 pm. There will be a 10-minute break about half way through each class. If you miss a class or are late, let me know ***by email*** letting me know why. Unexcused absences and tardiness do not help your participation grade.

## **Homework**

There will be some mix of readings, recordings, and videos to study each week. Please do not take this course if you cannot commit at least on average 4-5 hours a week to the homework. The educational benefits of the course depend on you doing the homework with a high degree of focus, so you can contribute to class discussions. If you don't do the assignments, you won't learn much; if you do read, watch, and listen to them attentively, take good notes, participate actively in class, and focus your best attention on the writing assignments, I predict you will learn a lot. Some of the materials are harder than others; some weeks will require more time than others.

I expect all of each week's required reading/listening/watching (written materials, podcasts, videos) to be completed well before class, so you have time to digest the materials, think about them, compare and contrast them to each other and other sources of information and insight, and most importantly, to prepare probing comments and questions about them. Last-minute, rushed skimming of the materials and hurriedly scribbled comments and questions will not fear high quality experiences, for you or the rest of us. The difference in quality between work done with ample time allotted and focused attention contrasted to work done in a hurried fashion at the last minute is palpable. Tip: If you encounter a word, term, or concept that you don't understand, don't just gloss over it and hope for the best; instead, look it up through Google search or Wikipedia.

## **Grading**

Default: One exam and one essay, each accounting for 1/3 of total grade. 1/3 of your grade is based on your class attendance and oral participation. I also allow students to alter this grading scheme. Reasonable requests considered. Much better to make a request far in advance than in a panic at the end of the course.

D: Poor performance on most if not all fronts.

C: demonstrates moderate understanding of the material and thus is unable to demonstrate quality analysis of the material in writing and/or oral argument.

B: demonstrates solid understanding of the material but does not demonstrate quality analysis on a regular basis.

A: demonstrates a high level of comprehension of the material on a regular basis and also demonstrates, at least on occasion, high quality analysis via comments and especially generative questions in oral and written argument.

Observations regarding grading:

1. My sense is that many students find me to be a "tougher" grader than many of my colleagues because I actually adhere to the standards above. It is my experience that many students are not accustomed to being required to demonstrate a high level of comprehension of challenging material let alone demonstrate critical thinking in their classes in order to earn a A or B in the class.
2. I appreciate that many students find it difficult to participate in class discussions. So, I allow students a variety of ways to demonstrate this to me. Of course, I appreciate students who are comfortable with speaking in class or even more so muster the courage to participate in class despite it being scary, in part because it contributes to the quality of the classroom learning environment (quality is valued over quantity). However, I allow students to raise their grade by communicating with me in office hours, by email, or by the phone.
3. I expect students to participate in class discussions at a 400 level. Clarifying questions are welcome as are thoughtful comments and substantiated arguments. Perhaps most prized of all are probing questions that get us all thinking together in class. In addition, I allow students who make significant contributions outside of class or take on class projects that are presented to the class at the end of the semester and make a real contribution to our collective learning to elevate their grade. Individual and group projects are welcome. See details below.

### **Class attendance, participation, and discussion points: 1/3 of total grade**

Most of our class time will be spent discussing the required assignments. Sometimes I'll present on particular ideas or findings. But for most of each class, I'll be answering questions and comments raised by students and moderating conversations.

So, I expect regular attendance, detailed knowledge of assigned materials, active participation and intellectual engagement, and thoughtful questions and commentaries about the materials. I will keep records of who attends each class, who asks good questions and makes insightful comments, who seem to have done the homework conscientiously, and who contributes to making this class an intellectually vibrant and rewarding experience for the other students.

There will be a homework assignment for each class meeting that will require you to have prepared discussion points. Each discussion point could be a thoughtful comment, question, critique, or comparison to other readings, theories, or findings. It should not just summarize the material's argument, but it should show that you have understood the material, and developed your own thoughts in response. It should not just be a personal reaction or anecdote vaguely related to the material, but it could relate the material's ideas to current events, controversies, or real-life issue. The best discussion points are often both funny and intellectually serious.

If you haven't understood a particular assigned material well enough to prepare a discussion point or answer the question you were asked to answer, you should be ready to say what specific theories, concepts, or findings you found most confusing, and why. If you didn't understand something after studying it carefully, other students probably didn't either, and we should discuss and clarify it.

I strongly encourage you to come to class with written notes that will allow you to make strong oral contributions, unless you have an extremely good memory. The point here is that your discussion points should be pre-mediated and not rely on spontaneous inspiration in class. If you're shy, knowing that you have good discussion points written down ahead of time will make it easier for you to speak up without feeling too awkward.

I will call on students to contribute. If I call on you and you are not prepared, your participation grade will be lower for that class. If I call on you and you have a great comment or question that sparks a lot of discussion, your participation grade will be higher.

The best discussion points (questions and comments) do not just show off how clever you are, but are effective at getting other students engaged in the intellectual life of our class. You'll learn as the term progresses what kind of interventions are good discussion-sparks and which fall flat.

### **Extra Credit Assignment Options**

1. Locate and interview at least one person who is working within a social movement organization who is making or attempting to make what you believe to be a positive difference. You can do the interview in person or on the phone. Share it with the class. 2. Take on one of the topics listed at the bottom of this syllabus and make a class presentation on it. Either of these assignments can be done individually or as a group. However, please let me know when you would like to contribute this to class so I can plan for it.

### **Accessibility**

The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, contact me at the beginning of the semester so that proper accommodations can be provided. Please contact Disability Services for Students if you have questions, or call Disability Services for Students (DSS) for voice/text at 406.243.2243. You may also fax the Lommasson Center 154 for more information at 406.243.5330.

## ASSIGNMENTS (subject to changes)

**August 28** Introduction to the class

Homework assignment: Watch/listen to these two links. Come to class with at least one comment or question related to the conversation between Sullivan and Klein.

[https://www.ted.com/talks/greta\\_thunberg\\_the\\_disarming\\_case\\_to\\_act\\_right\\_now\\_on\\_climate#t-660001](https://www.ted.com/talks/greta_thunberg_the_disarming_case_to_act_right_now_on_climate#t-660001) This brief Ted talk introduces you to a strong movement voice in a 16-year-old.

<https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/58779384>

Excellent, just plain excellent, discussion between Andrew Sullivan and Ezra Klein, wherein you get – in two hours listening time – a high quality articulation of liberal and conservative views on everything from identity politics to immigration (not so much into other areas of foreign policy).

**September 4** The Reader: Parts I (Introduction) and II (When and Why Do Social Movements Occur?). Chapter 1 in *How Democracies Die*.

Homework Assignment:

Prepare questions and comments that relate to the overarching questions posed for Part II. That is, you could come to class prepared to answer the overarching question: When and Why Do Social Movements Occur? Or you could come prepared to provide answers to some set of the questions found on pg. 12. Or you could raise questions or contribute comments that occurred to you during the reading. The questions can be either clarification questions (asking about something in the reading you do not understand) or they can be analytical questions. When you share a question in class, you should make clear at the outset which type of question it is. When you make a comment in class, you should be careful to develop the analytical content, which is to say, poorly reasoned or poorly substantiated comments are to be avoided. Analytical prowess is valued, not unsubstantiated opinions or pre-packaged expressions of political ideology. Also, prepare at least one comment or question in response to the required reading in *How Democracies Die*.

**September 11** Part III (Who Joins or Supports Movements?). *Democracies*: Chapter 2.

Assignment: Same as the above, changing page references to pg. 57 in *The Reader* and Chapter 2 in *Democracies*.

**September 18** Part IV (Who Remains in Movements, Who Drops Out, and Why?). *Democracies* Chapter 3.

Assignment: Same, with reference to questions on pg. 104 in *The Reader* and Chapter 3 in *Democracies*.

**September 25** Part V (How Are Movements Organized?) and Chapter 4 in *Democracies*.

Assignment: Same, with reference to the questions pg. 158 in *The Reader* and Chapter 4 in *Democracies*.

**October 2** Part VI (What Do Movements Do?) and Chapter 5 in *Democracies*.

Assignment: Same, with reference to the questions pp. 216 – 217 in *The Reader* and Chapter 5 in *Democracies*.

**October 9** Part VII (How Do Movements Interact with Other Players?) and Chapter 6 in *Democracies*.

Assignment: Same, with reference to the questions pg. 286 in *The Reader* and Chapter 6 in *Democracies*.

**October 16** Part VIII (Why Do Movements Decline?) and Chapter 6 in *Democracies*.

Assignment: Same, with reference to the questions pg. 345 in *The Reader* and Chapter 7 in *Democracies*.

**October 23** Part IX (What Changes Do Movements Bring About?) and Chapters 8-9 in *Democracies*.

Assignment: Same, with reference to the questions pg. 382 in *The Reader* and Chapter 8-9 in *Democracies*.

**October 30** Exam Workshop

**November 6** Exam 1 on the Reader and Letter to the authors of *How Democracies Die*. Both due today.

Writing Assignment for Levitsky and Ziblatt:

Write a reflective essay, 5 – 10 pages long, that discusses how Levitsky and Ziblatt’s analysis is relevant to social movement activity today. I will evaluate your writing based on the quality of the writing as well as the analysis and questions raised, so be sure to edit your papers carefully for spelling/grammar/syntax/readability. Direct citations must be cited with page numbers. You are not required to bring in outside sources and can write an excellent paper without them; however, the skillful use of additional sources will be valued and reflected in your grade. You may summarize what you see to be the main arguments in the book and/or hone in on particular sections. However, keep in mind that you must explicitly address the question: what are the implications of this analysis for social movement strategy?

**Extra assignment for those taking the class for 400 credit** will be that I will provide you with written comments. You will then rewrite your paper taking my comments into account.

**November 13** Introduction and chapters 1-4 of Englers’ book.

**November 20** Chapters 5-7 of Englers’ book.

**November 27** Thanksgiving Travel Day (no class)

**December 4** Chapters 8 – Conclusion of Englers’ book.

### **Suggested works for extra credit class presentations (you are welcome to devise your own):**

--Some materials to get us thinking in and around the #MeToo movement:

Interviews with Rebecca Traister, author of *Good and Mad: The Revolutionary Power of Women’s Anger*. Simon & Schuster, 2018.

1. <https://onbeing.org/programs/rebecca-traister-avi-klein-metoo-through-a-solutions-lens-dec2018/>
2. <https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/52285930>
3. <https://samharris.org/podcasts/141-metoo-going-far/>
4. Rebecca Solnit, “A Short History of Silence” in *The Mother of All Questions*. Haymarket Books, 2017, pp. 17 – 66. Available on line through the Mansfield Library.
5. Me Too: The Movement. Hour long documentary, available Prime Video.

--**Deeyah Khan** is a British documentary filmmaker and human rights activist. She has made two films on the extreme right, both available on Netflix:

White Right: Meeting the Enemy

Jihad: A Story of the Others

Do an assignment that requires watching the films and also listening to at least one of two podcasts she did with Sam Harris <https://samharris.org/podcasts/144-conquering-hate/> and on the Ezra Klein show

<https://www.stitcher.com/podcast/vox/the-ezra-klein-show/e/59339814>

--**The Politics of Recycling** July 2019

[https://theintercept.com/2019/07/20/plastics-industry-plastic-recycling/?utm\\_source=The+Intercept+Newsletter&utm\\_campaign=a3b208ffd7-EMAIL\\_CAMPAIGN\\_2019\\_07\\_20\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_e00a5122d3-a3b208ffd7-131635733](https://theintercept.com/2019/07/20/plastics-industry-plastic-recycling/?utm_source=The+Intercept+Newsletter&utm_campaign=a3b208ffd7-EMAIL_CAMPAIGN_2019_07_20_COPY_01&utm_medium=email&utm_term=0_e00a5122d3-a3b208ffd7-131635733)

Haber note: The Politics of Recycling is a way into thinking about the larger issue of voluntary individual good deeds vs. state mandated regulations. Clearly, this contrast is at the heart of current debates regarding all sorts of

environmental challenges, most importantly climate collapse (also known as climate change, global warming, etc.).

This hard-hitting analysis from one of the progressive left's few most important investigate news sources, The Intercept, offers a trenchant analysis of how voluntary feel good actions are radically insufficient to turn the tide on the problem. As such, it offers a point of departure for conversation regarding how environmental movement should frame and intervene.

#### **--Drug-Decriminalization and/or the new work with psychedelics**

<https://www.vox.com/science-and-health/2019/1/10/18007558/psychedelics-ayahuasca-depression-pollan-mental-health>

This is intriguing phenomena. This article has a lot of links that could be useful. The most important book on the history of psychedelics is in my view without doubt Michael Pollan's recent work, *How To Change Your Mind*, Penguin Books, 2018. He has also done some very informative podcast interviews, including one with Sam Harris and one with Ezra Klein, as well as a number of talks available on YouTube that would make excellent materials.

#### **--Occupy Movement**

There are a number of materials out there that we could pick from. One that I am familiar with is Jonathan Smucker, *Hegemony How-To: A Roadmap for Radicals*. AK Press, 2017. It has the value of being recent and also contains a strong position on lessons learned and things to be avoided and pursued going forward – what works and what does not work when attempting to introduce radical new ideas to a public that transcends true believers. One more we might want to consider is Nathan Schneider, *Thank You, Anarchy: Notes from the Occupy Apocalypse*. University of California Press, 2013.

#### **--U.S. Labor Movement**

There is a huge literature on labor movements. One of the most talked about books within radical wings of the movement is Jane F. McAlevey, *No Shortcuts: Organizing for Power in the New Gilded Age*. Oxford University Press, 2016. She is a longtime activist and more recently a scholar too who has a very strong point of view regarding which parts of the labor movement are implementing best practices and which are not, with the goal to transform the movement. Interview with MacAlevey. <https://www.jacobinmag.com/2015/10/strike-chicago-teachers-union-public-private-sector>

#### **--Movements and Political Parties**

Movements in general and movement organizations more specifically have a many important relationships. One of the most important is that between with political parties. One we might want to consider: Daniel Schlozman, *When Movements Anchor Parties: Electoral Alignments in American History*. Princeton University Press, 2015. This is a challenging read, some would say beyond the capacity of most advanced undergraduates. I do not agree with this assessment but it is a challenging and very scholarly read.

#### **--Left Movement Histories**

What has happened in the world of left non-violent direct action since the 1960s? L.A. Kaufman, *Direct Action: Protest and Reinvention of American Radicalism*. Verso, 2017 attempts to answer this question with reference to a number of important movements and events. Kaufman has spent more than 30 years immersed in radical movements as a participant, strategist, journalist, and observer. I used the book in this class in 2018 and it was cited as the favorite by students, in part because of how engagingly it is written. Other books that address the history of the left include:

Howard Brick and Christopher Phelps, *Radicals in America: The U.S. Left Since the Second World War*. Cambridge University Press, 2015.

John Nichols, *The "S" Word: A Short History of An American Tradition...Socialism*. Verso, 2011.

Michael Kazin, *American Dreamers*. Alfred A. Knopf, 2011.

Another book that covers a lot of terrain, incorporating more conceptual tools and written a bit more as an introductory

text for use in the classroom is Kurt Schock, *Civil Resistance Today*. Polity Press, 2015. The book has the value also of looking at social justice movements outside the U.S. in addition to U.S.-based movements.

### --Movement Ideas

One of the things that most attracts me to movements is that they are often the generators, in addition to being promoters, of cutting-edge critical theory. This book provides a survey of major schools of thought that have influenced the left over the last century: Ben Agger, *Critical Social Theories: An Introduction*. Oxford University Press, third edition, 2013.

### --The Politics of Race

This issue has been central to U.S. history from the beginning to the present and promises to be with us for the foreseeable future. Obviously, much is written about this on an ongoing basis. Here is a brief list of possible materials that we could consider along with additional suggestions. You will note that many of them are not movement specific but rather talk more broadly about the topic. I am fine with this direction if it is the will of the class.

Ruby Sales. Interview with this civil rights icon on the podcast "Onbeing." Unedited version, preferable.

Claudia Rankine. Materials include a moving and insightful interview <https://onbeing.org/programs/claudia-rankine-how-can-i-say-this-so-we-can-stay-in-this-car-together-jan2019/> and her most recent book, <https://www.amazon.com/Citizen-American-Lyric-Claudia-Rankine/dp/1555976905>

Michelle Alexander, *The New Jim Crow*. The New Press, 2012. This could be combined with <http://www.nybooks.com/articles/2015/05/21/mass-incarceration-silence-judges/> and \*interviews with Bryan Stevenson. Of the many interviews available, I would highly recommend this one: <https://podtail.com/podcast/the-ezra-klein-show/best-of-bryan-stevenson/>

Ta-Nahisi Coates, *We Were Eight Years in Power*. One World Publishers, 2017.

Moral Mondays. Here are a few materials we could potentially utilize on this topic: <http://www.thenation.com/article/how-progressives-can-and-must-regain-the-moral-high-ground/> Nation magazine article by the Rev. Dr. William J. Barber II.

[https://www.washingtonpost.com/news/acts-of-faith/wp/2017/06/29/woe-onto-those-who-legislate-evil-rev-william-barber-builds-a-moral-movement/?noredirect=on&utm\\_term=.f596edb1a0df](https://www.washingtonpost.com/news/acts-of-faith/wp/2017/06/29/woe-onto-those-who-legislate-evil-rev-william-barber-builds-a-moral-movement/?noredirect=on&utm_term=.f596edb1a0df)

<https://www.nationalpriorities.org/analysis/2018/souls-poor-folk/> A vision document.

There is also of course the Black Lives Matter movement. Much written, including Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*. Haymarket Press, 2016. Taylor is a strong new voice. She teaches at Princeton.

Patrisse Khan-Cullors and asha Bandele with a forward by Angela Davis, *When They Call You a Terrorist: A Black Lives Matter Memoir*. St. Martins, 2018. This book has been received critical acclaim.

Christopher J. Lebron, *The Making of Black Lives Matter: A Brief History of an Idea*. Oxford University Press, 2017. This book provides a philosophical and historical perspective to current events.

There is also a recent literature that asks white people to look at their whiteness through a racial lens. Here are a couple of materials that we could consider if we elected to pursue this theme:

#### What I Said When My White Friend Asked for My Black Opinion on White Privilege

This is a young black woman explaining to her white male friend "white privilege" through her own experiences. Let's use this as a way of discussing our own experiences of privilege and the opposite (discrimination): race, class, gender,

sexual orientation, physical characteristics and looks, etc.

A long and engaging interview with the film maker, Deeyah Khan <https://samharris.org/podcasts/144-conquering-hate/>  
The two movies are Jihad and White Right. Jihad is 45 minutes long and White Right is 54 minutes long. Both available on Netflix.

Daniel Hill, *White Awake*. IVP Books, 2017.

Robin Diangelo, *White Fragility*. Beacon, 2018. Chaps 4 and 11.

### --Social Media and Movement Trajectories

This theme has received significant attention in recent years. How does social media change movement politics? A couple of titles that we could consider if we elect this theme are Zeynep Tufekci, *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale, 2017 and Paolo Gerbaudo, *Tweets and the Streets: Social Media and Contemporary Activism*. Pluto Press, 2012. An additional reading that combines feminism and social media is "The Problem with Twitter Feminism" by Katie Roiphe. In Harper's.

### --Ralph Nader

Nader has been a household name affiliated with left-progressive change that has garnered more across the isle support than any other person working in the U.S. over the span of the last half century plus. He remains still active into this 80s. He has a long list of materials, including many podcasts and books. If we wanted a book, I would suggest either *Breaking Through Power*. City Lights, 2016 or *Unstoppable*. Bold Type Books, 2014.

### --The Right

If we want to venture into the politics of the right, I would begin by suggesting we consider either taking a look at The Christian Right, The Tea Party, or more recently in the news: The Alt-Right. The Christian Right has a large literature, including Daniel Williams, *God's Own Party: The Making of the Christian Right*. Oxford University Press, 2012 and Jon Shields, *The Democratic Virtues of the Christian Right*. Princeton University Press, 2009. If we want to delve into the tea party, I recommend Theda Skocpol and Vanessa Williamson, *The Tea Party and the Remaking of Republican Conservatism*. Revised Edition, Oxford University Press, 2016. Another enticing option is <https://carnegieeuropa.eu/2018/10/04/mobilization-of-conservative-civil-society-pub-77366>, which is an open access 80 page document on mobilizing conservative civil society in comparative fashion. The Alt-Right has a burgeoning number of strong titles. One we might consider contrasts the rise of the Klan during the 1920s to the rise of the Alt-Right in relationship to Trump: George Hawley, *Making Sense of the Alt-Right*. Columbia University Press, 2017.

### --Non-U.S.-based movements

If it is the will of the class to include a section on movements based in countries outside the U.S., I would suggest we address Latin America, since that is the area of the world in which I do original scholarship on movements. Here are just a couple of titles but I could quite easily put together a reading list from which we could select if we choose to go this direction.

Elisabeth Jay Friedman, *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*. Duke University Press, 2019. This is an exciting volume that investigates and interrogates new self-proclaimed 21<sup>st</sup> left leaning governments in Latin America through the prism of gender and LGBTQ rights. The relationships between movements and the state. If we decide to study Latin American movements in this class, I think this volume may well be a wonderful way to do it. My main reservation is the lack of knowledge and familiarity many if not most students will have with the region. I could certainly try to mitigate your lack of context, historical and more contemporary, with some lectures and perhaps some additional readings designed to provide context to this focused look at the Pink Tide and movement politics. Here is free access to the introductory chapter:

[https://www.dukeupress.edu/Assets/PubMaterials/978-1-4780-0152-2\\_601.pdf?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Intro&utm\\_campaign=b-SM\\_FriedmanF18\\_011119](https://www.dukeupress.edu/Assets/PubMaterials/978-1-4780-0152-2_601.pdf?utm_source=newsletter&utm_medium=email&utm_content=Intro&utm_campaign=b-SM_FriedmanF18_011119)

Rebecca Neera Abers and Margaret Keck, *Practical Authority: Agency and Institutional Change in Brazilian Water Politics*. Oxford University Press, 2013.



Verónica Gago, *Neoliberalism from Below: Popular Pragmatics and Baroque Economies (Radical Américas)*. Duke University Press, 2017.

<https://www.dukeupress.edu/collective-situations>

Book on arts and social movements in Latin America. First chapter can be downloaded and read for free.

<https://www.newyorker.com/magazine/2017/11/27/a-mexican-town-wages-its-own-war-on-drugs>

organizing a local militia in Guerrero, Mexico.

#### --Climate Change/Global Warming movements

Naomi Klein, *This Changes Everything*. Simon & Schuster, 2014.

Jeremy Brecher, *Climate Insurgency*. Paradigm Publishers, 2015.

Jennifer Hadden, *Networks in Contention: The Divisive Politics of Climate Change* (Cambridge Studies in Contentious Politics) Cambridge University Press, 2015.

#### --Green New Deal

A conversation with Varshini Prakash, one of the lead organizers of Sunrise, one of the key movement organizations leading the charge for the Green New Deal.

<https://www.vox.com/ezra-klein-show-podcast/2019/7/31/20732041/varshini-prakash-sunrise-movement-green-new-deal>

David Wallace-Wells, "Time to Panic" The New York Times, International edition; New York [New York] 19 Feb 2019. Also, <https://www.stitcher.com/podcast/the-joe-rogan-experience/e/59263544> Two hour interview with David Wallace-Wells.

Kevin Baker, "Where Our New World Begins: Politics, Power, and the Green New Deal" in *Harpers*, Vol. 338, No. 2028, May 2019, pp. 25-36.

#### --Classic Texts

There are a number of classic texts that have been widely read by students of movements. Here are some much read titles:

John Gaventa, *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. University of Illinois, 1980.

Francis Fox Piven and Richard Cloward, *Poor People's Movements: Why They Succeed, How They Fail*. Vintage Books, 1979.

Charles Tilly & Sidney Tarrow, *Contentious Politics*. Oxford University Press, 2015. This one is a very challenging read.

#### --Civic Engagement

Somewhat as a counterpoint to radical in your face movement politics has been a storm of work and commentary on civic engagement. If the class is interested in pursuing this thinking, here is a starting point for considering materials: Krista Tippet's civic engagement project, perhaps in particular Krista Tippet podcast taped at University of Montana in 2018. <https://onbeing.org/programs/sally-kohn-and-erick-erickson-relationship-across-rupture-oct18/>

Peter Levine, *We are the Ones We Have Been Waiting For*. Oxford, 2013.

Jeffrey Stout, *Blessed are the Organized*. Princeton University Press, 2012.

Gar Alperovitz, *Principles of a Pluralist Commonwealth*. 2017. Available on line for free at

<https://thenextsystem.org/principles>

Could combine with a video of Alperovitz. There are several located here: <https://www.garalperovitz.com/>

Gar Alperovitz, *What Then Must We Do? Straight Talk About the Next American Revolution*. Chelsea Green, 2013.

#### --Populism

Populism, from the right and the left, has a long history in the US. It is also a framework within which we can

understand some instances of radical movement politics. Here is one volume that addresses the topic from a radical democratic perspective: Laura Grattan, *Populism's Power: Radical Grassroots Democracy in America*. Oxford, 2016.

#### **--Gay Rights Movement materials that could be considered:**

The story, as told by This American Life investigative journalist report, of how the American Psychiatric Association decided in 1973 that homosexuality was no longer a mental illness: <https://www.thisamericanlife.org/204/81-words>

[https://www.amazon.com/Gay-Revolution-Story-Struggle-ebook/dp/B00P434EDC/ref=sr\\_1\\_1?ie=UTF8&qid=1545228704&sr=8-1&keywords=gay+rights+movement](https://www.amazon.com/Gay-Revolution-Story-Struggle-ebook/dp/B00P434EDC/ref=sr_1_1?ie=UTF8&qid=1545228704&sr=8-1&keywords=gay+rights+movement)

This is the book to read, in my view, if we want to take a deep dive into the long history of the gay rights movement. Thing is that its 817 pages long.

[https://www.amazon.com/History-United-States-ReVisioning-American/dp/0807044652/ref=pd\\_sim\\_14\\_2?encoding=UTF8&pd\\_rd\\_i=0807044652&pd\\_rd\\_r=82220d32-0399-11e9-a7c6-2fa816d9f586&pd\\_rd\\_w=M95s8&pd\\_rd\\_wg=6zaM2&pf\\_rd\\_p=18bb0b78-4200-49b9-ac91-f141d61a1780&pf\\_rd\\_r=CQR7RN1CT24VRGTM8JGP&psc=1&refRID=CQR7RN1CT24VRGTM8JGP](https://www.amazon.com/History-United-States-ReVisioning-American/dp/0807044652/ref=pd_sim_14_2?encoding=UTF8&pd_rd_i=0807044652&pd_rd_r=82220d32-0399-11e9-a7c6-2fa816d9f586&pd_rd_w=M95s8&pd_rd_wg=6zaM2&pf_rd_p=18bb0b78-4200-49b9-ac91-f141d61a1780&pf_rd_r=CQR7RN1CT24VRGTM8JGP&psc=1&refRID=CQR7RN1CT24VRGTM8JGP)

This is a serious scholarly long sweep history from 15th century to 1990s by a highly accomplished historian teaching at Harvard. It is not only about gay history but it is about how to read history. Highly recommended.

Linda Hirshman, *Victory: The Triumphant Gay Revolution*. Harper, 2012. (Written by attorney with a focus on legal arena.)

#### **--Fiction**

Movements have of course been addressed in literature. Here is one tale of heroic resistance to an authoritarian future. Rivera Sun, *The Dandelion Insurrection: love and revolution*. Rising Sun Press Works, 2013.

#### **--Native American movements**

Standing Rock and the #noDAPL movement would make for a good contemporary case, but I would of course have to find some readings. Could also do more historic movements, but probably would not be interested to go down that path, not given everything else there is to do.

#### **--Film**

There are many films that engage the topic of social movements. One of my favorites is Selma.

#### **--Statements by Important Movement Leaders**

Many movement leaders, including some iconic leaders, have written. Here is what many consider to be MLK's most important written work: Martin Luther King, *Where Do We Go From Here? Chaos or Community*. Beacon Press, 2010 (originally published in 1967).