SOCIOLOGY 5010-003

SOCIAL MOVEMENTS

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Course Overview:

This is an introduction to the intersecting areas of culture, community, politics, economics, gender, and privilege. A variety of theoretical and applied approaches to analysis of power dynamics and social structures will be used to examine the likelihood of social movement emergence, sustainability, and decline. Issues of mobilization, crowd dynamics, recruitment structures, and the roles of organizations will be analyzed as elements in the continuous struggle for power and for social change.

*CONTENT WARNING*

The films presented in this course depict real struggles for social justice and the backlash that often accompanies struggles for power. The films contain racist language and imagery and graphic images of violence and death.

Required Readings:

1. Johnston and Noakes. *Frames of Protest*
2. Skrentny. *The Minority Rights Revolution*
4. Articles, which are listed below.

Additional readings may be required throughout the semester.
Course Assignments:

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<th>Assignment</th>
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<tr>
<td>Weekly Analyses</td>
<td>15%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>Paper</td>
<td>30%</td>
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<td>Discussion Leader</td>
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Additional Course Requirements:

1. **Attendance:** You are required to attend all class meetings, as materials not in the texts will be presented. Please be punctual. Absences may be excused with a doctor’s note or verification of family emergency. However, you are still responsible for obtaining the materials presented in class. **If you are a military student** with the potential of being called to military service and/or training during the course of the semester, please contact me no later than the first week of class.

2. **Classroom Etiquette:**

   **Cell Phones MUST BE OFF** during the lecture period. **There is a “Zero Tolerance” Policy in place for this course.**

   ![Cell Phone Off](image)

   **Computer/Technology use:** Unless there is demonstrated need for technology due to a documented learning or physical disability from Student Disability Services, use of computers for note taking or tape recorders or Iphones for recording is not allowed in the classroom. Unfortunately, previous technology users have been tempted to multi-task. Surfing the web, checking Face Book, and IMing are not appropriate classroom uses for computers. Neither is pod-casting or You-tubing edited selections of the lecture. These actions result in distractions to other students sitting in the area near the computer user, inappropriate use of classroom resources, and privacy violations. To facilitate the ability of everyone in the class to be free of such disruptions and distractions, there will be no computer or technology use without proper documentation.

3. **Class Preparation:** Each student is expected to come to class prepared to discuss the reading assignments. **Each student will hand in a 2 page analysis**
of the readings each week. Be critical, analytical, and concise! These are your weekly analyses.

4. **Class Participation:** This class provides a great opportunity to be exposed to a wide array of values and opinions on a number of important social issues. Given the diversity of backgrounds and opinions in the class, not everyone will agree on many things. I remind you that discussions should be kept civil at all times. Each week, a student will be responsible for summarizing some of the main points of the reading and for providing 3 major questions for theoretical discussion. This is the “discussion leader” assignment.

![Discussion Leader](image)

**Tentative Course Schedule:**

N.B.: Regardless of where we are in lecture content, you are still responsible for keeping up with the weekly readings. Due dates as listed in this syllabus are firm and not subject to change.

**Crowds and Collective Behavior**

*Week 1 (Jan. 28): DUE – Reading 1*

Review of Syllabus; Introduction to Theoretical Perspectives: Breakdown and Strain

For next week: Reading 2

*Week 2 (Feb. 4): Crowd Dynamics and Processes*

For next week: Reading 3

**Social Movements**

*Week 3 (Feb. 11): Theoretical Perspectives*

Resource Mobilization vs. Political Process
Film: Chicano! Struggle in the Fields
For next week: Reading 4

**Week 4 (Feb. 18): Movement emergence/facilitating conditions**

New social movements; Political Opportunities

Film: Chicano! Quest for a Homeland
For next week: Reading 5

**Week 5 (Feb. 25): Movement Emergence/facilitating conditions**

Organizations

Film: Eyes on the Prize - No Easy Walk
For next week: Frames of Protest

**Week 6 (March 4): Cognitive conditions for mobilization**

Framing

Film: Alcatraz is Not an Island
For next week: Reading 6

**Week 7 (March 11): Micromobilization Processes**

Recruitment and Retention

Film: Have you heard from Johannesburg? Part 2
For next week: Reading 7

**Week 8 (March 18): Micro Processes**

Collective Identity Construction

Film: Have you heard from Johannesburg? Part 3
For next week: Food Sovereignty & Reading 8

**Week 9 (March 25): Microstructural Factors**

Participation and Commitment; Networks

**SPRING BREAK – NO CLASS**

For next week: Reading 9
**Week 10 (April 1): Mobilizing Structures and Action**

Strategies and Tactics

Film: Eyes on the Prize - Ain’t Scared of Your Jails
For next week: Skrentny, 1-142

**Week 11 (April 8): The Role of Music**

Film: Freedom Songs
For next week: Skrentny, 143-262

**Week 12 (April 15): Movement Dynamics and Careers**

*Annotated Bibliography Due!*

For next week: Finish Skrentny, plus Reading 10

**Week 13 (April 22): Consequences/Outcomes**

Organizational and biographical

Film: Taking Root: The Vision of Wangari Maathai
For next week: Reading 11

**Week 14 (April 29): The changing role of technology/social media**

*PAPERS ARE DUE ON FRIDAY MAY 3, NO LATER THAN 12:00 NOON*

**Week 15 (May 6): PRESENTATIONS**

**Critical Memos**

These memos are a critical assessment of the weekly readings. They should be no more than 2 typewritten pages. Because they are short, you must be concise and make your argument in a clear and logical manner – NO FLUFF. What I am looking for in these essays is the logic for the development of the argument and the support provided to back up your analysis.

Memos can take one of the following forms:

1. Critique: They can focus on theoretical applications by critiquing a week’s readings, partially or in their entirety. This means that you can focus solely on
A concept that was brought up in the course of a chapter, a case, or an entire argument.

2. Extension: They can develop conceptually promising theoretical implications or questions from a week’s reading. This might highlight interesting things for future study.


4. Critique - Compare and Contrast: Borrowing the basics from #1, compare the position of two theorists.

5. They can discuss empirical operationalizations for concepts, hypotheses, research questions, or critiques explicitly or implicitly discussed in a week’s readings. These could cover thoughts or ideas about how a concept might be tested from a social movement perspective.

These are NOT:
   a. Summaries
   b. Opinions
   c. Feelings
   d. Values

You are required to turn in the memos at the beginning of the class period on Mondays.

**Annotated Bibliography**

This exercise is designed to help you start linking the information you have discovered in your resource search with some issues of policy, culture, and/or theory. For this exercise, you will need to review 5 sociological journal articles.

Each annotated bibliography should contain the following:

1. The full citation of the piece you are using.
2. A brief paragraph describing the content of the piece.
3. A summary of the social or legal issues in the piece.
4. A link to relevant theory that has been assigned in the readings or discussed in class.

Requirements 3 & 4 should be the primary focus of this assignment. In this section, you will apply the critical and analytical skills you’ve been working on. Describe what the issues of law and the larger social or political issues are. How would any of the theory that you’ve read so far relate to this piece? How does this relate to your topic? How might it inform the framework for analysis?
This section does not have to be pages long. Be concise and analytical. Be specific about what theories might apply and how. Upon reading your annotated bibliography, I should be able to have a good idea about how each piece relates to your larger topic and what issues it clarifies.

**NO Newspaper or magazine articles for this assignment**

**NO WIKIPEDIA EVER!!!**

**Final Paper/Presentation**

This paper represents the culmination of your research effort. It will be presented in standard essay format, with a cover page, introduction, conclusion, and references. Proper citation methodology must be used – cite your quotes and paraphrasing.

What I am looking for is a concise, critical analysis of your topic. Your grade will be based on the clarity of the writing, the logic of the arguments you make, and depth of analysis. The paper should incorporate theory from both class and the readings.

The paper should be **no more** than 20 pages long. Be concise with your arguments. You may use newspaper and magazine articles and books for the paper.

**Presentations:**

You have worked really hard on these projects, so the presentations give you the chance to share your work and insights with the rest of the class. Presentations should be NO MORE than 10 minutes. You should summarize the key findings of your research and the theoretical applications to it. You will be graded on your ability to stay within your time frame, the theoretical application, the analysis of the issue, and the clarity and quality of your presentation.

**NO WIKIPEDIA EVER!!!!!**

Wikipedia is NOT a valid source in any way, shape, or form. If you cite this source, it is an automatic 5 point deduction.
Course Readings:

1. INTRO

McAdam, McCarthy, and Zald, “Introduction: Opportunities, Mobilizing structures, and framing process – toward a synthetic, comparative perspective on social movements”
McAdam and Snow, “Social Movements: Conceptual and Theoretical Issues”
Goldstone, “A demographic/structural model of state breakdown”
Belanger and Pinard, “Ethnic movements and the competition model: some missing links” (web)
Gurney and Tierney, “Relative Deprivation and social movements: a critical look at twenty years of theory and research” (web)

2. CROWDS AND COLLECTIVE BEHAVIOR

Turner and Killian, “The Field of Collective Behavior”
Smelser, “The Nature of Collective Behavior”
Berk, “A Gaming Approach to Crowd Behavior” (web)
McCarthy and Zald, “Resource Mobilization and Social Movements: A Partial Theory” (web)
Blumer, “Social Problems as Collective Behavior” (web)
Weller and Quarantelli, “Neglected Characteristics of Collective Behavior”
Lefland, “Collective Behavior: The Elementary Forms”

3. THEORETICAL PERSPECTIVES

McAdam, “Conceptual Origins, Current Problems, and Future Directions”
Tarrow, “States and opportunities: The political structuring of social movements”
Morris, “A retrospective on the civil rights movement: Political and intellectual landmarks” (web)

4. POLITICAL OPPORTUNITIES AND NEW SOCIAL MOVEMENT THEORY

Kriesi et al, “New social movements and political opportunities in Western Europe” (web)
Jenkins and Perrow, “Insurgency of the powerless: Farm worker movements (1946-1972)” (web)
Brand, “Contradictions and crises of neoliberal-imperial globalization and the political opportunity structures for the global justice movements” (web)
Beinin, “Egyptian workers and January 25th: a social movement in historical context” (web)
Bevington and Dixon, “Movement-relevant theory: rethinking social movement scholarship and activism” (web)
Buechler, “New social movement theories” (web)

5. MOVEMENT EMERGENCE/FACILITATING CONDITIONS

Morris, “Black Southern Student sit-in movement: an analysis of internal organization” (web)
DiMaggio and Powell, “The Iron Cage revisited: institutional isomorphism and collective rationality in organizational fields” (web)
Jenkins and Eckert, “Channeling Black insurgency: Elite patronage and professional social movement organization in the development of the black power movement” (web)
Staggenborg, “The consequences of professionalization and formalization in the Pro-Choice movement” (web)
Taylor, “Social movement continuity: the women’s movement in abeyance” (web)
Della Porta and Diana, “Social Movements and Organizational form” (web)

6. MICROMOBILIZATION PROCESSES

Cherry, et al, “Food for thought, thought for food: consumption, identity, and ethnography” (web)
Hayes-Conroy and Martin, “Mobilising bodies: visceral identification in the Slow Food movement” (web)
Hart, “The cultural dimensions of social movements: a theoretical assessment and literature review” (web)
Oegema and Klandermans, “Why social movement sympathizers don’t participate: Erosion and non-conversion of support” (web)
Oliver, “‘If you don’t do it, nobody else will:’ active and token contributions in social movements” (web)
Wiltfang and McAdam, “The costs and risks of social activism: a study of Sanctuary Movement activism” (web)

7. MICROSTRUCTURAL FACTORS

Powell, “Frames and narratives as tools for recruiting and sustaining group members: the Soulforce Equality Ride as a social movement organization” (web)
Voss and Williams, “The local in the global: rethinking social movements in the new millennium” (web)
Wilkes, “The Protest actions of indigenous peoples: a Canadian-U.S. comparison of social movement emergence” (web)
Guzman-Concha, “The Students’ Rebellion in Chile: Occupy Protest or classic social movements?” (web)
Taylor and Whittier, “Collective identity in social movement organizations: lesbian feminist mobilization”
Hirsch, “Sacrifice for the cause: group processes, recruitment, and commitment in a student social movement” (web)
8. PARTICIPATION AND COMMITMENT

Snow, Zurcher and Ekland-Olson, “Social networks and social movements: a microstructural approach to differential recruitment” (web)
McAdam and Paulsen, “Specifying the links between social ties and activism” (web)
Fernandez and McAdam, “Social networks and social movements: multiorganizational fields and recruitment to Mississippi Freedom Summer” (web)
Della Porta and Diani, “Movement Networks”

9. MOBILIZING STRUCTURES AND ACTION

Clemens, “Organizational repertoires and institutional change: women’s groups and the transformation of U.S. Politics, 1890-1920” (web)
McAdam, “Tactical innovation and the pace of insurgency” (web)
Morris, “Birmingham confrontation reconsidered: an analysis of the dynamics and tactics of mobilization” (web)

10. CONSEQUENCES/OUTCOMES

Goldstone, “More social movements or fewer? Beyond political opportunity structures to relational fields” (web)
Della Porta and Diani, “Social Movements: What consequences?”
McAdam, “The biographical consequences of activism” (web)

11. TECHNOLOGY AND SOCIAL MEDIA

Kang, “A volatile public: the 2009 Whole Foods boycott on Facebook” (web)
Broek, “Dotcauses for sustainability: combing activism and entrepreneurship” (web)
Langman, “From virtual public spheres to global justice: a critical theory of internetworked social movements” (web)
Murthy, “Towards a sociological understanding of social media: theorizing Twitter” (web)
Lerner, “Connecting the actual with the virtual: the Internet and social movement theory in the Muslim world – the cases of Iran and Egypt” (web)
Meek, “YouTube and social movements: a phenomenological analysis of participation, events, and cyberplace” (web)