

Syllabus: SOC 313, Social Movements and Activism

Fall 2017. August 21 – December 6, 2016.

MoWeFr 2:00-2:50 PM Chavez Bldg. Room 301.

Instructor Information

Instructor

Meltem Odabaş

Email

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Office Location & Hours

Social Sci. Bldg. Room 430

Office Hours: W 10:00 AM – 12:00 PM

General Information

Description

Welcome to Social Movements and Activism class! This course is organized to cover widely known social movements not only as historical stories but also through a theoretical lens, which will allow us to understand the dynamics of social movements: how they appear, in which circumstances they appear, and what the characteristics of these movements are. If social movements are the efforts of collectives to ‘change the world,’ our objective here is to learn ‘how to change the world/where to start to change it.’

Learning Expectations and Goals

- Learning major theories within the field of sociology of social movements;
- Learning how to apply the knowledge the students of this class will gain throughout this class to the current events and debates;
- Improving abilities for demonstrating critical thinking skills, complex reasoning, and written communication skills.

Course Format, D2L & Technology

During the semester, you are expected to visit the D2L page of the class frequently, approximately 3-4 times every week. The instructor will upload notes/videos/PowerPoint slides on the topics to be covered. These materials will be organized under the contents section of the D2L page. Students are expected to upload their short written assignments and final examination assignments through D2L Dropbox folders by the due date (please read the “Course Requirements” section of the syllabus for more detail). In addition, the students are expected to contribute to the discussion pages and post question about the material to be covered in the upcoming sessions of the course (again, please read the “Course Requirements” section of the syllabus for more detail). It is the student’s responsibility to make sure that they have reliable and steady internet connection throughout the semester.

Course Materials

Required Materials

There will be two kinds of required materials: 1) Readings and 2) Movies. Most of the required readings for the class are from the following textbook, the assigned chapters of which are available under the D2L page of the course. This book is also available as an e-book through the UA library:

- Snow, David A., Sarah A. Soule, and Hanspeter Kriesi, eds. 2004. *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

Other materials are either article journals (which I will upload to D2L) or online articles (the links for which are provided in the syllabus, under the “Course Schedule” section).

We will also watch movies and have in-class activities throughout the class. The instructor will provide the links to the related videos and materials in advance.

Course Requirements

In-class presentations

The students are expected to prepare in-class presentations. For this assignment, the student can either choose a social movement case, do research on how the movement developed, and present what they find; or, they can read a book listed in the optional readings section, summarize the book in one-page, and present the book in class. The students are expected to prepare 10-minute in-class presentations, including the Q&A section. This assignment is worth 20 points. The instructor will distribute a schedule for the days of presentations on the first day of class (please check page 11 for the in-class presentation schedule). The students are expected to choose their first, second, third, fourth and fifth most preferred slot. The instructor will assign the students to the existing slots according to their preferences (using deferred acceptance algorithm for matching). *The students are expected to prepare and present on time and provide the files they need for their presentation either via e-mailing it to the instructor, or via using their own USB stick/cloud services in order to upload the file to the computer located in the lecture room.*

Short Written Assignments

This assignment is designed to motivate students to think critically about the assigned readings. These assignments are designed for students to apply the knowledge they gained throughout this class to social-movement cases, including current debates. At the end of some of the classes, the instructor will pose a question to the students. The students are expected to write a short answer (100-250 words) to that question, and return the assignment by its due date (usually this will be the next class, but the instructor will inform the students about the due date). The instructor will assign 20 short written assignments throughout the semester, and each assignment is worth 1 point. 10 out of 20 assignments that received the highest grades will be added to the students’ final grades. For example, if a student returned 12 assignments out of 20 assignments, and if 9 out of 12 of these assignments received full credit, and the rest received zeros, then, the student’s final short written assignment grade will be 9 (out of 10). *Late assignments will receive no credit (late submissions are not possible due to automatically assigned time constraints). Please see the section “Grading” for details on how written assignment will be graded.*

Discussion Board

Students are expected to contribute to the discussion board every single week. Discussion board assignments are designed for students to demonstrate their critical thinking skills, complex reasoning, and communication skills. On the days when there is an assigned reading, the student is expected to post a question in the corresponding discussion forum on the D2L page. *Posting more than one questions will not result in additional points.* The total number of discussion boards is expected to be 29, but this is subject to change throughout the semester if rescheduling the material is needed. Each question submitted is worth 1 point. 15 out of 29 discussion forum participations with the highest grades will be added to the students’ final grades. For example, if a student submitted a question to 14 discussion forums, their final discussion board grade will be 14 (out of 15). If a student submitted a question to 16 discussion forums, however, their final discussion board grade will be 15 (out of 15), not 16. The due date of this assignment is the starting time of the related session/class. *Late assignments will*

receive no credit (late submissions are not possible due to automatically assigned time constraints). Please see the section "Grading" for details on how your contribution to the discussion board will be graded.

Final Paper Examination

This examination is designed for students to demonstrate their critical thinking skills, complex reasoning, and written communication skills. The students are expected to write a final paper at the end of the semester. The students are expected to choose their own topic, and share/discuss their topic with the instructor by the end of Week 4 of the semester. The students are expected to turn in the first draft of their paper by the end of Week 7 (worth 15 points), the second draft by the end of Week 12 (worth 15 points), and the final paper by the end of the final examination date, which is to be announced (worth 25 points). Late assignments will receive no credit (late submissions are not possible due to automatically assigned time constraints). Please see the section "Grading" for details on how final exams will be graded.

Grading Scale

Name	Date
A	90-100
B	80-89
C	70-79
D	60-69
E	<60

Grading

Assignment type	Number of assignments	Points for each assignment	Points total
In-class presentation	1	20	1x20=20
Discussion forum / questions	15 (out of 29)	1	15x1=15
Short Written Assignment	10 (out of 20)	1	10x1=10
Final Examination, first draft	1	15	1x15=15
Final Examination, first draft	1	15	1x15=15
Final Examination, final paper	1	25	1x25=25
FINAL CALCULATED GRADE			100

Additional Information and Resources

Required or Special Materials

There are no required or special materials for taking this class -- except for your personal computer, and having a reliable and steady internet connection.

Make-up and Late Work Policy

The only acceptable reasons for making up a test or submitting work late are the following:

- Holidays or special events observed by organized religions to which students are affiliated;
- Absences pre-approved by the UA Dean of Students (or Dean's designee).

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at:
<http://catalog.arizona.edu/2014-15/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at
<http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See:
http://uhap.web.arizona.edu/chapter_7#7.04.02

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at
<http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf.Academic>

Classroom Behavior

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

Integrity

Students are expected to follow the University's Code of Academic Integrity (<http://deanofstudents.arizona.edu/codeofacademicintegrity>). Practices such as cheating – including copying from the Internet full sentences without properly citing – are inappropriate and will result in sanctions.

If you are unsure about what is plagiarism or cheating, please consider taking a look at the following webpage:
<http://thinktank.arizona.edu/information/plagiarism-education-workshops>

Students with Disabilities

If you anticipate or experience physical or academic barriers based on disability, please notify the instructor immediately. Also, please register at the Disability Resource Center (DRC) (<http://drc.arizona.edu/>) (520-621-3268) and request an official notification for accommodation. Please be sure to do that as soon as possible for you to be able to fully participate.

Additional Resources for Students

UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at:

<http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

The information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advanced notice, as deemed appropriate by the instructor.

PLEASE FIND THE COURSE CONTENT AND SCHEDULE ON THE FOLLOWING PAGES

Course Schedule

Week 1 – 21-25 August

Lecture 1 – Going through the syllabus.

Please read the syllabus, and watch the related lecture video. Then, please take the short quiz related to the syllabus content.

Lecture 2 – Introduction to Social Movements Studies

Required reading:

Snow, David A., Sarah Soule and Hanspeter Kriesi. 2004. "Mapping the Terrain". Pp 3-16 in *Blackwell Companion on Social Movements*, edited by D.A. Snow, S. Soule and H. Kriesi.
Mueller, Carol M. 1999. "Building Social Movement Theory" Pp. 3-28 in *Frontiers in Social Movement Theory*, edited by Aldon D. Morris and Carol M. Mueller. New Haven: Yale University Press.

Week 2 – 28 August – 1 September

Lecture 3 –Grand Theories, #1: Resource Mobilization Theory

Required readings:

Edwards, Bob and John McCarthy. "Resources and Social Movement Mobilization". Pp. 116-152 in *Blackwell Companion on Social Movements*, edited by D.A. Snow, S. Soule and H. Kriesi.
Walker, E. T., McCarthy, J. D., & Baumgartner, F. (2011). Replacing Members with Managers? Mutualism among Membership and Nonmembership Advocacy Organizations in the United States. *American Journal of Sociology*, 116(4), 1284–1337.

Week 3 – (No Class on Monday; Labor Day) 6-8 September

Lecture 4 – Grand Theories, #2: Political Process Theory

Required Readings:

Kriesi, H. (2004). Political Context and Opportunity. In D. A. Snow, S. A. Soule, & H. Kriesi (Eds.), *Blackwell Companion on Social Movements* (pp. 67–90).
McCammon, H. J., Campbell, K. E., Granberg, E. M., & Mowery, C. (2001). How movements win: Gendered opportunity structures and US women's suffrage movements, 1866 to 1919. *American Sociological Review*, 49–70.

Week 4 – 11 – 15 September

Lecture 5 – Grand Theories, #3: Framing Theory

Required readings:

Benford, R. D., & Snow, D. A. (2000). Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology*, 26(1), 611–639. <http://doi.org/10.1146/annurev.soc.26.1.611>

Klandermans, B., De Weerd, M., Sabucedo, J.-M., & Costa, M. (1999). Injustice and adversarial frames in a supranational political context: farmers' protest in the Netherlands and Spain. *Social Movements in a Globalizing World*, 134–147.

Guest Lecturer: TBA

Week 5 – 18-22 September

Lecture 6 – Grand Theories, #4: Synthesis of Resource Mobilization, Political Process and Frame Theories

Required readings:

McAdam, D., McCarthy, J., & Zald, M. (n.d.). Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings.

Noonan, R. K. (1995). Women against the state: Political opportunities and collective action frames in Chile's transition to democracy. *Sociological Forum*, 10, 81–111.

Week 6 – 25 – 29 September

Lecture 7 – Grand Theories, #5: New Social Movements as a European Critique

Required readings:

Polletta, F., & Jasper, J. M. (2001). Collective Identity and Social Movements. *Annual Review of Sociology*, 27(1), 283–305.

<http://doi.org/10.1146/annurev.soc.27.1.283>

Taylor, V., Whittier, N., & Morris, A. D. (1992). Collective identity in social movement communities: Lesbian feminist mobilization. *Social Perspectives in Lesbian and Gay Studies* (New York: Routledge, 1998), 349–365.

Watch movie: She is Beautiful When She is Angry.

Week 7 – 2-6 October

Lecture 8 – Grand Theories, #6: Critique of New Social Movements

Required Readings:

Pichardo, N. A. (1997). New Social Movements: A Critical Review. *Annual Review of Sociology*, 23(1), 411–430.

<http://doi.org/10.1146/annurev.soc.23.1.411>

Tuğal, C. (2009). Transforming everyday life: Islamism and social movement theory. *Theory and Society*, 38(5), 423–458.

Week 8 – 9-13 October

Lecture 9 – Contemporary Issues #1: Repression

Required Readings:

Earl, J. (2011). Political repression: Iron fists, velvet gloves, and diffuse control. *Annual Review of Sociology*, 37, 261–284.

Davenport, Christian, Sarah A. Soule, and David A. Armstrong II. 2011. "Protesting While Black?: The Differential Policing of American Activism, 1960 to 1990." *American Sociological Review* 76:152-178.

Lecture 10 – Contemporary Issues #2: Participation

Required Readings:

Schussman, Alan and Sarah A. Soule. 2005. "Process and Protest: Accounting for Individual Protest Participation." *Social Forces* 84:1083-1108

Week 9 – 16-20 October

(Lecture 10 cont'd)

Required Readings:

Schussman, Alan and Sarah A. Soule. 2005. "Process and Protest: Accounting for Individual Protest Participation." *Social Forces* 84:1083-1108

Klandermans, Bert. 2004. "The Demand and Supply of Participation: Social-Psychological Correlates of Participation in Social Movements." Pp. 360-379 in *The Blackwell Companion to Social Movements*, edited by D. A. Snow, S. A. Soule, and H. Kriesi. Oxford: Blackwell Publishing.

Guest Lecturer(s): TBA

Week 10 – 23-27 October

Lecture 11 – Networks and Participation

Required readings:

Diani, Mario. 2004. "Networks and Participation." Pp. 339-359 in *The Blackwell Companion to Social Movements*, edited by D. A. Snow, S. A. Soule, and H. Kriesi. Oxford: Blackwell Publishing.

McAdam, D. (1986). Recruitment to High-Risk Activism: The Case of Freedom Summer. *American Journal of Sociology*, 92(1), 64–90.

Movie: Freedom Summer (PBS).

Week 11 -- 30 October - 3 November

Lecture 12 – Contemporary Issues #4: Contemporary Mass Mobilizations and Social Media

Required readings:

Tufekci, Z., & Wilson, C. (2012). Social Media and the Decision to Participate in Political Protest: Observations from Tahrir Square. *Journal of Communication*, 62(2), 363–379. <http://doi.org/10.1111/j.1460-2466.2012.01629.x>

Hussain, M. M., & Howard, P. N. (2013). What Best Explains Successful Protest Cascades? ICTs and the Fuzzy Causes of the Arab Spring. *International Studies Review*, 15(1), 48–66. <http://doi.org/10.1111/misr.12020>

Week 12 -- 6-8 November (No class on 10 Nov)

(Lecture 12 cont'd)

Required readings:

Morozov, E. (n.d.). Iran: Downside to the Twitter Revolution. Retrieved from http://evgenymorozov.com/morozov_twitter_dissent.pdf

Required online readings:

Craig Calhoun <http://www.possible-futures.org/2011/11/19/evicting-the-public-why-has-occupying-public-spaces-brought-such-heavy-handed-repression/>

Claude Fischer <https://madeinamericathebook.wordpress.com/2011/11/08/occupy-now-what/>

David Harvey <http://www.versobooks.com/blogs/777-david-harvey-the-party-of-wall-street-meets-its-nemesis>

George Lakoff

[http://www.alternet.org/story/152800/lakoff%3A how occupy wall street's moral vision can beat the disastrous conservative worldview](http://www.alternet.org/story/152800/lakoff%3A+how+occupy+wall+street's+moral+vision+can+beat+the+disastrous+conservative+worldview)

Eric Olin Wright [http://www.newleftproject.org/index.php/site/article_comments/occupy wall street and transformational strategy](http://www.newleftproject.org/index.php/site/article_comments/occupy_wall_street_and_transformational_strategy)

Week 13 -- 13-17 November

Lecture 13 – Contemporary Issues #5: Tactics

Required Readings:

Taylor, Verta and Nella Van Dyke. 2004. “Get up, Stand up’: Tactical Repertoires of Social Movements.” Pp. 262-293 in *The Blackwell Companion to Social Movements*, edited by D. A. Snow, S. A. Soule, and H. Kriesi. Oxford: Blackwell Publishing.

Andrews, Kenneth T. and Michael Biggs. 2006. “The Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins.” *American Sociological Review* 71:752–777. <http://www.jstor.org/stable/25472426>

Week 14 -- 20-22 November (No class on 24 Nov)

Lecture 14 – Contemporary Issues #6: Social Movement Diffusion

Required readings:

Meyer, David S. and Nancy Whittier. 1994. “Social Movement Spillover.” *Social Problems* 41:277-298. <http://www.jstor.org/stable/3096934>

Soule, Sarah A. 2004. “Diffusion Processes within and across Movements.” Pp. 294-310 in *The Blackwell Companion to Social Movements*, edited by D. A. Snow, S. A. Soule, and H. Kriesi. Oxford: Blackwell Publishing

Week 15 -- 28 November – 2 December

Lecture 15 – Contemporary Issues #7: Media

Required Readings:

Earl, Jennifer, Andrew Martin, John D. McCarthy, and Sarah A. Soule. 2004. “The Use of Newspaper Data in the Study of Collective Action.” *Annual Review of Sociology* 30:65-80. <http://www.jstor.org/stable/29737685>

Lecture 16 – Contemporary Issues #8: Consequences of Social Movements

Required readings:

Amenta, E., Caren, N., Chiarello, E., & Su, Y. (2010). The Political Consequences of Social Movements. *Annual Review of Sociology*, 36(1), 287–307. <http://doi.org/10.1146/annurev-soc-070308-120029>

Giugni, M. G. (1998). Was it Worth the Effort? The Outcomes and Consequences of Social Movements. *Annual Review of Sociology*, 24(1), 371–393. <http://doi.org/10.1146/annurev.soc.24.1.371>

Week 16 -- 4-6 December (No class from 8 Dec. onwards; your only requirement left will be submitting your final)

Watch movie: Michael Hardt: Where have all the leaders gone? / Bogazici University / May, 21 2014

Last day of class: A general overview of the semester.

Final Examination (date: TBA)

In-Class Presentation Schedule

Week 4 - September 15, Friday (2 presentations) _____ and _____

Week 5 - September 22, Friday (2 presentations) _____ and _____

Week 7 - October 6, Friday (2 presentations) _____ and _____

Week 9 - October 16, Monday (2 presentations) _____ and _____

Week 9 - October 20, Friday (2 presentations) _____ and _____

Week 11 – November 1, Wednesday (2 presentations) _____ and _____

Week 12 – November 6, Monday (2 presentations) _____ and _____

Week 12 – November 8, Wednesday (2 presentations) _____ and _____

Week 13 – November 17, Friday (4 presentations) _____ , _____ ,

_____ and _____

Week 16 – December 4, Monday (4 presentations) _____ , _____ ,

_____ and _____

Week 17 – December 6, Wednesday (2 presentations) _____ and _____