Soc. 750 Seminar in Social Movements Syllabus

Course Aims
This seminar will explore the range of contemporary sociological approaches to the study of social movements, paying particular attention to the interplay between theoretical perspectives and research questions, on the one hand, and between methodological approaches and substantive research, on the other hand. The seminar will provide an overview of the current state of knowledge and theorizing about social movements in sociology, with a strong focus on preparation for doing research on social movements and writing for sociological publication. The study of social movements cuts across several social science disciplines. While we will read widely, the emphasis of the course will be on the questions and approaches that sociologists bring to the subject, and the ways that the study of social movements mirrors contemporary theoretical and methodological issues found throughout the discipline. The study of social movements also relates to many subfields within sociology, and the seminar will welcome this diversity of interest and approach. The seminar may be repeated for credit, so that graduate students who conduct independent research on a social movement topic can participate at various stages of their research and the class can be enriched by their growing research experience. Students who attend the seminar are expected to participate fully, whether they are enrolled for credit or not.

Student Learning Objectives
Students will develop their reading and critical learning skills by examining how ideas about social movements have changed over time, studying examples of empirical research on social movements using a variety of research methods, and carrying out independent research on a particular social movement. Students will develop their writing and oral presentation skills through writing a research paper on a particular social movement, revising it in response to the instructor’s comments, and then presenting it orally to the class. All of these experiences will help students become clear thinkers, thoughtful observers of social movements, creative researchers, and articulate communicators of theoretically informed empirical research.

Course Requirements
You are expected to complete assigned readings and all assignments on time, so you can participate effectively in class discussion. In addition to assigned basic readings and general participation in class discussion, you will ground your thinking throughout the semester in the study of a particular social movement or social movement organization, on which you will write your research paper. Your research topic should be selected by the fourth class session, in consultation with the instructor, and should include consideration of what form the seminar paper will take (a self-contained study for the course alone; a subsection of an on-going research project; or a research proposal for a larger project to be undertaken as a thesis or dissertation). You are expected to conduct independent research (which may be documentary research, direct observation, or interviewing) on your chosen movement, and to contribute observations based on this research to class discussions. Your independent research will culminate in a research paper, which is to be submitted in a full draft for the instructor's critique in early November, presented in class near the end of the semester, and then submitted in revised, final form at the end of the semester. You will be evaluated on your contributions to class discussion and timely completion of short assignments (reading questions, topic submission, brief proposal.), and on the quality of the paper draft, seminar presentation, and final paper based on your independent research.

Texts
I have ordered all three books, but they may be cheaper on Amazon.


Other journal articles available online through UH library online resources or posted on the class Laulima site, as noted.

When the reading assignment is very heavy, students may be assigned to read and report on part of it.

**Deadlines**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>August 27</td>
<td>Commit to research paper general topic</td>
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<tr>
<td>September 17</td>
<td>Brief research paper proposal due (one page)</td>
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<tr>
<td>November 5</td>
<td>Research paper draft due</td>
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<td>December 3</td>
<td>Final research paper due</td>
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**Readings and Class Schedule**

**August 20 Introduction**

ASSIGNMENT: From the news sections of a daily newspaper such as the Honolulu Star-Advertiser, New York Times, Washington Post (print or read online), find two articles that seem to be about social movements. Be sure you are reading NEWS articles and not analysis, blogs, or editorial comment. Read the articles and then clip or print out the articles to bring to class. Be prepared to briefly describe the article and use Johnston’s general categories (social, political, cultural) to identify what kind of a social movement it is.

Readings:

Johnston, Hank *What is a Social Movement?* (this is a quick read—go through the whole thing)

**August 20 Studying Social Movements and Collective Behavior**

Readings:


**August 27 Opportunities: When, How, and Why Social Movements Arise**

**Commit to general research topic in class (movement, organization, or phenomenon you will study)**
Readings:


Kriesi, Hanspeter, “Political Context and Opportunity” in *Blackwell Companion to Social Movements*, ch. 4, pp. 67-90

Review Johnston, chapter 3 and chapter 6.

**September 3 Labor Day, no class**

**September 10. Mobilizing Structures I. Resource Mobilization**

Readings:


Edwards, Bob, and John D. McCarthy, “Resources and Social Movement Mobilization” in *Blackwell Companion to Social Movements*, ch. 6, pp. 116-152.

**Sept 17. Mobilizing Structures II. Political Process and Mechanisms**

**One page research paper proposal due at beginning of class (what you will study, how, and why)**

Readings


McAdam, Doug and Ronnelle Paulsen, “Specifying the Relationship Between Social Ties and Activism” *American Journal of Sociology* 99:640-667. (online)


McAdam, Doug and Karina Kloos, “How Did We Get Into This Mess?” in *Deeply Divided: Racial Politics and Social Movements in Postwar America.* New York: Oxford University Press, 2014, ch. 1. (Laulima)

**September 24. Mobilizing Structures III. Networks**

Readings:


October 1. Framing Processes
Readings:


Review Johnston, chapter 4.

October 8 Collective Identity in Social Movements
Readings:


October 15  Culture and Emotion in Social Movements
Readings:


October 22. Social Movement Dynamics I: Strategies and Tactics
Readings:

McAdam, Doug, “Tactical Innovation and the Pace of Insurgency” *American Sociological Review* 48: 735-754. (online)

Taylor, Verta and Nella Van Dyke, “‘Get Up, stand up’: Tactical Repertoires of Social Movements” in *Blackwell Companion to Social Movements*, ch. 12, pp. 262-293.


Review Johnston, Chapter 5.
October 29. Social Movement Dynamics II: Protest Cycles
Readings:


Zwerman, Gilda, Patricia G. Steinhoff, and Donatella della Porta, “Disappearing Social Movements: Clandestinity in the New Left Protest Cycle in the U.S., Japan, Germany, and Italy” Mobilization, 5:1 (Spring, 2000) 83-100. (Laulima)


November 5. Social Movement Dynamics III: Intra- and Inter-Movement Dynamics
**Draft of Research Paper due at start of class.
Readings:


November 12 Veterans Day, no class

November 19. Control and Repression
Readings:

November 26: Transnational Social Movements and Globalization

Readings:
Almeida, Paul D. and Mark Irving Lichbach, “To the Internet, From the Internet: Comparative Media Coverage of Transnational Protests” Mobilization: An International Journal, 8 (3): 249-272. (online)


December 3: Student Presentations
**Final paper due in class

If necessary to accommodate all student presentations, we can hold an additional session on December 10, same time, same place.

Additional Suggested Readings on Various Topics:
Problems of Research on Social Movements

Resource Mobilization


Critiques of Resource Mobilization Theory


Political Process and Political Opportunity


Framing Processes

Culture and Collective Identity

Protest Cycles


Collective Behavior


Transnational and Global Social Movements

See also the bibliographies at the end of each reading, particularly those that are overviews of a topic.

*Mobilization: the International Quarterly Review of Social Movement Research* is the official journal of the Collective Behavior and Social Movements Section of the American Sociological Association. It is a good place to start looking for contemporary work in the field.

Some of the recent work of participants in the Collective Behavior and Social Movements Section of the American Sociological Association also appears in the book series *Social Movements, Protest, and Contention*, published by the University of Minnesota Press. Many of the volumes derive from conferences and workshops sponsored by the section on particular topics in social movements.

*Sociological Abstracts* provides bibliographic information and abstracts of books, journal articles, and paper presentations in the field of sociology, including good coverage of work on social movements that appears in a wide range of publication outlets. Search by a particular topic or keyword related to social movements.

**No Plagiarism**
All written work must be your own. Plagiarism, drylabbing, and ghostwritten work are ABSOLUTELY FORBIDDEN in this course. Plagiarism is grounds for expulsion from UH and will be treated according to the student conduct code.

“Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and
laboratory write-ups from other sections of a course or from previous terms” (University of Hawaii at Manoa, Student Conduct Code, Section H. Academic Dishonesty, Part 2, Page 6).

**KOKUA for Students with Disabilities**
If you feel you need accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS, and 2) speak with me to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your (documented) disability. (The KOKUA program will assist you in the documentation process if you have not yet completed it.)