**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 sub-section 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:**
- September 20 Brief research paper proposal due (one page)
- November 1 Research paper draft due
- December 6 Final research paper due

**Readings and Class Schedule**

NOTE: I have prepared the schedule to cover all the class material despite the fact that I will miss at least one class because of professional conference travel commitments. WE can make it up with an extra session at the end of the semester for student presentations if necesssary.

**August 23 Introduction**

**ASSIGNMENT:** From the news sections of a daily newspaper such as the Honolulu Start-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 30.** (Instructor out of town, session to be made up during exam period or earlier if possible)

**September 6 Studying Social Movements and Collective Behavior**

**Readings:**


**September 13 Opportunities: When, How, and Why Social Movements Arise**
**Commit to general research topic in class (what movement, organization, or phenomenon you will study)**

Readings:


Review Johnston, chapter 3 and chapter 6.

**September 20. Mobilizing Structures I. Resource Mobilization**

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

Readings:


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

**Sept 27. Mobilizing Structures II. Political Process and Mechanisms**

Readings:


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


**October 4. Mobilizing Structures III. Networks**

Readings:


**October 11. Framing Processes**

Readings:


Review Johnston, chapter 4.

**October 18 Collective Identity in Social Movements**

Readings:


October 25 Culture and Emotion in Social Movements

Readings:


November 1 Social Movement Dynamics I: Strategies and Tactics

**Draft of Research Paper due at start of class.

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.

**November 8. 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 15. Social Movement Dynamics III: Intra- and Inter-Movement Dynamics**

**Readings:**


**November 22. Control and Repression**

**Readings:**


Zwerman, Gilda and Patricia G. Steinhoff, “When Activists Ask for Trouble: State-Dissident Interactions and the New Left Cycle of Resistance in the United States and Japan: in Davenport,

Gillham, Patrick F. and John A. Noakes, “‘More than a March in a Circle’: Transgressive Protests and the Limits of Negotiated Management” *Mobilization: An International Quarterly* 12 (4) 341-357. (online)


**November 29: Transnational Social Movements and Globalization**

**Readings:**


**December 6: Student Presentations**

**Final paper due in class**

**December 13: Student Presentations makeup session if needed**
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.
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.)