

Sociology 530: Advanced Social Movement Theory

SYLLABUS

Summer Session I 2015
CRN: 23903
Class Location: Online

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***“There is no such thing as a single-issue struggle
because we do not live single-issue lives.”***
-Audre Lorde

Course Description, Objectives, and Structure

Social movements and protest have become permanent features of the contemporary social landscape, constantly challenging political institutions and other forms of institutional and cultural authority. These challenges to authority occur both in contexts where there is little hope for people to gain redress through more conventional means for affecting change, and in contexts where we assume there would be more direct routes to political influence, as in democratic states. Within the political arena, movements are carriers not only of grievances about a particular set of issues, but also of frustration with more established political forms of making claims. Those employing social movements for political goals include people who want to extend and strengthen democratic processes, as well as those who are resistant to such changes and, sometimes, even democracy. Indeed, we frequently see different sides of a conflict employing the same social movement tactics.

To the extent that social movements have become an increasingly routinized and institutionalized element of contemporary politics, they reflect a permanent skepticism about more conventional democratic procedures. Protest outside institutions is closely linked to the politics inside institutions, and sometimes protest even wells up within institutions in response to the decisions, procedures, or behaviors of authorities. Thus, there are a variety of venues and contexts nurturant of various kinds of social movements and protest. In this seminar, we will examine how and why movements emerge and develop and what kinds of influence they might effect.

We will explore numerous issues in the study of social movements through an examination of both empirical treatments of particular movements (using a range of methods) and various theoretical perspectives. We will be particularly concerned with the sociocultural and political context and consequences of protest, focusing on basic questions, such as: Under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies? And how do movements affect sociocultural and political change? By the end of the class, you should have developed sufficient familiarity with a number of significant issues and perspectives to dig deeper into any one of them in your future academic endeavors.

Course Readings

The following are required books for the course. They can be purchased at the NMSU bookstore (on campus or online), or online at amazon.com, powells.com, or another book supplier. Please make sure to obtain the correct editions of each book. *Please Note:* Some modules have additional articles assigned, which can be found on CANVAS as a link to a pdf of the article.

Goodwin, Jeff, and James M. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*. West Sussex: Wiley & Sons.

Piven, Frances Fox, and Cloward, Richard A. 1977. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books.

Course Components

- **Warm Up/Introduction Discussion (5%):** The warm up/introduction discussion will get your feet wet in the course and help us all welcome one another to the class. Make sure to take a look at the entire syllabus and course particulars as well!
- **Discussion Themes (15%):** **Three** discussion theme assignments are required and each theme assignment is worth five points. Discussion theme due dates are designated on the course outline. Guidelines for writing the discussion themes are found at the end of the syllabus. The themes are a way to collect your thoughts and pose potential discussion points that reflect your synthesis of the readings. **NO LATE DISCUSSION THEMES WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.** The last module of class allows for an “extra-credit” discussion theme opportunity so if you miss a discussion theme for any reason, you can make up for it!
- **Memos (30%):** **Three** separate critical thinking memos are required throughout the class, and each memo is worth ten points. Memo due dates are designated on the course outline. Please be advised that your memos need to be uploaded by 11:59pm on the due date. The memos are a “main point” critique of the readings that will help you collect your thoughts on the readings. Memos must be **TWO** pages in length; no more, no less. These memos are kept at two pages for a purpose. Please use Times New Roman 12-point font, one inch margins, and only your name on the header. **NO LATE MEMOS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.** The last module of class allows for an “extra-credit” memo opportunity so if you miss a memo for any reason, you can make up for it!
- **Scholarly Exchanges (30%):** **Three** scholarly exchanges are required throughout the class and each exchange is worth ten points. This is an opportunity to communicate with each other in open, respectful dialogue surrounding a series of questions/themes from the class. In order to receive credit for each exchange, you must 1) post your own ideas/thoughts/comments to the questions and, 2) respond to at least **THREE** of your classmates' posts. Make sure to complete each scholarly exchange by 11:59pm on the due date. **NO LATE SCHOLARLY EXCHANGE POSTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**
- **Critical Assessment (20%):** The Critical Assessment is designed to assess your knowledge, skills, and progress throughout the entire course and involves answering a series of questions based on the course materials. The assessment is due at 11:59pm on Friday, July 3rd (I realize our class is technically over on Wednesday, July 1st, therefore if you wish to turn it in at that time, feel free to do so. Otherwise, you have until Friday at 11:59pm to complete it.).

Grades

Grades will be calculated in the following manner:

Warm Up Assignment	5%
Memos (3 total)	30%
Discussion Themes (3 total)	15%
Scholarly Exchanges (3 total)	30%
Critical Assessment	20%

Final course grades will follow a standard scale (90-80-70-60) and may be curved, depending on the overall class performance. However, this will only benefit you rather than place you at a disadvantage due to a particular student's exceptional course performance.

Late Policy

This class moves VERY QUICKLY! Students are advised, once again, that **NO LATE ASSIGNMENTS** will be accepted under any circumstances. I will stand firm on this policy. *During the last module of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed.* It is a good idea to plan for computer/internet problems, etc. by finishing and uploading your assignments in advance of the due date. Documented cases of illness and bereavement will be handled on a case by case basis.

Students with Certain Needs

New Mexico State University is committed to providing reasonable accommodations for qualified students in accordance with state and federal laws. The Services for Students with Disabilities office offers a variety of services to students with documented physical, learning, or psychological disabilities. Feel free to call the Services for Students with Disabilities office at 575-646-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical confirmation will be treated confidentially. New Mexico State University is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws. Feel free to call the Institutional Equity office at 575-646-3635 with any questions you may have regarding NMSU's Non-Discrimination Policy.

Academic Integrity and Plagiarism

According to the New Mexico State University Student Code of Conduct, "Students at NMSU have an obligation to uphold the laws of the larger community of which they are a part." Therefore, incidences of academic dishonesty, collusion, and plagiarism WILL NOT be tolerated in this class. Refer to the university catalogue for a full explanation of academic dishonesty and subsequent consequences. If I find that a student has committed a violation of academic integrity, the student will receive a "0" on the assignment and may fail the course. Refer to the library's website for a comprehensive discussion of plagiarism at <http://lib.nmsu.edu/plagiarism/> Also, be aware that cheating, plagiarism, and collusion are serious matters that I do not take lightly; students who use someone else's work are not maximizing the class, the material, or the instructor. Do your own work and if you need help, please ask!

Class Logistics

Withdrawals and/or drops will not be allowed after the course midpoint. Confirming deadlines, dates and rules for dropping and/or withdrawal classes are the responsibility of the student. Incompletes will not be given in this class unless there are extreme, documented circumstances that prevent a student from completing the course only after the student has completed at least 75% of the assignments and course duties.

A Word on Etiquette, “Netiquette,” and Professional Communication

We all have many responsibilities that include other courses, jobs, families, friends, sports, music, entertainment, socializing, and living life. At the same time, this is a graduate-level course that involves exposure to scholarly content and skills, as well as the overall professionalization process. Please treat the professor and your fellow students with respect. This means: *respect each other in theory and practice, be timely with due dates and course duties, be accountable, responsible, and reliable, and be the best student you can be.* In return, I’ll be the best professor I can be. ☺ Good etiquette also involves respectful communication and appropriate expectations for interpersonal interactions. Also, please allow me 48 hours to respond to your emails and/or phone calls.

Course Outline

All readings are due on the class date indicated. “SM Reader” refers to particular chapters (by number) in The Social Movements Reader: Cases and Concepts. Articles are available within the module assigned on CANVAS.

5/28 Warm Up Module: Introductions to the Course, One Another, & Social Movements

→ Warm Up Assignment/Introduction Discussion Due

- Warm Up Reading Collection (Available on CANVAS in Warm Up Module)
- SM Reader Introduction (p. 1-8)

6/1 Module 1: When and Why Do Social Movements Occur?

→ Discussion Themes #1 Due

- SM Reader (p. 9-12)
- SM Reader #2: The Women’s Movement (Freeman)
- SM Reader #3: The Gay Liberation Movement (D’Emilio)
- SM Reader #4: Occupy Wall Street (Milkman et al.)
- SM Reader #5: The Egyptian Revolution (Castells)

6/4 Module 2: Who Joins or Supports Movements?

→ Memo #1 Due

- SM Reader (p. 53-58)
- SM Reader #6: The Free-Rider Problem (Olson)
- SM Reader #7: Recruits to Civil Rights Activism (McAdam)
- SM Reader #8: Who Are the Radical Islamists (Kurzman)
- Polletta, Francesca. 1998. “‘It Was Like a Fever...’: Narrative and Identity in Social Protest.” *Social Problems*, 45(2): 137-159. (Available on CANVAS in Module #2)

6/8 Module 3: Who Remains in Movements, Who Drops Out, and Why?

→Scholarly Exchange #1 Due

- SM Reader p. 101-104
- SM Reader #10: Generating Commitment among Students (Hirsch)
- SM Reader #11: Sustaining Commitment among Radical Feminists (Whittier)
- SM Reader #12: True Believers and Charismatic Cults (Lalich)
- SM Reader #13: Are Frames Enough? (Ryan and Gamson)
- SM Reader #15: Classic Protests Songs: A List

6/11 Module 4: How Are Movements Organized?

→Discussion Themes #2 Due

- SM Reader p. 155-158
- SM Reader #16: Social Movement Organizations (McCarthy and Zald)
- SM Reader #17: Transnational Environmental Activism (Wapner)
- SM Reader #18: The Transnational Network for Democratic Globalization (Smith)
- SM Reader #19: Meeting Arenas (Haug)

6/15 Module 5: What Do Movements Do?

→Memo #2 Due

- SM Reader p. 213-218
- SM Reader #20: Tactical Innovation in the Civil Rights Movement (Morris)
- SM Reader #22: Suicide Bombing (Brym)
- SM Reader #23: Everyday Life, Routine Politics, and Protest (Auyero)
- SM Reader #24: The Emotion Work of Movements (Gould)
- SM Reader #25: Tactical Repertoires: Same-Sex Weddings (Taylor et al.)

6/18 Module 6: Protest Movements in Specific

→Scholarly Exchange #2 Due

- SM Reader #20: Tactical Innovation in the Civil Rights Movement (Morris) (reread from last class)
- Piven, Frances Fox, and Cloward, Richard A. 1977. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books.

6/22 Module 7: How Do Movements Interact with Other Players?

→ Discussion Themes #3 Due

- SM Reader p. 283-286
- SM Reader #26: Farmworkers' Movements in Changing Political Contexts (Jenkins and Perrow)
- SM Reader #27: Movements in the Media (Amenta et al.)
- SM Reader #28: What Shapes the West's Human Rights Focus? (Ron et al.)
- SM Reader #30: Global Corporations, Global Unions (Lerner)

6/25 Module 8: Why Do Movements Decline?

→ Memo #3 Due

- SM Reader p. 343-346
- SM Reader #31: The Decline of the Women's Movement (Epstein)
- SM Reader #32: The Dilemmas of Identity Politics (Gamson)
- SM Reader #34: Counterinsurgency (Roxborough)
- Taylor, Verta. 1989. "Social Movement Continuity: The Women's Movement in Abeyance." *American Sociological Review*, 54: 761-775. (Available on CANVAS in Module #8)

6/29 Module 9: What Changes Do Movements Bring About?

→ Scholarly Exchange #3 Due

- SM Reader p. 379-382
- SM Reader #35: Defining Movement "Success" (Gamson)
- SM Reader #36: How Social Movements Matter (Meyer)
- SM Reader #38: Understanding Revolutions: The Arab Uprisings
- SM Reader #39: Why Nonviolence Sometimes Fails: China in 1989

7/1 Module 10: Summaries and Conclusions: Social Movements

→ Extra Credit Memo/Discussion Themes Due

- Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology*, 103(3): 531-565.
- Wiedenhoft, Wendy. 2008. "An Analytic Framework for Studying the Politics of Consumption: The Case of the National Consumers' League." *Social Movement Studies*, 7(3): 281-303.
- Meyer, David S. and Suzanne Stagenborg. 1996. "Movements, Countermovements, and the Structure of Political Opportunity." *American Journal of Sociology*, 101(6): 1628-1660.
- Arthur, Mikaila Mariel Lemonik. 2009. "Thinking Outside the Master's House: New Knowledge Movements and the Emergence of Academic Disciplines." *Social Movement Studies*, 8(1): 73-87.

7/3 Final Assessment Due

→ Final Assessment due by 11:59pm on Thursday, July 2nd

COURSE COMPONENT GUIDELINES

Discussion Themes

Each student will be responsible for writing THREE separate discussion theme assignments. These assignments will require you to think of broad themes, specific dialogues, issues, critiques, concerns, etc. in the readings. Each assignment involves you writing down 5-7 discussion themes numbered and in complete sentences. You may wish to think of these themes as the basis for potential future discussions! Make sure to PROBLEMATIZE, CONTEXTUALIZE, SYNTHESIZE, ANALYZE, ARTICULATE, DIALOGUE, and CRITIQUE in creating these discussion themes. Don't ask for someone's opinion; rather, frame each discussion theme as if you were the professor teaching the course or leading a discussion.

PLEASE NOTE: Your discussion themes need to be uploaded **by 11:59pm** on the day they are due. NO LATE DISCUSSION THEMES will be accepted. *During the last module of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed.*

Memo Guidelines

Each student is responsible for writing THREE separate critical thinking memos. Memos must be TWO pages in length; no more, no less. Please use double-spaced, Times new Roman 12-point-font, one inch margins, and only your name on the header. Here are a few guidelines to help with the memos:

- Reflect a critical reading and synthesis of the assigned readings.
- Possibly choose two (or three) articles to compare and contrast with one another.
- Address the main points the authors make, noting data the authors use to draw conclusions.
- Articulate how the authors of all assigned readings inform and engage with one another.
- Identify the strengths and weaknesses of the authors' arguments, perspectives, etc.
- Make sure to: PROBLEMATIZE, CONTEXTUALIZE, SYNTHESIZE, ANALYZE, ARTICULATE, DIALOGUE, CRITIQUE, AND ARGUE!!! These are your responsibilities for being a graduate student.

PLEASE NOTE: Your memos need to be uploaded **by 11:59pm** on the day they are due. NO LATE MEMOS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES. *During the last module of class, you will have an opportunity to turn in either an additional memo or additional discussion theme assignment to make up for an assignment you may have missed.*

Scholarly Exchange Guidelines

Each student is responsible for engaging in THREE scholarly exchanges. These exchanges are an opportunity for you to discuss with your fellow graduate students key points/issues/concerns in the readings for that week and may include certain discussion themes presented by other students.

It is your responsibility to 1) post your own ideas/thoughts/comments to the questions and, 2) respond to at least THREE of your classmates' posts. You may wish to start these exchanges as soon as they are posted so you have enough time to respond!

PLEASE NOTE: Your scholarly exchange posts need to be completed by **11:59pm** on the day they are due. NO LATE SCHOLARLY EXCHANGE POSTS WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.