

## **SOCIOLOGY 328: SOCIAL MOVEMENTS**

Fall 2005

Tues. and Thurs., 12:30-1:45 p.m., room A321

Professor Abigail Fuller (Abby)

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Office hours: MWF 1-2:30 p.m., TTh 9:30-12 noon, or by appointment (You can also just stop by my office; if my door is open, I'm available.)

### **PURPOSE OF THE COURSE**

At times throughout history, ordinary people join forces to change society. This year, for example, saw the growth of a grassroots movement to end the war in Iraq. Leaders of both the pro-life and pro-choice movements are mobilizing their supporters in the days leading up to hearings on the nomination of John Roberts to the Supreme Court. Around the globe, poor people continue to protest against government policies that leave them financially destitute. The courage and persistence of these activists; the moral and practical decisions they face; and the lasting effects of their actions on themselves and others make social movements a fascinating and inspiring topic of study.

This course presents a survey of major sociological perspectives on social movements, defined as collective efforts by relatively powerless groups of people to affect history. The goal is to provide you with a sociological understanding of the origins, dynamics, and outcomes of social movements. Accordingly, we will ask the following questions:

- ✧ What conditions give rise to social movements? Why do movements emerge at particular times and places, and not others?
- ✧ Why do people join social movements; what motivates them? Or, why do some people join movements while others do not?
- ✧ What strategies and tactics do social movements use to achieve their goals?
  - How do they convey their messages (called "framing")? What roles do art and music have in conveying a movement's message?
  - What methods do they use to gain power? In American society, these methods are usually nonviolent. How does nonviolence work? What do critics say about it? What is the relative efficacy of different tactics?
  - Why is it important—but often difficult—for social movement organizations to form coalitions with each other?
- ✧ What forms of organization and decision making processes do social movement participants adopt as they work together, and to what end? Do social movements need leaders, or can they be egalitarian?
- ✧ What obstacles do movements face in attaining their goals? How do opponents of social movements—in particular, agents of the state—seek to suppress or control them?
- ✧ What factors influence the outcomes of social movements? What constitutes "success"?

### **BOOKS**

Fuller, [Changing the World: An Introduction to Social Movements](#) (Blackboard)

McAdam, Doug, [Freedom Summer](#)

additional readings (either handouts, or on-line readings found in Blackboard)

### **ASSIGNMENTS AND EXPECTATIONS**

**Attendance and Participation:** You are expected to attend class regularly and to actively participate in discussions and in-class work. Since much student learning goes on in class—discussions, films, etc.—daily attendance will be taken, in the form of completing the reading quizzes (see below) and will count toward your final grade. You are permitted to miss 3 reading quizzes, for any reason, during the semester without penalty (for illness, field trips, playing frisbee outside on the first warm spring day, etc.). After that, your quiz grade will be

marked down. This means that you do not need a doctor's note if you are ill, and you do not need to tell me when you have a field trip—instead, simply consider that as one of the times when you can be absent from class (i.e. miss a reading quiz) without penalty. (If you have life circumstances that might affect your attendance—e.g. childcare issues, a chronic illness, or a number of athletic events—please let me know. Also come see me if you “use up” your 3 absences and then later have unavoidable difficulties that prevent you from attending.)

Regardless of the reason for your absence, it is your responsibility to know the material that you missed, including any important announcements. If we see a film, you may be able to watch it later on your own (ask me). Also, I encourage you to share lecture notes with each other, whether you have missed classes or not.

Participation includes contributing to both small-group discussions and full-class discussions. While participation is not formally graded, I do take it into consideration in calculating your final grade if you end up on the borderline between two grades.

**Academic Integrity:** As members of a college community, we have a responsibility to be honest and act ethically. All cases of cheating and plagiarism will be dealt with according to college policy (for deliberate plagiarism and cheating, the work is assigned a failing grade; the instructor may also give a failing grade for the course. A letter is sent to the student, her/his advisor, the dean of academic affairs, and the dean of student development.). Cheating and plagiarism include:

- referring to unauthorized materials during a test (e.g. looking at notes or books);
- using unauthorized assistance (e.g. having someone write your paper for you);
- presenting as your own, for academic evaluation, the ideas or words of another person without proper acknowledgment and citation of sources (plagiarizing; be especially careful of cutting and pasting from web sites);
- providing unauthorized assistance (helping someone else cheat);
- signing in to class on behalf of a classmate who is absent.

**Learning Disabilities:** If you have a learning disability, you may be eligible for special accommodations for taking exams or other work (extra time, larger font, etc.). Contact Denise Howe in Winger 115 (phone -5076) to discuss necessary accommodations. Then, you should approach me as soon as possible to discuss implementing those accommodations. (Please note that I may be willing to provide special accommodation even if your disability is not legally documented, because acquiring such documentation can be prohibitively expensive for some students. Speak to me about this.)

## ASSIGNMENTS

**Tests.** Three non-cumulative take-home tests will be given. The dates that tests are distributed and are due are listed in the class schedule below.

**Reading quizzes.** As a professor, one of the most difficult dilemmas I face is how to persuade students to complete the assigned readings on schedule. This is important because when I know that a majority of students have read the assignment, then we need not review it in detail and can get right to the more interesting tasks of applying, analyzing, and evaluating the ideas. So, to induce you to complete the readings on schedule, we will have a daily reading quiz at the beginning of class whenever a reading is assigned (which is most days). The quiz will consist of several questions that are designed to assess whether or not you read the material (and read it thoroughly enough to understand it—a quick skim of a chapter is not the same as reading it). If you did the reading, you should be able to get all the answers correct.

Quizzes will be scored on a 3-point basis, as follows:

3 points = all answers correct (showing that you completed the assigned reading and understood it)

2 points = some answers correct (showing that you completed and/or understood some but not all of the reading)

1 point = no answers correct (you were present in class, but did not complete any of the reading)

0 points = no quiz submitted (you were not present in class)

There will be 23 reading quizzes in total. Only your 20 highest scores will be counted. This

means that 3 times you can miss class or come without having done the reading, without penalty. After that, your quiz score will be reduced.

**Research paper and presentation:** You will conduct research on some aspect of a social movement of your choice—for example, debates about violence and nonviolence within the anti-globalization movement; the legal tactics used by the pro-life movement; etc. You will both present your findings to the class and write a 10-15 page paper based on your research. Research presentations will be scheduled throughout the semester, with presentation themes matched to the class material. Instructions for both presentations and papers will be distributed later.

## GRADING

Tests (100 points x 3)	300 points
Reading quizzes (3 points x 20)	60 points
Research Topic and Bibliography	5 points
Research Presentation	15 points
Research Paper	100 points
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	480 points

## CLASS SCHEDULE

<u>Date</u>	<u>Readings and Assignments Due</u>
Thurs. Sept. 1	Introduction to the class - no readings
Tues. Sept. 6	Fuller, chap. 1: Why Social Movements Matter (Blackboard) (Film, "The Times of Harvey Milk" (tentative))
Thurs. Sept. 8	Fuller, chap. 2: The Development of Social Movement Theories (Blackboard)
Tues. Sept. 13	Fuller, chap. 3: Macromobilization: Why Social Movements Emerge (Blackboard)
Thurs. Sept. 15	McAdam, prologue, chap. 1
Tues. Sept. 20	Pierson, "Sociopolitical Antecedents to Stonewall: Analysis of the Origins of the Gay Rights Movement in the United States" (Blackboard)
Thurs. Sept. 22	Fuller, chap. 4: Micromobilization: How Individuals Become Involved in Social Movements (Blackboard)
Tues. Sept. 27	Downton and Wehr, "Persistent Pacifism: How Activist Commitment is Developed and Sustained" (Blackboard) <b>Research Topic and Working bibliography due</b> of sources of information on your chosen social movement
Thurs. Sept. 29	McAdam, chap. 2 <b>EXAM #1 distributed in class</b>
Tues. Oct. 4	no reading <b>EXAM #1 due at start of class</b>
Thurs. Oct. 6	Fuller, chap. 5: The Role of Ideas: Ideology, Framing, and the Media (Blackboard) Rosenthal, "Serving the Movement: The Role(s) of Music" (Blackboard)

Tues. Oct. 11	film, "This is What Democracy Looks Like" (tentative)
Thurs. Oct. 13	Fuller, chap. 6: The Organization of Social Movements (Blackboard)
Leonard-Whight, "Understanding Class Cultures" (Blackboard)Tues. Oct. 18	Freeman, "The Tyranny of Structurelessness" (Blackboard)
Thurs. Oct. 20	<i>No class - Fall Break</i>
Tues. Oct. 25	Fuller, chap. 7: Social Movement Strategies and Tactics (Blackboard) Sharp, "The Role of Power in Nonviolent Struggle" (Blackboard) Sharp, "Correcting Common Misconceptions About Nonviolence" (Blackboard)
Thurs. Oct. 27	ACME Collective, "N30 Black Bloc Communique" (Blackboard) Albert, "On Trashing and Movement Building" (Blackboard) Lakey, "Mass Action Since Seattle: 7 Ways to Make Our Protests More Powerful" (Blackboard)
Tues. Nov. 1	Film, "Occupation" (tentative) Kreider, "Sit In! A Tactical Analysis" (Blackboard) Stoecker, "Cyberspace vs. Face-to-Face: Community Organizing in the New Millennium" (Blackboard)
Thurs. Nov. 3	McAdam, chap. 3
Tues. Nov. 8	McAdam, chap. 4 <b>EXAM #2 distributed in class</b>
Thurs. Nov. 10	<i>No class - fall semester break</i>
Tues. Nov. 15	<b>EXAM #2 due at start of class</b>
Thurs. Nov. 17	Fuller, chap. 8: Reactions to Social Movements: Repression and Countermovements (Blackboard) Marx, "External Efforts to Damage or Facilitate Social Movements" (Blackboard)
Tues. Nov. 22	readings to be announced
Thurs. Nov. 24	<i>No class - Thanksgiving Break</i>
Tues. Nov. 29	Fuller, chap. 9: The Outcomes of Social Movements (part) McAdam, chap. 5
Thurs. Dec. 1	Fuller, chap. 9: The Outcomes of Social Movements (part) McAdam, chap. 6 and Epilogue
Tues. Dec. 6	readings to be announced
Thurs. Dec. 8	<b>EXAM #3 distributed in class</b>
Final Exam Period: Tues.,	<b>EXAM #3 due by end of final exam period</b>

Dec. 13, 10:30  
a.m.-12:30 p.m.

**Discussion - everyone** come prepared to give  
(1) a *brief* description of “your” movement,  
including a brief chronology of its development;  
(2) an analysis of the origins of your movement  
(try to explain which model(s) of movement  
emergence best fits)

Oct. 7

Oct. 16

McAdam, chap. 3  
“Notes on Strategic Planning” (Blackboard Documents)  
“Steps in a Nonviolent Campaign” (Blackboard Documents)

Starhawk, “How We Really Shut Down the WTO” (Blackboard Documents)  
“Notes on Affinity Groups and Support”

Nov. 6

**Discussion** - strategies and tactics (see item #6 in “Research Project” below)  
**EXAM #2 distributed**

“Decision Making Structures” (Blackboard Documents)  
“Notes on Consensus Decision making” (Blackboard Documents)

Nov. 20

Hirsch, “Sacrifice for the Cause: Group Processes, Recruitment, and Commitment in a Student Social Movement” (handout or on reserve)

Dec. 11

**Discussion** - opponents and outcomes; or organization (see items #6, #7 and #8 in “Research Project” below)

## Research Project

**I. Options.** There are two options for the project: a case study (which most of you will do), or a paper focusing on some question in social movements theory.

**A. Case study:** This involves researching some movement/organization. The case study should *answer at least 5 of the following questions* (depending on your specific movement, some may be more important than others). Where possible, try to use the relevant concepts and theories you have learned in class to understand the movement.

1. What is the movement's ideology? What are its main goals?
2. When/where/how/why did it originate? How did the following contribute to its emergence: strains in society; availability of new resources; political opportunities? What precipitating events led to its emergence?
3. Who are the participants (gender, age, race/ethnicity, social class, religion, etc.) and how/why do they join? How does the movement recruit participants? To what extent do participants share a collective identity? To what extent is there a "movement culture" that is shared?
4. How does the movement frame its message? What symbols are used? How successful is it? How has the media and/or opponents framed the movement's message, and how has this affected the movement?
5. What is the movement's strategy (overall plan for achieving its goals) and tactics (concrete actions taken to implement the strategy)? How confrontational or disruptive are the tactics? How innovative? What internal debates about strategy and tactics have occurred? Do participants have a philosophical commitment to nonviolence? How has the choice of strategy and tactics been influenced by the resources available to the movement and by movement culture? Have participants formed coalitions with other movements; if so, what have been the results? How successful has the strategy and tactics been?
6. How is the movement organized (what are the major organizations, and how do they differ; what kind of organizational structure and process are used—bureaucratic or not; how is organization influenced by movement culture)? Is the movement run by professional staff or volunteers, and what influence has this had strategy/tactics/outcomes?
7. How have opponents (counter movements; government agents; businesses; etc.) reacted to the movement, and with what effect?
8. What have been the movement's outcomes

(successes, failures, and unintended consequences)? What influence has it had on social institutions (government, businesses, etc.)? On the public? On participants themselves? What factors, in your view, account for the movement's success or failures?

### **B. Paper focusing on one interesting theoretical question regarding a movement(s):**

Instead of looking broadly at one movement, you may wish to look in depth at some aspect of a movement or movements (such as tensions in the gay rights movement between seeking legal equality and seeking cultural acceptance; different perspectives on nonviolence in the antiglobalization movement; a comparison of Christian and Muslim religious fundamentalist movements; recent democratization efforts in the labor movement; an analysis of media coverage of the feminist movement; etc.).

**II. Assignments:** As you look through written materials about your movement, keep in mind the questions above, and start formulating answers to them that you will use both in the class discussions, and in your final paper.

**A. Class discussions:** For each discussion, you should come prepared to talk for about 5 minutes about your movement, followed by about 5 minutes more of group discussion/questions/answers. I'm hoping we can have relatively relaxed, interesting discussions. Remember that you are not expected to know everything—for example, you may not be able to find information about the racial-ethnic makeup of your movement. Remember too that it is okay to include some unanswered questions, or to pose some tentative ideas about something.

Sept. 23 and 25: description of the movement

Oct. 7 and 9: ideology and framing practices

Nov. 4 and 6: strategy and tactics

Dec. 11 and final exam period: opponents and outcomes; or organization

**B. Paper:** The paper should be 10-15 pages in length (excluding citations), with proper citations and bibliography. (I don't care what style you use, as long as you are consistent.) Use at least 5 different sources, and more as needed (a source is one article, one web site, or one book). Be VERY careful not to plagiarize! (See in Blackboard Documents, "Plagiarism: What It Is and How To Avoid It.")