

## **SOCIOLOGY 328: SOCIAL MOVEMENTS**

Fall 2009

Tues. and Thurs., 11:00-12:15 p.m., Room A210

Professor Abigail Fuller (Abby)

Office: ADMIN 211b, phone 982-5009, email [aafuller@manchester.edu](mailto:aafuller@manchester.edu) (If something can't wait, you can also try me at home at 982-1178, after 7:00 a.m. and before 9:00 p.m.)

Office hours: MWF 1-2:00 noon, TR 9:30-10:30 a.m., 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. These past few years, for example, have seen the emergence of a grassroots movement to end the war in Iraq. Leaders of both the pro-life and pro-choice movements continue to mobilize their supporters. Around the globe, poor people 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:

- 1) What conditions give rise to social movements? Why do movements emerge at particular times and places, and not others?
- 2) Why do people join social movements; what motivates them? Or, why do some people join movements while others do not?
- 3) How do they convey their messages (called "framing")? What roles do art and music have in conveying a movement's message?
- 4) 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?

- 5) What strategies and tactics do social movements use to achieve their goals?  
- 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?i) 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?
- 6) What factors influence the outcomes of social movements? What constitutes “success”?

## BOOKS

Fuller, Changing the World: An Introduction to Social Movements (linked to Angel site)

McAdam, Doug, Freedom Summer

War Resisters' International, Handbook for Nonviolent Campaigns

additional readings (either handouts, or on-line readings found on the Angel course site)

## 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 and will count toward your final grade. You are permitted to miss 3 classes, 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**

Manchester College, in compliance with federal guidelines, is committed to assuring students with disabilities equal access to programs and activities that are provided to students without disabilities.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Bonnie O'Connell, the director of services for students with disabilities, to establish eligibility and to coordinate reasonable accommodations. It is the student's responsibility to self-disclose their disability. Students whose accommodation requests are approved will be provided with confidential letters to deliver to their professors which verify the nature of the student's disability and documents the need for auxiliary aids and services and/or academic adjustments/

accommodations. Students are encouraged to meet with each professor early in the semester to discuss the academic implications of the disability as they relate to the specific course and to request appropriate accommodation. The Disabilities Office is located in the Success Center (second floor of the Union). Telephone 982-5076 to schedule an appointment.

(I may be able to provide special accommodation even if your disability is not legally documented—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.

**Short Papers.** During the semester, you will conduct research on a social movement of your choice (or, as an alternative, on some specific aspect of a social movement—for example, debates about violence and nonviolence within the anti-globalization movement; the legal tactics used by the pro-life movement; etc.) You will write short papers (2-3 pages) on different aspects of your social movement, and we will discuss these in class. Instructions for papers will be distributed.

## GRADING (tentative)

Attendance and participation	30 points
Take-home Exams (100 points x 3)	300 points
Short research papers (10 points x 7)	70 points
=====	
	400 points

## CLASS SCHEDULE

Date                      Readings and Assignments Due

Thurs.                      Introduction to the class - no readings  
Sept. 3

Tues. Sept. Fuller, chap. 1: Why Social Movements Matter

8

Thurs. Sept. 10 Fuller, chap. 2: The Development of Social Movement Theories

Tues. Sept. library research session (meet in Computer Lab in library)

15

Thurs. Fuller, chap. 3: Macromobilization: Why Social Movements Emerge

Sept. 17 McAdam, prologue, chap. 1

(optional: Pierson, "Sociopolitical Antecedents to Stonewall: Analysis of the Origins of the Gay Rights Movement in the United States")

Tues. Sept. *Macromobilization Paper due*

22

Thurs. Fuller, chap. 4: Micromobilization: How Individuals Become Involved

Sept. 24 Social Movements

Tues. Sept. Downton and Wehr, "Persistent Pacifism: How Activist Commitment

29

Developed and Sustained" McAdam, chap. 2

Thurs. Oct. *Micromobilization Paper due*

1

*EXAM #1 distributed*

Tues. Oct. *EXAM #1 due*

6

Thurs. Oct. Fuller, chap. 5: The Role of Ideas: Ideology, Framing, and the Media

8

Tues. Oct. *No class - Fall break*

13

Thurs. Oct. WRI, "The Role of Media" (pp. 49-53)  
15

Tues. Oct. *Ideology, Framing, and Media Paper due*  
20

Thurs. Oct. Rosenthal, "Serving the Movement: The Role(s) of Music"  
22

Tues. Oct. Fuller, chap. 6: The Organization of Social Movements  
27

Thurs. Oct. 29 Freeman, "The Tyranny of Structurelessness"  
WRI, "Working in Groups" (pp. 71-83)  
Leonard-Wright, "Understanding Class Cultures"

### *Organization Paper due*

### *Exam #2 distributed*

Tues. Nov. *Exam #2 due*  
3

Thurs. Nov. Fuller, chap. 7: Social Movement Strategies and Tactics  
5 WRI, chaps. 1-4

Tues. Nov. WRI, chaps. 5-7  
10 Kreider, "Sit In! A Tactical Analysis"

Thurs. Nov. *Strategy and Tactics I Paper due*  
12

Tues. Nov. Stoecker, "Cyberspace vs. Face-to-Face: Community Organizing in the  
17 New Millennium"

Thurs. Nov. ACME Collective, "N30 Black Bloc Communique"  
19 Albert, "On Trashing and Movement Building"  
Lahey, "Mass Action Since Seattle: 7 Ways to Make Our Protests More  
Powerful"

Tues. Nov. *Strategy and Tactics II Paper due*  
24 McAdam, chaps. 3 and 4

Thurs. Nov. *No class - Thanksgiving Break*  
26

Tues. Dec. Fuller, chap. 8: The Outcomes of Social Movements , pp. 127-134  
1 McAdam, chap. 6

Thurs. Dec. Marx, "External Efforts to Damage or Facilitate Social Movements"  
3

Tues. Dec. *Outcomes Paper due*  
8

Thurs. Dec. reading to be announced  
10

*Exam #3 distributed*

Final Exam *Exam #3 due*  
Period

### *Macromobilization Paper*

### *Micromobilization Paper*

*Who participates in the movement, and why?*

### *Ideology and Framing Paper*

*Describe the movement's ideology. Describe how the movement frames its message. How has mainstream media framed the movement? What kinds of non-mainstream media does the movement use?*

### *Organization Paper*

*How is the movement organized? Does it contain multiple groups/organizations? Describe the internal organization of the most prominent group(s) or organization(s), including any ideological bases.*

### *Strategy and Tactics Paper I*

*What is the movement's overall strategy? Who is it trying to influence, and how?*

### *Strategy and Tactics Paper II*

*Who are the movement's opponents? How does the movement respond to them?*

### *Outcomes Paper*

*What effects—intentional and unintentional—has the movement had (on U.S. society at large; on specific parts of U.S. society; on participants)?*

## Research Project

1. **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.

**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.")