SSC2059: Social Movements

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Course Description

This course is designed to introduce students to the field of social movement studies. Although this is an interdisciplinary field of study, a sociological perspective will be emphasized. An overview of the field will be provided by identifying key questions, concepts, and methods through examination of theory and case studies. Salient themes addressed will include: democracy, leadership, identity, globalization, inequality, resistance, repression and power. A global comparative approach will be emphasized with consideration given to many different kinds of social movements. The over-arching goal of the course will be to reveal the ways in which social movements work to realize as well as and resist processes of macro-structural change. Some of key questions addressed will be: What is a social movement? Why do people join social movements? How do movements gain/lose momentum? What is the relationship between social movements and the state? And, under what conditions can and do social movements 'succeed'?

Course Objectives

- To understand and apply the primary theories / concepts defining contemporary social movement research

- To evaluate and asses social movement scholarship in a critical but constructive manner

- To reflect upon the role and relevance of social movements within our contemporary world

- To gain familiarity with methodological tools utilized in the analysis of social movements

- To acquire in-depth understanding of at least one particular social movement from a sociological perspective

Evaluation and Assessment

There will be two primary assessments: one reflection essay (15pts), one presentation (15pts) and one final paper (70pts). In addition each student shall be expected to lead a discussion at least once and demonstrate consistent engagement as a discussion participant.

Reflection Paper: Starting in Week #3, each student will be assigned to a group (1,2,3,4, 5 or 6) and asked to write one individual essay (min.850-max.1000 words) that offers a concise but in-depth reflection on the particular case study associated with a specific tutorial. If students are assigned to write a reflection for the same task in which they are a discussion leader, then they may choose to change the task to which they are assigned. The essay should be written in a way that focuses on the SPECIFIC problems/ questions and claims/arguments which are addressed in the case study but in a manner which also clearly and concisely explains how the case study is linked to central themes covered in ALL the readings linked to the same given task. The essay will be due in hard copy format BEFORE the start of the tutorial wherein the readings are to be discussed. Students will be primarily assessed for the depth (10pts) and clarity (10pts) of their writing.

Presentation: Prior to examination week (week 7), all students will do a brief presentation (12-15mins) which provides an overview of the working ideas for their final paper. This is a presentation of a work in progress rather than a final product. Nonetheless, students should do their best to present the logics linking the empirical and theoretical foundations of their final paper. Of primary concern here are [1] the particular context/issues to be explored, and [2] explanatory theories/concepts to be applied. In other words, what questions do you want to explore, and what theories will be used to answer your questions? Students will be assessed for the clarity of their ideas, cohesion of the presentation and comprehension of social movement theory.

Final Paper= Students will write a final paper (min. 3000-max. 5000 words) whereby a blend of theories and concepts learned in class will be used to analyze the mobilization dynamics of particular social movements. A rubric will be provided on Eleum/Blackboard.

Being a discussion leader = Working in pairs, students will lead both a pre- and post-discussion session. Students will be assessed along three axes: organization, time management, and probing for depth. Discussion leaders must hand in an abridged (i.e. clear, concise) version of their notes to me at the onset of class. (Pass/Fail)

Participation = Students who attend discussion sessions are always expected to be prepared, alert and actively engaged on a regular basis. Students who fail to show consistent levels of preparation and authentic engagement can be docked up to one full point (10%) from their final grade.

Week #1

Lecture #1: Introduction to the study of social movements

Tutorial #1: Overview of course and topic

Introductions / Pre-Discussion for Task #1 (NO READINGS DUE FOR FIRST TUTORIAL)

Week #2

…CARNAVAL BREAK: NO CLASSES…

Week #3

Lecture #2: Applying Theories to Cases

Tutorial #2: Definitions and Theories

Post-Discussion Task #1 and Pre-Discussion Task #2

Readings: *Diani, M. "The concept of social movement." (2014) in The Social Movements Reader Goodwin, J. and Jasper, J. [eds]. pp. 266-271. Oxford University Press.*

Walder, A. (2009) "Political Sociology and Social Movements." Annual Review of Sociology, v. 35:393-412.

CASE STUDY: Heidemann, K. (2015). "Theorizing School-Based Language Activism in the Basque Country and Beyond: A Social Movement Approach." In Revitalizing Minority Voices (pp. 71-90). SensePublishers.

Tutorial #3: Making movements 'move'

Post-Discussion Task #2 + Pre-Discussion Task #3

Readings: *Taylor, V., & Van Dyke, N. (2004). '"Get up, stand up': Tactical repertoires of social movements" from. The Blackwell Companion to Social Movements, Snow, D, Soule,S. and Kriesi [eds]. Pp.262-293.*

Gamson, W.(1991). "Commitment and agency in social movements". Sociological Forum, 6(1):27-50.

CASE STUDY: Nepstad, S., and Bob, C. (2006). When do leaders matter? Hypotheses on leadership dynamics in social movements. Mobilization: An International Quarterly, 11(1), 1-22.

GROUP #1 Reflection Essay Due

Week #4

Lecture #3: Applying Theories to Cases, pt.2

Tutorial #4: Geography, Place and Space

Post-Discussion Task #3 + Pre-discussion Task #4

Readings: *Polletta, F. (1999). "Free spaces in collective action". Theory and Society, 28(1), 1-38.*

Arthur, M. M. L. (2008). "Social movements in organizations". Sociology Compass, 2(3), 1014-1030.

CASE STUDY: Creasap, K. (2016) Finding the Movement: The geographies of social movement scenes". International Journal of Sociology and Social Policy. 36(11/12):1-16

GROUP #2 Reflection Essay Due

Tutorial #5: Political Context and the State

Post-Discussion + Pre-Discussion

Readings: *Meyer, David S. (2004) "Protest and Political Opportunities." Annual Review of Sociology 30:125-145.*

Earl, J. (2003). "Tanks, Tear Gas, and Taxes: Toward a theory of movement repression". Sociological Theory, 21(1):44-68.

CASE STUDY: Kurzman, C. (1996). "Structural opportunity and perceived opportunity in social-movement theory: The Iranian revolution of 1979". American Sociological Review, 153-170.

Group #3 Reflection Essay Due

Week #5

Tutorial #6: Meaning, Ideology and Discourse

Post-Discussion Task #6 + Pre-discussion Task #7

Readings: Kurzman, C. (2008) "Meaning-Making in Social Movements" *Anthropological Quarterly*, 81(1):5-15

Snow, D.(2004). Framing Processes, Ideology, and Discursive Fields. *In The Blackwell Companion to Social Movements, pp.380-402.*

CASE STUDY: Snow, D. and Byrd, S. (2007) "Ideology, Framing Processes, and Islamic Terrorist Movements". Mobilization: An International Quarterly: 12(2): 119-136.

GROUP #4 Reflection Essay Due

Tutorial #7 : Emotion and Identity

Post-Discussion Task #7 + Pre-Discussion Task #8

Readings:

Flesher Fominaya, C. (2010). "Collective identity in social movements: Central concepts and debates". Sociology Compass, 4(6), 393-404.

Jasper, J. M. (2011). Emotions and social movements: Twenty years of theory and research. Annual Review of Sociology, 37, 285-303.

CASE STUDY: Russo, C. (2014). "Allies forging collective identity: Embodiment and emotions on the migrant trail". Mobilization: An International Quarterly, 19(1), 67-82.

GROUP #5 Reflection Essay Due

Week #6

Tutorial#8: 'Old' and 'New' Media

Post-Discussion Task #4 + Pre-Discussion Task #5

Readings: *Gamson, W., and Wolfsfeld, G.. "Movements and media as interacting systems." In The Annals of the American Academy of Political and Social Science (1993): 114-125.*

Van Laer, J., and Van Aelst, P. "Internet and social movement action repertoires: Opportunities and limitations." In Information, Communication & Society 13.8 (2010): 1146-1171.

CASE STUDY: Lim, M. (2012). "Clicks, cabs, and coffee houses: Social media and oppositional movements in Egypt, 2004–2011". Journal of Communication, 62(2), 231-248.

GROUP #6 REFLECTION ESSAY DUE

Tutorial#9:   Outcomes

Post-Discussion Task#8 / No Pre-Discussion

Readings: *Giugni, M.(1998). Was it worth the effort? The outcomes and consequences of social movements. Annual Review of Sociology 24:371-393.*

Diani, M. (1997). Social Movements and Social Capital: A network perspective on movement outcomes. Mobilization: An International Quarterly, 2(2), 129-147.

CASE STUDY: McCammon,H. Bergner, E. and Arch, S. (2015) " 'Are You One of Those Women?' Within-Movement Conflict, Radical Flank Effects, and Social Movement Political Outcomes". Mobilization: An International Quarterly: 20(2): 157-178.

Week #7

Tutorial #10: Presentations, pt.1

Tutorial #11: Presentations, pt.2

WEEK #8 (Exam Week)

FINAL PAPER is due no later than 6pm on Thursday March 29th (both hard and soft copies please)

GUIDELINES FOR FINAL PAPER

TASK: Identify a problem, ask a research question and build a case study analysis using specific concepts and theories that have been covered in at least *three* tutorials. There are two basic approaches. The first approach begins with a theoretical question. For instance: "How do state-based processes of political repression influence the formation of collective identity in social movements?". The second approach begins with an empirical question. For example: "What explains the emergence of the Black Lives Matter campaign in 2013?".

Key Criteria of Assessment (up to 80pts)

Depth: (20pts)

How substantive are your claims and warrants? How detailed is your analysis?

Clarity: (20pts)

How clearly do you articulate and elaborate your ideas/ thesis? Do you avoid superficiality and ambiguity?

Cohesion: (15pts)

How well do the ideas in your paper fit and flow together to create an overall analysis and argument?

Research: (15pts)

How firmly do you ground your discussion in the social movement literature and link to other sources?

Grammar/Style: (10pts)

How well do you build sentences and paragraphs? Do you avoid syntactical errors? Do you follow guidelines?

Formatting (From UCM Style Guide)

 Line spacing should be 1,5 or 2,0

 Text alignment should be justified

 The font style and size should be consistent throughout the report (common styles are

 The font size should be 11 or 12

 The heading style should be consistent (also grammatically!)

 The pages should be numbered (excluding the title page!)

 Your name should be mentioned on every page

 In-text referencing should be accurate and consistent (according to the APA style)

 Paragraphs should be indented, (you do not need to include an extra line after each paragraph)

 Language: you can either use British or American English (but be consistent)

 Use double quotation marks ("") for direct citations only

 Use italics for foreign language terminology or sparingly for special emphasis of concepts/terminology

Plagiarism (From UCM Style Guide)

Plagiarism is taking someone else's work and passing it off as your own. At UCM we take plagiarism very seriously. It constitutes theft of another person's work and it means you are making it impossible for a tutor or coordinator to accurately assess what you have learned from a particular course, skills training, or project. Both are violations that warrant serious punishment. But what is plagiarism exactly? The website www.plagiarism.org is devoted to internet plagiarism specifically but also has a definition of plagiarism in general. It reads as follows: What is Plagiarism? Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense: According to the Merriam-Webster Online Dictionary, to "plagiarize" means:
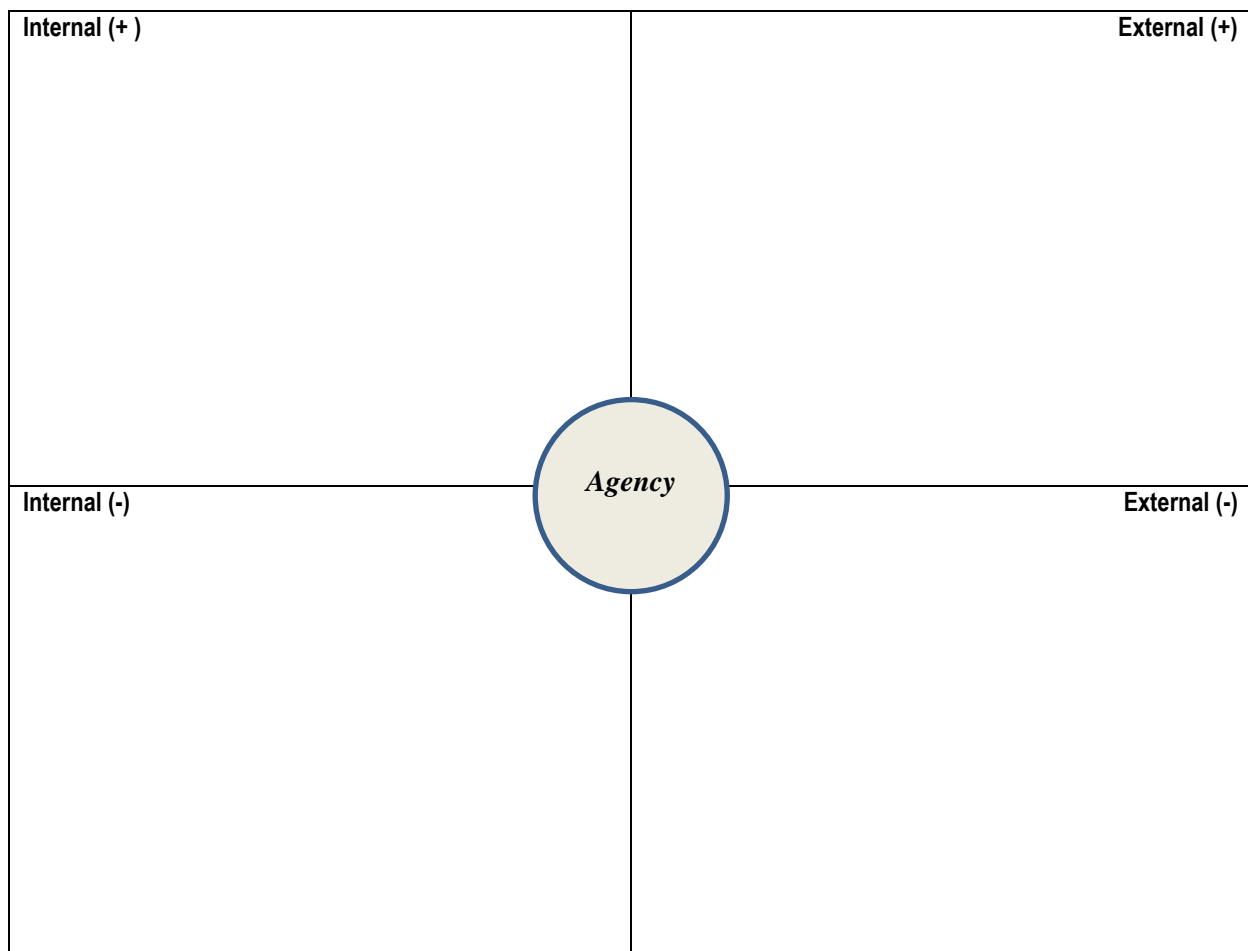
 to steal and pass off (the ideas or words of another) as one's own

 to use (another's production) without crediting the source

 to commit literary theft

 to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen? The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file). All of the following are considered plagiarism: turning in someone else's work as your own; copying words or ideas from someone else without giving credit; failing to put a quotation in quotation marks; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit ; copying so many words or ideas from a source that it makes up the majority of your work; whether you give credit or not to an autho's work. Most cases of plagiarism can be avoided, however, by citing sources. Explicitly acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on citation for more information on how to cite sources properly.

Source: What is plagiarism? (2017, May 18). Retrieved fromhttp://www.plagiarism.org/plagiarism-101/what-is-plagiarism/)

EXERCISE: Identifying Mobilization Dynamics

Internal (+)	External (+)
Internal (-)	**External (-)**

Agency

Task #1/Tutorial#2: Definitions and Theories

Definition (noun) /dɛfɪˈnɪʃ(ə)n/ An exact statement or description of the nature, scope, or meaning of something. Definitions can be classified into two large categories, 'intensional definitions '(which try to give the essence of a term) and 'extensional' definitions (which list every single object that a term describes). A term may have many different senses and multiple meanings, and thus require multiple definitions. -Merriam-Websters Dictionary of American English

"Whenever a theory appears to you as the only possible one, take this as a sign that you have neither understood the theory nor the problem which it was intended to solve." — Karl Popper

The Industrial Revolution was a period from the late 18th through early 20th century that saw major transformations in agriculture, manufacturing, mining, transportation and technology as well as banking, finance and government. These changes had a profound impact on the economic, political and cultural lives of people from all walks of life. The Industrial Revolution began in Great Britain, gradually spread across Europe and North America, and eventually came to encompass regions across the world. One of the most significant changes involved with the Industrial Revolution was the loss of highly skilled artisan labor to mechanization. People who had previously earned a relatively good living working with fabrics and leather, for instance, soon found that their trade was rendered nearly obsolete by machines. Their options were to either find new lines of work or adapt to changes in the textile industry. However, because most local artisans did not possess the large amounts of capital needed to buy such machines, the artisan class was subverted by wealthy financiers and transformed into a class of factory workers dependent on wage labor. The result was that many skilled artisans and their families experienced a dramatic decline in their socio-economic status.

The 'Luddite Movement' emerged in Nottingham England around 1811-12 as a response to increased mechanization in the textile industry. It was an organized movement of textile artisans and laborers who were protesting the loss of their livelihoods to the introduction of machines, particularly 'knitting frames'. The movement took its name from a folkloric hero from Leicester named 'Ned Ludd', who in 1799 had destroyed several knitting frames with a sledgehammer after being systematically whipped by the factory boss. News of the incident had gradually spread among workers and whenever machines were found to be sabotaged it was claimed that 'Ned Ludd did it'. By 1811 collective efforts to protest the loss of jobs and reshape the working conditions of textile laborers was in the making with considerable support from the working class public. Along with strikes, the preferred tactic of the Luddites was to sabotage or destroy industrial weaving machines. The damage would delay production and thus cut into the profit of factory owners. Hundreds of workers would often meet at night in the forests outside of a given town to organize the destruction of machines the following morning, known as 'frame breaking'. From about November of 1811 to the spring of 1815 the Luddite Movement organized dozens of frame breaking expeditions which often ended in rioting and violent confrontations with police or private security forces hired by factory owners. The Luddites would also periodically send death threats to industrialists, inventors and local officials. This led to strong government suppression of the movement such as the hanging of leaders and the imprisonment of suspected members as well as use of the British Army for purposes of 'pacification'. The Luddite Movement also led to the development of the 'Frame Breaking Act', which made sabotage of industrial machines a capital crime.

While the Luddite Movement went into decline by 1815, it was influential in triggering a broader wave of oppositional working class consciousness and mobilizations in Great Britain that would endure across the Industrial era. Today, the term 'Luddite' is often used to refer to someone who either opposes or is skeptical of new technologies.

-Based on Thompson, E.P. (1968) The Making of the English Working Class.

Task #2/Tutorial#3: Making movements 'move'

" Alone we can do so little; together we can do so much". —Helen Keller

As discussed in the previous task, social movements can be defined as organized and enduring forms of collective action by civil society actors working to either realize or resist broader-level forms of socio-structural change. While the people in social movements are generally protesting against something they are also typically aspiring to bring new realities to life. People often talk about social movements as if they were unitary actors with clear aims and agendas, as if they were animated entities with a life of their own. Such a perspective is both misleading and mistaken. Indeed, from a sociological perspective social movements must be understood as being comprised of diversified sets of interests and identities which merge and converse in complex ways under conditions which are dynamic and ever-changing. In sociology, the concept of 'agency' is generally used to talk about the capacity of people to reflect upon, navigate through, and have an impact on the broader social structures surrounding them. Understanding *why* people commit themselves to social movements as well as *how* people work to make social movements 'move' are questions intimately tied to the study of agency. There are a wide variety of ways to approach the issue of agency in social movement studies. The themes of strategy, tactics and leadership are three of the most salient topics explored in this context. Strategies are basically plans to achieve one or more goals under conditions of more or less uncertainty. Tactics are the specific sets of actions that people enact so as to put a strategy into motion. Leadership is a tricky term which links strategies and tactics to processes of decision-making. Leadership can be 'vertical' and tied to specific individuals, or 'horizontal' and linked to groups of persons working in collaboratively.

Task #3/Tutorial #4: Place, Space and the Significance of 'Where'

Everything happens somewhere and where things happen has significance for corresponding questions of how and why they develop in certain ways. The local dynamics of place, space and territory are intimately tied to the study of social movements. Because social movements are so often fueled by historically marginalized, excluded or 'deviant' members of society, they tend to develop outside of mainstream institutions and organizations. The question of where social movement activities take shape is thus an important one to consider. However, it's also important to realize that social movements can and do develop within mainstream institutions and organizations. Variations in the ways social movements emerge and evolve within different contexts and settings are an important source of sociological inquiry and theorizing. If context and place can shape the trajectories of social movements, then must it not also be the case that social movement trajectories can shape the spaces and places from which collective action and mobilization develop?

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Task #4/Tutorial #5: Political Structure as Opportunity and Repression

From a sociological perspective, 'structures' consist of large-scale historically enduring social forces and systematically patterned forms of social interaction which function to inspire, channel and constrain people's thoughts and behaviors. Social structures have three basic dimensions: cultural, economic and political. This task is concerned with political structures. While not all social movements are plainly or explicitly oriented toward political structures (i.e. state-based policies and modes of governance), most social movements are inevitably affected by state-based systems and regimes of power. This is simply because 'the state' is a primary locus of power in the modern world. Understanding the relationship between social movements and political systems is a major concern of social movement scholars. This is generally linked to 'political process theory' and the study of 'political opportunity structures'. A basic conviction in this line of research is that by studying the political contexts from which organized and enduring forms of contentious collective action emerge, we can learn a lot about the struggles and strategies which define particular social movements as well as their relative failures and successes. There are many ways to study the relationship between social movements and political structures/processes. On the one hand, scholars have shown that state-based systems of governance can induce and enable the formation of social movements at particular historical junctures. However, on the other hand, it has also been periodically shown that political systems tend to inhibit and deter social movements given their impetus to realize changes and transformations.

Task #5 +6/ Tutorial #6+7: The Ubiquitous and Elusive Concept of Culture

"The study of social movements has always been divided by the dualistic legacy of structural analysis as a precondition for collective action and the analysis of individual motivations. These parallel, and sometimes intertwined, sets of explanations never fill the gap between behavior and meaning, between 'objective' conditions and 'subjective' motives and orientations. They can never answer the questions of how social actors come to form a collectivity and recognize themselves as being part of it, as well as the dilemmas involved in the construction of collective identities and interests." - A. Melucci (1995:42)

In this task we navigate the murky waters of culture. The waters we shall explore are murky in great part because culture is such a pervasive feature of social movements. Stated simply, there is nothing outside of culture from a sociological perspective. It penetrates and influences all aspects of what sociologists seek to study and understand about the world. While such ubiquity makes culture a particularly important topic to study, it also makes culture rather elusive and difficult to analyze from a methodological standpoint. After all, if culture is everywhere, then somehow is it not also nothing and nowhere? Yet, a look at the literature shows that the study of culture is central to social movement studies. On the one hand, it has been shown that social movements emerge from and are embedded in broader-level cultures, and thus inevitably influenced by these wider systems of socio-symbolic signification and perception. On the other hand, it also been shown that social movements actively produce their own cultures 'from below', and thus have an impact (or, at least potentially) on the wider world around them. In short, culture can be conceived in terms of both structure and agency. Although many scholars have approached the study of culture from a variety of dimensions and perspectives, perhaps the most foundational areas of scholarship in this context include the study of meaning-making and framing on the one hand, and the study of identity and emotion on the other. The questions and insights affiliated with these distinctive but yet overlapping domains of research have become indispensable and foundational areas of inquiry and theorizing on social movements.

The readings for the next two tasks offer you a blend of breadth and depth on these two salient themes. It is up to you to draw on this text and build upon previous tasks in order to devise a good problem statement and corresponding series of learning goals that will guide your journey through the waters of culture.