

Social Movements (Collective Behavior)
Sociology 348
Fall 2016

Class: **MW: 1:00PM-2:15PM**

Room: **H-514**

Website: [SOCI 348](#)

Instructor: **Burrell Vann Jr**

Office Hours: **MW: 10:30AM-11:30AM**

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Course Description:

Why do people organize to change the world around them? Why do people sometimes protest but more often not? How do movements work, and why do some succeed while others fail?

At various points in history, social movements have had a substantial impact on social policy and politics. In the 1910s, women organized to earn their right to vote. In the 1960s, many protested the gross injustices endured by African-Americans in defense of civil rights. In the 1970s, college students, draft-dodgers, and others worked together to oppose the Vietnam War. In the late 2000s, a Tea Party movement emerged to protest the government's involvement in the redistribution of wealth to ameliorate income inequality. As these examples show, social movements are critical to American democracy.

This course explores the origins, dynamics, and consequences of social movements. Over the semester, we will examine a wide range of topics including: the emergence of movements, recruitment, interactions between social movements and the general public or political officials, tactics, and the factors contributing to the success and failure of movements.

Course Objectives:

- To introduce students to the concept of social movements, and how they differ from other forms of collective behavior.
- To examine the emergence, development, dynamics and tactics, and impacts of social movements in the United States.
- To gain a familiarity with current research on social movements.
- To help students design a research proposal to answer a burning question in social movement research.

Required Materials:

Textbook:

David A. Snow and Sarah A. Soule (2010). *A Primer on Social Movements*. New York, NY: W.W. Norton & Company, Inc.

Course Requirements:

In order to engage in a lively discussion of social movement topics, students are required to complete the weekly readings (chapters and/or articles). In addition, each student must lead

at least two article discussions (with your group), complete four short research question quizzes, turn in draft sections of a research proposal, and submit a final research proposal.

Attendance:

Attendance for this class is not mandatory, but on-time attendance is critical for your overall success in the course. If you miss a class meeting, look on the course website for material you may have missed. Second, if you find it difficult to understand some of the material, get in contact with your one or more of your classmates. Third, if you still find it difficult, set aside time to meet with me in office hours. If my office hours don't work, email me so that we can schedule a time to meet. I reserve the right to re-do a lecture.

Readings:

Each weekly reading is geared toward helping you grasp of concepts about social movement emergence, dynamics and tactics, and impacts. Each week, students will have to complete a set of between one and four readings, which will consist of a combination of readings from the required text and articles. All articles will be provided on Titanium.

When reading articles, it's best to read them quickly. To do so, you don't need to read the entire article. Instead, first read the abstract, then the introduction, then conclusion. (If you so desire, you can go back to read the literature review and the data/methods section, noting section headings and tables/graphs. This is only important if you are trying to learn more about how the researcher collected their data, or if you want to explore some of the literature the researchers used.)

Discussion Leader Participation:

During the first week, students will be asked to sign up for at least two articles for which they will be discussion leaders. The discussions for each article will be led by at least two students who will develop no fewer than 5 discussion questions related to their article, which will be used as the springboard for discussion. (I expect that the discussion leaders meet prior to their discussion day to discuss the assigned materials and organize their questions and comments.) I expect the discussion to focus on key themes that run across the material, emphasizing theoretical insights and claims.

Research Question Quizzes:

During the semester, students are required to complete four (4) research question quizzes: one (1) practice quiz related to the student's general interest in sociology, and three (3) related to a social movements topic covered in this course that interests the student. These quizzes are designed to help you develop a strong research question for your final research proposal. Each quiz asks the same questions but students are required to come up with new research questions related to their topic. For example, a student can develop three distinct research questions related to social movement participation, or three questions related to different topics (e.g. political outcomes, organizations, and framing). The first (practice) quiz must be submitted by 8/26. All other quizzes can be submitted until 10/28. I highly encourage students to complete a quiz at the end of a week when a topic of interest is covered. That is, don't wait until the quizzes are due to complete them all. For example, if after we cover the unit on grievances, you find yourself interested in the topic and can see yourself writing a proposal on it, complete the quiz right after we complete the unit.

Final Research Proposal and Draft Sections:

At the end of the semester, instead of a final exam, each student is required to complete a final research proposal paper. This paper should look like a proposal you would submit the CSUF Institutional Review Board (IRB) or the National Science Foundation (NSF) if you were to actually conduct the study. The final proposal should be 5-10 pages in length, using ASA format (1-inch margins, 12-pt font).

Before completing the final research proposal, students are required to submit early draft sections of their final paper. These three (3) sections include the introduction, the literature review, and the data/methods sections. These sections are essentially rough drafts. The process of drafting the paper in chunks, and turning them in weeks before the final paper is due, is designed to help students complete the work early, receive and incorporate feedback for improving the paper, and gets students accustomed to the process of writing up research.

Policy on Late Assignments:

Make up assignments are not guaranteed and will be dealt with on a case-by-case basis. In extreme emergencies, written documentation will be required.

Extra Credit:

Students *may* be given the opportunity to complete one extra credit presentation on how a contemporary social movement relates to a topic covered in the course, worth a maximum of 15 points. I reserve the right to provide an extra credit assignment.

Grading Breakdown:

Final grades will be based on two articles as discussion leader (25 points each), four online research question quizzes (10 points each), three draft proposal sections (20 points each), and a final research proposal (100 points) for a total of 250 points. A +/- grading system will not be used.

Discussion Leader Participation	50
Research Question Quizzes	40
Draft Introduction Section	20
Draft Literature Review Section	20
Draft Data/Methods Section	20
Final Research Proposal	100
Total	250 Points

Letter Grades:

- A = 90% and above
- B = 80% and above
- C = 70% and above
- D = 60% and above
- F = Below 60%

Academic Honesty:

The California State University, Fullerton policy on academic integrity is posted at <http://www.fullerton.edu/integrity/student/AcademicIntegrityResources.asp>. All work you

turn in, including quizzes, draft proposal sections, and the final research proposal must be your own.

Changes to Material:

I reserve the right to make changes to the syllabus, including the course outline, at any time, based on the pace of the class.

Course Outline:

Date	Topic	Book Chapters	Articles	Assignments
8/22-8/24	1) What is a social movement?	Ch. 1	Developing a Research Question	Online Introductions (Due 8/22 @ 5pm); Example Research Question (Due 8/26 @ 5pm)
8/29-8/31	2) Political Context and Opportunities	Ch. 3 (pp. 64-87)	Almeida (2003)	
9/5	NO CLASS: Labor Day			
9/7	3) Resources	Ch. 3 (pp. 87-98)	Edwards and McCarthy (2004)	
9/12-9/14	4) Grievances	Chapter 2	Van Dyke and Soule (2002); Snow et al. (2005)	
9/19-9/21	5) Organizations		Robnett (1996); Staggenborg (1988); Taylor (1989); McVeigh et al. (2014)	
9/26-9/28	6) Framing and Media		Snow et al. (2007); Roscigno and Danaher (2001)	
10/3-10/5	7) Recruitment, Participation, Identity	Ch. 4	Corrigall-Brown et al. (2009); Einwohner (2006); Futrell and Simi (2004)	
10/10-10/12	8) Dynamics and Tactics	Ch. 5	McAdam (1983); Van Dyke (2003)	
10/17-10/19	9) Political Consequences/Outcomes	Ch. 6 (pp. 202-217)	Andrews (2001); Andrews (1997); McAdam and Su (2002)	
10/24-10/26	10) Cultural Consequences/Outcomes	Ch. 6 (pp. 217-220)	Bail (2012); Amenta et al. (2009)	3 Research Questions for Final Research Proposal (Due 10/28 @ 5pm)
10/31-11/2	Discussion and Small Groups for Research Questions/Proposal		Example Research Proposal; Writing an Introduction	Draft Introduction Section (Due 11/4 @ 5pm)
11/7-11/9	Discussions of Literature		Writing a Literature Review	
11/14-11/16	Small Groups Discussions of Literature Review			Draft Literature Review Section (Due 11/18 @ 5pm)
11/21-11/23	NO CLASS: Thanksgiving Break			
11/28-	Small Group Discussions			Draft

11/30	of Data/Methods	Data/Methods Section (Due 12/2 @ 5pm)
12/5- 12/7	Catch Up Week	
12/16	Final Research Proposal (Due 12/16 @ 12PM NOON)	