

Social Movements & Collective Behavior – SOC XXXX

(Date), (Location), (Time)

I. Introduction

This course introduces students to the sociological study of collective behavior, social movements, and protest. Through these three venues we will discuss the mechanisms and processes which generate social, cultural, and political change. By analyzing the main theoretical traditions and concepts, students will answer questions such as what are social movements? Under what conditions do social movements emerge, thrive, and decline? Why do some people but not others participate in activism? How do social movements spread? What is the relationship between collective action and repression? In what ways does social media influence activism? We will also emphasize the microsociological processes of culture, emotions, and identity. We will cover important cases such as the U.S. Civil Rights Movement, the Klu Klux Klan, LGBTQ movement, and Women's Movement, among others.

Objectives:

When you have finished this course, you will be able to:

- Identify and evaluate the central theories, concepts, and debates that define the academic study of collective behavior, social movements, and protest.
- Apply critical thinking skills and a sociological imagination in oral and written capacities when assessing the nature and role of protest in politics and culture.
- Engage extant theory and empirical evidence to construct convincing arguments related to social movement processes and consequences.

Required Text & Tools:

- Snow, David A. and Sarah A. Soule. 2010. *A Primer on Social Movements*. New York: W.W. Norton.
- Jasper, James. *Protest: A Cultural Introduction to Social Movements*.
- Course eReserves (through Sakai)
- A cellphone that you can use to access PollEverywhere (via text or a web browser). If this is a problem, let me know today!

Web Tools:

This course is supplemented with materials on <http://sakai.nd.edu> (also accessible through insideND). You will need to visit the website to access various course materials – powerpoint slides, online readings, examples, and assignments – and to keep up with your grades. We will also utilize podcasts throughout classes. Here are a couple of podcasts which discuss social, political, and cultural change.

[Invisibilia](#), [On the Media](#), [This American Life](#), [Intercepted](#)

Contact Information:

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Office Hours: Tues. 2-3pm & Thurs. 1130-1pm, or by appointment

Contacting:

Before emailing me with a question, please check the syllabus and/or Sakai to see if it has been answered somewhere else. When you do email, please be patient and ***please write SOC XXXXX in the subject of your e-mail.*** For example, your e-mail title might say 'SOC XXXXX Exam Question'. I might respond immediately, I might not. Give me a day (or a weekend) to get back to you. You don't need to schedule an appointment to come by during office hours, but if you want to meet outside of my regular office hours, contacting me to set up an appointment is the best way to ensure I am available.

II. Expectations and Policies:

Attendance:

Since sociologists like statistical facts so much, I'll drop one here – the single largest predictor of a final grade in any course is attendance (Credé, Roch and Kiezczyńska 2010), with doing the reading following a close second. That said, I will not take attendance or reduce your grade simply because you do not show up for class. However, I will not be held responsible for anything that you miss. I will not provide lecture notes or review what you missed during office hours, and even if you miss class, it's not an excuse to skip the assigned readings. I strongly encourage you to find a few "soc buddies" in the class with whom you can contact when you need to miss a class. In addition, remember that the days that you miss you will not be here for in-class assignments and activities which – depending on your performance when here *or* if you're chronically absent – could adversely affect your grade.

Participation:

Just being present is not enough. While you will not be evaluated directly on participation, it will surely factor in to your success in this course. Students do better if people participate. The student who is participating gets the answers they need and the others in the class gain a better understanding of something they might need help with as well.



There are a number of ways that you can participate: If you need me to slow down or to provide another example, *raise your hand and tell me*. If you have a question, *ask*. If you need something clarified, *let me know*. If you have an example that better illustrates what we're talking about, *share it*.

Academic Integrity:

Academic misconduct of any kind will not be tolerated in my course. If I have reason to believe that you have violated the honor code, I **will** follow through with the guidelines in the academic code of honor handbook: <http://honorcode.nd.edu>. You should all be familiar with the honor code and most punishable forms of cheating. If you have any questions or are in doubt, please ask me.

Class Conduct:

As a sign of respect to me and to your fellow classmates, please get to class on time. Do your best to avoid walking in late, stepping out, or leaving early. Put away laptops when class begins – as they are not allowed during class time unless you have an accommodation from the university – and only use cell phones for approved uses. Please don't read *The Observer*, talk to your friends, text, sleep, listen to music, or pass notes during class. Not only are those things disrespectful and disruptive to me and your classmates, but they also limit your ability to participate in class and understand the material – it's basically a bad time for everyone. If you think you're being sneaky, you're not – I was a student once too.

III. Assignments & Evaluations:

Realizing that students have various strengths and weaknesses, I incorporate a number of different evaluation styles in my grading system:

- **In-Class Quizzes, Activities, and Responses (22%):** These exercises are varied and can be anything from quizzes on the readings to activities to class reactions to applications of what we are discussing. We will have these *nearly* every non-exam day, meaning there should be more than 20 opportunities (mostly in-class and a few out of class) for these. I will only count your *20 best* scores.
- **Reflections (17%):** A crucial skill you must learn in college is how to write clearly, persuasively, and succinctly (and in this class, thoughtfully). The best way to acquire this skill is through practice. To this end, during the semester you are required to write three 3 page papers that reflect on how class materials, lectures, and/or readings relate to your everyday experience. There will be five opportunities. You will choose the opportunities that work best for you (whether based off due-date, topic, or procrastination comfort level). Due dates – when reflections must be turned in at the beginning of class – are marked with an asterisk (*) in the syllabus.
- **Examples from Everyday Life (4%):** I will use a number of examples from everyday life in lectures. This asks you to find your own examples of the concepts or theories that we are talking about in lecture or the readings to post on Sakai. You'll post a brief entry detailing

what you found, how it can be explained with course material, and a link (if it's from the media).

- **Exams (57%):** There will be three exams for this course – two given during the semester and one during finals week. The exams will be comprised of three sections – multiple choice & true/false, short answer, and essay. The final is cumulative only in the sense that sociological concepts build on each other and that students *can* draw on all the readings (but won't be required to).

****No late assignments will be accepted****
Exams – including the final – will only be administered on the scheduled dates
Be sure to check the syllabus and plan accordingly
 (Exceptions will only be made with a documented *official* university excuse.)

Grading:

Final grades will be determined based on the total number of points that you earn on exams and assignments. Please note that I do not round grades up.

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| <i>In-Class Exercises</i> (20, worth 5 points each) | 100 | A >93% | C+ 77-79.9% |
| <i>Reflections</i> (3, worth 25 points each) | 75 | A- 90-92.9% | C 73-76.9% |
| <i>Example from Everyday Life</i> (1, worth 20 points) | 20 | B+ 87-89.9% | C- 70-72.9% |
| <i>Mid Term</i> (2, worth 90 points each) | 180 | B 83-86.9% | D 60-69.9% |
| Final Exam (worth 75 points) | 75 | B- 80-82.9% | F <60% |
| Total | 450 | | |

Sometimes students have questions about what particular grades mean. According to Notre Dame's Faculty Handbook, letter grades reflect the following:

- A Truly Exceptional** – Work that meets or exceeds the highest expectations.
- A- Outstanding** – Superior work in *all* areas.
- B+ Very Good** – Superior work in *most* areas.
- B Good** – Solid work across the board.
- B- More than Acceptable** – More than acceptable, but falls short of solid work.
- C+ Acceptable: Meets All Basic Standards** – Work meets all the basic requirements and standards.
- C Acceptable: Meets Most Basic Standards** – Work meets most of the basic requirements and standards in several areas.
- C- Acceptable: Meets Some Basic Standards** – While acceptable, work falls short of meeting basic standards in several areas.
- D Minimally Passing** – Work just over the threshold of acceptability.
- F Failing** – Unacceptable performance.

IV. Topics, Assigned Readings, and Due Dates



Readings listed must be read *before* class the day listed. For instance, student should come prepared on the first day ready to discuss the readings listed. Due dates and exam dates have an asterisk next to the date.

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| 08.23.16 | Introduction and Course Overview Jasper, James. Protest: A Cultural Introduction to Social Movements. |
| 08.25.16 | Conceptual Foundations Snow and Soule, Chapter 1. "Conceptualizing Social Movements." (Sakai) Snow, Soule, and Kriesi – "Mapping the Terrain" (pp. 3-11) |
| 08.30.16 | Collective Behavior (Sakai) Van Ness and Summers-Effler "Reimagining Collective Behavior" |
| 09.01.16 | Emergence of the Social Movements Field Snow and Moss. "Social Movement Theory" in Handbook of Contemporary Sociological Theory. |
| 09.06.16* | Resource Mobilization McCarthy and Zald (1977) Resource Mobilization and Social Movements. Snow and Soule (Ch 3) Contextual Conditions (Pp 87-98) |
| 09.08.16 | The Civil Rights Movement Morris (1984) The Origins of the Civil Rights Movement (Ch 4) |
| 09.13.16 | The Civil Rights Movement McAdam, Doug. (1982). Political Process and the Development of Black Insurgency, 1930-1970. Pp TBA |
| 09.15.16* | Political Process McAdam (1982) Political Process and the Development of Black Insurgency. Chapter 3 |

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| 09.20.16 | <i>Political Process & The Women's Movement</i> Soule, McAdam, McCarthy, and Su (1999) "Protest Events: Cause or Consequence of State Action" |
| 09.22.16 | EXAM #1 |
| 09.27.16 | <i>Culture and Social Movements</i> Jasper, James. Protest: A Cultural Introduction to Social Movements. Pp TBA |
| 09.29.16 | <i>Culture and Social Movements</i> Jasper, James. Protest: A Cultural Introduction to Social Movements. Pp TBA |
| 10.04.16* | <i>Emotions and Social Movements</i> Van Ness and Summers-Effler. Emotions in Social Movements. |
| 10.06.16 | <i>Emotions and Social Movements</i> Jasper, James. The Art of Moral Protest. "The pleasures of protest." |
| 10.11.16 | <i>Culture and Conflict</i> Beisel, Nicola. 1990. "Class, Culture, and Campaigns Against Vice in Three American Cities, 1872-1892" |
| 10.13.16* | EXAM #2 |
| 10.18.16 | No Class – Mid Term Break |
| 10.20.16 | No Class – Mid Term Break |
| 10.25.16 | <i>Social Movement Participation</i> Snow and Soule. Ch4. Participation in Social Movements. |
| 10.27.16 | <i>Social Movement Participation</i> McAdam (1986) Recruitment to High Risk Activism |
| 11.01.16* | <i>Social Movement Tactics: Non-Violence</i> Sharp (2013) How Nonviolent Struggle Works (selections) Ghandi – Selected writings on non-violence |
| 11.03.16 | <i>Social Movement Tactics: Disruption</i> Piven and Cloward (1977) Poor People's Movements (Ch1) Ture and Hamilton (1992) Black Power (Ch2) |

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| 11.08.16* | Micro-Outcomes / Macro-Outcomes McAdam (1989) "The Biographical Consequences of Activism" Snow and Soule. Ch6. Consequences of Social Movements. |
| 11.10.16* | Media and Social Movements Gitlin (1981) – <i>The Whole World is Watching</i> (Introduction and pp 48-70) |
| 11.15.16 | Social Media Tufekci (2017) Twitter and Tear Gas (Introduction) |
| 11.17.16* | Repression Balko, Radley. (2014). Rise of the Warrior Cop: The Militarization of America's Police Forces. Introduction and Pp TBA |
| 11.22.16* | EXAM #3 |
| 11.24.16 | Thanksgiving Break |
| 11.29.16 | LGBTQ Rights Armstrong and Crange (2006) – "Movement and Memory" Film: "Stonewall Uprising" |
| 12.01.16 | Environmental Rights Farrell (2015) – <i>The Battle for Yellowstone</i> (Chapter 3) |
| 12.06.16 | Right-Wing Movements McVeigh, Rory. 2009. <i>The Rise of the Ku Klux Klan: Right-Wing Movements and National Politics</i> . (Introduction and "How to Recruit a Klansmen") |
| 12.08.16 | Global Movements Keck and Sikkink (1998) – <i>Activists Beyond Borders</i> (Chapter 1) |
| 12.13.16* | FINAL EXAM 730pm O'Shag 109 |