

Social Movements and Collective Behavior
SOCI 3250, Fall 2008
Baldwin 322, 2:30 – 3:20pm

Instructor and Contact Information:

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Course Website and Listserv: <http://webct.uga.edu>

Course Overview and Objectives:

Most people agree that racism and sexism constitute social problems to be combated, that we should protect animals and the environment, and that children should not be forced to work in sweatshops—yet very few people participate in organized social movements concerning these or other issues. Why do some people participate in social movements, yet others do not? Why do social movements coalesce around certain social issues but not others? Once in a movement, how do activists organize to achieve their goals? And how can we tell when movements have succeeded or failed? During the course of this semester we will answer these questions and many others, as we cover theoretical, historical, and empirical studies of social movements in recent history. We will also situate social movements within broader contexts of social, cultural, and political change, and you will all become experts on several different social movements.

In working toward these objectives, you will also have the opportunity to improve upon your sociological reading, writing, and research skills. Writing and researching as a sociologist is different from writing and researching as an English major, yet most students learn such skills primarily in English courses. Thus in this course we will not only work toward gaining an understanding of the topic at hand, but we will also strive to improve your skills as sociology majors. These skills should also be of use in your other classes as well as in your careers.

Prerequisite: SOCI 1101 or POD

Required Texts and Readings:

- 1) Goodwin, Jeff and James Jasper (eds). 2003. *The Social Movements Reader: Cases and Concepts*. Oxford: Blackwell.

The Goodwin and Jasper book is available at the UGA bookstore and at other local bookstores. We will also read journal articles and book chapters that will be available to download (free!) on the WebCT page.

Course Assignments and Grading

Assignment	Percentage of Final Grade
Exams	40%
Research Project	30%
Group Presentation	20%
Reading Questions	5%
Class Participation	5%
Total	100%

Final grades for the course are based on the following scale:

Letter Grade	Number Grade
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	0-59

Note: Sociology majors and minors need a C or better in this course for it to count towards your major or minor. A grade of C- is not high enough.

1. Exams (40% of final grade)

We will have one midterm and one final exam, worth 20% each. Exams will include multiple choice, identification, and short-answer questions. I will give you more information on the format of the exams during the course of the semester. Each exam will cover the readings assigned plus any lectures, films, and in-class discussions. I do not distribute class notes.

Therefore, if you miss a class, you are responsible for getting with a classmate to catch up.

There are no make-up exams except in case of emergency. Going home for a long weekend or not hearing your alarm clock are examples of unacceptable excuses for missing an exam. If you are unable to take an exam, leave me a message via email or phone **before** the exam begins. Additionally, the excuse must be verifiable (e.g., police report, hospital records). When allowed, make-up exams are done in my office. Make-up exams may be a different format than the regularly scheduled exam.

2. Research Project (30% of final grade)

One of the ways in which you will become an expert on a social movement is by conducting a research project on a social movement of your choice. On September 15 you will turn in a short proposal and bibliography (5% of your final grade) indicating which movement you will study and what resources you have found to help your research. Your research will culminate in a paper in which you apply concepts and theories covered in class to your social movement, which is worth 20% of your final grade and is due December 9.

We will work up to this point, however, and you will have the opportunity to turn in two short (1-2 page) papers in which you apply one concept or theory learned in class to your social movement. I will comment on both papers, but I will only grade the second one, worth 5% of your final grade. This way, you can try out your analyses before being graded on them. Failure to turn in the first paper, however, will harm your grade. The first theory application paper is due October 10, and the second is due November 10.

The following is a list of pre-approved movements. Please see me before your proposal is due if you are interested in studying another movement.

1. animal rights
2. abortion (“pro-choice” OR “pro-life”)
3. civil rights
4. environment
5. gay / lesbian
6. labor
7. peace
8. white supremacist
9. women’s / feminist

3. Group Presentations (20% of final grade)

Another way in which you will become an expert on a social movement is by participating in a group presentation on a substantive topic for an entire class period. This may be a particular social movement, a topic addressed by multiple movements, or a particular type of movement. Your group will receive a list of recommended readings, which you will read, analyze, and present to the rest of the class. As the rest of the class will not have read your materials, you will become the “expert” on that particular topic. This way, we can cover more movements and issues over the course of the semester. As the group of experts, you will present the issues to the rest of the class, using a variety of examples. You will also lead them in a discussion of how the issues emerged in society, explaining how societal actors and social movement activists dealt with them. The most important information will be included in a handout you create and distribute to your classmates.

Within the parameters set, the method of presentation is left to the individual groups. I encourage you to be creative! This is a cooperative learning experience that will receive a grade from the instructor and from the individuals in the group through a confidential evaluation. This method is used to encourage full group participation. Please let me know in advance if you need to use any multi-media equipment. The day of your presentation, you will provide me with a detailed outline of your presentation, your handout, and summary of visual aids. These presentations will be discussed further during the semester.

The presentation is worth 15% of your grade. The other 5% will come from your responses to the group presentations, including your own. The group presentations are an opportunity for us to cover more conceptual ground and to hear from perspectives other than my own. However, it is often very tempting for students to take group presentations as an opportunity to slack off, read the newspaper, or even sleep. For each group presentation, you will turn in a one-page response paper. In this response, you should address the following questions:

- 1) What did you think of their presentation?
- 2) What topics did the presentation cover?
- 3) What is their conceptual relevance to the course?
- 4) Describe at least one thing you had not thought about before hearing this presentation.

For your own presentation, your response paper should discuss the following questions:

- 1) How did you think your presentation went?
- 2) What did people seem to respond to (positively and negatively)?
- 3) What could you (as a group) have done better?

These response papers are due at our next class meeting following a presentation, and no late papers will be accepted. There are 6 group presentations, and therefore 6 response papers. The lowest grade will be dropped.

Note: If you are absent for a presentation, you cannot complete a response. That zero will become the dropped grade. Remember, it is your responsibility to schedule your time.

4. Reading Questions 5%

As university students, you are expected to read a variety of academic books and research articles. However, most of you have probably never received instruction on *how* to read such items, and have likely had little reading training beyond grade school or high school. We will discuss how to read for this class throughout the semester. One way we can improve the level of reading comprehension—and thus class discussion—is to help everyone focus on the key points of our reading materials, in order to guide everyone to higher levels of comprehension and analysis. We will do this by providing reading questions in advance of the reading due dates.

I will demonstrate this process the first week or so of class, and then each of you will have two opportunities to post reading questions on WebCT. You may either post reading questions about the particular reading, or you may post a recent newspaper article about a social movement and ask questions tying it to the day's reading. If there is no assigned reading for the day, you may post discussion questions based on recent newspaper articles that tie the article to recent class topics. Reading questions should be posted one class period before the reading is due. You may post questions more than twice, but only twice will they count for your grade.

5. Class Preparation and Participation (5%)

You are not required to enroll in this course. Once you decide to take the course, however, you have an obligation to this community of scholars. Since this course will emphasize your active participation in this learning experience, it is necessary that you attend class regularly and

participate in class discussions. In order to fully participate in the course, you will need to come to class prepared, having completed the day's assigned readings or homework. Out of respect for your busy schedules, I have kept the reading to a very manageable level, and it should not be difficult to keep up with the required readings. Your preparation will be assessed by a series of random reading quizzes. I will distribute eight quizzes throughout the semester, and I will drop your lowest grade.

Participating in class discussion will also count toward your final grade. We will discuss in-class participation the first two days of the semester, after which I will compile your comments into a handout in class outlining A-level to F-level participation. The participation guidelines will also reflect basic standards of politeness and respect. Engaging in side conversations, making disruptive and off-topic comments, reading newspapers, and similarly rude behaviors will not be tolerated in class.

As our society and university become more technologically savvy and –friendly, so they pose distractions to our in-class learning. **Make sure your cell phone is turned off in class.** I understand if you forget one time, but if your phone rings more than once, or if you send text messages in class, this will negatively affect your grade. If you are expecting a phone call about a life-or-death situation, let me know before class begins. You can set your phone to vibrate and discreetly leave the classroom to take the call. (Where you're meeting your friends after class, gossip, and love lives are not life-or-death situations—they just sometimes seem like they are.)

Also, you will not need a laptop to take notes in this class. I encourage you to use your laptops to present information to your classmates in your group presentations, but outside of those occasions no laptops will be used in class. If you can make a strong academic case to me for using a laptop in class (e.g., if you are a notetaker), then you may possibly use your laptop in class.

*****Late Paper Policy*****

Papers should be turned in during the class period when they are due. Any assignment that is turned in within 24 hours after the due date will be penalized **20% (two letter grades)**. Papers that are 24-48 hours late will be penalized **40% (four letter grades)**. No late papers will be accepted after two days / 48 hours.

Attendance

Class attendance is required and will affect your final grade in the following way:

0 days missed	=	2 points added to final grade
1 day missed	=	1 point added to final grade
2-4 days missed	=	no grade change
5-8 days missed	=	1 point subtracted from final grade for each absence (up to 4 points subtracted from final grade)
9 or more days missed	=	automatic administrative withdrawal from the class

Note that you may miss up to four days of class without penalty—**use them wisely**. Knowing this, you do not need to provide documentation for any absences. There are no exceptions to this attendance policy—as long as school is in session we will have class. Attendance will be taken every day by passing around an attendance sheet. It is your responsibility to make sure you sign the attendance sheet.

Note that a withdrawal after the midpoint withdrawal deadline (Thursday, October 23) will result in a grade of WF. Except under the most serious and highly unusual circumstances, no incompletes will be given.

Time Table:

This timetable is subject to change, depending on how the class progresses, but I will announce in class any changes and post new syllabi on WebCT if need be. The reading listed next to each class meeting is what we will discuss on that day, and thus should be completed **before** that class meeting. “GJ” refers to Goodwin and Jasper; the other names refer to the course readings available on WebCT.

<u>DATE</u>	<u>ACTIVITY</u>	<u>READ</u>
PART 1: WHY DO SOCIAL MOVEMENTS EMERGE?		
<u>Week 1</u>		
8/18	Introduction to course, review syllabus	
8/20	What are social movements? LAST DAY TO DROP 8/21	GJ 1
8/22	Theories of mobilization LAST DAY TO ADD 8/22	Marx & McAdam Ch 4
<u>Week 2</u>		
8/25	Political Process	GJ Part II intro, GJ 2
8/27	Political Opportunities	GJ 5
8/29	Film and theory application exercise	
PART 2: WHY DO PEOPLE JOIN SOCIAL MOVEMENTS?		
<u>Week 3</u>		
9/1	NO CLASS—LABOR DAY	
9/3	Framing Processes	GJ Part III intro, C 1
9/5	Framing activity	
<u>Week 4</u>		
9/8	Social Networks	GJ 6
9/10	Moral Shocks	Jasper & Poulsen 1995
9/12	Leaving Social Movements	GJ 12

PART 3: STRUCTURES—INTERNAL AND EXTERNAL

Week 5

9/15	Resource Mobilization RESEARCH PROPOSAL DUE	GJ Part VI intro, GJ 16
9/17	Organizational Repertoires	GJ 17
9/19	Diffuse Cultural Movements	Haenfler 2004

Week 6

9/22	External Opportunities	Rucht 1996
9/24	External Threats	GJ 27
9/26	Film and theory application exercise	

PART 4: IDENTITY, CULTURE, AND DISCOURSE

Week 7

9/30	Collective Identity	GJ 11
10/1	Exclusions	Armstrong 2002
10/3	Film and theory application exercise	

Week 8

10/6	Cultural Influences and Impacts	McAdam 1994
10/8	Discourse	Williams 2002
10/10	Film and theory application exercise THEORY APPLICATION #1 DUE	

Week 9

10/13	Movement Culture	GJ Part V intro, GJ 13
10/15	Catching up, review for midterm	
10/17	MIDTERM EXAM	

Week 10

10/20	Music and Mobilization	Eyerman 2002
10/22	Music and Commitment	Cherry 2006
	MIDPOINT WITHDRAWAL DEADLINE THURSDAY 10/23	
10/24	In-class film (full-length)	

Week 11

10/27	Film (cont.)	
10/29	Complete film, discuss group presentations	
10/31	NO CLASS—FALL BREAK	

PART 4: GROUP PRESENTATIONS (topics TBD)

Week 12

11/3		
11/5		
11/7		

Week 13

11/10

THEORY APPLICATION #2 DUE

11/12

11/14

PART 5: WHAT SOCIAL MOVEMENTS DO—STRATEGIES, TACTICS, AND OUTCOMES

Week 14

11/17

Introduction

Marx & McAdam Ch 7

11/19

Tactical Innovation

GJ Part VII Intro, GJ 21

11/21

Tactical Innovation Exercise

Week 15

NO CLASS—THANKSGIVING BREAK

Week 16

12/1

Strategic and Tactical Choices

12/3

Cultural Strategies

Cherry 2008

12/5

Movement Successes

GJ Part X Intro, GJ 31

Week 17

12/8

Unintended Outcomes

Einwohner 1999

12/9

Movement Decline

Miller 1999

RESEARCH PAPER DUE

FINAL EXAM

Friday, December 12, 3:30 – 6:30pm

Academic Honesty: Cheating will not be tolerated in any form. All students should understand University policies regarding cheating and its consequences. All academic work must meet the standards contained in “A Culture of Honesty.” See http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Disability or Health-Related Issues: Students with a disability or a health-related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

HUMAN RIGHTS STATEMENT

All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.
- 3) If that discussion does not resolve the grievance to the student’s satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.