

Sociology 411.001
SOCIAL MOVEMENTS
Spring 2016

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Class Meeting: Tu/Th 3:30-4:45

Sakai: <https://sakai.unc.edu/portal/site/411>

OVERVIEW OF COURSE

Why do people protest and organize to change the world around them? Most of the time people follow the rules, obey authorities, and put up with situations – even situations they consider unjust and immoral. Yet, in some cases, people join together to press for change. Why do people sometimes protest but more often not? How do movements work, and why do some succeed while others fail?

This course explores the origins, dynamics and consequences of social movements from a sociological perspective. Over the semester, we will examine a wide range of topics including: the emergence of movements, recruitment and leadership, interactions of movements with the media, political authorities and the broader public, tactics (e.g. nonviolent direct action, litigation), and the factors contributing to the success and failure of movements.

We will learn about several historically important social movements. For example, we will study recent social movements in Western democracies including the civil rights, women's, environmental, farm worker, pro-life, and pro-choice movements. In addition, we will look at several social movements from around the globe. Studying social movements allows us to examine much broader questions of social and political theory. These include questions about the nature of power, conflict, political authority and legitimacy, and the relation between human agency and historical change.

COURSE GOALS

The major goals of this course are:

- Introduce major theoretical perspectives and debates in the study of social movements
- Learn about important historical and contemporary social movements
- Understand the diverse motivations and goals that activists bring to movements
- Consider the major social forces that shape the organization, tactics and success (or failure) of movements
- Learn to use sociological theories and empirical research to analyze social movements
- Develop analytic, writing, public speaking, and discussion skills

CLASS MEETINGS

Each week, I will post questions on sakai prior to class meetings to guide your reading and prepare for our meetings. I will provide questions that ask you to reflect on important themes and questions as you do the reading.

The basic format of our meetings will combine characteristics of a seminar and a lecture course. We will use discussion, short lectures, films, and presentations throughout the semester. Discussion will be used to critically evaluate theoretical ideas, case studies, and your own experience and observations of protest and movements. Short lectures will be used to help place course readings in relation to the broader historical and sociological scholarship in the field.

Your individual success and our collective success hinges on active participation. This includes reading course material and reflecting on them prior to class meetings for which they are assigned. Upper-level courses work when they build a sustained, cumulative conversation among the same participants.

READING

This course has two books that are available at the campus bookstore and online booksellers:

- (1) Jeff Goodwin and James M. Jasper. *The Social Movements Reader: Cases and Concepts*. Third Edition. Malden, MA: Wiley Blackwell.
- (2) Theda Skocpol and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. NY: Oxford University Press.

Additional articles and book chapters will be available on sakai as PDF files.

MEETINGS AND CONTACTING ME

You can drop by to meet with me during office hours or by appointment other times of the week. Email is generally the best method to reach me with smaller questions. Immediately after class is another good time to have short discussions or set up meetings.

REQUIREMENTS/ASSIGNMENTS

Reading Notes	25%
Mid-Term Exam	15%
Case Study	40%
Final Exam (Saturday April 30 at 4 pm)	20%

Reading Notes (25%): You will post reading notes by noon on the day of each class meeting. These will take the form of a short (approximately one paragraph) commentary on the reading for the day. Your notes must be uploaded to sakai before class, and you must be in class for your reading response to count. I will post questions on sakai each Friday that pose questions for the class meetings in the upcoming week. Your reading notes will help prepare you for participation in class discussion and activities, and they will help you keep relevant notes over the course of the semester. Your reading response will be graded on a simple scale of full (2 points), partial (1 point), or no credit (0 points). There are twenty-three class meetings on which notes will be due. You can miss reading notes for two class meetings without having a negative impact on your grade (for example, if you are sick for one class meeting). So, earning 42 points equals a 100 for this portion of the

course. If you must miss a class for an approved university activity, you can make arrangements with me to turn in your notes before (but not after) the relevant class meeting.

Case Study (40% total, see below for the breakdown): You will examine the origins and development of a movement that holds particular interest to you throughout the semester. You will submit four short papers (~ 3 pp) and make a presentation at the end of the semester.

- Origins and Sources (5%) – due Jan 29
- Participants (10%) – due Feb 12
- Organizations and Tactics (10%) – due Mar 11
- Dynamics and Impact (10%) – due Apr 15
- Presentation (5%) – Apr 19-26

Mid Term Exam (15%): We will hold a mid-term exam on February 23rd. The format will combine identification, short answer, and essays. We will discuss the details with example questions prior to the exam.

Final Exam (20%): On April 30 at 4pm.

GRADES

The grading scale for this course is: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.

POLICIES

If you have an extraordinary set of circumstances that make it impossible for you to meet a deadline, you must see me prior to the deadline. Extraordinary circumstances might include a serious illness or death in your family, but it would not include personal travel, extracurricular activities, or fulfilling the requirements of other courses.

Sakai will be used for announcements and to make copies of the syllabus, handouts, and assignments available to you. You should check sakai regularly (2-3 times a week) for announcements related to course assignments and schedule.

Laptops, tablets, and other devices will not be used in class for taking notes. Although some students are able to use these devices effectively, my experience and research on learning indicates that laptops in the classroom are a distraction more often than not.

HONOR CODE

Your participation in this course is covered by the UNC Honor Code (<http://honor.unc.edu/honor/code.html>). If you have questions about any forms of academic dishonesty please see me, and I will be happy to clarify. In this course, you should be especially attentive to plagiarism. The UNC Writing Center has a handout that describes what plagiarism is, why it should be avoided, and how to avoid it. Here's the link:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

COURSE SCHEDULE (** note that we may modify the schedule as needed depending on the pace of the class; any changes will be announced in class and on the course website)

Jan 12 Introduction to Class
Barry Yeoman, "[Can Moral Mondays Produce Victorious Tuesdays?](#)"

Origins: When and why do movements emerge?

Jan 14 Social Movements: Definitions and Debates
Goodwin and Jasper. "Editor's Introduction" (3-7)
Milkman, Luce and Lewis "Occupy Wall Street" (30-44)

Jan 19 Movement Emergence
Goodwin and Jasper, "When and Why Do Movements Occur?" (9-12)
Freeman "The Women's Movement" (13-23)
D'Emilio "The Gay Liberation Movement" (24-29)

Jan 21 Black Protest in Chapel Hill and the US South
Barksdale, "Civil Rights Organization and the Indigenous Movement in Chapel Hill, NC, 1960-1965" (sakai)
Andrews "Civil Rights Movement" (sakai)
Recommended: "Chronology of the U.S. Civil Rights Movement" (68)

Jan 26 Case Studies and Research

Participation: Who becomes an activist and why?

Jan 28 Participation: Theoretical Approaches
Goodwin and Jasper "Who Joins or Supports Movements" (53-57)
Olson "The Free Rider Problem" (59-64)

Feb 2 Becoming an Activist
McAdam "Recruits to Civil Rights Activism" (65-75)
Kurzman "Who are the Radical Islamists" (76-82)

Feb 4 Commitment
Goodwin and Jasper, "Who Remains in Movements, Who Drops Out, and Why?" (101-4)
Hirsch, "Generating Commitment among Students" (105-113)
Whittier, "Sustaining Commitment among Radical Feminists" (114-125)

Feb 9 Pathways and Activist Experience
Viterna, "Women's Mobilization into the Salvadoran Guerilla Army" (83-99)
Wood, "The Emotional Benefits of Insurgency in El Salvador" (143-152)

Organization and tactics: How are movements organized, and what do movements do?

- Feb 11 Movement organizations
Goodwin and Jasper, "How are Movements Organized" (155-158)
McCarthy and Zald, "Social Movement Organizations" (159-174)
Skocpol, "The Narrowing of Civic Life" (sakai)
- Feb 16 Transnational Activism
Wapner, "Transnational Environmental Activism" (175-183)
Smith, "The Transnational Network for Democratic Globalization" (184-195)
- Feb 18 Participatory Democracy and Loosely Structured Organizations
Haug, "Meeting Arenas" (196-212)
Lalich, "True Believers and Charismatic Cults" (126-135)
- Feb 23 EXAM
- Feb 25 Tactical Repertoires and Innovation
Goodwin and Jasper, "What Do Movements Do?" (213-7)
Morris, "Tactical Innovation in the Civil Rights Movement" (219-223)
Taylor et al, "Tactical Repertoires: Same Sex Weddings" (266-282)
- Mar 1 Violence as Movement Strategy and Tactic
Seidman, "Armed Struggle in the South African Anti-Apartheid Movement" (224-238)
Brym, "Suicide Bombing" (239-245)
- Mar 3 Strategy
Ganz, "Why David Sometimes Wins" (sakai)
Ryan and Gamson, "Are Frames Enough?" (136-142)
Gould, "The Emotion Work of Movements" (254-265)

Context: How do social and political actors interact with and shape movements?

- Mar 8 Political Opportunities
Jenkins and Perrow, "Farmworkers Movements in Changing Political Contexts" (287-301)
- Mar 10 Social and Political Threats
Skocpol and Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Chapters 1 and 2

SPRING BREAK

Mar 22 Funders and the Media
Skocpol and Williamson, *The Tea Party and the Remaking of Republican Conservatism*. Chapters 3 and 4
Edwin Amenta et al, “Movements in the Media” (302-316)

Mar 24 Political Parties and Movements
Skocpol and Williamson, *The Tea Party and the Remaking of Republican Conservatism*. Chapters 5 and 6

Mar 29 Global Actors
Bob, “The Quest for International Allies” (323-334)
Lerner, “Global Corporations, Global Unions” (335-341)

Mar 31 Movement Decline
Goodwin and Jasper, “Why Do Movements Decline?” (343-5)
Epstein, “The Decline of the Women’s Movements” (347-353)
Gamson, “The Dilemmas of Identity Politics” (354-362)

Apr 5 Repression and the Social Control of Movements
Brockett, “The Repression/Protest Paradox in Central America” (363-369)

Consequences: What difference do movements make?

Apr 7 Success and Movement Consequences
Goodwin and Jasper, “What Changes Do Movements Bring About?” (379-382)
Gamson, “Defining Movement ‘Success’” (383-385)
Meyer, “How Social Movements Matter” (386-390)

Apr 12 Can Movements Make a Difference?
Pellow and Brulle, “Environmental Justice” (391-397)
Dreier, “[Black Lives Matter joins a long line of protest movements that have shifted public opinion](#)”

Apr 14 Movements and Revolutions
Goldstone, “Understanding Revolutions: The Arab Uprisings” (398-404)
Nepstad, “Why Nonviolence Sometimes Fails: China in 1989” (405-415)

Apr 19 Case Study Presentations

Apr 21 Case Study Presentations

Apr 26 Case Study Presentations

FINAL EXAM – April 30 at 4 pm