

Sociology 327: Social Movements

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INTRODUCTION

Social movements are sustained, collective challenges by people with common purposes and solidarity. Historically, social movements have been the primary vehicle through which the relatively powerless and subordinated have successfully challenged the status quo. Interest in social movements from within the sociological community has recently skyrocketed. While the literature has proliferated, there is currently a broad consensus surrounding the sociological study of social movements. This course will be divided into two sections: social movement theory and social movement cases. In the first part of the course we will explore the three dominant theoretical approaches that cover the micro, meso, and macro context of social movements. These include framing and interpretive processes at the micro level, mobilizing structures at the meso level, and political opportunities at the macro level.

The “classic” U.S. social movements of the 1960s (civil rights, women’s liberation, anti-war, and free speech) and 1970s-80s (environmental and peace) will be utilized as historical cases to better comprehend social movement theory. The second section of the course will surround the study of four classes of ongoing, contemporary movements. These include the reinvigorated labor movement and its novel transnational collaborations, the ongoing anti-globalization movement in its various manifestations, the new anti-war movement, and some alternative social movements seeking to create their own social space rather than reform existing institutions.

Course Objectives

This course is designed to provide students with the opportunity to master the major concepts within the field of social movements, to gain historical knowledge about the most important collective actions in the second half of the twentieth century, and to assess the efficacy and potentiality of several contemporary social movements. It is intended that students be able to understand why individuals participate in social movements and how movements mobilize in particular places at particular times. In a more general sense, students are expected to be able to better comprehend competing interests within societies and how the relatively powerless can act collectively and transform the social structures that subordinate them. Through our readings, class discussions, and writing assignments, students will enhance their sociological imaginations, sharpen and gain critical thinking skills, and increase their ability to comprehend and analyze original research publications.

COURSE REQUIREMENTS

Readings

There are four required books for this course that are available at the bookstore:

- Armbruster-Sandoval, Ralph. 2005. *Globalization and Cross-Border Labor Solidarity in the Americas: The Anti-Sweatshop Movement and The Struggle for Social Justice*. New York, NY: Routledge.
- Benjamin, Medea and Jodie Evans (eds.). 2005. *Stop the Next War Now: Effective Responses to Violence and Terrorism*. Maui, HI: Inner Ocean.
- Brecher, Jeremy, Tim Costello, and Brendan Smith. 2000. *Globalization from Below: The Power of Solidarity*. Boston, MA: South End Press.

· Leite, Jose Correa. 2005. *The World Social Forum: Strategies of Resistance*. Chicago, IL: Haymarket Books.

The majority of the readings will be distributed electronically via Internet download (in .pdf format) from the Blackboard course website. Please note that .pdf files often take quite some time to print and that the campus computer laboratories charge 4 cents per page, so plan accordingly. I electronically distribute these readings in an effort to save students money (the coursepack would have cost over \$80). I have provided the exact citations of our readings (below the schedule) in case you prefer not to be burdened by printing out all of this material and wish to acquire it by other means (such as purchasing the original texts from your favorite online retailer).

The readings are the core of this course and on-time completion of this material is critical to having a successful experience here. Many portions of many of the chapters will not be covered in class. It is your responsibility to come prepared with any questions you may have about material from the books that we do not discuss in lecture. I encourage you to take notes and study these readings holistically. You want to make sure that you are able to summarize the chapters and to engage the key concepts. The reading schedule is provided below. You need to have read and be prepared to discuss and engage the readings in class on the day in which they appear in the schedule. Snow Day Policy: In the event that class is canceled, you are still responsible for having completed the scheduled readings by the date indicated in the schedule. Any revisions to this schedule will be announced via the Blackboard web site and/or by email.

Examinations

A midterm and a final examination will be given. The midterm will be given on October 3rd and will consist of both multiple choice and short-answer essay questions. The midterm will be based largely on material from study questions that will be provided. The final is a take-home essay examination that is to be typewritten. This exam will consist of questions that require you to apply the theoretical concepts we have learned in an analysis of the contemporary movements we study. The final will be distributed during our last class meeting on December 12th and is due in my office by 4pm on Friday, December 16th. No late examinations will be accepted.

Protest Event Analysis

You are required to prepare a written analysis of a protest event that occurs some time during the course of the semester. You are responsible for identifying an event that you will attend (or may want to participate in the planning and execution of an action). Demonstrations, marches, rallies, vigils, and pickets are quintessential “protest events,” but other forms will certainly qualify. In general, you are looking for some focused, collective action with a purpose. Ask me if you are uncertain whether a certain event would be applicable for this assignment. Fortunately, we’re in a contentious place and protest events occur regularly (though most of them tend to be rather small in magnitude). There are several online listings that regularly provide details about events in our area (those some will choose to travel in order to attend a large-scale event). Given Portland’s nature, please note that these calendars tend to advertise events aimed at producing progressive social change. If you are interested in attending an event sponsored by conservatives, you may wish to browse websites such as the Christian Civic League of Maine (www.cclmaine.org). Here are some local listings:

- http://www.portlandphoenix.com/listings/events/EVENTS_INDEX.asp
- <http://calendar.maineindymedia.org/>
- <http://www.peaceactionme.org/weekly.html>
- <http://www.peacebridges.org/Calendar/Calendar.html>
- <http://protest.net/NorthEast/>
- <http://lists.riseup.net/www/info/resist207>

Before you attend the event, try and learn as much as you can about the issues and organizations behind it. You will need to do some Internet research and/or contact representatives of the movement or the organizations that are affiliated with it. While you are at the event, remember that you are a social scientific investigator. Observe everything and take notes (and photographs if you wish). Talk to (informally interview) participants, organizational representatives, and key individuals. Review the requirements of the assignment (below) prior to the event so that you know what you need to ask people about. Also, gather any pertinent literature from the event. This assignment is covered by USM IRB Protocol (062105-07) and the information that you gather is to be shared only within this class and not made public.

In the assignment, be certain to adequately describe the event by addressing the following questions: 1) When and where did the event occur? 2) About how many people were present? 3) How did you hear about and how well advertised was the event? 4) Which organizations sponsored and/or promoted the event? 5) Were multiple parties (proponents and opponents) present or was it basically one-sided? 6) Were any news media present? 7) What was the overall goal of this event? 8) What was the specific target of the action? 9) What were the particular grievances that the protestors had? 10) How were those grievances framed—what type of message was being broadcast? 11) What specific tactics were employed by the protestors? 12) Overall, how well organized and how well executed was this event?

The core of this assignment is to apply social movement theory and interpret this event. Did what you witness correspond with any of the theory that we have read? You may wish to formulate a few hypotheses based on our readings and then see if they are supported during your event. You can also use theory and provide suggestions about what could have made the event more effective. This theoretical application is the most important part of the assignment and you need to be certain to engage at least two major theoretical concepts from our readings. Conclude your analysis by explaining why you would consider this event as having been successful or unsuccessful (and remember to consult your readings about the multidimensionality of social movement success).

We will be discussing this assignment throughout the semester and I will provide time for students to announce events. Along with the analysis you are required to turn in some documentation about the event (a flyer, newspaper article, photograph, etc.). This assignment should be six to eight typewritten pages and formatted in the following manner: double spaced, 1.25 inch or less margins on all sides, and Times New Roman 12 point font (no electronic submissions will be accepted). I encourage you to think about this immediately and be on the lookout for opportunities. The assignment is due at the beginning of class on Monday, December 5th. Do not put this assignment off, it will be challenging to identify an appropriate event at the last minute. No late papers will be accepted.

Team Journal Article Review Presentations

You are required to work in teams of two or three and prepare a class presentation reviewing a journal article. This is an opportunity for students to gain a thorough understanding of a recent social movement research study. As a presenter, this is an opportunity to develop skills in summarizing a research study to an audience in a concise fashion. As a listener, this is a chance to gain knowledge about cutting-edge social movement research. The Blackboard course web site contains fourteen journal articles (.pdf files) that you may download and peruse. You need to pick one of these articles for your analysis, but no more than three students can choose the same article. I will assemble a sign-up sheet (that will be posted under the announcements section of Blackboard) to track who will be reviewing which articles. As soon as you know what article you want to review, let me know (via email, telephone, or personally during office hours or in class). This is a first come, first served deal. So, have a couple of backup choices in case your article is already reserved. Your team presentation date (10/31 or 11/7) depends upon the article you choose (see Blackboard and the Schedule below).

In your presentations you need to: (1) Provide a statement of the problem (What are the authors investigating? What is the puzzle that they are trying to solve?), (2) State which specific theories the authors apply to the topic, (3) Identify any hypotheses or the authors' predicted findings (explicit or implied), (4) State the empirical data source employed in the analysis, (5) Explain how the hypotheses are operationalized (How are the concepts measured?), (6) Summarize the fashion in which the data is analyzed, (7) Summarize the major findings (Do they support the stated hypotheses?), (8) Identify what the authors conclude from their analysis, and most importantly, (9) Provide an assessment of the research (What are the strengths and weaknesses? How could this research be improved or expanded upon?). The division of labor is entirely up to the discretion of the team (though each team member should be responsible for equitable amounts of the oral presentation time). You are responsible for arranging meeting times and coordinating this presentation. It is required that teams have some form of visual summary documentation—you must use handouts, the overhead projector, or a PowerPoint slide show (PC only) for the presentation. The presentations must be 12 to 15 minutes in duration, so plan accordingly.

Attendance

Attendance is mandatory and will be formally tracked. Since this class has only 13 meetings, attendance is crucial. It is your responsibility to attend and to sign in on the attendance sheet. If you leave class early or show up excessively late, your attendance will not be counted. If there is an emergency or if you are seriously ill and are absolutely unable to attend class, don't worry. You are allowed to miss one class without penalty. For each additional class you miss, 2 percentage points of your final course grade will be deducted. So, if you miss 2 classes, you will lose 2% of your final course grade, if you miss 3 classes, you'll lose 4% and so on.

Films

Films will play an important role in this course as they will better illustrate certain themes and will provide opportunity for application of course material. Class attendance is mandatory and some of these films are from my personal collection and are not available for viewing elsewhere. I will not make any alternative viewing arrangements. Material from the documentary films will appear on the examinations. Students should take general notes during the films and be thinking about social movement concepts as they are being viewed.

Grading

Incomplete grades will not be granted unless there are exceptional circumstances. Your final course grade will be comprised as follows:

25%	Midterm	15%	Team Journal Article Review Presentation
25%	Final Examination	10%	Attendance
25%	Protest Event Analysis		

Blackboard

An online Blackboard course web page exists at: <http://www.courses.maine.edu/>. Most of your course readings will be distributed here. At the Blackboard course web page you will also be able to check your grades and send messages to your fellow classmates. Course announcements and any supplemental materials will also be posted at this site. There is a toll-free assistance line and online tutorials to provide help should you experience any difficulties with the system.

Accommodation Needs

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, please meet with me. There are a number of academic

support services available on campus including the Academic Support Center (242 Luther Bonney, 780-4470, for help with writing, time management, or general study skills), the Office of Academic Support for Students with Disabilities (237 Luther Bonney, 780-4706) and the Counseling Center (106 Payson Smith, Portland, 780-4050 or 110 Upton Hall, Gorham, 780-5411).

SCHEDULE (readings are underlined and due on the date on which they appear; films are *italicized*)

<p>Monday 9/12 Theoretical Overview</p> <p><i>Eyes on the Prize: Ain't Scared of Your Jails</i></p> <p><u>Lo* : Ch 13 - Ch 16</u></p>	<p>Monday 9/19 Micro & Meso Theory</p> <p><i>Berkeley in the 60s Pt. 1</i></p> <p><u>K* : Intro & Ch 1;</u> <u>DPD* : Ch 5</u></p>	<p>Monday 9/26 Political Opportunity</p> <p><i>Berkeley in the 60s Pt. 2</i></p> <p><u>T* : Ch 5; Ch 9 & Ch 10</u></p>	<p>Monday 10/3 Consequences</p> <p>Midterm</p> <p><u>G* : Intro; B* : Ch 1;</u> <u>W* : Ch 23</u></p>
<p>Monday 10/17 High-Risk Activism</p> <p><i>Berkeley in the 60s Pt 3</i></p> <p><u>M* : AJS Article</u> <u>N* : SP Article</u></p>	<p>Monday 10/24 Movement Tactics</p> <p><i>The Weather Underground</i></p> <p><u>Ga* : Ch 27; TV* : Ch 12</u></p>	<p>Monday 10/31 Contemporary Research</p> <p>Article Presentations</p> <p><u>Your Article* or</u> <u>AS: Ch 1 - Ch 3</u></p>	<p>Monday 11/7 Contemporary Research</p> <p>Article Presentations</p> <p><u>Your Article* or</u> <u>AS: Ch 1 - Ch 3</u></p>
<p>Monday 11/14 The Labor Movement</p> <p><i>Occupation</i></p> <p><u>AS: Ch 4 - Ch 6</u></p>	<p>Monday 11/21 Anti-Globalization</p> <p><i>Showdown in Seattle</i></p> <p><u>BCS: All</u></p>	<p>Monday 11/28 Anti-Sweatshop</p> <p><i>Sweating for a T-Shirt</i></p> <p><u>Le: All</u></p>	<p>Monday 12/5 Peace & Anti-War</p> <p>Protest Analysis Due <i>Waging Peace</i></p> <p><u>BE: All</u></p>
<p>Monday 12/12 Alternative Movements</p> <p><i>How to Spend an Hour</i></p> <p><u>CM* : SS Article;</u> <u>C* : EPA Article</u></p>	<p>Friday 12/16</p> <p>Final Exams Due by 4pm in Office</p>		

KEY: *Electronic Reading to be downloaded from Blackboard

Lo = Locher, David A. 2002. *Collective Behavior*. Upper Saddle River, New Jersey: Prentice Hall (Chapters 13-16).

K = Klandermans, Bert. 1997. *The Social Psychology of Protest*. Cambridge, MA: Blackwell (Introduction & Chapter 1).

DPD = Della Porta, Donatella and Mario Diani. 1999. *Social Movements: An Introduction*. Cambridge, MA: Blackwell (Chapter 5).

T = Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics* 2ed. New York, NY: Cambridge University Press (Chapters 5, 9, & 10).

G = Giugni, Marco. 1999. "Introduction – How Social Movements Matter: Past Research, Present Problems, Future Developments." In M. Giugni, D. McAdam, and C. Tilly (eds.) *How Social Movements Matter*. Minneapolis, MN: University of Minnesota Press.

B = Burstein, Paul. 1999. "Social Movements and Public Policy." In M. Giugni, D. McAdam, and C. Tilly (eds.) *How Social Movements Matter*. Minneapolis, MN: University of Minnesota Press.

W = Whittier, Nancy. 2004. "The Consequences of Social Movements for Each Other." In D. Snow, S. Soule, and H. Kriesi (eds.) *The Blackwell Companion to Social Movements*. Cambridge, MA: Blackwell (Chapter 23).

M = McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92 (1): 64-90.

N = Nepstad, Sharon. 2004. "Persistent Resistance: Commitment and Community in the Plowshares Movement." *Social Problems* 51 (1): 43-60.

Ga = Gamson, William A. 1997. "The Success of the Unruly." In D. McAdam and D. Snow (eds.) *Social Movements: Readings on Their Emergence, Mobilization, and Dynamics*. Los Angeles, CA: Roxbury Publishing (Chapter 27). [Originally from Gamson, William A. 1990. *The Strategy of Social Protests* 2ed. Belmont, CA: Wadsworth]

TV = Taylor, Verta and Nella Van Dyke. 2004. "Get Up, Stand Up: Tactical Repertoires of Social Movements." In D. Snow, S. Soule, and H. Kriesi (eds.) *The Blackwell Companion to Social Movements*. Cambridge, MA: Blackwell (Chapter 12).

AS = Armbruster-Sandoval, Ralph. 2005. *Globalization and Cross-Border Labor Solidarity in the Americas: The Anti-Sweatshop Movement and The Struggle for Social Justice*. New York, NY: Routledge. (available at bookstore)

BCS = Brecher, Jeremy, Tim Costello, and Brendan Smith. 2000. *Globalization from Below: The Power of Solidarity*. Boston, MA: South End Press. (available at bookstore)

Le = Leite, Jose Correa. 2005. *The World Social Forum: Strategies of Resistance*. Chicago, IL: Haymarket Books. (available at bookstore)

BE = Benjamin, Medea and Jodie Evans (eds.). 2005. *Stop the Next War Now: Effective Responses to Violence and Terrorism*. Maui, HI: Inner Ocean. (available at bookstore)

CM = Collom, Ed and Douglas E. Mitchell. 2005. "Home Schooling as a Social Movement: Identifying the Determinants of Homeschoolers' Perceptions." *Sociological Spectrum* 25 (3): 273-305.

C = Collom, Ed. 2005. "Community Currency in the United States: The Social Environments in which it Emerges and Survives." *Environment and Planning A* 37 (9): 1565-1587.