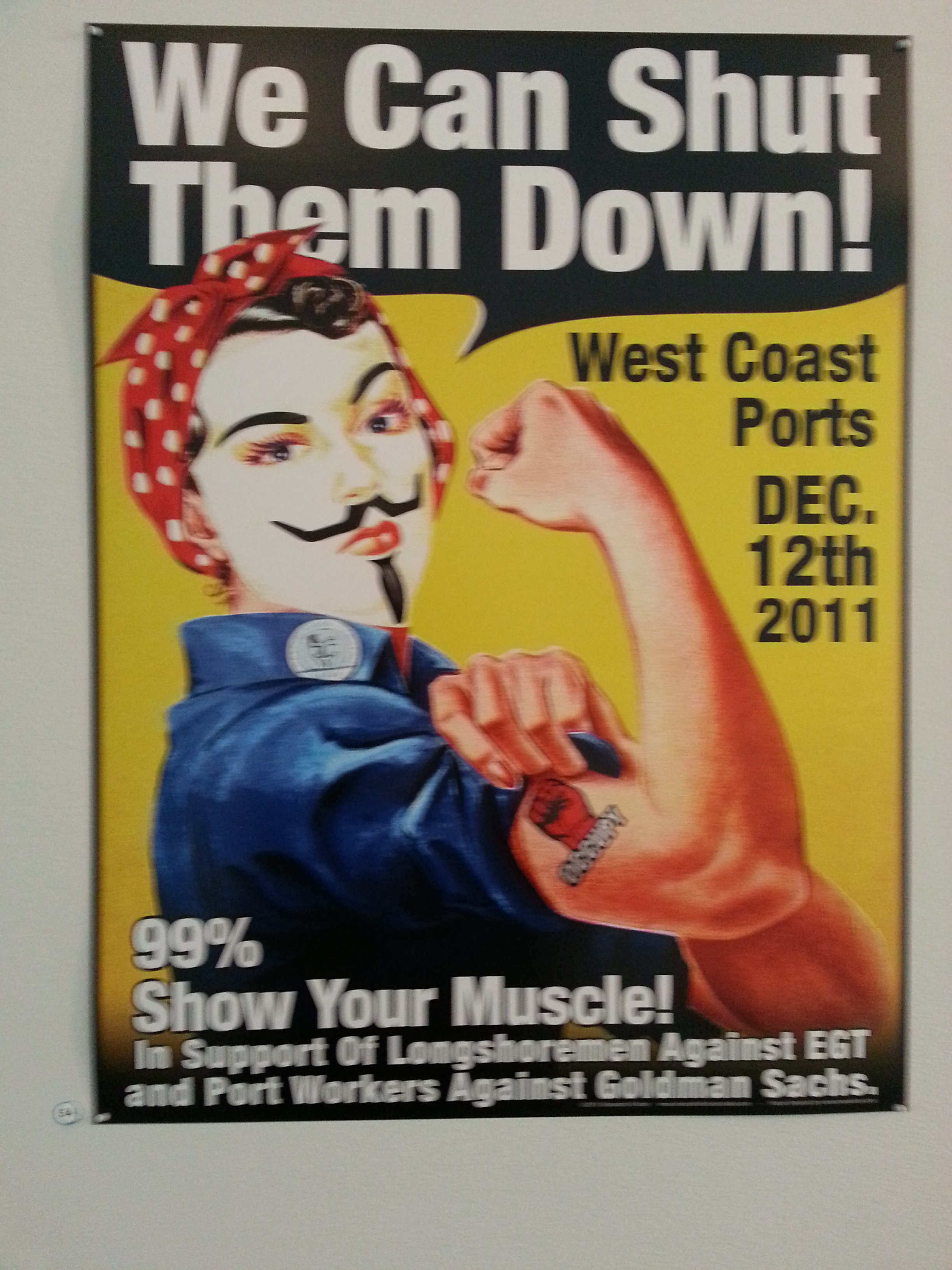
S o c i o l o g y 1 3 4

S o c i a l M o v e m e n t s

Autumn 2015

Phelps 3505 Tuesday and Thursday 2:00-3:15pm

Instructor: Professor Verta Taylor

Office Hours: Tues. and Thurs. 3:30-4:30

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**OVERVIEW:** This is an upper division survey of social movements, political protest, and other forms of collective resistance with a focus on the U.S. Individuals in every society are embedded in social, political, economic and cultural systems that are resistant to change. Yet, under certain circumstances, otherwise ordinary citizens come together to protest, strike, demonstrate, boycott, and create social movement organizations to challenge existing laws, policies, and cultural practices and to make new claims. In this course, we will examine how social movements emerge, their characteristics and dynamics, and their consequences.

The course will introduce students to major theories of social movements and other acts of collective resistance. We will explore the origins, dynamics and consequences of social movements. Readings will focus primarily on American social movements, including the civil rights movement, women’s movement, the lesbian and gay movement including the campaign for same sex marriage movement, environmental movements, Rightwing movements, and recent anti-globalization movements and social justice movements including the Occupy Movement. Class meetings will consist of a combination of lectures, discussion of assigned readings, small group meetings pertaining to group projects, films, and occasional guess speakers

**LEARNING OBJECTIVES**: By the end of this course, students will be able to:

* Define the concept of a social movement.
* Distinguish between the major theoretical perspectives in the study of social movements.
* Analyze social movements using sociological theories and concepts.
* Understand why and how social movements matter.
* Use sociological analysis to understand contemporary social movements engaged in collective action to create social change.

**COURSE READINGS:**

**Required:**

Staggenborg, Suzanne. 2016. *Social Movements.* New York: Oxford University Press.

Goodwin, Jeff and James M. Jasper. 2015 (3rd edition). *Social Movements: Cases and Concepts.* Maldon, MA: Wiley Blackwell. Digital text available for purchase at a reduced price: ISBN number 978-1-118-72995-3.

Additional readings are available online at Gaucho Space and are listed in order by week in the class schedule.

**Optional:**

Encyclopedia entries from *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, edited by David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam (Maldon, MA: Wiley-Blackwell, 2013). Available through the UCSB Library catalog: Internet Resource call number: HM881 .W553 2013eb

**COURSE REQUIREMENTS AND GRADING:**

**This course meets the university writing requirement.** The mid-term exam will be in-class and essay in format, and the final exam will be an independent research paper based on a group project. Students are also expected to complete two short papers (a media assignment and an activist interview).

**Mass Media Assignment**: Each student will select an article from a newspaper, magazine, blog, or on-line source that covers a social movement. You are strongly encouraged to select an article about the social movement you intend to study at part of your class project. Write a 1-2 page (double-spaced) typewritten paper in which you describe how the article or news item views the social movement, especially its goals, tactics, and participants, and discuss how the media’s coverage of the movement is similar to or different from sociological perspectives and theories on social protest and social movements. Bring a copy of the media coverage and your paper to class for purposes of discussion. This assignment should be downloaded on Gaucho Space by 2 PM on **October 6.**

**Interview and Short Paper:** Each student will conduct an interview with a social movement activist and write a 2-3 page (double-spaced) typewritten paper based on the information obtained from the interview. For this assignment, you should interview a participant of the social movement that will be the focus of your Group Project and Research Paper. The interview and short paper should provide a general overview of the movement (participants’ grievances, the movement’s membership composition, goals, tactics, and opponents, and the movement’s successes and failures).

Prior to conducting the interview, make a list of questions that will serve as an interview guide to use in conducting the interview. Be sure to write questions that allow the interview to flow like a conversation, rather than questions that elicit a “yes” or “no” answer. Think of the interview itself as a structured conversation. Tape record the interview if possible, or take detailed notes to use in writing up your paper.

For your paper, you will use this interview as a source of data about the social movement in which the interviewee is involved. Begin your paper by describing the individual interviewed in terms of his/her social characteristics (i.e. age, sex, race, ethnicity, employment, and any other relevant characteristics). Discuss how you selected this person to be interviewed, whether they are representative of other members, and whether you encountered any difficulties in doing the interview that may have biased your results. Then describe and analyze the social movement using concepts from the course. Apply one of the theoretical perspectives and/or concepts discussed in the readings and lecture to analyze the interview data.

For this assignment, **you are required to read and incorporate at least 2 additional articles from the Goodwin/Jasper text that were not assigned on the syllabus**. If none of these articles are relevant to your research project, then you may substitute two other research articles; please speak with your TA and me for suggestions about appropriate readings. You will use what you learned from these articles to analyze the data obtained from the interview. Your paper should include a very brief list of references listed alphabetically and in standard social science reference style. The paper is due and should be downloaded on Gaucho Space **October 20 by 2 PM.**

**Mid-term Exam:** The mid-term will be a take-home examination composed of short-answer and essay questions. The exam will be distributed in class on October 22 and should be completed and downloaded on Gaucho Space by **October 27 at 2 PM.**

**Group Project and Research Paper:** For this project, you will need to join together with other students in the class to conduct a research project drawing on ideas about social movements that you will learn in the class. It is essential that you begin this project early in the term. We will devote some class time to organizing groups, planning strategies, and discussion ideas for the project.

For the **Group Research Project,** students will form teams of about 5-10 members. The projects will be conducted on the UCSB campus, but might also be done in the Santa Barbara community. Each group should select a social movement to research and analyze. This is your opportunity to explore a social movement that is important to you! The Media Assignment and the Interview and Short Paper Assignments are to be completed by students individually, but they represent the first stages of your group projects.

Every student is expected to upload on Gaucho Space a 1-2 paragraph typewritten **Project Proposal** by 2 PM on **October 13.** The purpose of this assignment is to make certain that your group projects are appropriate, that every student has established a connection with one of the research groups, and that you can receive help and direction early before getting too far into the project. The project proposal should include the following information:

* The movement: what movement are you researching and why?
* Definition: explain why this is a social movement
* Methods: how will the group research the movement? Have you been a participant? Will members of the research group follow media or internet coverage of the movement? Will one or more members the members of your research group attend meetings or protests? Will members of your research group interview participants in this social movement?

For the **Research Paper**, each student will write a 6-8 typewritten (double spaced) page paper. In the paper, you should use social movement theory and concepts to analyze the social movement that your group has researched. You will be able to use the data collected by other members of your research group to write the paper. However, each student is expected to independently write their own final paper. For this paper, **you are required to read and incorporate at least 2 additional articles from the Goodwin/Jasper text that were not assigned on the syllabus**. These cannot be the same articles used in the Interview assignment, but you should also incorporate those earlier articles in your final research paper. If you would like to substitute two research articles not in the Goodwin/Jasper text for this portion of the assignment, please speak to your TA or me for suggestions about appropriate readings.

This assignment is effectively both a research project and an open-book final exam, as you are being asked to research a social movement AND to demonstrate your understanding of the social movement and the theories we have studied in this course. The paper is due during the regularly scheduled time of the final examination for this class. **Please downloaded your final research paper on** **Gaucho Space by** **December 8 at 7PM.**

Your paper should include the following:

* *Description of the social movement*. What are participants’ grievances and goals? Why is it important? How large is the movement, and what kind of people make up the participants (age, sex, race/ethnicity, class, educational background, etc.)
* *Methodology*. What methods did you use to obtain data about the movement?
* *Movement emergence*: How and when did the movement emerge, and what theories best account for the formation of the movement? What role did the political context play in its emergence?
* *Grievances*. What are the main grievances of the movement? How do movement activists frame their grievances to mobilize other participants? How do they frame their grievances to authorities and power holders who are their targets?
* *Organization*. How is the group structured? What kind of leadership does it have, and is it effective in mobilizing supporters? Are there any inequalities inside the movement based on race/ethnicity, class, gender, and nationality?
* *Tactics and Strategies*. What tactics does the movement use to communicate its grievances? How are these tactics related to the movement’s overall goals?
* *Results*. Describe the movement’s successes and failures? Did it achieve its goals? What is the likely future of the movement?
* *List of References*. The paper should contain an alphabetized bibliography in standard social science reference style

**Group Research Presentation Guidelines:** Each research group is responsible for being present and presenting the results of your research project on the date assigned. Research groups may elect to have each individual member of the group make a brief presentation; OR they can divide the labor by having some students prepare the presentation and others make the presentation? You are also responsible for attending and being engaged with the presentations of other students. This is your opportunity to share the results of your research with the class. Feel free to use whatever teaching tools you prefer, including powerpoint, photos, film, websites, making a video, etc. You will have access to the classroom computer. If you would like to prepare a powerpoint, please email it to your TA the night before your presentation so that she can download it before the class. **Group presentations are limited to 15 minutes.**

**Class Participation:** You are expected to attend class regularly, complete assigned readings prior to class, and actively participate in class discussion. Each student will be assigned a grade for classroom participation. Beginning the second day of class, attendance will be taken. You will be permitted a total of TWO absences for any reason without penalty. Additional absences will result in points deducted from your classroom participation grade. The course grade for attendance will become a zero in cases of extremely poor attendance, i.e. 5 or more absences, especially if there is no documented medical or other valid reason. If there is an extenuating circumstance, such as a lengthy illness or death in the family, you are required to submit documentation (such as a doctor’s notice) to your TA.

**Final Grade:**

**Mass Media Assignment 5 points**

**Project Proposal 5 points**

**Activist Interview and Short Paper 20 points**

**Mid-term Exam 30 points**

**Research Paper based on Group Project 30 points**

**Group Research Presentation 5 points**

**Class Participation 5 points**

**100 points**

## **Grading Scale:** Final grades will be based on the following scale.

| **Letter Grade** | **Percentage** | **Performance** |
| --- | --- | --- |
| A | 93-100% | Excellent Work |
| A- | 90-92% | Nearly Excellent Work |
| B+ | 87-89% | Very Good Work |
| B | 83-86% | Good Work |
| B- | 80-82% | Mostly Good Work |
| C+ | 77-79% | Above Average Work |
| C | 73-76% | Average Work |
| C- | 70-72% | Mostly Average Work |
| D+ | 67-69% | Below Average Work |
| D | 60-66% | Poor Work |
| F | 0-59% | Failing Work |

**POLICY ON LATE PAPERS:** Extensions on papers will be given only with a written excuse and permission of the instructor and/or the TA. If you turn in a paper late without an extension you will be penalized a letter grade for each class session that the paper is late.

**CLASSROOM POLICIES:** In the classroom, I expect students to treat everyone—fellow students, the Teaching Assistant, guests, and the instructor—with common courtesy and respect. At times, we will discuss issues that generate extreme, even passionate, responses. While I do not expect everyone to agree, I do expect everyone in the class to respect the diversity of class members and differing points of view.

Text messaging and emailing during class is disrespectful. Computers, iPads, and tablets are allowed only for taking notes. **PLEASE TURN OFF OR SILENCE YOUR CELL PHONES DURING CLASS.**

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:** Students with disabilities are responsible for ensuring that the Disabled Students Program (DSP) is aware of their disabilities and for providing DSP with appropriate documentation. DSP is located in 2120 Student Resource Building and serves as the campus liaison regarding issues and regulations related to students with disabilities. The DSP staff works in an advisory capacity with a variety of campus departments to ensure that equal access is provided to all disabled students.

**ACADEMIC INTEGRITY/DISHONESTY:** Students are responsible for maintaining and upholding academic integrity. Academic dishonesty, including cheating, plagiarism, and collusion in dishonest activities, is a violation of university regulations. Plagiarism occurs when a student copies without proper citation intentionally or unintentionally the ideas or words of another. It is your responsibility to know how to quote and cite others’ writings appropriately and what constitutes plagiarism. When in doubt, ask your TA or me. Plagiarism is a serious violation of academic integrity and will be reported to the university authorities. UCSB’s Academic Integrity policy can be found at this site: <http://judicialaffairs.sa.ucsb.edu/PDF>.

**COPYRIGHT WARNING:** All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See http://policy.ucop.edu/doc/2710530/PACAOS-100). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in this class students are forbidden from completing study guides and selling them to any person or organization. This text has been approved by the UC General Counsel.

**TIPS FOR EARNING A GOOD GRADE:** Although it is not required, you are encouraged to study and work collaboratively with fellow classmates. Exchange contact information. Studies show that students who practice collaborative learning tend to do better in college courses. Visit the TA and me as during our office hours to notify us when questions and problems arise and do not wait until your concerns are irreparable.If you would like to improve your study skills, writing skills, join a writing lab, obtain writing assistance, or would like a tutor, visit the Campus Learning Assistance Program

(3210 Student Resource Building), or visit [www.clas.ucsb.edu](http://www.clas.ucsb.edu) to learn about the instructional services available to students.

**WEEKLY SCHEDULE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/Date** | **Topic** | **Readings** | **Assignments Due and Exams** |
| **Week 0**  Thurs., Sept. 24 | Introduction to the Study of Social Movements | Read syllabus thoroughly on Gaucho Space |  |
| **Week 1**  Tues, Sept. 29  Thurs, Oct. 1 | Defining Social Movements  Theories and Issues in the Study of Social Movements | Staggenborg, Ch. 1  Goodwin/Jasper, Ch. 16: John McCarthy and Mayer Zald, “Social Movement Organizations”  Staggenborg, Chs. 2 and 3 | **Formation of Research Groups in Class** |
| **Week 2**  Tues, Oct. 6  Thurs, Oct. 8 | Media and Movements  The Protest Cycle of the 1960s: The Civil Rights Movement  **Film: “Eyes on the Prize: Mississippi, Is this America?”** | Goodwin/Jasper, Ch. 27: Amenta et. al. “Movements in the Media”  Staggenbog, Ch. 4  Goodwin/Jasper, Ch. 7: McAdam, “Recruits to Civil Rights Activism” and  Ch 20: Morris, “Tactical Innovation in the Civil Rights Movement” | **Media Assignment Due**  Come to class prepared to discuss your media assignment.  **PLEASE UPLOAD THIS ASSIGNMENT ON GAUCHO SPACE BY 2 PM.** |
| **Week 3**  Tues, Oct. 13  Thurs, Oct. 15 | The Women’s Movement  **Film: “She’s Beautiful When She’s Angry”**  Social MovementDecline and Continuity: The Women’s Movement | Staggenborg, Ch. 5  Goodwin/Jasper, Ch. 2: “Freeman, The Women’s Movement”  Benita Roth, Roth, Ch. 4: “We Called Ourselves ‘Feministas” (Gaucho Space)  Goodwin/Jasper, Introduction to Part VIII: Why Do Movements Decline?  And Ch. 11: Nancy Whittier, “Sustaining Commitment Among Radical Feminists”  Jo Reger, “Micro-Cohorts, Feminist Discourse, and the Emergence of the Toronto SlutWalk” (Gaucho Space)  Alison Crossley, “Facebook Feminism: Social Media, Blogs, and New Technologies of Contemporary U.S. Feminism” (Gaucho Space) | **Project Proposals Due**  **PLEASE UPLOAD**  **PROPOSALS ON GAUCHO SPACE BY 2 PM.** |
| **Week 4**  Tues, Oct. 20  Thurs, Oct. 22 | Who Joins Social  Movements?  In Class Review for Mid-term | Goodwin/Jasper, Ch. 8: Charles Kurzman, “Who are the Radical Islamists” and Ch. 9: Jocelyn S. Viterna, “Women’s Mobilizations into the Salvadoran Guerrilla Army” | **Activist Interview and Short Paper Due**  **PLEASE UPLOAD PAPERS ON GAUCHO SPACE BY 2 PM.**  **Take-home Midterms Distributed at the End of Class** |
| **Week 5**  Tues, Oct. 27  Thurs, Oct. 29 | **NO FORMAL CLASS MEETING**  The Gay and Lesbian Movement  **Film: “After Stonewall”** | Staggenborg, Ch. 6  Verta Taylor, Leila J. Rupp, Joshua Gamson “Performing Protest: Drag Shows as Tactical Repertoire of the Gay and Lesbian Movement” (Gaucho Space)  Goodwin/Jasper, Ch. 24: John D’Emilio, “The Gay Liberation Movement” and 32: Joshua Gamson, “The Dilemma of Identity Politics” and Ch. 24: Deborah B. Gould, “The Emotion Work of Movements.” | **Take-home Midterm Due. PLEASE UPLOAD MIDTERMS ON GAUCHO SPACE BY 2 PM.** |
| **Week 6**  Tues, Nov. 3  Thurs, Nov. 5 | The Campaign for Same-Sex Marriage  **Short Film: “One Wedding and a Revolution”** | Goodwin/Jasper, Ch. 25: Verta Taylor, et. al., “Tactical Repertoires: Same-Sex Weddings” (Gaucho Space)  Katrina Kimport, *Queering Marriage,* ch. 2 “Marrying for the Movement” (Gaucho Space). |  |
| **Week 7**  Tues, Nov. 10  Thurs, Nov. 12 | The New American Right and the Tea Party  **Film: “8 The Mormon Proposition: Equality for Some”**  Group Research Project Meetings in Class | Staggenborg, Ch. 8  Doug McAdam, “Be Careful What You Wish For: The Ironic Connection Between the Civil Rights Struggle and Today’s Divided America” (Gaucho Space) Kathleen Blee,“Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups” (Gaucho Space) |  |
| **Week 8**  Tues, Nov 17  Thurs, Nov. 19 | The Environmental Movement  Global and Social Justice Movements  **Film: “99%: The Occupy Wall Street Collaborative Film”** | Staggenborg, Ch. 7  Goodwin/Jasper, Ch. 17: Paul Wapner, “Transnational Environmental Activism” and Ch. 37: David Naguib Pellow and Robert J. Brulle, “Environmental Justice”    Staggenborg, Ch. 9  Goodwin/Jasper, Ch. 4: Ruth Milkman, Stephanie Luce, and Penny Lewis, “Occupy Wall Street” and Ch. 30: Stephen Lerner, “Global Corporations, Global Unions”  Heather Hurwitz and Verta Taylor, “Women Occupying Wall Street: Gender Conflict and Feminist Mobilization” (Gaucho Space) | **Guest Speaker: Ben Manski, Green Peace and local environmental activist** |
| **Week 9**  Tues, Nov. 24  Thurs, Nov. 26 | How do Social Movements Matter?  **THANKSGIVING HOLIDAY: NO CLASS** | Staggenborg, Ch. 10  Goodwin/Jasper, Ch. 35: William A. Gamson, “Defining Social Movement Success” and Ch. 36: David S. Meyer, “How Social Movements Matter” |  |
| **Week 10**  Tues, Dec. 1  Thurs, Dec. 3 | Group Project Presentations  Group Project Presentations |  | **Class Presentations on Group Projects should not exceed 15 minutes.** |
| Tues, Dec. 8 | **FINAL RESEARCH PAPER DUE BASED ON GROUP PROJECTS** |  | **PLEASE UPLOAD FINAL PAPER ON GAUCHO SPACE BY 7 PM.** |