

## **SOC 224: SOCIAL MOVEMENTS**

Fall 2004  
Ellison 2824  
T 1:00-3:30

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### **COURSE DESCRIPTION:**

This course examines current theory and research on social movements, political protest, and other acts of collective resistance. Its goals are to examine: 1) major theoretical perspectives for analyzing social movements and other forms of collective action; 2) the nature and significance of social movements in the United States; and 3) current research and theorizing that integrates cultural and structural analyses of social movements.

### **REQUIRED READING:**

Two books are required reading for all students:

McAdam, Doug and David A. Snow. 1997. *Social Movements: Reading on their Emergence, Mobilization, and Dynamics*. Los Angeles, CA: Roxbury Publishing Company.

Snow, David A., Sarah A. Soule, and Hanspeter Kriesi, eds. 2004. *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

Assorted other chapters and articles are available through the Library's ERES electronic reserves system.

Finally, students will be responsible for at least one set of recommended readings during the quarter. The student is required to locate those materials on their own.

### **COURSE REQUIREMENTS AND EVALUATION:**

Class meetings will be dedicated to discussion of the readings. Regular attendance, completion of the assigned readings on schedule, and participation in class discussions are essential.

Students' evaluations will be based on the following:

1. **CLASS PARTICIPATION AND WEEKLY DISCUSSION QUESTIONS:** Each student must read all of the assigned readings and come to class prepared to comment on and discuss them. Students not responsible for facilitating the discussion of readings on a particular week should bring to class a short set of questions or issues for discussion. For the seminar to be a success, students should expect to attend regularly, read other students' reaction papers prior to class,

prepare written questions on assigned readings, and make regular and thoughtful contributions to classroom discussions. Class participation will count 10 points.

2. FACILITATION OF DISCUSSION OF READINGS: For each class session, 2 students will be responsible for preparing short (3-5) page reaction papers to the readings, as well as a series of questions for class discussion. Each student will be responsible for reproducing copies of their reaction papers for each member of the class and placing them in student's mail boxes one day prior to the class meeting. The facilitators will use these papers to conduct a discussion of the readings for that class session. These papers should, at minimum, address and evaluate the theoretical and substantive contributions of the assigned readings, discuss how the readings relate to each other, and consider what questions are raised and what approaches or answers are suggested. The papers should not be mere summaries of the readings, but rather critical reactions to them. Each student will prepare reactions papers for 2 class sessions. This is worth 20 points (10 per session).

3. MEMO AND PRESENTATION ON RECOMMENDED READINGS: For each class session, at least one student will be responsible for reading one of the recommended monographs, writing a short (3-5) page paper on the monograph that summarizes and evaluates the work, presenting their summary to the class in a 10-15 minute presentation, and distributing a copy of their short paper to other class members. This is designed to introduce students to key monographs in the field without creating too large of a reading burden. This is worth 20 points.

4. RESEARCH PROPOSAL OR PAPER: To accommodate students' varied backgrounds and stages in the graduate program, students will have several options on which their final grade will be based. Class members may write a 10-12 page research proposal or an 18-25 page paper due at the regularly scheduled time for final exams. Proposals should include a statement of the research question/s, literature review, a theoretical rationale, and a discussion of research methods/data sources, with all of these grounded in existing debates and literature on social movements. The proposal may be for a master's thesis, doctoral dissertation, journal article, or conference paper. Research papers might include master's theses, revisions of master's theses, or paper's prepared for journals and revised from other courses (with the instructors' permission, students might also submit a dissertation chapter). Final papers should focus on some aspect of social movements, follow the format of journal articles, and be written with the intent of submitting them for a presentation at a scholarly meeting or for publication. Students interested in writing another type of paper for their final research assignment should submit a one-paragraph proposal to each instructor by the sixth week of the quarter. The final papers will count 50 points.

#### FINAL GRADE

Two Reaction Papers/Discussion of Assigned Readings	20
Recommended Reading Summary and Presentation	20
Class Participation	10
Research Proposal or Paper	<u>50</u>
	100 points

## CLASS SCHEDULE

(Please note that the titles of articles are abbreviated to save space)

Week & Day	Date	Topic and Reading
Week 1	9/28	<p><b>Introduction and Overview</b></p> <p>Recommended Overviews:            Snow et al., "Mapping the Terrain" (Blackwell Ch 1)            McAdam et al., "Social Movements" (E-Reserves)            McAdam et al., "To Map Contentious Politics" (E-Reserves)</p>
Week 2	10/5	<p><b>Major Theoretical Approaches: Irrationality, Strain Models, and Resource Mobilization</b></p> <p>Garner, "Fifty Years of Social Movement Theory" (E-Reserves)            Buechler, "The Strange Career of Strain and Breakdown Theories of Collective Action" (Blackwell Ch 3)            Walsh and Warland, "Social Movement Involvement in the Wake of the Nuclear Accident" (Social Movements Ch 17)            Snow et al., "Disrupting the Quotidian" (E-Reserves)            McCarthy and Zald, "Resource Mobilization and Social Movements" (E-Reserves)            Jenkins and Perrow, "Insurgency of the Powerless" (Social Movements Ch 4)            Jenkins, "Resource Mobilization Theory and the Study of Social Movements." (E-Reserves)            Edwards and McCarthy, "Resources and Social Movement Mobilization" (Blackwell Ch 6)</p>

Week 3	10/12	<p><b>Major Theoretical Approaches: Political Process and Cycles of Protest</b></p> <p>McAdam, "Chapter Three: The Political Process Model" (E-Reserves)</p> <p>Kriesi, "Political Context and Opportunity" (Blackwell Ch 4)</p> <p>McCammon et al., "How Movements Win: Gendered Opportunity Structures" (E-Reserves)</p> <p>Koopmans, "Protest in Time and Space" (Blackwell Ch 2)</p> <p>Noonan, "Women against the State" (Social Movements Ch 19)</p> <p>Tarrow, "Cycles of Collective Action" (Social Movements Ch 25)</p> <p>Goodwin and Jasper, "Caught in a Winding, Snarling Vine" (E-Reserves)</p> <p>Tilly, "Wise Quacks." (E-Reserves)</p>
Week 4	10/19	<p><b>Major Theoretical Approaches: Framing, New Social Movements and Constructivist Approaches</b></p> <p>Kriesi et al., "New Social Movements and Political Opportunities in Western Europe" (Social Movements Ch 6)</p> <p>Melucci, "The Process of Collective Identity" (E-Reserves)</p> <p>Pichardo, "New Social Movements" (E-Reserves)</p> <p>Snow et al., "Frame Alignment Processes, Micro Mobilization, and Movement Participation" (Social Movements Ch 18)</p> <p>Snow, "Framing Processes, Ideology, and Discursive Fields" (Blackwell Ch 17)</p> <p>Staggenborg, "Social Movement Communities and Cycles of Protest." (E-Reserves)</p>
Week 5	10/26	<p><b>Micro-mobilization and Identity</b></p> <p>Klandermans, "The Demand and Supply of Participation" (Blackwell Ch 16)</p> <p>Morris and Staggenborg, "Leadership in Social Movements" (Blackwell Ch 8)</p> <p>Gamson, "Must Identity Movements Destruct?" (E-Reserves)</p> <p>Hunt and Benford, "Collective Identity, Solidarity, and Commitment" (Blackwell Ch 19)</p> <p>Mueller, "Conflict Networks and the Origins of Women's Liberation"(Social Movements Ch 13)</p> <p>Taylor and Whittier, "Collective Identity in Social Movement Communities" (E-Reserves)</p> <p>Bernstein, "Celebration and Suppression" (E-Reserves)</p> <p>Roscigno and Danaher, "Media Mobilization: The Case of Radio and Southern Textile Worker Insurgency, 1929 to 1934."(E-Reserves)</p>

Week 6	11/2	<p><b>Networks, Organizations and Tactics</b></p> <p>McAdam and Paulsen, "Specifying the Relationship between Social Ties Activism" (Social Movements Ch 12)</p> <p>Diani, "Networks and Participation" (Blackwell Ch 15)</p> <p>Clemens and Minkoff, "Beyond the Iron Cage" (Blackwell Ch 7)</p> <p>Morris, "Black Southern Students Sit-in Movements" (Social Movements Ch 8)</p> <p>Taylor, "Social Movement Continuity" (Social Movements Ch 31)</p> <p>Staggenborg, "The Consequences of Professionalization and Formalization in the Pro-choice Movement" (Social Movements Ch 32)</p> <p>Taylor and Van Dyke, "Get up Stand up" (Blackwell Ch 12)</p> <p>McAdam, "Tactical Innovation in the Pace of Insurgency" (Social Movements Ch 26)</p>
Week 7	11/9	<p><b>Culture and Emotions</b></p> <p>Williams, "The Cultural Context of Collective Action" (Blackwell Ch 5)</p> <p>Goodwin et al., "Emotional Dimensions" (Blackwell Ch 18)</p> <p>Aminzade and McAdam, "Emotions and Contentious Politics" (E-Reserves)</p> <p>Poletta, "Contending Stories: Narrative in Social Movements" (E-Reserves)</p> <p>Taylor, "Watching for Vibes" (E-Reserves)</p> <p>Taylor, "Gender and Social Movements" (E-Reserves)</p> <p>Taylor and Rupp, "Loving Internationalism: The Emotion Culture of Transnational Women's Organizations: (E-Reserves)</p> <p>Hondagneu-Sotelo et. al. "There's a Spirit that Transcends the Border: Faith Ritual, and Postnational Protest at the U.S.-Mexico Border"</p>

Week 8	11/16	<p><b>Social Movement Fields and Counter-movements</b></p> <p>Rucht, "Movement Allies, Adversaries and Third Parties" (Blackwell Ch 9)</p> <p>Meyer and Staggenborg, "Movements, Countermovements and Political Opportunity" (E-Reserves)</p> <p>Meyer and Whittier, "Social Movement Spillover" (Social Movements Ch 36)</p> <p>Soule, "Diffusion Processes within and across Movements" (Blackwell Ch 13)</p> <p>Garner and Zald, "The Political Economy of Social Movement Sectors" (E-Reserves)</p> <p>Minkoff, "The Sequencing of Social Movements" (E-Reserves)</p> <p>McAdam and Rucht, "The Cross National Diffusion of Movement Ideas" (E-Reserves)</p> <p>Gamson, "Bystanders, Public Opinion, and the Media" (Blackwell Ch 11)</p>
Week 9	11/23	<p><b>The Social Control of Protest</b></p> <p>Earl, "Tanks, Tear Gas, and Taxes" (E-Reserves)</p> <p>Earl et al., "Protests Under Fire?" (E-Reserves)</p> <p>Earl and Schussman, "Cease and Desist" (E-Reserves)</p> <p>McCarthy et al., "The Diffusion and Adoption of Public Order Management Systems" (E-Reserves)</p> <p>Barkan, "Legal Control of the Southern Civil Rights Movement" (Social Movements Ch 29)</p> <p>della Porta and Fillieule, "Policing Social Protest" (Blackwell Ch 10)</p> <p>Opp and Roehl, "Repression, Micro Mobilization, and Political Protest" (Social Movements Ch 15)</p> <p>Hirsch, "Sacrifice for the Cause" (Social Movements Ch 12)</p>
Week 10	11/30	<p><b>Social Movement Outcomes and Consequences</b></p> <p>Earl, "Methods, Movements, and Outcomes" (E-Reserves)</p> <p>Amenta and Caren, "The Legislative, Organizational, and Beneficiary Consequences of State Oriented Challenges" (Blackwell Ch 20)</p> <p>Giugni, "Personal and Biographical Consequences" (Blackwell Ch 21)</p> <p>Earl, "The Cultural Consequences of Social Movements" (Blackwell Ch 22)</p> <p>Whittier, "The Consequences of Social Movements for Each Other" (Blackwell Ch 23)</p> <p>Gamson, "The Success of the Unruly" (Social Movements Ch 25)</p> <p>Taylor and Reaburn, "Identity Politics As High Risk Activism" (Social Movements Ch 35)</p>
<b>FINAL</b>	<b>12/7 at 3pm</b>	<b>FINAL PAPER DUE BY 3pm</b>