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Lecture/Discussion: **CASA 118C**
 TUs+THs, 12:35-1:50 PM
 Office Hours: TUs+THs, 2:30-4:30 PM,
 Ws, 3:00-4:00 PM
 and by appointment

Social Movements

COURSE DESCRIPTION

This is an upper-division undergraduate course on social movements. It is intended to give students a broad understanding of social movement analysis and issues. As such the basic objectives of this course are to explore the ways in which social movements have been theorized and to consider some social movement cases.

There are two lectures each week. You are expected to keep up with the reading material. **Attendance at lectures, films, and special guest lectures (if scheduled) is required.**

Course Agenda

- To reflect on what constitutes a social movement
- To study the theoretical frameworks through which social scientists make sense of these socio-political phenomena
- To explore what makes social movements work, how these are sustained, and what curtails their development

Course Goals

- To critically appraise exiting and rising paradigms in the study of Social Movements
- To reflect on some underexplored issues in the analysis of the politics of change
- To consider how social movements matter

COURSE SCHEDULE

- First Day of Class: 1/18
- Last Day of Class: 5/05
- Final Exam Day: 5/13
- Number of Discussion/Lectures: 30
- Number of Holidays: 2 (3/15, 3/17)

TEXTS / READINGS

Required (Available at the University Bookstore and Reserve Room at the Morris Library)

- *Political Process and the Development of Black Insurgency, 1930-1970 (PPDBI)* by Doug McAdam.
- *It was Like a Fever: Storytelling in Protest and Politics (ILF)* by Francesca Polletta.
- *Silence and Voice in the Study of Contentious Politics (SVSCP)* by Ronald R. Aminzade et al.
- *Convictions of the Soul: Religion, Culture, and Agency in the Central America Solidarity Movement (CS)* by Sharon Erickson Nepstad

Supplementary Readings (Available on Blackboard)

- Selections from *Social Movements: Perspectives and Issues* by Steven Buechler and F. Kurt Cylke, editors.
- Selections from *How Social Movements Matter* by Marco Giugni, Doug McAdam, and Charles Tilly, editors.
- Selection from *Social Movements, 1768-2004* by Charles Tilly
- Selection from *Making Sense of Social Movements* by Nick Crossley
- Selection from *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* by Aldon Morris
- Selection from *New Social Movements: From Ideology and identity*, Enrique Laraña, Hank Johnston, and Joseph R. Gusfield, editors.
- Selection from *Modernity and Self-Identity: Self and Society in the late Modern Age* by Anthony Giddens
- Several Articles to be accessed from JSTOR.
- Other reading material, if necessary, will be made available in class.

Recommended

- *Passionate Politics: Emotions and Social Movements* by Jeff Goodwin, James Jasper, and Francesca Polletta, editors.
- *Oppositional Consciousness: The Subjective Roots of Social Protest* by Jane Mansbridge and Aldon Morris, editors.
- *Dynamics of Contention* by Doug McAdam, Sydney Tarrow, and Charles Tilly
- *Stories of Change: Narrative and Social Movements* by Joseph E. Davis, editor.
- *The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements* by James Jasper.
- *Moving Politics: Emotion and ACT UP's Fight Against AIDS* by Deborah Gould
- *Rethinking Social Movements: Structure, Meaning, and Emotion* by Jeff Goodwin and James Jasper, editors.

COURSE REQUIREMENTS**I. *Class Participation (CP) (20 points) (8%)***

Discussion in the classroom facilitates the learning process. Asking questions, therefore, plays an important role in what you learn. "Questioning involves speculating about possibilities both real and unreal, given and hypothetical." Good "questions are designed to probe, to find something that is *not* already there, to discover relationships and possibilities that are not given. ... By posing questions [*you*] want answered," you will invest yourself "more fully and care more deeply" about the subject matter (Bowker 2010: 129, 133).

"Inquiry is liberating" for it helps us "formulate[] our perspective on the world and transforms [us] in the process" (Deluty 2010: 137).

Your class participation in the form of your directed inquiries plays an important role in what you learn. Come prepared to ask questions during the class period. Bring your discoveries, identified contradictions, and / or your perspective on the readings to our get-togethers. As you engage with the course material, work to formulate questions for you to bring to class. Develop your questions: 1) After a good-faith reading of the material; 2) based on concepts, arguments, and assumptions in a particular reading; 3) on a "critical" evaluation of the latter components; and/or 4) on the connections between and within weekly readings.

I mention the issue of participation not to intimidate you but rather because I feel dialogue is conducive to the learning process. My role as an instructor is to stimulate the (further) development of "critical thinking." An important element to such development or practice is a question-centered approach to the learning process itself.

About **8%** of your grade will be based on your **CP**.

NOTE: We will get a chance to make oral presentations during the semester on *Convictions of the Soul (CS)*, *It was Like a Fever (ILF)*, and other reading material. You may want to use these opportunities to ensure the accumulation of participation points. I will be making note of your participation throughout the term. Non-participation will result in "0" **CP** points.

II. *Class Attendance (CA) (30 points) (12%)*

Attendance at lectures, films, and special guest lectures (if scheduled) is required. To ensure accurate reward for your presence in the classroom, you will receive a score every time you attend. You can accumulate up to 30 points for the entire semester, depending on your attendance rate. This course requirement is worth **12%** of your grade.

NOTE: For every **5** absences your Final Grade will be downgraded a Full Grade. Absences include medical, family, and work emergencies.

III. Summary Briefs (SBs) (100 points) (40%)

You will be required to turn in **3 SBs** that "critically" assess assigned readings. **SB1 and SB2** count **33** points each. **SB3** counts 34 points. You will have 4 chances to submit **SBs** (see Dues Dates below). The **SBs** should be at least **4** pages in length. Please number your **SBs** as you submit these (e.g., SB1, SB2). Submit them at the end of class on the Due Date.

SBs Due Dates: 2/18, 3/25, 4/22, + 5/05 (the last of class)

IV. Final Paper (FP) (100 points) (40%)

You will also be required to submit a Final Paper. This will entail writing a paper that explores social movement issues. This Final Paper may take one of the following forms:

- An extended **Review Essay** on one (or two) of the original books that we shall be reading
- A **Social Movement Paper** of your own making, related to course themes but specifically connected to a personal project.
- A **Review** of a Social Movement book from a list of titles that I can provide to you.
- A **Final Exam** on a question provided by me.

The **Final Paper** should be at least **10-15 pp.** in length.

FP Due Date: **5/13**, the assigned Final Exam date for this course.

Writing Guidelines

All SBs and the FP need to be submitted in order to PASS this course. They should be double-spaced, standard sociological journal format (1.25 margins), page numbered, and typed. Please **ONLY** use the last four (4) digits of your DAWG# to identify your work when submitting these.

The **SBs** and **FP** requirements are intended to provide you with an opportunity to further develop your analytical and writing skills. Briefly, **SBs** are critical assessments of the reading material. This would consist of a summary of the ideas and arguments in the readings, and a critical evaluation of the latter. Professor of Sociology William Roy from the University of California at Los Angeles recommends the following:

A [Summary Brief] should share a thought or reflection that the student had about the readings as a set, for example, how the readings shared a common theme, an issue that was debated in the readings, a methodological difference or similarity, a conceptual development over time reflected in the readings, etc. (Roy 2003).

Each **SB** should cover the course material (of your choice) before the week it is due. You may analyze one or two readings, compare and contrast two or more readings, or review the reading material for one or two weeks.

Your **SBs** and **FP** should reflect "critical thinking" ability. Critical thinking entails a willingness "to ask any question, no matter how difficult; to be open to any answer that is supported by reason and evidence; and to openly confront one's biases and prejudices when they get in the way" (Appelbaum and Chambliss 1995:4). "Critical" writing, moreover, not only reflects a concise understanding of a theme, idea, or concept, but **more importantly** also offers critical evaluation and/or (when possible) an alternative or more nuanced interpretation to material content.

Be sure to also reference the reading materials -- at least two different citations -- on your **SB** and **FP** answers. Also attach a bibliography of the referenced material to each of your **SBs** and the **FP**.

SBs and the **FP** will be graded according to the following four criteria: 1) Understanding of the course material; 2) Engagement with the course material; 3) Clarity of your language; and 4) Clarity of your argument.

IMPORTANT INFORMATION:

- **Morris Library:** You will benefit from your University experience if you choose to take advantage of the services the Morris Library has to offer. The following are potential resources for you to take advantage of:
 - **Research Resources** at <http://www.lib.siu.edu/departments/distance/researchresources/view?searchterm=research%20resources>
 - **Library Instruction** at <http://www.lib.siu.edu/departments/instruction>
- **Good Writing:** Should you require help with your writing feel free to stop by my office. I shall be providing some tips on good writing, but in the mean time you may want to consult the following resource first:
 - The *Writing Center* at <http://write.siu.edu/>.
- **Academic Success:** Should you want guidance in achieving your best the following services are available to you:
 - **Saluki First Year** at www.FirstYear.siu.edu
 - **Student Support Services** at <http://mcma.siu.edu/faculty/student-services>
 - **Center for Academic Success** at <http://success.siu.edu/cas/>
- **Well-being:** Stressed, homesick, or overwhelmed? SIU cares! You may contact Saluki Cares for help and referrals at www.salukicare.siu.edu
- **Academic Integrity / Student Conduct:** Plagiarism of any type or academic dishonesty will **NOT** be tolerated and will result in disciplinary action. Students are also expected to abide by Student Code of Conduct.
 - See <http://policies.siu.edu/policies/conduct.html> for info on Academic Dishonesty, Student Code of Conduct, and Academic Dishonesty Procedures.
- **Incompletes:** Incompletes need to be formally requested by the student and officially approved by me. No Incompletes will be granted on account of poor performance and/or after the end of the term.
- **Classroom Conduct:** No disruptive, distracting, or demeaning behavior will be tolerated in this class. Additionally, texting, recording of any type, ringing, and surfing the net are strictly prohibited during the Lecture/Discussion period. If your cell phone must be on for medical, childcare, or other reasons, please set it on vibrate. Should I need to remind you about Classroom Conduct more than twice, your final grade will be downgraded a letter grade – no exceptions!
- **Acknowledging Differences:** During the course of the semester we will have the opportunity to share thoughts, opinions, and beliefs about our life experiences as we try to illuminate the sociological perspective. Differences in outlooks will inevitably surface as we share our points of view. Let us recognize and acknowledge such differences as an opportunity to critically come to terms with the complex organization of social life. Most importantly, let us respect such differences. While the critical appraisal of difference is part of the course in the exchange of ideas, such an opportunity should not be conceived as an occasion to dismiss or put someone down.
- **Emergency Procedures:** Southern Illinois University, Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety's website www.dps.siu.edu (disaster drop down), and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
- **Statement for Disability Students:** Special accommodations may be arranged for disability students. I encourage you to contact me at the end of lecture or during my office hours to discuss accommodation-related matters. See <http://disabilityservices.siu.edu/> for related info on Disability Support Services.

OUTLINE OF COURSE EXPLORATIONS

Points of Departures; What is a Social Movement?

(Week I, 1/18, 1/20)

- “Social Movements as Politics” by Charles Tilly (from *Social Movements, 1768-2004*).
- “Introduction” by Nick Crossley (from *Making Sense of Social Movements*)

Classical Approaches

(Week II, 1/25, 1/27)

- Selections from *Social Movements: Perspectives and Issues*:
 - “Elementary Collective Groupings” by Herbert Blumer
 - “The Politics of Mass Society” by William Kornhauser

(Week III, 2/01, 2/03)

- Selections from *Social Movements: Perspectives and Issues*:
 - “Explorations in the Theory of Social Movements and Revolutions” by James Geschwender
 - “The Norm-Oriented Movement” by Neil J. Smelser
- *Political Process and the Development of Black Insurgency (PPDBI), Chapter 1*

The Cannon: Resource Mobilization and Political Process

(Week IV, 2/08, 2/10)

- Selection from *Social Movements: Perspectives and Issues*:
 - “Resource Mobilization and Social Movements: A Partial Theory” by John D. McCarthy and Mayer N. Zald
- *Political Process and the Development of Black Insurgency (PPDBI), Chapters 2-3*

(Week V, 2/15, 2/17)

- *Political Process and the Development of Black Insurgency (PPDBI), Chapters 4-9*

Some Responses to the Cannon: Frame Theory, Dramaturgy, and New Social Movements, and Narrative

(Week VI, 2/22, 2/24)

- “Frame Alignment Processes, Micromobilization, and Movement Participation” by David A. Snow; E. Burke Rochford, Jr.; Steven K. Worden; Robert D. Benford, *American Sociological Review*, Vol. 51, No. 4 (Aug., 1986), pp. 464-481 (Available at **JSTOR**).
- “Dramaturgy and Social Movements: The Social Construction and Communication of Power” by Robert D. Benford, *Sociological Inquiry*, Vol. 62, No. 1 (February 1992), pp. 36-55 (Available at **GoogleScholar**).

(Week VII, 3/01, 3/03)

- Selection from *Social Movements: Perspectives and Issues*:
 - “New Social Movements Theories” by Steven M. Buechler.
- “The Emergence of Life-Politics” by Anthony Giddens (from *Modernity and Self-Identity: Self and Society in the late Modern Age*).

Another Response to the Canon: On the Significance of Narrative(Week VIII 3/15, 3/17)

- *It was Like a Fever (ILF)*, in its entirety

Social Movements: What makes them possible, what allows them to survive, what stops them(Week IX 3/22, 3/24)

- “Organizational Relationships: The SCLC, the NAACP, and CORE” by Aldon D. Morris (from *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*).
- “Culture and Social Movements” by Doug McAdam. (From *New Social Movements: From Ideology and identity*, Enrique Laraña, Hank Johnston, and Joseph R. Gusfield, editors).
- “Social Movement Continuity: The Women's Movement in Abeyance” by Vera Taylor, *American Sociological Review*, Vol. 54, No. 5 (October, 1989), pp. 761-775 (Available at **JSTOR**).
- *Silence and Voice in the Study of Contentious Politics (SVSCP)*, Chapter 5, “Leadership Dynamics and Dynamics of Contention” by Ron Aminzade, Jack Goldstone, and Elizabeth Perry.

(Week X 3/29, 3/31)

- Selections from *Social Movements: Perspectives and Issues*:
 - “The Structuring of Protest” by Frances Fox Piven and Richard A. Cloward.
 - “External Efforts to Damage or Facilitate Social Movements: Some Patterns, Explanations, Outcomes and Complications Organizational Dynamics” by Gary T. Marx.

Critical Appraisals in Social Movement Theorizing(Week XI 4/05, 4/07)

- Selection from *Social Movements: Perspectives and Issues*:
 - “Beyond Resource Mobilization: Emerging Trends in Social Movement Theory” by Steven M. Buechler.
- “Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory” by Jeff Goodwin and James M. Jasper, *Sociological Forum*, Vol. 14, No. 1 (March, 1999), pp. 27-54. (Available at **JSTOR**).
- “Reflections on Social Movement Theory: Criticisms and Proposals” by Aldon Morris, *Contemporary Sociology*, Vol. 29, No. 3 (May, 2000), pp. 445-454. (Available at **JSTOR**).

The Central American Solidarity Movement: A Transnational Case(Week XII 4/12, 4/14)

- *Convictions of the Soul (CS)*, Chapters 1-8

Considering Some Underexplored Issues in Social Movement TheoryWeek XIII (4/19, 4/21)

- *Silence and Voice in the Study of Contentious Politics (SVSCP)*:
 - Chapter 2, “Emotions and Contentious Politics” by Ron Aminzade and Doug McAdam
 - Chapter 3, “Space in Contentious Politics” by William H. Sewell, Jr.
 - Chapter 4, “It is about Time: Temporality in the Study of Social Movements and Revolutions” by Doug McAdam and William H. Sewell, Jr.

Week XIV (4/26, 4/28)

- *Silence and Voice in the Study of Contentious Politics (SVSCP)*:
 - Chapter 6, “The Sacred, Religious, and Secular in Contentious Politics: Blurring the Boundaries” by Ron Aminzade and Elizabeth Perry.
 - Chapter 7, “Threat (and Opportunity): Popular Action and State Response on the Dynamics of Contentious Action” by Jack Goldstone and Chares Tilly.

Do Social Movements Matter?(Week XV, 5/03, 5/05)

- Selections from *How Social Movements Matter*:
 - “How Social Movements Matter: Past Research, Present Problems, Future Developments” by Marco Giugni
 - “Social Movements and Public Policy” by Paul Burstein
 - “Political Protest and Institutional Change: The Anti-Vietnam War Movement and American Science” by Kelly Moore
 - “The Impact of Environmental Movements in western Societies” by Dieter Rucht

A COMMENTARY ON TEACHING

“[T]eaching [is] a revolutionary act... Learning and teaching are complex, endlessly fascinating collaborations. [A teacher can] learn enormous amounts from the students ... [Students are] colleagues and companions on an intellectual, potentially life-changing journey.... [Good goals for teaching] include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live” (Foran 2003:02).

A COMMENTARY ON OFFICE HOURS SESSIONS

“Dialogue with the people is radically necessary to every authentic revolution.”

Paulo Freire

I encourage you to attend office hours. I am available to address any concerns or issues connected to your academic experience. Please feel free to talk to me about the subject matter or assignment strategies. You will do well in this course if you are prepared to study hard. Taking advantage of a more “accessible” setting may help your learning efforts. I am available to see you one-on-one in order to address your issues, questions, concerns, ideas, or discoveries. I am interested in your reactions, responses, views, or perceptions. Part of the learning process requires meaningful dialogue between the professor and the student. Therefore, your individual feedback is important and your thoughts, ideas, perceptions, concerns, questions, or doubts are essential to the learning process itself.

References

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- Appelbaum, Richard and William J. Chambliss. 1995. *Sociology*. New York: HarperCollins College Publishers.
- Bowker, Matthew H. 2010. “Teaching Students to Ask Questions Instead of Answering Them.” *Thought and Action* 26: 127-134.
- Deluty, Evelyn W. 2010. “Asking Questions: Cultivating the Habit of Inquiry.” *Thought and Action* 26: 135-137.
- Foran, John. 2003. Syllabus for Sociology 130ST, *Radical Social Change from Chile to Chiapas*, at UCSB, Summer Sessions.