

# **SOCI 464:** **SOCIAL MOVEMENTS AND PROTEST**

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**Course Time:** Mondays 9:00-12:00  
**Room:** ANSO 134

## **Course Description:**

Social movements are important arenas for social change. By joining together, individuals can work to transform social values or norms, establish collective identities, change laws, and prevent business from running as usual. This class will aim to further our understanding of social movements by examining how they develop, are sustained, and (sometimes) decline. We will begin by examining theories of social movements and look at the ways in which our understanding of social movements has changed over time. We will also examine mobilization to social movements and ask why some people come to participate while others do not as well as the tactics, goals and successes of various social movements.

This course focuses on theories of social movements and collective action through an examination of contemporary movements. The goal is for students to learn the analytic tools necessary to examine and critically assess the role of social movements in our society. Students will become participant observers at a protest event as well as engage in original research by interviewing activists or engaging in frame analysis, ultimately applying the theoretical concepts we have learned in class to their data. The selected texts include articles from academic journals and case studies of movements which will further our theoretical and conceptual understanding of social movements as a whole.

## **Learning Objectives and Outcomes:**

At the end of this course, the student will be able to:

1. Explain the main theories and concepts used in class.
2. Apply the theories and concepts learned in class to better understand historical and modern social movement causes and campaigns.
3. Design a research project that incorporates a clear hypothesis, literature review, and data analysis on the topic of social movements.
4. Collect and analyze original qualitative or quantitative data to answer the research question posed in the course paper.
5. Critically analyze and evaluate published research.
6. Develop clear critical reading, thinking, and analytical skills.

### Course Readings:

There is no textbook for this course. All readings will be posted on Canvas and consist of book chapters and journal articles that either discuss key theoretical paradigms used in the study of social movements and/or apply them to specific social movements.

### Course Evaluation:

1. Attendance (5%) and Participation (15%)	20%	Weekly
2. Group Presentation and Discussion	10%	Weekly
3. Participant Observation Assignment	15%	Feb 14 <sup>th</sup> or ongoing
4. Research Paper Proposal	5%	Feb 10 <sup>th</sup>
5. Research Paper	40%	April 20 <sup>th</sup>
6. Final Exam	10%	March 30 <sup>th</sup>

#### **1. Attendance (5%) and Participation (15%):**

As a fourth year seminar-style class, there will be no lectures. The expectation is that students come to class every week prepared by having read the material and I expect that each person come to class prepared with questions and topics for discussion. If, while reading, you feel inspired and are reminded of a video, news article, etc. that relates to the readings, please share them with me! If possible, I am happy to incorporate your resources into the class. If I find that students are not sufficiently prepared for discussion in class, weekly response papers will be required.

#### **2. Group Presentation and Discussion (10%):**

Every week, a group will present on ONE of the readings for that week. The purpose of the presentation is to help you get to know your peers, get better at working in a group setting, and practice both summarizing articles and engaging in public speaking – all transferable skills. Presentations will begin during the second week of class and. The expectation is that you create a 15-20 minute power point presentation outlining: the research question, a description of the case, the methods used to answer the research questions, as well as the main argument and supporting evidence. An evaluation of the article – based on unanswered questions, criticisms of the approach, relation to other course readings, the validity of the findings, etc. – is strongly encouraged. Following the presentation, you're expected to facilitate a discussion, so coming up with series of discussion questions, relevant media, and/or activities, etc. is required. I also expect that each student e-mail me a brief (paragraph long) evaluation of their fellow group members. Tell me how the labour was divided, who did more (or less) of the work, and how you think you contributed to the presentation relative to your group members. To ensure fairness, I will take this into consideration when assigning your **individual grade**.

### **3. Participant Observation Assignment (15%):**

Occasionally, reading theories about social movements can be dry. For this course, we'll be engaging in some experiential learning by actively participating and observing a protest event to get a sense of how accurately (or not) the theories we're reading capture contemporary social movements. *At some point during this term, you will attend a non-violent demonstration, rally or march of your choice (with my approval).* You will take discreet fieldnotes, which you'll submit in addition to a 1 page (single spaced) reflection. More specific guidelines for the assignment are available on Canvas, including a shared google doc we will use to document events happening in the city.

### **4. Research Paper Proposal (5%):**

The paper proposal is due on February 10<sup>th</sup>. This is a short, 1-2 page outline of the research project. The proposal should include: an brief overview of the movement/case you wish to explore, the research question(s) guiding your inquiry, theoretically informed hypotheses (expectations), the methods you will use (interviews or content analysis of newspapers or social media), a description of the data, and the relevant theories you will be drawing upon.

### **5. Research Paper (40%):**

The paper will be based on answering a research question about social movements using data that you have collected. You can collect data in a variety of ways: by interviewing activist(s), analyzing newspaper articles, social media or activist websites/resources about a specific topic. Students will collect this data and use it to answer their research question about social movements. The paper will be 12 pages in length (excluding references) and due on April 20<sup>th</sup>. I encourage students to meet with me as the term progresses to talk about the group, person or event they are going to be using for this paper and the research question they will examine.

### **6. Final Exam (10%):**

The final exam will be comprised of multiple choice, short answer and/or fill in the blank questions. The exam is cumulative, will focus on key concepts and theories, and is designed for students to demonstrate their understanding of course material. No electronic devices will be allowed during the exam. The exam will take place in-class on March 30<sup>th</sup>.

### **Accommodation**

The University accommodates students with disabilities who have registered with Access and Diversity at Student Services. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.

### **Plagiarism and Academic Dishonesty**

Plagiarism is a serious offense and will be treated as such. If you cheat or plagiarize, you will be formally reported to the Academic Integrity Program. It is your responsibility to know what constitutes plagiarism. If you are unsure, please consult the following site:

<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

### **Missed Exams and Late Assignments**

Make-up exams will be granted with approved documentation only. If you have a conflict with the exam date, it is your responsibility to discuss it with me at least one week before the regularly scheduled exam and provide documentation of the conflict. If approved by myself and Student Services, you will be allowed to schedule a make-up exam.

If you miss an exam date or the due date for an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances within 48 hours. If your problem is medical in nature, you should be seen by your doctor or Student Health on the date of the exam or on the date the assignment is due. Academic concessions are granted only by the dean or director (or their delegate) and are a privilege, not a right. If you request an academic concession, you may be asked to provide additional information. For more information, see the Academic Concession section of the Academic Calendar.

### **Grade Appeals**

Students should retain a copy of all submitted assignments and should also retain all their marked exams in case they wish to apply for a Review of Assigned Standing. Students have the right to review their exams and other materials with me, providing they apply to do so within a month of receiving their final grades.

Please understand that I take grading very seriously, and make every effort to provide you with a grade that honestly reflects the quality of your work. If you believe the grade does not adequately reflect the quality of your work, return the assignment to me with short, specific, written comments explaining why you think you deserve a higher grade. It is best to do this within a week of the time the test/assignment is returned.

## Course Schedule:

### Week 1 – January 6

Introduction // Conceptualizing Social Movements

Tilly, Charles. (1997). "Social Movements as Political Struggle." *Encyclopedia of American Social Movements*, 1-6.

Staggenborg, Suzanne and Howard Ramos. (2016). "Defining Social Movements" Chapter 1 in *Social Movements*, 3<sup>rd</sup> Ed. Toronto: Oxford University Press.

### Week 2 – January 13

Doing Social Movement Research

Lichterhan, Paul. (2001). "Seeing Structure Happen: Theory-Driven Participant Observation," in Suzanne Staggenborg and Bert Klandermans (eds), *Methods of Social Movement Research*. Minneapolis: The University of Minnesota Press, pp. 118–45.

Balsiger, Philip and Alexandre Lambelet. (2014). "Participant Observation" Pp. 144-172 in *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. Oxford: Oxford University Press.

Lindekilde, Lisa. (2014). "Discourse and Frame Analysis: In-Depth Analysis of Qualitative Data in Social Movement Research" Pp. 195-227 in *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. Oxford: Oxford University Press.

### Week 3 – January 20

Stereotypes of Social Movements // Deprivation Theories

Couch, Carl J. (1968). "Collective behavior: An examination of some stereotypes." *Social Problems*, 15(3), 310-322.

Wilkes, Rima. (2004). "First nation politics: Deprivation, resources, and participation in collective action." *Sociological Inquiry*, 74(4), 570-589.

### Week 4 – January 27

Resource Mobilization and Political Process Theory

McCarthy, John D and Mayer N. Zald. (2015). "Social Movement Organizations," Pp. 159-174 in *The Social Movements Reader: Cases and Concepts*, 3<sup>rd</sup> Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.

McAdam, Doug. (1982). "Political Process Model" Pp. 36-59 in *Political Process and the Development of Black Insurgency 1930-1970*. Chicago: University of Chicago Press.

### **Week 5 – February 3**

#### Framing Theory

Benford, Robert D and David A. Snow. (2000). "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26(1): 611-639. doi:10.1146/annurev.soc.26.1.611

Rholinger, Deanna A. (2002). "Framing the Abortion Debate: Organizational Resources, Media Strategies, and Movement-counter-movement Dynamics." *The Sociological Quarterly*, 43(4): 479-507.

### **Week 6 – February 10**

#### The Role of the Media

Smith, Jackie, John D. McCarthy, Clark McPhail and Boguslaw Augustyn. (2001). "From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington, D.C." *Social Forces* 79(4): 1397-1423.

Barker-Plummer, Bernadette and David Barker-Plummer. (2017). "Twitter as a Feminist Resource: #YesAllWomen, Digital Platforms, and Discursive Social Change" Pp. 91-118 in *Social Movements and Media Studies (Studies in Media and Communications, Vol. 14)*, edited by Jennifer Earl and D.A. Rohlinger. Emerald Publishing.

### **Week 7 – February 17**

\*\*\* READING WEEK, NO CLASS \*\*\*

### **Week 8 – February 24**

#### Social Movement Participation

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

van Stekelenburg, Jacquelinen and Bert Klandermans. (2013). "The Social Psychology of Protest." *Current Sociology*, 61(5-6): 886-905.

### **Week 9 – March 2**

#### New Social Movements: Collective Identity and Emotions

Bernstein, Mary. (1997). "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *The American Journal of Sociology*, 103(3): 531-565.

Gould, Deborah G. (2002). "Life During Wartime: Emotions and the Development of ACT UP." *Mobilization* 7(2): 177-200.

## **Week 10 – March 9**

### Coalitions and Transnational Social Movements

Keck, Margaret E. and Kathryn Sikkink. (2018). “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal*, 68(227-228), 65-76.

Beamish, Thomas D and Amy J. Luebbbers. (2009). “Alliance Building Across Social Movements: Bridging Difference in a Peace and Justice Coalition.” *Social Problems*, 56(4): 647-676.

## **Week 11 – March 16**

### Cycles of Protest // Strategies and Tactics

Morris, Aldon D. (2015). “Tactical Innovation in the Civil Rights Movement” Pp. 219-223 in *The Social Movements Reader: Cases and Concepts*, 3<sup>rd</sup> Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.

Staggenborg, Suzanne. (1998). “Social Movement Communities and Cycles of Protest: The Emergence and Maintenance of a Local Women's Movement.” *Social Problems*, 45(2): 180-204.

Staggenborg, Suzanne and Howard Ramos. (2016). “The Protest Cycle of the 1960s” Chapter 4 in *Social Movements*, 3<sup>rd</sup> Ed. Toronto: Oxford University Press.

## **Week 12 – March 23**

### Social Movement Success

Gamson, William A. (2015). “Defining Movement “Success”” Pp. 383-385 in *The Social Movements Reader: Cases and Concepts*, 3<sup>rd</sup> Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.

Pellow, David N and Robert J. Brulle. (2015) “Environmental Justice.” Pp. 391-397 in *The Social Movements Reader: Cases and Concepts*, 3<sup>rd</sup> Ed, edited by Jeff Goodwin and James M. Jasper. Oxford: Wiley Blackwell.

Stephan, Maria J. and Erica Chenoweth. (2008). “Why civil resistance works: The Strategic Logic of Nonviolent Conflict.” *International Security*, 33(1): 7-44.

## **Week 13 – March 30**

**\*\*\* FINAL EXAM \*\*\***

## **Week 14 – April 6**

### Activist Perspectives on Social Movement Studies

Bevington, Douglas. and Chris Dixon. (2005). "Movement-Relevant Theory: Rethinking Social Movement Scholarship." *Social Movement Studies* 4: 185–208.

Flacks, Richard. (2004). "Knowledge for What? Thoughts on the State of Social Movement Studies." in *Rethinking Social Movements*, edited by J. Goodwin and J. M. Jasper. Lanham, MD: Rowman & Littlefield.