



Dana and David Dornsife
College of Letters, Arts
and Sciences
Department of Sociology

SOCIOLOGY 425 Social Movements: Power, Resistance, and Political Dynamics

Fall 2018

Seminar, GFS 202: Tuesday, Thursday 2:00-3:20 PM

Professor: Hajar Yazdiha

Office: HSH 217

Email: hyazdiha@usc.edu

Office Hours:

Tuesdays and Thursdays 3:30-4:30 PM.

Please sign up for a slot here:

<https://hyazdiha.youcanbook.me>

COURSE DESCRIPTION

When do groups mobilize to defend or resist power? Collective action aimed at generating or preventing social change has shaped the course of human history, and the analysis of social movements comprises one of the most vibrant areas of sociological research today. In addition to its central place in classical theory, the emergence, dynamics, and outcomes of social movements have come to encompass much of the study of contemporary politics and culture more generally.

This course is designed to generate a robust understanding of theories explaining collective action and the outcomes of those struggles. While social movements can be studied from any disciplinary perspective, this course employs a distinctly *political sociological* perspective. Most (but thankfully not all) of the cases that we will draw on to illustrate these dimensions relate to the 20th and 21st century U.S., as past research has most fully explored movements situated in that time and place. That said, our goal is to use these particular cases to develop ideas that can be extended to movements in general, and I encourage you to explore wide-ranging cases in your assignments and group presentations. Toward that end, throughout the semester we will draw on a variety of sources in an effort to demonstrate how the study of political contention intimately connects to issues of power, justice, and human agency.

All students will be expected to demonstrate comprehension of the dominant theories in the social movements literature by completing course readings, developing thoughtful discussion questions to facilitate class discussion, participating in class discussions and activities, and producing final presentations.

Overall, this course will give students the theoretical tools and knowledge base needed to obtain fluency in social movement theories and major works, as well as to pursue independent research in collective action and social movements.

COURSE GOALS

The major goals of this course are:

- Introduce major theoretical perspectives and debates in the study of social movements
- Learn about important historical and contemporary social movements and connect them to less-studied cases
- Understand the diverse motivations and goals that activists bring to movements
- Consider the major social forces that shape the organization, tactics and success (or failure) of movements and to think about how success and failure are defined
- Learn to use sociological theories and empirical research to analyze social movements including your own experiences with activism
- Develop analytic, writing, public speaking, and discussion skills

COURSE FORMAT

The basic format of our meetings will combine group activities and discussions, short lectures, films, and presentations throughout the semester. Discussion will be used to critically evaluate theoretical ideas and case studies.

Your individual success and our collective success hinges on active participation which includes reading course material and reflecting on them prior to class meetings for which they are assigned. Upper-level courses are most successful when they build a sustained, cumulative conversation among the same participants.

REQUIREMENTS

Seminar attendance and participation (30%): Students will be required to arrive on time for and participate in every class. Attendance, in-class discussions, and in-class assignments will be included in your participation grade. In-class assignments will include writing prompts, group work, and reflections on in-class films. Students are expected to do the readings in full and come to class with thoughtful comments and reflections. The tone of discussions and debates should exhibit respect at all times and avoid condescension. You may be penalized—*that means losing grade points*—for lateness, rudeness, or inappropriate use of laptops and communication devices in class. The success of the seminar depends on your preparedness and participation!

Discussion Facilitation (15%): With one other class member, you will be responsible for co-facilitating 30-40 minutes of a class meeting focusing on the day's readings. You and your partner may choose what interests you, develop activities or discussion topics for the class, and lead discussion to a conclusion. Discussion leaders will be evaluated in terms of the appropriateness of the activities and issues discussed, how well ideas are communicated, and the quality of your organization and preparation for the discussion. To ensure you are on track, I will ask that you email me your lesson plan at least two days before the class session.

Exams (15%): There is one midterm exam, as scheduled on this syllabus. We will discuss the contents of the midterm in class.

Final Presentations (40%): At the beginning of the semester I will assign you to groups of 2-3 based on a social movement of your interest. You are also welcome to work alone if you prefer. The social movement you select will become your case study to examine extensively over the course of the semester. Over the semester, you and your group will complete the components below to comprise the total grade, culminating in the final presentation. I will provide more detail on these components in class.

- 1) (5%) An initial statement of the case you plan to study, why you find it interesting/important, and a description of the movement's origins; 2-3 pages double spaced including citations in ASA style. **Due: September 18.**
- 2) (15%) Applying the theories and concepts of the first half of the class, you will provide a report of your movement's:
 - a. Patterns of participation and recruitment
 - b. Organization, strategy, and tactics
 - c. Movement impacts and interaction with the state and culture

Your report should be 7-8 pages double spaced, including citations in ASA style. This report will be the basis for your final group presentation. **Due: October 23.**

- 3) (20%) A final 25 minute presentation in class in a format of your choice. You might create an engaging PowerPoint presentation or create a short documentary, use handouts or music – be creative! I encourage you to incorporate visual material, graphs, and charts, including citations for the source material. You will be graded on your presentation's ability to:
 - a. Contextualize your movement in a broader political and cultural landscape, explaining why your movement emerged.
 - b. Communicate the information from your report to explain how social movement theories can help us understand your movement.
 - c. Broaden the scope to tell us what your case tells us about social movements, power, and politics more broadly.
 - d. Engage the audience! The style of the presentation matters, and learning to communicate scholarly material in a clear and compelling way is an important skill.

Details and a rubric will be provided in a longer handout. You will have some time in class to meet with your group and work on presentations, but note that you will need to meet outside of class as well. Coordinating meeting times to ensure your projects are completed will be your responsibility. I expect that each group member will contribute to the project and you will submit a peer evaluation after each component outlining what each group member contributed. The peer evaluation will be included in the project grade.

Presentations will take place November 27 and 29. I will assign your group a presentation date. Note that if you miss class on the assigned date, you will not be able to receive full credit for the presentation.

For each reference to someone else's ideas or work in this work, you must include a citation. In reports, references should appear in parentheses after the work or idea discussed. At the end of the report, full citations must be given for each of the works you mention, even if it is a piece we covered in class. I ask that you use the American Sociological Association

guidelines for citations, which can be found here:
<http://www.asanet.org/students/Quick%20Style%20guide.pdf>.

A Few Notes:

Policy on electronic devices: Because this class is focused on learning together, common courtesy dictates that you should not use laptops for anything other than note-taking. However, any other use of laptops and the use of cell phones is strictly prohibited. Place your phone on mute before you come to class. Violating this policy will negatively impact your participation grade.

Absences: The success of this course depends upon your attendance, however sometimes life happens. You will have two excused absences at your disposal, so please save these for true emergencies. It is your responsibility to follow up with your professor to make up missed assignments within two days of your absence. Note that if you miss your final presentation, you will not be able to make it up. After you have exhausted your excused absences, your participation grade will suffer and you will not be able to make up missed in class assignments. Exceptions will be made only for very serious emergencies with appropriate documentation.

Grade Disputes: Any disagreements with the grading of an assignment must be submitted by email within a week after the grade was received, specifying how an error was made in the assignment of points.

Please see me if you have any concerns about assignments, the class, or your progress. Do not wait until the last minute or the end of the semester. Learning to communicate effectively with professors is an important way to build confidence and social capital in college. Note that your grade is your responsibility, and there will not be any makeups or extra credit offered.

Plagiarism: Plagiarism is theft. It is absolutely against university as well as class policy. We are very strict about plagiarism. It is punishable with penalties including expulsion from the university. It also is unfair to your fellow students and cheapens university life. We follow the professional academic standard: If you copy a phrase or sentence from ANY source, you must put the phrase or sentence in quotation marks and cite your source. If you closely paraphrase anything, even if not a word-for-word copy, you must cite your source. If you use secondary sources not assigned in this class (books or articles from library for instance) you must give each of your sources credit, with a footnote that *makes it clear exactly* which ideas you have quoted or paraphrased from the source. You already know not to lower yourself to stolen or shoddy information; stick with your ethical intuition and your own good ideas.

CONTACT

For simple questions, email is the best way to reach me. Please allow 48 hours for a response. To make sure I see your email, please put the course number SOCI-425 in the subject line of your email. I will also generally arrive to class a few minutes early and stay a few minutes late if you have a quick question.

For more extensive questions, please make an appointment to see me during office hours. My regular office hours are Tuesdays and Thursdays from 3:30-4:30 PM and should be scheduled here:

<https://hyazdiha.youcanbook.me>. Signing up for a slot ensures I can give you my undivided attention.

BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me or your TA if you are comfortable doing so. This will enable us to provide any resources that we may possess.

IT HELP

For IT assistance, please visit <https://itservices.usc.edu/contact/>

Please see the last page of the syllabus for USC's statement on academic conduct and support systems.

GRADING

Requirements	Percentage
Attendance and Participation	30
Discussion Facilitation	15
Midterm Exam	15
Final Presentations	40
<i>Total</i>	<i>100</i>

All Required Readings are on Blackboard or a link is provided:

- Journal articles, book chapters, and other readings will be posted on *Blackboard* or a web link will be provided in the syllabus. Note that many of the readings are part of edited volumes, so you will find them on Blackboard under these e-books:

Blackwell Companion edited by Snow, Soule, Kriesi

The Social Movements Reader: Cases and Concepts edited by Goodwin and Jasper

- Please pay close attention to the pages listed in the syllabus to ensure you are reading the correct selections, though I encourage you to read beyond the course requirements!

SEMESTER SCHEDULE

WEEK 1: Introduction

August 21 **Introductions and Course Overview**

PART I: CONCEPTUALIZING SOCIAL MOVEMENTS

The first part of the course introduces major concepts and debates about the origins, dynamics and consequences of social movements. What is a social movement? What makes ordinary people take risky, courageous, and historically important action? What makes protest disruptive and is disruption necessary for success? How do religious, organizational, cultural, and political factors shape protest? How do authorities and elites respond to social movements and what effects do they have on movements? We will apply these concepts to different case studies in the second half of the course.

August 23 Introduction to Social Movements

- Dana Moss and David Snow 2016: "Theorizing Social Movements"
- Charles Tilly. "Social Movements as Politics," pp. 1-11 in *Social Movements, 1768-2004*.

WEEK 2: Foundational Perspectives on Collective Action

August 28 Foundational Perspectives

- Steven Buechler: "The Strange Career of Strain and Breakdown Theories of Collective Action." Ch. 3 in *Blackwell Companion* edited by Snow, Soule, Kriesi, pp. 47-64.

August 30 Foundational Perspectives Challenged

- Aldon Morris. 1981. "Black Southern Student Sit-In Movement: An Analysis of Internal Organization." *American Sociological Review* 46:744-767.

WEEK 3: Organizations and Resources: Do Organizations Undermine or Support Movements?

September 4 Resource Mobilization Theory

- John D. McCarthy and Mayer N. Zald. 2015. "Ch.16: Social Movement Organizations," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp. 159-173.
- Bob Edwards and John D. McCarthy. 2004. "Ch.6: Resources and Social Movement Mobilization," read only pp. 125-143.

September 6 Resource Mobilization Theory Challenged

- Frances Fox Piven and Richard Cloward. 1991. "A Critique of Resource Mobilization Theory," in *International Journal of Politics, Culture, and Society*, 4(4): 435-458.

WEEK 4: Political Opportunities and Contexts: How do political contexts – opportunities and threats – shape movements?

September 11 Political Opportunity/Context Theory

- J. Craig Jenkins and Charles Perrow. 2015. "Ch.26: Farmworkers' Movements in Changing Political Contexts," pp. 287-300 in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper.
- Robert J. Brym. 2007. "Six Lessons of Suicide Bombers," *Contexts*.

September 13 Political Opportunity/Context Theory Challenged

- Aldon Morris. 2000. "Reflections on Social Movement Theory: Criticisms and Proposals." *Contemporary Sociology*, 29(3): 445-454.
- Rhys Williams: "Ch.5: The Cultural Contexts of Collective Action: Constraints, Opportunities, and the Symbolic Life of Social Movements," in *Blackwell Companion* edited by Snow, Soule, and Kriesi, pp. 91-109.

WEEK 5: Recruitment: Why do People Participate in Movements?

September 18 Biographies and Networks

- Doug McAdam. 2015. "Ch.7: Recruits to Civil Rights Activism," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp. 65-75.
- Mario Diani. 2004. "Networks and Participation," Ch. 15 in *Blackwell Companion* edited by Snow, Soule, and Kriesi, pp.339-352.

****Component 1 of Group Project Due 9/18****

September 20 Culture and Collective Identity

- Scott A. Hunt and Robert D. Benford. 2004. "Ch.19: Collective Identity, Solidarity, and Commitment," in *Blackwell Companion* edited by Snow, Soule, and Kriesi, read pp. 433-451.
- Deborah B. Gould. 2015. "Ch.24: The Emotion Work of Movements," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp.254-264.

WEEK 6: Tactics and Strategies: What are the different ways movements work to achieve their goals?

September 25 Tactical Repertoires

- Verta Taylor and Nella Van Dyke. 2004. "Ch.12: Get up, Stand up: Tactical Repertoires of Social Movements." in *Blackwell Companion* edited by Snow, Soule, and Kriesi, pp. 262-284.

- Gay Seidman. 2014. "Ch. 21: Armed Struggle in the South African Anti-Apartheid Movement," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp. 224-235.

September 27 Framing Processes

- David Snow: "Ch.17: Framing Processes, Ideology and Discursive Fields." in *Blackwell Companion* edited by Snow, Soule, and Kriesi, pp.380-405.
- Charlotte Ryan and William A. Gamson. 2006. "The Art of Reframing Political Debates." *Contexts*, 5(1): 13-18.

WEEK 7: Dilemmas of Mobilization and Defining Outcomes

October 2 Repression

- Donatella Della Porta and Olivier Fillieule. 2004. "Ch.10: Policing Social Protest." Ch.10 in *Blackwell Companion* edited by Snow, Soule, and Kriesi, read only pp. 217-222; 231-236.
- Pamela Oliver. 2008. "Repression and Crime Control: Why Social Movement Scholars Should Pay Attention to Mass Incarceration as a Form of Repression." *Mobilization*, 13(1): 1-24.

October 4 Evaluating Outcomes

- David S. Meyer. 2014. "Ch.36: How Social Movements Matter," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp. 386-390.
- Jennifer Earl. 2004. "Ch.22: The Cultural Consequences of Social Movements." in *Blackwell Companion* edited by Snow, Soule, and Kriesi, pp.508-525.

WEEK 8:

October 9 MIDTERM in class

PART II: MAKING SENSE OF SOCIAL MOVEMENTS

In the second half of the course, we will evaluate how the theories, concepts, and hypotheses we studied in the first half come to bear on cases of present-day social movements. How do these conceptualizations help us make sense of the movements of the past decade and their relationship to one another? How do new social forces, shifting political landscapes, and new technologies complicate or expand these theories? What's missing in our explanations of power, politics, and resistance?

October 11 The Occupy Movement and The Tea Party

- David Plotke. 2012. "Occupy Wall Street, Flash Movements, and American Politics." *Dissent*.
- Williamson, Skocpol, Coggin. 2011. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics*, 9(1): 25-37.

- David S. Meyer. 2011. "What Occupy Wall Street learned from the tea party." *Washington Post*.

WEEK 9: Social Inequality and Mobilization

October 16 Black Lives Matter and the Alt-Right

- Barbara Ransby. 2015. "The Class Politics of Black Lives Matter." *Dissent*, 62(4), pp. 31-34.
- Cunningham, David. 2017. "A Long View on the Alt-Right's Doomed Emergence From the Shadows." Mobilization Blog.

October 18 Muslim Rights and the Anti-Muslim Movement

- Anny Bakalian and Mehdi Bozorgmehr. 2005. "Muslim American Mobilization." *Diaspora*, 14(1): read pp. 7-17 and conclusion pp. 33-34.
- Hajar Yazdiha. 2013. "Law as Movement Strategy: How the Islamophobia Movement Institutionalizes Fear Through Legislation." *Social Movement Studies*, Vol.13 (2).

WEEK 10: Social Inequality and Mobilization (continued)

October 23 LGBTQ Rights and the Family Values Movement

- John D'Emilio. 2014. "Ch.3: The Gay Liberation Movement," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp. 24-29.
- Tiffany Stanley. 2018. "The Last Frontier for Gay Rights," *Washington Post*.

****Component 2 of Group Project Due 10/23****

October 25 Immigrant Rights and Nativists

- Irene Bloemraad, Fabiana Silva, and Kim Voss. 2016. "Rights, Economics, or Family? Frame Resonance, Political Ideology, and the Immigrant Rights Movement." *Social Forces*, 94(4): 1647-1674.
- Molly Ball. 2013. "The Little Group Behind the Big Fight to Stop Immigration Reform." *The Atlantic*.

WEEK 11: Millennial Movements

October 30 Group Project Workshop: come prepared to work on your final presentations. This will be the most class time you will have to work with your group and get feedback on your ideas.

November 1 Millennial Movements

- Ruth Milkman. 2014 "Millennial Movements: Occupy Wall Street and the Dreamers." *Dissent*. (on Blackboard)
- Ange-Marie Hancock. 2011. "Chapter 3: From Public Service to Deep Political Solidarity." From *Solidarity Politics for Millennials: A Guide to Ending the Oppression Olympics*. Palgrave MacMillan.

WEEK 12: Resistance Beyond Borders

November 6 Art and Activism: How can art create political consciousness and what are its consequences?

- Ron Eyerman. 2002. "Music in Movement: Cultural Politics and Old and New Social Movements." *Qualitative Sociology*, 25(3):443-458.
- Edward J. McCaughan. 2006. "Notes on Mexican Art, Social Movements, and Anzaldúa's" Conocimiento." *Social Justice*, 33(2): 153-162.

November 8 Transnational Movements

- Jackie Smith. 2014. "Ch.18: The Transnational Network for Democratic Globalization," in *The Social Movements Reader: Cases and Concepts* edited by Goodwin and Jasper, pp.184-195.
- Srilatha Batliwala. 2002. "Grassroots Movements as Transnational Actors: Implications for Global Civil Society." *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 13(4): 393-408.

WEEK 13: Social Media and Activism

November 13 How do groups use social media as a tool?

- Francesca Polletta et al. 2013. "Is the Web Creating New Reasons to Protest?" in *The Future of Social Movement Research*.

November 15 What are the possibilities and limits of social media?

- Zeynep Tufekci. 2017. "Chapter 1: A Networked Public," from *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press.

WEEK 14: The Future of Resistance

November 20

- Veronica Terriquez. 2015. "Training Young Activists: Grassroots Organizing and Youths' Civic and Political Trajectories." *Sociological Perspectives*, 58(2): 223-242.

NO CLASS FOR THANKSGIVING HOLIDAY 11/22

WEEK 15: Final Presentations

November 27 Final Presentations

November 29 Final Presentations

University of Southern California Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu