

SOC 479 SOCIAL MOVEMENTS
Fall 2016
University of Toronto, St. George Campus

Wednesday 12-2pm

Classroom: SS2114

Office hours: Wed 2-4 pm
or by appointment

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COURSE DESCRIPTION

This course is designed to understand and analyze social movements, an important form of human interactions aiming for social change. Studying social movements constitutes one of the central fields of sociological inquiry as it involves individual behavior, collective action, building organizations and coalitions, cultural interpretations and innovation, and institutional changes. This class will explore what social movements are, who participate and lead social movements, when and how social movements rise and fall, and what outcomes follow social movements. We will examine diverse theoretical approaches and perspectives within the social movement literature to analyze various empirical cases of social movements that have risen across different parts of the world in different historical times. These cases range from the traditional labor movement to the recent Black-Lives-Matter protests. To address various questions pertaining to social movements, this class will incorporate a variety of learning methods including readings, films, discussions, and case study presentations.

COURSE OBJECTIVES

Students are expected to achieve the following:

- (1) To understand the basic concepts and theories of social movements
- (2) To learn historical and comparative cases of social movements
- (3) To engage in critical discussions on social movements in oral presentation and writing assignments
- (4) To demonstrate the ability to conduct independent research on social movement cases

PRE-REQUISITE

To enroll in this course, students should have taken at least .5 at the 300-level sociology. Students without the fulfillment of this pre-requisite will be removed from this class at any time discovered and without notice.

COURSE MATERIALS

Required book: Snow, Soule, and Kriesi (eds), *The Blackwell Companion to Social Movements* (Blackwell 2007)

Blackboard: All other readings except *The Blackwell Companion* will be made available on Blackboard (Course Reserves). Important announcements, course materials, and any additional learning aids will be posted here, so please check the website regularly.

GRADING AND EVALUATION

Attendance: 10%

Regular attendance is a must for this class. If students have inevitable reasons for their absence, they have to inform the professor in advance. In case of absences, students are required to provide legitimate reasons and supporting documentation. Students who miss **2 classes or more** without legitimate reasons and supporting documentation will automatically fail in this course.

Reaction papers and discussion participation (5 x 4 points): 20%

Students prepare a short reaction paper (1-2 pages) for five classes of their choice throughout the semester. The reaction paper should address the following:

- What is the main argument in the reading?
- What examples or cases are examined in the reading?
- How do the readings relate to our understanding of social movements?
- Raise 3-4 questions to initiate a class discussion.

Students bring a hard copy of their reflection papers and use them for class discussion. Submit the hard copy to the professor in the end of each class.

Mid-term test (in-class): 20%

There will be a mid-term test to assess students' understanding of the key concepts and arguments discussed in lectures and assigned readings. **November 2.**

Case study paper and presentation: 50%

Students write a case study paper which is expected to develop step by step in the following manner.

A. Identify a social movement that interests and motivates you to research about. It can be a historical case or a present-day example, including activism you were involved in or currently participating. **1-page description due by October 5.**

B. Describe what the social movement is about (core claims, goals, and target), who the major

participants are, what forms of collective action and protest they engage in, and what cultural representations they use. 5 pages due by October 19.

C. Investigate the broader context of the social movement. What are the economic conditions? How is the political opportunity structure shaped? Who are the allies of and opponents to the movement? Are there coalitions and alliances formed locally or globally? 5 pages due by November 9.

D. Examine and evaluate the social movement. Is the social movement a success or failure? What are the achievements and how were they gained? What were the sources for success or failure? How is this social movement comparable to other similar cases? What are its uniqueness and commonalities? Finally, what do we learn about social movements in general from the examination of this specific case? 5 pages & a list of references due by November 23.

E. Depending on the specific topic of each case, students will be asked to do a short presentation in class that discusses a similar topic.

F. An accumulated final report of the case study (15 pages) should be submitted on November 30.

Rules for grading and evaluation

Grade scale:

A: Above 94	B+: 87-90	C+: 77-80	D: Below 70
A-: 91-93	B: 84-86	C: 74-76	F: Below 60
	B-: 81-83	C-: 71-73	

Late submissions: Assignments that fail to meet the deadlines will result in losing one third of a letter grade for every 24-hour tardiness from the original due date.

Incomplete: No incomplete will be granted in this course unless the student provides evidence of emergencies such as family bereavement or medical treatment.

Missed tests: Students who miss a test will receive a mark of zero. Students who miss a test due to a medical or family crisis will be given the opportunity to write a make-up test if within three days they provide the instructor with a written request for special consideration by explaining why the test was missed and accompanying proper documentation from a physician or college registrar. The request should include the student's contact information (telephone number and email address) to communicate about the date, time, and place of the make-up test. In case of illness, students must supply a duly completed Verification of Student Illness or Injury Form (available at www.illnessverification.utoronto.ca). A doctor's note is not

acceptable. In case of a family crisis, students must get a letter from the college registrar.

ACADEMIC HONESTY and CLASS ETHICS

Academic integrity/Plagiarism: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that students earn will be valued as a true indication of their individual academic achievement. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T and students are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind students of these expectations and help them avoid accidental offences, I will ask students to include a signed Academic Integrity Checklist with every assignment. Assignments

without the inclusion of such a statement will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on the student's transcript. If students have questions about appropriate research and citation methods, seek out additional information from the professor, or from other available campus resources like the U of T Writing Website. If students are experiencing personal challenges that may impact their academic work, please inform the professor or seek the advice of the college registrar.

Turnitin: By taking this course, students agree that all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

ADDITIONAL MATTERS

Writing skills: The quality of writing will greatly impact the grade. Writing skills (clarity, logic, parsimony, organization) are probably the most important skills students need to develop in university. Students in need of improving their writing skills can be assisted by various services and workshops offered by the Academic Success Centre, the Career Centre, and UofT Libraries. <http://www.writing.utoronto.ca/news/writing-plus>

Electronic devices: Cell phones should be turned off during class. Laptops can be used in class for note-taking purposes only. No web browsing is allowed as it inhibits learning and disrupts class discussion. If it is found, points will be deducted from class attendance.

Taping, recording, photographing lectures: Lectures and course materials prepared by the professor are the professor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material are required to ask the professor's explicit permission and may not do so unless permission is granted. This includes tape

recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish the professor's notes to a website or sell them in other form without formal permission.

Accessibility needs: Students with diverse learning styles and needs are welcome in this course. In particular, if students have a disability or health consideration that may require accommodations, please feel free to approach the professor and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

Contacting the professor: If students feel overwhelmed by the course materials or encounter other personal difficulties that may affect their performance in class, they should immediately contact the professor and seek consultation EARLY in the semester. I will be happy to offer any additional guidance that might be needed for each student.

COURSE SCHEDULE

September 14: Introduction and overview

What is a social movement and why do we study it?

September 21: Conceptual foundations of social movements

- S. Tarrow, Chapter 1-4 in *Power in Movement* (Cambridge University Press 1998) p.10-67
- D. Della Porta and M. Diani, "The study of social movements" in *Social Movements: An Introduction* (Blackwell 2006) p.1-29
- D. Snow, S. Soule, and H. Kriesi, "Mapping the terrain" in *The Blackwell Companion to Social Movements* (Blackwell 2007; *Blackwell Companion* hereafter) p.3-13

September 28: Grievances, interests, and identity

- M. Olson, "A theory of groups and organizations" in *The Logic of Collective Action* (Harvard 1965) p.5-52
- T. Gurr, *Why Men Rebel* (Princeton University Press 1970) p.3-58
- D. Della Porta and M. Diani, "Collective action and identity" in *Social Movements: An Introduction* (Blackwell 2006) p.89-113

October 5: Resources and framing for social movements

- F. Piven and R. Cloward, Chapter 1 in *Poor People's Movements* (Vintage 1978) p.1-40
- B. Edwards and J. McCarthy, "Resources and social movement mobilization" in *Blackwell*

Companion p.116-152

-E. Clemens and d. Minkoff, “Beyond the iron law: Rethinking the place of organizations in social movement research” in *Blackwell Companion* p.155-170

-D. Snow, “Framing processes, ideology, and discursive fields” in *Blackwell Companion* p.380-412

October 12: Political opportunities and constraints

-S. Tarrow, Chapter 5 in *Power in Movement* (Cambridge University Press 1998) p.71-90

-H. McCammon et al., “How movements win: Gendered opportunity structures and US women’s suffrage movements” *American Sociological Review* 66 (2001) p.49-70

-T. Caraway, “Political openness and transnational activism” *Politics and Society* 34 (2006) p. 277-304

October 19: Social movements and conventional politics

-M. Hanagan, “Social movements: Incorporation, disengagement, and opportunities” in *From Contention to Democracy* (Rowman & Littlefield 1998) p.3-29

-J. Goldstone, “Introduction” in *States, Parties, and Social Movements* (Cambridge University Press 2003) p.1-24

-H. Kitschelt, “Landscapes of political interest intermediation: Social Movements, interest groups, and parties in the early 21st century” in *Social Movements and Democracy* (Palgrave McMillan 2003) p.81-104

October 26: Social movements and intersectionality

-M. Ferree and S. Roth, “Gender, class, and the interaction among social movements” *Gender and Society* 12-6 (1998) p.626-648

-B. Roth, Introduction and Chapter 1 in *Separate Roads to Feminism in States, Parties, and Social Movements* (Cambridge University Press 2004) p.1-46

-Chun, Lipsitz, and Shin, “Intersectionality as a social movement strategy” *Signs* 38 (2013) p.917–940

-E. Glenn, “Constructing citizenship: Exclusion, subordination, and resistance” *American Sociological Review* 71:1 (2011) p.1-24

November 2: Mid-term test (in class)

November 9: Movement repertoires and outcomes

-J. Scott, Chapter 1 in *Domination and the Arts of Resistance* (Yale University Press 1992) p.1-16

- D. Della Porta and M. Diani, “Action forms, repertoires, and cycles of protest” in *Social Movements: An Introduction* (Blackwell 2006) p.163-192
- N Whittier, “The consequences of social movements for each other” in *Blackwell Companion* p.531-551
- Y. Lee “Sky protest: New forms of labor resistance in neoliberal Korea” *Journal of Contemporary Asia* 45-3 (2015) p.443-464

November 16: Globalization and social movements

- J. Smith, “Transnational processes and movements” in *Blackwell Companion* p.311-335
- D. Featherstone, “Our resistance is as transnational as capital” in *Solidarity: Hidden Histories and Geographies of Internationalism* (Zed Books 2012) p.185-216
- V. Moghadam, “The global justice movement” in *Globalization and Social Movements* (Rowman and Littlefield 2013) p.171-201

* November 19: Last day to drop courses without academic penalty and have them removed from the transcript

November 23: Inequalities, digital media, and social movements

- V. Durac, “Protest movement and political change” *Journal of Contemporary African Studies* 31-2 (2013) p.175-193
- E. Turner, “New movements, digital revolution, and social movement theory” *Peace Review* 25 (2013) p.376-383
- P. Funke and T. Wolfson, “Class in-formation” *Social Movement Studies* 13-3 (2014) p.349-364
- P. Drucker, “Homonationalism and queer resistance” *Against the Current* May/June (2016) p.23-26
- R. Rickford, “Black Lives Matter” *New Labor Forum* 25-1 (2016) p.34-42

November 30: Case study presentation and wrapping up. Final case study paper due.