

Political Sociology III: Social Movements (SOC 6210H)

Fall 2017

University of Toronto, St. George Campus

Time: Mondays 12-2pm

Classroom: Sociology #240

Office hours: Mondays 2-4 pm
or by appointment

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COURSE DESCRIPTION

This is a graduate seminar designed to examine theories of social movements, which constitute an important field of sociological inquiry. Contemporary society and politics cannot be analyzed without an understanding of social movements because they involve individuals' collective action and identity formation, building organizations and coalitions, creating cultural interpretations and innovation, and making institutional change. This seminar will engage in critical examinations of the existing literature of social movements that are guided by various theoretical emphases such as structural grievance, rational choice, resource mobilization, framing and collective identity, and political opportunity structures. Readings include studies that examine classical and contemporary social movement cases across different regions as well as theoretical review pieces and empirically-oriented works. Through this intellectual exploration, students are expected to identify important debates, major contributions, and limitations of the social movement scholarship and to be able to creatively apply the theoretical insights to their own empirical studies.

COURSE MATERIALS

Required text: *D. Snow, S. Soule, and H. Kriesi (eds). The Blackwell Companion to Social Movements*
(Blackwell 2007)

Blackboard: All other readings will be made available on the course Blackboard (Course Reserves).

GRADING AND EVALUATION

Attendance and participation: 20%

-This is a graduate seminar that requires students to attend all scheduled seminars, complete all the readings in time, and be fully prepared to make meaningful contributions to class discussions.

-In case of absence, students need to inform the professor as soon as they can and provide legitimate reasons with supporting documentation.

Reaction papers (5 x 6 points): 30%

-Students prepare a short reaction paper (2-3 pages or around 1000 words) for FIVE classes of their choice throughout the semester. A sign-up sheet will be distributed in the first meeting.

-The reaction paper should NOT be a summary of the readings but a critical review and discussion of contested arguments and research methodologies. The paper should address

- (1) What specific questions about social movements the readings raise
- (2) What answers the readings suggest
- (3) What methods are employed to corroborate the findings and
- (4) What theoretical and methodological strengths and weaknesses the readings entail.

-Reaction papers are due at the beginning of each class. Students bring two hard copies of their paper. Submit one hard copy to the professor and use the other for the student's class discussion.

Discussion leader: 10%

-Out of five classes that students write a reaction paper for, students sign-up for ONE class to lead the seminar and moderate class discussion. To serve as an effective discussion leader, students should be prepared with plans and questions regarding how to proceed, organize, and lead the seminar.

-Bring a one-page discussion plan to class and submit it with the reaction paper to the professor.

Research proposal and presentation: 40%

-Students write a research proposal on a social movement case study. The proposal should

- (1) Identify a social movement case, either a historical case or a present-day example, and 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, what cultural representations they use, and what political outcomes, if any, the movement brought about.
- (2) Discuss what analytical questions the social movement case raises and how the questions relate to the existing theoretical approaches to social movements.
- (3) Describe how you'd study the social movement case. In the research design, include what data and research methods you'd be using.
- (4) Suggest what new argument/explanation you'd like to advance and what new knowledge the case study adds to the field of social movements.

-Students will briefly introduce and discuss their proposal topics on **October 30**.

-Students will present their preliminary proposals on **November 27 and December 4**. Each student will be matched up with a discussant depending on the research topic. Submit a draft proposal to the professor and the assigned discussant **TWO DAYS** prior to the presentation day to

allow the professor and the discussant to return the draft with comments on the day of presentation.

-On the day of presentation, students will speak for 10 minutes about their proposal and a discussant will offer productive comments for 5 minutes.

-Final research proposals should be about 15 pages (or around 6000 words) and a list of references should be included. Students may use a citation method of their own choice but need to use it correctly and consistently.

-Final proposals are due on **December 11**.

ACADEMIC INTEGRITY and ACCESSIBILITY

-Academic integrity is fundamental to learning and scholarship at the University of Toronto. Violating academic integrity or plagiarizing other's work, ideas, or data will not be tolerated and result in severe consequences. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters, which can be found here:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

-Students with diverse learning styles and needs are welcome in this course. If students have a disability or health consideration that requires special accommodation, please contact Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>.

COURSE SCHEDULE

September 11: Introduction and overview

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

Sign-up for reaction papers and discussion leaders

September 18: Social movements, structural grievances, and interests

-D. Della Porta and M. Diani. "The study of social movements" in *Social Movements: An Introduction* (Blackwell 2006):1-29

-D. Snow, S. Soule, and H. Kriesi. "Mapping the terrain" in *The Blackwell Companion to Social Movements* (Blackwell 2007; *Blackwell Companion* hereafter): 3-13

-M. Olson. "A theory of groups and organizations" in *The Logic of Collective Action* (Harvard University Press 1965): 5-52

-M. Hechter. Chapters 1-3 in *Principles of Group Solidarity* (University of California Press 1987): 1-58

-E. Simmons. "Grievances do matter in mobilization" *Theory and Society* 43 (2014): 513-546

September 25: Agency, resources, and movement organizations

- M. Emirbayer and A. Mische. "What is agency?" *American Journal of Sociology* 103-4 (1998): 962-1023
- D. McAdam. Chapters 1-3 in *Political Process and the Development of Black Insurgency* (University of Chicago Press 1999): 3-59
- J. Jasper. "A strategic approach to collective action: Looking for agency in social-movement choices" *Mobilization* 9-1 (2004): 1-16
- B. Edwards and J. McCarthy. "Resources and social movement mobilization" in *Blackwell Companion*: 116-152
- E. Clemens and d. Minkoff. "Beyond the iron law: Rethinking the place of organizations in social movement research" in *Blackwell Companion*: 155-170

October 2: Identity and framing

- E. Goffman. Chapters 1-2 in *Frame Analysis* (Northeastern 1986):1-39
- F. Polletta and J. Jasper. "Collective identity and social movements" *Annual Review of Sociology* 27 (2001): 283-305
- D. Della Porta and M. Diani. "Collective action and identity" in *Social Movements: An Introduction* (Blackwell 2006): 89-113
- D. Snow. "Framing processes, ideology, and discursive fields" in *Blackwell Companion*: 380-412
- H. Koo. Chapter 6 in *Korean Workers: The Culture and Politics of Class Formation* (Cornell University Press 2001): 126-152
- F. Chen and M. Tang. "Labor conflicts in China" *Asian Survey* 53-3 (2013): 559-583

October 16: Political processes and opportunities (Room change: #385)

- D. Meyer. "Protest and political opportunities" *Annual Review of Sociology* 30 (2004):125-145
- H. Kitschelt. "Political opportunity structures and political protest" *British Journal of Political Science* 16 (1986): 57-85
- S. Tarrow. Chapter 5 in *Power in Movement* (Cambridge University Press 1998): 71-90
- D. McAdam. Chapters 5-6 in *Political Process and the Development of Black Insurgency* (University of Chicago Press 1999): 65-145
- J. Goodwin and J. Jasper. "Caught in a winding, snarling vine: The structural bias of political process theory" *Sociological Forum* 14 (1999): 27-54
- H. McCammon et al. "How movements win: Gendered opportunity structures and US women's suffrage movements" *American Sociological Review* 66 (2001): 49-70

October 23: Social movements and conventional politics

- M. Hanagan. "Social movements: Incorporation, disengagement, and opportunities" in *From Contention to Democracy* (Rowman & Littlefield 1998): 3-29
- J. Goldstone. "Introduction" in *States, Parties, and Social Movements* (Cambridge University Press 2003): 1-24
- D. Van Cott. Chapter 1-2 in *From Movements to Parties in Latin America* (Cambridge University Press 2005): 1-48
- E. Amenta and N. Caren. "The legislative, organizational, and beneficiary consequences of state-oriented challengers" in *Blackwell Companion*: 461-488
- K. Kalandadze and M. Orenstein. "Electoral protests and democratization" *Comparative Political Studies* 42-11 (2009): 1403-1425

October 30: Social movements and intersectionality

- M. Ferree and S. Roth. "Gender, class, and the interaction among social movements" *Gender and Society* 12-6 (1998): 626-648
- B. Roth. Introduction and Chapter 1 in *Separate Roads to Feminism* (Cambridge University Press 2004): 1-46
- R. Brubaker. "Ethnicity, race, and nationalism" *Annual Review of Sociology* 35 (2009): 21-42
- Chun, Lipsitz, and Shin. "Intersectionality as a social movement strategy" *Signs* 38 (2013): 917-940

- Preliminary discussion of proposal topics

November 6: Movement repertoires and outcomes

- J. Scott. Chapter 2 and 8 in *Weapons of the Weak* (Yale University Press 1985): 28-41 and 304-350
- D. Della Porta and M. Diani. "Action forms, repertoires, and cycles of protest" in *Social Movements: An Introduction* (Blackwell 2006): 163-192
- V. Taylor and N. Van Dyke. "'Get up, stand up': Tactical repertoires of social movements" in *Blackwell Companion*: 262-293
- N Whittier. "The consequences of social movements for each other" in *Blackwell Companion*: 531-551
- Y. Lee. "Sky protest: New forms of labor resistance in neoliberal Korea" *Journal of Contemporary Asia* 45-3 (2015): 443-464

November 13: Transnational social movements

- J. Smith. “Transnational processes and movements” in *Blackwell Companion*: 311-335
- M. Keck and K. Sikkink. Chapter 1 and 3 in *Activists Beyond Borders* (Cornell University Press 1998): 1-38 and 79-120
- D. Featherstone. “Our resistance is as transnational as capital” in *Solidarity: Hidden Histories and Geographies of Internationalism* (Zed Books 2012): 185-216
- B. Silver. Chapters 1-2 in *Forces of Labor: Workers’ Movements and Globalization since 1870* (Cambridge University Press 2003): 1-74

November 20: New topics and methods for social movement studies

- M. Castells. Opening and “Changing the world in the networked society” in *Networks of Outrage and Hope* (Polity Press 2012): 1-19 and 218-243
- R. Rickford. “Black Lives Matter” *New Labor Forum* 25-1 (2016): 34-42
- Chapters 1, 6, and 8 in B. Klandermans and S. Staggenborg (eds) *Methods of Social Movement Research* (University of Minnesota Press 2002): 3-31, 146-172, and 201-230
- J. Earl et al. “The use of newspaper data in the study of collective action” *Annual Review of Sociology* 30 (2004): 65-80

November 27: Research proposal presentation

December 4: Research proposal presentation and wrapping up

December 11: Research proposals due