

Course Syllabus
Social Movements
SOC479H1F

Department of Sociology
University of Toronto

Summer 2015

Instructor: Bader Araj, Ph.D.

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Class Time: Mondays and Wednesdays 5:00-7:00pm.

Location: SS1078 (Sidney Smith Hall).

Office Hours: Mondays, 3:00-4:30pm, or by appointment. 725 Spadina Ave, room: 389.

T.A: Mitchell D. McIvor (mitchell.mcivor@mail.utoronto.ca).

Prerequisites

SOC201H1 or SOC203H1; and at least .5 FCE at the SOC300+ Level. Students lacking this prerequisite can be removed at any time without notice.

Course Description

In this course we will explore the definition, origin, and theories of social movements as well as related topics, including mobilization, recruitment, as well as movement growth and decline. These topics will be examined and applied to different types of social movements such as aboriginal movements, the women's movement, the gay and lesbian rights movement, the civil rights movement, the environmental movement, and the Occupy Wall Street movement. Social movements "are important means of bringing about political and cultural change through collective action" (Staggenborg, 2012: vi) Therefore, the relationship between social movements and social change will be discussed in depth. Finally, or suicide terrorism is arguably the most extreme form of "protest" as it requires the death of the protester and aims to inflict maximum damage on the target state or government. Since students of social movements have been investigating the relationship between harsh state repression and protests for more than four decades, some attention will be devoted to the relationship between social movements and suicide terrorism.

Required Texts

A. Books

Goodwin, Jeff and James M. Jasper (eds). 2003. *The Social Movements Reader*. U.S: Blackwell Publishing.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. Canada: Oxford University Press.

B. Journal Articles

Araj, Bader. 2012. "The Motivations of Palestinian Suicide Bombers in the Second *Intifada* (2000-05)," *Canadian Review of Sociology* 49, 3:211-232.

Araj, Bader. 2008. "Harsh State Repression as a Cause of Suicide Bombing: The Case of the Palestinian-Israeli Conflict." *Studies in Conflict and Terrorism* 31: 284-303.

Benford, Robert D. and David A. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment," *Annual Review of Sociology* 26: 611-39.

Brym, Robert. 2012. "What is the relationship between terrorism and social movements?" *Mobilizing Ideas*: <http://mobilizingideas.wordpress.com/2012/04/02/what-is-the-relationship-between-terrorism-and-social-movements/>

Lois Becket, "Globalizing Occupy Wall Street: From Chile to Israel, Protests Erupt," *ProPublica.com*, October 25, 2011, <http://www.propublica.org/article/putting-the-global-occupymovement-in-context/single>

Pichardo, Nelson A. 1997. "New Social Movements: A Critical Review." *Annual Review of Sociology* 23: 411-30.

Wilkes, Rima. 2006. "The Protest Actions of Indigenous Peoples: A Canadian-U.S Comparison of Social Movements Emergence." *American Behavioral Scientist* 50, 4: 510-25.

Note: Journal articles assigned for this course are available online through the University of Toronto library system. If you do not know how to access online journal articles, contact the library at 416-978-8450.

Recommended Text:

Brym, Robert and Bader Araj. 2006. "Suicide Bombing as Strategy and Interaction: The Case of the Second *Intifada*." *Social Forces* 84: 1969-86.

Jasper, James. 1997. *The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements* Chicago: University of Chicago Press.

McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspective on Social Movements*. New York: Cambridge University Bridge.

Tarrow, Sidney G. 2011. *Power in Movement: Social Movements and Contentious*. Revised and Updated Third Edition. Cambridge: Cambridge University Press.

Tilly, Charles and Sidney Tarrow. 2007. *Contentious Politics*. Boulder CO: Paradigm.

Wiktorowicz, Quintan (ed.). 2004. *Islamic Activism: A Social Movement Theory Approach*. Indiana: Indiana University Press.

Course Requirements

- **Test # 1**.....(30%). **May 27, Wednesday.**
- **Test # 2**.....(25%). **June 15, Monday.**
Questions of the first and second tests will come directly from assigned readings and lecture/discussion in class.
- **A research paper**(30%). **Due June 17, Wednesday.**
You will write a research paper (10-15 pages, typed, double-spaced) for 25% of your grade. The research subject must be related to at least one of the course subjects of students' choice but after consultation with the instructor.
- **Presentations of Research Papers**.....(5%). **June 17, Wednesday.**
- **Attendance and Participation**.....(10%). Attendance is required. Students are responsible for all material presented in class (see Course Policies for more details).

Course Objectives

By the end of this course students are expected to have achieved an understanding of the following:

- major theoretical perspectives and debates in the study of social movements
- social movements of particular social importance

- how social movements succeed or fail
- how to use sociological theories and empirical research to analyze social movements
- the relationship between social movements and social change

Course Outline and Readings

- **1ST CLASS, Monday May 11: Introduction and Overview of the Course, Definition and Origin of Social Movements, as well as Social Movements and Social Change.**

Required Reading

Eyerman, Ron and Andrew Jamison. 2003. "Movements and Cultural Change," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 367-369). U.S: Blackwell Publishing.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "Introduction" (pp. 1-9) and "Social Movements and Social Change" (182-187). Canada: Oxford University Press.

Recommended Resources

McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspective on Social Movements*. New York: Cambridge University Bridge

- **2ND CLASS, Wednesday May 13: Theories of Social Movements and Collective Action**

Required Reading

Goodwin, Jeff and James M. Jasper. 2003. "Editors' Introduction," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 4-7). U.S: Blackwell Publishing.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition . "Theories of Social Movements and Collective Action: Collective Behavior Theory" (pp.13-18). Canada: Oxford University Press.

- **Monday May 18: Victoria Day: University closed.**
- **3rd CLASS, Wednesday May 20: Resource Mobilization and Political Process Theories**

Required Reading

Jasper M., James. 2003. "The Emotions of Protest," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp.153-162). U.S: Blackwell Publishing.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "Resource Mobilization and Political Process Theories" (pp.18-23). Canada: Oxford University Press.

- **4th CLASS, Monday May 25: New Social movement Theory, A synthetic Approach, and New Direction in Social Movement Theory.**

Required Reading

Inglehart, Ronald. 2003. "Changing Values in Post-Industrial Societies," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 64-71). U.S: Blackwell Publishing.

Pichardo, Nelson A. 1997. "New Social Movements: A Critical Review." *Annual Review of Sociology* 23: 411-30.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "New Social Movements Theory" (pp. 23-29). Canada: Oxford University Press.

- **5th CLASS, Wednesday May 27: Test # 1 (30%)**
- **6th CLASS, Monday June 1: Mobilization, Framing, and Recruitment.**

Required Reading

Benford, Robert D. and David A. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment," *Annual Review of Sociology* 26: 611-39.

Ganz, Marshall. 2003. "Another Look at Farmworker Mobilization," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 282-299). U.S: Blackwell Publishing.

McAdam, Doug. 2003. "Recruits to Civil Rights Activism," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader*. (pp.55-63). U.S: Blackwell Publishing.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "Issues in the Study of Social Movements and Collective Actions" (pp. 30-55). Canada: Oxford University Press.

Recommended Resources

McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer,"

Oliver, Pamela and Hank Johnston. 1999. "What a Good Idea! Ideology and Frames in Social Movement Research." *Mobilization* 5: 37-54.

Tilly, Charles. 1978. *From Mobilization to Revolution*. Reading, Mass: Addison Wesley.

- **7th CLASS, Wednesday June 3: Social Movements and Suicide Terrorism**

Required Reading

Araj, Bader. 2008. "Harsh State Repression as a Cause of Suicide Bombing: The Case of the Palestinian-Israeli Conflict." *Studies in Conflict and Terrorism* 31: 284-303.

Araj, Bader. 2012. "The Motivations of Palestinian Suicide Bombers in the Second *Intifada* (2000-05)," *Canadian Review of Sociology* 49, 3:211-232.

Brym, Robert. 2012. "What is the relationship between terrorism and social movements?" *Mobilizing Ideas*: <http://mobilizingideas.wordpress.com/2012/04/02/what-is-the-relationship-between-terrorism-and-social-movements/>

Recommended Resources

Bloom, Mia. 2005. *Dying to Kill: The Allure of Suicide Terror*. New York: Columbia University Press.

Brym, Robert and Bader Araj. 2006. "Suicide Bombing as Strategy and Interaction: The Case of the Second *Intifada*." *Social Forces* 84: 1969-86.

Huntington P, Samuel. 1996. *The Clash of Civilizations and the Remaking of the World Order* New York: Simon and Schuster.

Pape, Robert. 2005. *Dying to Win: The Strategic Logic of Suicide Terrorism*. New York: Random House.

- **8th CLASS, Monday June 8: American Civil Rights and Women's Movements**

Required Reading

Blumberg, Rhoda. "The Civil Rights Movement," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader*. U.S: Blackwell Publishing.2003. pp.14-21.

Freeman, Jo. "The Women's Movement," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 23-31). U.S: Blackwell Publishing. 2003.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "American Civil Rights Movements" (pp. 61-64) and "The Women's Movement" (94-115). Canada: Oxford University Press.

Recommended Resources

Morris, Aldan D. 1984. *The Origins of the Civil Rights Movements: Black Communities Organizing for Change*. New York: Free Press.

Rebick, Judy. 2005. *Ten Thousand Roses: The Making of a Feminist Revolution*. Toronto: Penguin Canada.

- **9th CLASS, Wednesday June 10: Aboriginal, Gay and Lesbian Rights Movement, and Occupy Wall Street Movements.**

Required Reading:

D'Emilio, John. 2003. "The Gay Liberation Movement," in Jeff Goodwin and James M. Jasper, eds., *The Social Movements Reader* (pp. 32-37) . U.S: Blackwell Publishing.

Lois Becket, "Globalizing Occupy Wall Street: From Chile to Israel, Protests Erupt," *ProPublica.com*, October 25, 2011,
<http://www.propublica.org/article/putting-the-global-occupymovement-in-context/single>

Ramos, Howard. 2012. "Aboriginal Protest," (71-93) in Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. Canada: Oxford University Press.

Staggenborg, Suzanne. 2012. *Social Movements*. Second Edition. "The Gay and Lesbian Movements" (pp. 116-135). Canada: Oxford University Press.

Wilkes, Rima. 2006. "The Protest Actions of Indigenous Peoples: A Canadian-U.S Comparison of Social Movements Emergence." *American Behavioral Scientist* 50, 4: 510-25.

Recommended Resources

Adam, Barry D. 1995. *The Rise of a Gay and Lesbian Movement*. New York: Twayne Publishers.

- **10th CLASS, Monday June 15: Test # 2 (25 percent).**
- **11th CLASS, Wednesday June 17: Presentations of Research Papers. Research papers are due on this date.**

Note: The last day of classes is Friday, June 19, 2015.

Course Policies

- ***Attendance and Participation.*** Attendance is required. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material

covered, as well as information regarding any administrative announcements that may have been made. Students are expected to complete all assigned readings in advance of the class period for which they are assigned.

- **Course Website:** The course website prepared on the Blackboard system is available at portal.utoronto.ca. The site will contain the course syllabus, all handouts, links of interest, and course announcements. Students are responsible for the content of all course materials. Discussion boards have been enabled on the course web site. All students are expected to behave respectfully towards their classmates and towards the professor and T.A.s.
- **Email.** When emailing your instructor or TAs, **you must use your utoronto.ca address**, as this is the only address we can be sure is yours. Please also be sure to include "SOC479" in the subject line. All students are responsible for checking their official utoronto.ca email addresses regularly, including the evening before class. While the instructor and TA's do their best to be available for students, a prompt reply cannot be guaranteed if your email comes within 24 hours of a test, assignment, or exam, or if your email is submitted over the weekend. If you have a question or need to meet with the instructor, please give reasonable time for them to respond.
- **Make-up Tests:** Students who miss a test will receive a mark of zero; **UNLESS within five days** of the missed test, students who wish to write the make-up test give the instructor a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar**. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.
- **Assignment Submission.** Assignments are due online through turnitin.com by 11.59pm the specified due date. Assignments submitted after this time and date and/or not submitted through turnitin.com will be considered late. Normally, students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.
- **Late/ missed Assignments.** Late assignments will be penalized 5 percentage points per day (including weekends and holidays). Students may, at the discretion of the

instructor, have a late assignment excused with proper documentation. To qualify for an excused lateness, you must submit an original University of Toronto Verification of Student Illness or Injury Form completed by a doctor who treated you on or before the day the assignment is due. The Form is available on the University of Toronto's web site and may be completed by a Health Services physician or by your own physician: <http://www.illnessverification.utoronto.ca/> The form must be placed in a sealed envelope and be addressed to the instructor. No other medical certification will be accepted.

If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope and be addressed to the instructor. Documentation must be presented within one week of the missed assignment.

- ***Last Day to Drop Courses.*** Note that 29 July (Tuesday) is the last day to drop courses with S section codes from academic record and GPA. After this deadline a mark is recorded for each course, whether course work is completed or not.
- ***Final Examinations:*** All final examinations are scheduled and run by the Office of the Faculty Registrar (OFR) in the Final Exam Period. No test may occur in the Final Exam Period that is not scheduled by the OFR. Students who miss a final exam must petition to the Faculty through their College Registrar's Office for an opportunity to write a deferred exam.
- ***Term Work Due Dates.*** Term work is due during term. The instructor may give informal extensions up to the end of the Final Exam Period, but not beyond. After that point, a student must petition for an extension through their College Registrar's Office.
- ***Use of Writing Centers.*** All students are encouraged to use their available writing centres. Writing tutors help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are *not* within the primary scope of the writing labs' services.
- ***Academic Integrity.*** 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 you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. 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 U of T, and you 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.

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 your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the U of T Writing Website: <http://www.writing.utoronto.ca/>

- **Accessibility Accommodations.** The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://www.accessibility.utoronto.ca/> as soon as possible.
- **Additional Information and Links.** All undergraduate students taking summer courses in the Faculty of Arts and Science are eligible to use any of the five college writing centres that remain open in the summer: Innis College, New College,

University College, Victoria College and Woodsworth College Writing Centres. Students can find information about making writing centre appointments in the summer session at <http://writing.utoronto.ca/news>.

The teaching approach of the college writing centres is described at <http://www.writing.utoronto.ca/writing-centres/learning>.

More than 60 advice files on all aspects of academic writing are available from www.writing.utoronto.ca/advice. Printable PDF versions are listed at www.writing.utoronto.ca/about-this-site/pdf-links. For more information on “How Not to Plagiarize” and other advice on documentation format and methods of integrating sources; these are listed in the section at www.writing.utoronto.ca/advice/using-sources.

Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>. The non-credit August course ELL010H will take enrolment via ROSI starting in mid- to late July. For more information, please contact the ELL Coordinator, Leora Freedman, at leora.freedman@utoronto.ca

- **Writing Centre Support– Summer 2015.** Five college writing centres are open this summer:
 - Innis College Writing Centre
 - New College Writing Centre
 - University College Writing Centre
 - Victoria College Writing Centre
 - Woodsworth College Academic Writing Centre.

All undergraduate students taking summer courses in the Faculty of Arts and Science can make appointments in these writing centres, no matter their college affiliation.

Go to www.writing.utoronto.ca/news for information. Check out the advice files at www.writing.utoronto.ca/advice

THE END