

Social Movements

Instructor: Fedor A. Dokshin, PhD

Class: Tue 10am to 12pm

Location: SS 1073

E-mail: fedor.dokshin@utoronto.ca

Class website: <https://q.utoronto.ca>

Office: Room 372 at Sociology Dept.
725 Spadina Ave, 3rd floor

Office Hours: Tuesdays, 12:30-2:30pm

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Course Description and Aims

Some of history's most consequential changes were triggered, in whole or in part, by social movements—collections of people working outside traditional political channels toward a common purpose. These transformative movements include the French, American, and Russian revolutions, decolonization, movements for Civil Rights and for Women's Rights among many others. The use of social movement tactics has only increased in recent decades with groups—ranging from students, to environmentalists, to right-wing radicals—adopting social movement tactics. This course is designed to introduce the major theories of social movements and central approaches to studying social movements. We will examine the changing definitions of social movements, their strategies and tactics, who participates in social movements (and why), and the broader societal conditions that influence movement emergence and retreat. In the course of the semester, we will discuss a range of historical and contemporary examples of social movements.

Prerequisite

The prerequisite to take this course is 1.0 SOC at the 200+ level. Students without this prerequisite will be removed at any time and without notice.

Learning Components and Course Requirements

Lectures:

Weekly lectures will introduce new content in addition to discussing the key concepts and techniques introduced in the week's readings. **Responsibility of being aware of what the professor says in lectures (including administrative announcements) rests with the student.**

Readings:

Each week (except during test weeks) you are required to complete assigned readings (and watch any assigned videos) in advance of the week's lecture. You are also required to contribute to the Quercus discussion of one of the readings/videos (see below for details). All readings will be available on Quercus and links to the videos are embedded in the "Course Schedule," below.

Weekly contributions to the discussion board:

Every week that there are readings except Week 1 (so, Weeks 2-5 and 7-11), you are required to contribute to the Quercus discussion board. Make sure you post in the forum for the current week. You may start a new thread by introducing a question or comment about a reading. Alternatively, you may choose to respond to someone else's post. Try to maintain the focus on broad themes and tensions in the reading(s). Contributing to the discussion in each of the 9 weeks will earn you 4.5% of your final grade. There is no strict length requirement, but to receive full credit your contribution must engage substantively with some core issue in the week's content.

Case study paper:

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

1. 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 are currently participating in. **1-page introduction to the case is due on January 29th (submit electronically through Quercus).**
2. Describe what the social movement is about (core claims, goals, target), who the major participants are, what forms of collective action and protest they engage in, and what cultural representations they use. **5-page description on March 2nd (submit electronically through Quercus).**
3. Apply one theory or concept from the semester to develop an insight into your empirical case. A more detailed guide to this assignment will be provided later in the semester. **5-page analysis due in lecture on March 28 (submit in hard copy, as an accumulated report).**

Detailed instructions and rubrics for each assignment will be posted on Quercus. You will submit each assignment online, through the course website. **This course will use Turnitin to help identify plagiarism in written work.**

Two In-Class Tests:

Two in-class tests will be given. The first, on 12 February, will consist of material from classes 1-5. The second test will be given on the last day of class (2 April) and will cover material from classes 7-11. You will have 1 hour and 50 minutes to complete the test. **Please bring your student identification.** Also, make sure that you have several pencils and pens in case one or more of your writing instruments stops working. **No final exam will be given during the final exam period.**

Evaluation Components

	Number of occasions	Percent value	Total percent of final mark	Due date
Syllabus quiz	1	0.5%	0.5%	11-Jan
Contribution to discussion board on Quercus	9	0.5% each	4.5%	Mondays before each lecture
In-class test 1	1	25%	25%	12-Feb
In-class test 2	1	25%	25%	2-Apr
Case study paper (part 1)	1	10%	10%	1-Feb
Case study paper (part 2)	1	17.5%	17.5%	1-Mar
Case study paper (part 3)	1	17.5%	17.5%	29-Mar
			100% (total)	

Communication and Quercus

Email:

Please use your U of T email address to communicate with me about **personal matters**, or to communicate with the TAs. You can expect us to respond to your emails within 24 hours, M-F 9am-5pm. Here's a couple of important points about email communication:

- Please note that the instructor and TA will not respond to emails about issues that are clearly specified in the syllabus (e.g., due dates, office hours times).
- Address your questions about assignments and grades to the TA.
- Requests to make-up tests and other accommodations should be sent to the course instructor (Professor Dokshin), not the TA.
- All emails should include the course code SOC360 in the subject line, and be signed with the student's full name and student number.

Quercus website and discussion board:

The University of Toronto Quercus system will contain the course syllabus, readings, assignments, discussion board, and course announcements. To clarify **questions** regarding the **syllabus, and assignments**, please use the discussion board titled **"General Course Questions"** on the Quercus site. A TA will actively monitor the discussion board and will respond to any questions posted there.

Office hours:

Do not hesitate to come talk to me if you have questions or concerns about the class, or if you need assistance. You do not need to email me in advance, if you plan to stop by during office hours. My regular office hours are listed at the top of the syllabus document.

Late Work and Make-up Tests

Discussion board contributions:

Weekly contributions to the discussion board must be posted by 7pm on Monday (the day before our lecture). Late comments are not helpful and will not be accepted. If you have a legitimate reason for missing this deadline, you must email the TA **within three days** of the missed deadline and submit the necessary documentation (see below). You will then be allowed to make up the work by contributing an additional comment to the next week's discussion (i.e., you'll be expected to submit two comments/questions for the following week).

Case study assignment:

There are three deadlines for the three components of the case study assignment. These assignments must be submitted by **the beginning of lecture**. Late submission will result in a 5% deduction for each day the assignment is late (starting with the day the assignment is due), unless you have a legitimate, documented reason beyond your control. **Notify the Professor and your TA** promptly, if you intend to submit your assignment late to arrange for the submission of the lab assignment with the necessary documentation (see below).

Make-up tests:

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must give their TA a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar** (see below). **Make-up tests will be held one week after the original date, during class time.** You should arrange to get lecture notes from a classmate. 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.

Documentation:

If you miss a test or assignment deadline, you must provide one of the following types of documentation can serve to verify a legitimate reason:

1. **Verification of Student Illness or Injury Form:**
 - o In case of illness, you must supply a completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is acceptable, but **MUST** contain the start and anticipated end date of the illness.
2. **College registrar's letter:**
 - o 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).
3. **Letter from Accessibility Services**
 - o This documentation is useful for ongoing medical issues that require special accommodation.

Grade Appeals

The instructor and teaching assistants do their best to mark work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our marking duties. If you believe that your test or lab assignment has been mismarked, please adhere to the following rules

- For basic mathematical errors, simply alert the TA of the error.
- In the case of more substantive appeals, **you must wait at least 24 hours** after receiving your mark. If you wish to appeal, please submit a thorough written explanation to Professor Dokshin of why you think your mark should be altered. If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up. **You have 30 days after receiving a mark to appeal it.**

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 the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

- Obtaining or providing unauthorized assistance on any assignment including:
 - o working in groups on assignments that are supposed to be individual work;
 - o having someone rewrite or add material to your work while "editing";
 - o crowdsourcing assignment answers through Facebook or another forum.
- Lending your work to a classmate who submits it as his/her own without your permission.
- 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.
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

Accessibility Needs

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Course Schedule

Week	Date	Topic & Reading	Assignments Due
1	08-Jan	Introduction and overview	Syllabus quiz due on Fri, 11-Jan, 11:45pm.
2	15-Jan	<p>Conceptual foundations of social movement research</p> <p>Tarrow, Sidney. 2011. <i>Power in Movement: Social Movements and Contentious Politics</i>. (3rd edition); Chapters 1-4 (p.16-91)</p> <p>D. Snow, S. Soule, and H. Kriesi, "Mapping the terrain" in <i>The Blackwell Companion to Social Movements</i> (p.3-13)</p>	Contribute to Quercus Discussion by 7pm on Monday
3	22-Jan	<p>Grievances and interests</p> <p>Marx and Engels. "The Communist Manifesto."</p> <p>Olson. "A theory of Groups and Organizations" (p.5-52)</p> <p>Gaventa. 1980. <i>Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley</i>. Ch. 1 (p.3-32).</p>	Contribute to Quercus Discussion by 7pm on Monday
4	29-Jan	<p>Resources and organization</p> <p>Edwards and McCarthy, "Resources and social movement mobilization" in <i>Blackwell Companion</i> p. 116-152.</p> <p>Han. <i>How Organizations Develop Activists</i>. Ch. 1 & Ch. 3 (p.1-28; p.62-88)</p>	<p>Contribute to Quercus Discussion by 7pm on Monday</p> <p>1-page introduction of case study due on Friday (Feb 1) at 5 pm. Submit through Quercus.</p>
5	05-Feb	<p>Framing and collective identity</p> <p>Snow et al. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation." <i>American Sociological Review</i> 51:464-481.</p> <p>Polletta and Jasper. 2001. "Collective Identity and Social Movements." <i>Annual Review of Sociology</i> 27:283-305.</p> <p>Ghaziani and Baldassarri. 2009. "Cultural Anchors and the Organization of Differences: A Multi-method Analysis of LGBT Marches on Washington." <i>American Sociological Review</i> 76(2):179-206.</p>	Contribute to Quercus Discussion by 7pm on Monday
6	12-Feb	In-Class Test 1	In-Class Test 1
Reading week—No Class			
7	26-Feb	<p>Political opportunities and constraints</p> <p>Tarrow. 2011. <i>Power in Movement: Social Movements and Contentious Politics</i>. (3rd edition); Chapter 8 (p.157-180)</p>	<p>Contribute to Quercus Discussion by 7pm on Monday</p> <p>5-page description of case study due on Friday (Mar 1) at 5 pm. Submit through Quercus.</p>

Week	Date	Topic & Reading	Assignments Due
		<p>McCammon et al. 2001. "How Movements Win: Gendered Opportunity Structures and U.S. Women's Suffrage Movements, 1866 to 1919". <i>American Sociological Review</i> 66(1):49-70.</p> <p>King, Pan, and Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." <i>American Political Science Review</i>.</p>	
8	05-Mar	<p>Who participates in social movements?</p> <p>Klandermans. "The Demand and Supply of Participation: Social-Psychological Correlates of Participation in Social Movements" in <i>Blackwell Companion</i> p. 360-379.</p> <p>McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." <i>American Sociological Review</i> 92(1):64-90.</p> <p>Schussman, Alan, and Sarah A. Soule. 2005. "Process and Protest: Accounting for Individual Protest Participation." <i>Social Forces</i> 84(2):1083-1108.</p>	Contribute to Quercus Discussion by 7pm on Monday
9	12-Mar	<p>Right-wing movements and populism</p> <p>Rydgren. 2007. "The Sociology of the Radical Right." <i>Annual Review of Sociology</i> 33:241-62.</p> <p>Bonikowski. 2017. "Ethno-Nationalist Populism and the Mobilization of Collective Resentment." <i>The British Journal of Sociology</i> 68:S181-S213.</p> <p>Bail. 2011. "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks." <i>American Sociological Review</i> 77(6):855-879.</p>	Contribute to Quercus Discussion by 7pm on Monday
10	19-Mar	<p>Firms, industries, and social movements</p> <p>King and Pearce. 2010. "The Contentiousness of Markets: Politics, Social Movements, and Institutional Change in Markets" <i>Annual Review of Sociology</i> 36:249-67.</p> <p>Hayagreeva Rao. <i>Market Rebels</i>. (Chapters 1, 2, and 8).</p>	Contribute to Quercus Discussion by 7pm on Monday
11	26-Mar	<p>Social movements in the age of the Internet</p> <p>Watch "Clay Shirky - Here Comes Everybody: the power of organising without organisations" on YouTube (Link: https://www.youtube.com/watch?v=fSJCcDiD-zw).</p> <p>Gladwell. 2010. "Small Change: Why the Revolution Will not be Tweeted." <i>The New Yorker</i>.</p> <p>Tufekci. 2017. <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. (Preface, Introduction, Chapters 1 and 8)</p>	<p>Contribute to Quercus Discussion by 7pm on Monday</p> <p>5-page analysis of case study due on Friday (Mar 29) at 5 pm. Submit through Quercus.</p>
12	02-Apr	In-class test 2	