

**SOC360H1S: Social Movements**  
**University of Toronto**

Term: Winter 2020 - Lecture Date/Time: Tuesday, 10-12. Location: SS1073

**Instructor:** Sébastien Parker

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**Office:** 725 Spadina Ave, Room: 335

**Office Hours:** Wednesdays, 1:00pm-3:00pm

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**Teaching Assistant:** Maria Finnsdottir

**Email:** maria.finnsdottir@mail.utoronto.ca

**Office Hours:** Posted periodically on Quercus.

### Course Description

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This course examines the sociological study of collective action. Students will explore how movements in a variety of historical and global contexts endeavor to produce social change. In this process, we will examine political and cultural opportunities and obstacles, organizational dynamics, resources, collective action frames, strategies and tactics.

**Prerequisites:** 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed without notice.

### Learning Objectives

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There are 5 learning objectives in this course:

- 1) To critically read, analyze and write about sociological literature on social movements
- 2) To understand and explain key ideas in relation to social movements
- 3) To draw connections between the themes explored for different case studies
- 4) To apply insight from studies on social movements to pursue independent research on a self-chosen topic
- 5) To be able to engage in ongoing discussions on contemporary sociological issues related to social movements

### Evaluation Components

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Type	Due Dates	Weight
Class Participation	Ongoing	15%
In-class Test 1	February 11	20%
Research Proposal	February 23, 11:59 pm	10%
In-class Test 2	March 31	25%
Research Paper	April 5, 11:59 pm	30%

### Grading Descriptions

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#### **Class Participation**

5 times during the term, you will be asked to answer participation questions. You will do so in groups of 4 or 5. In your groups, you will have the opportunity to discuss and apply key ideas discussed during the lectures. You will also be asked to write down your discussion notes. Satisfactory participation is worth 2%, while unsatisfactory participation is worth 1%. You must attend lecture to earn participation marks.

Please note: if you write in an absent student's name for the participation assignment, your entire group will receive a 0.

There will also be an in-class discussion on March 24<sup>th</sup>, which will count for 5% awarded towards your participation mark. Details for the discussion will be communicated the week before. You are expected to have prepared discussion notes on your group's assigned reading. You will be marked on your discussion notes and for participating during the discussion. There will be added incentives for great participation.

### **Research Proposal (2-3 pages) and Final Research Paper (6-8 pages)**

For the written assignment, you have to identify a social movement that interests and motivates you. It can be a historical case or a present-day example, including activism you were involved in or are currently participating in. You will have to describe what the social movement is about (i.e., core claims, tactics, goals, target). Most importantly, you will have to apply a theory covered during lectures to develop an insight into your empirical case. More detailed guidelines will be provided on Quercus for both the proposal and the final paper.

Please note: the proposal and final paper are due on Sundays at 11:59 p.m.

### **Test 1 and 2**

You will have 1 hour and 50 minutes to complete each test during which you will have to answer 3 short-answer questions and 1 essay question.

### **Late and Missed Test Policies**

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#### **Handing in assignments**

All assignments must be handed to the instructor electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email. Do not put submissions under the office door of the instructor. The instructor is not responsible for student assignments submitted in this way.

#### **Deadlines**

Please refer to the Due Dates stated on page 1 of the Syllabus. Late work will never be accepted without proper documentation from a student's physician, college registrar or Accessibility Services (see below). Only original copies (i.e., *not* scanned or photographed copies) of medical documentation will be accepted.

#### **Accessibility**

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. Let's ensure you have the proper accommodations to be successful in this class before we get into the thick of it.

#### **Make-up tests**

Students who miss a test will receive a mark of zero for that test unless they have proper documentation from their physician, college registrar or accessibility services. Within 48 hours of the scheduled test date, students who wish to write the make-up test must give the instructor a written request for special consideration, accompanied by proper documentation from a physician or college registrar (see below), which explains why the test was missed. The request should be accompanied by contact information (the student's email address) so that 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.

**Proper Documentation**

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is acceptable but must contain the start and anticipated end date of the illness.

- 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). This letter must specify the length of the extension that is justified under the circumstances.
- If you are registered with Accessibility Services, your counselor will send an email message on your behalf if you ask them to (with a one-week extension being the norm).

Please provide supporting documentation by email to Instructor Parker. You will then submit your paper on Quercus before the end of the extension – otherwise, it will be considered late.

**Student Responsibilities and Expectations**

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**Attendance and Participation**

Students are expected to attend all classes and to participate actively by 1) completing assigned readings, 2) engaging in in-class discussions, and 3) by keeping up to date on course information posted on Quercus. In all activities, students are to be respectful of fellow classmates, guest speakers, and teaching/administrative staff.

**Classroom Etiquette**

These are some basic rules that will help everybody have the best learning experience possible:

- Laptop use: Laptops are only to be used for note-taking. Other uses (e.g., emailing, web-surfing) will result in the student being required to turn off their laptop.
- Turn off cellphones: Please turn off all cellphones and other electronic devices while in class.
- Recordings: Videotaping, recording and photographing lectures is strictly forbidden without written permission from the instructor.

**Email Policy**

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchanges, you must use your official University of Toronto email. Please also include the course code (e.g. SOC360) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., "did you get my email?").

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

**Help from your Teaching Assistant**

Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions of the lectures, readings, tests and position papers, take advantage of your T.A.'s office hours.

**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. 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 your Instructor 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 14 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:
  - working in groups on assignments that are supposed to be individual work;
  - having someone rewrite or add material to your work while “editing”;
  - 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.

**Required Readings & Course Schedule**

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**Required readings**

All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus. Please refer to the proper week in the Modules tab.

**Course Schedule**

Students are expected to complete all required readings prior to each lecture.

Note: every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

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**Week 1 – January 7<sup>th</sup>**

Outline of the course and expectations. Foundations of social movement research and theories.

Readings:

1. Snow, David, Soule, Sarah, Kriesi, Hanspeter, and Holly J. McCammon. 2019. "Mapping the terrain" in *The Blackwell Companion to Social Movements*: 3-13.

**Week 2 – January 14<sup>th</sup>**

Resource-mobilization, grievances, and incentives

Readings:

1. Kawalerowicz, Jutta, and Michael Biggs. 2015. "Anarchy in the UK: Economic deprivation, social disorganization, and political grievances in the London Riot of 2011." *Social Forces* 94, no. 2: 673-698.
2. Dalton, Russell, Alix Van Sickle, and Steven Weldon. 2010. "The individual-institutional nexus of protest behaviour." *British Journal of Political Science* 40, no. 1: 51-73.
3. Klandermans, Bert. 1984. "Mobilization and participation: Social-psychological expansions of resource mobilization theory." *American Sociological Review*: 583-600.

**Week 3 – January 21<sup>st</sup>**

Framing and collective identity

Readings:

1. Taylor, Verta, & Nancy Whittier. 1992. Collective identity in social movement communities: Lesbian feminist mobilization. In A. D. Morris & C. M. Mueller (Eds.), *Frontiers in Social Movement Theory*: 104-129.
2. McVeigh, Rory, Daniel J. Myers, and David Sikkink. 2004. "Corn, Klansmen, and Coolidge: Structure and framing in social movements." *Social Forces* 83, no. 2: 653-690.
3. Ferree, Myra Marx. 2003. "Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany." *American Journal of Sociology* 109, no. 2: 304-344.

**Week 4 – January 28<sup>th</sup>**

Culture, emotions, and institutions

Readings:

1. Jasper, James M., and Jane D. Poulsen. 1995. "Recruiting strangers and friends: Moral shocks and social networks in animal rights and anti-nuclear protests." *Social Problems* 42, no.4: 493-512.
2. Armstrong, Elizabeth A., and Mary Bernstein. 2008. "Culture, power, and institutions: A multi-institutional politics approach to social movements." *Sociological Theory* 26, no. 1: 74-99.

3. Ghaziani, Amin, and Delia Baldassarri. 2011. "Cultural anchors and the organization of differences: a multi-method analysis of LGBT marches on Washington." *American Sociological Review* 76, no. 2: 179-206.

**Week 5 – February 4<sup>th</sup>**

Structural and perceived opportunities

Readings:

1. McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg, and Christine Mowery. 2001. "How movements win: Gendered opportunity structures and US women's suffrage movements, 1866 to 1919." *American Sociological Review* 66, no. 1: 49.
2. Kurzman, Charles. 1996. "Structural opportunity and perceived opportunity in social-movement theory: The Iranian revolution of 1979." *American Sociological Review*. 153-170.

**Week 6 – February 11<sup>th</sup>**

No Reading for this week.

**In-class Test 1 (20%)**

**Week 7 – February 18<sup>th</sup>**

No Reading for this week.

**Reading Week**

**Note: Research Proposal due by 11:59 p.m. on February 23<sup>rd</sup> (10%)**

**Week 8 – February 25<sup>th</sup>**

Organizational ecologies

Readings:

1. Olzak, Susan, and Emily Ryo. 2007. "Organizational diversity, vitality and outcomes in the civil rights movement." *Social Forces* 85, no. 4: 1561-1591.
2. Minkoff, Debra C. 1999. "Bending with the wind: Strategic change and adaptation by women's and racial minority organizations." *American Journal of Sociology* 104, no. 6: 1666-1703.
3. Soule, Sarah A., and Brayden G. King. 2008. "Competition and resource partitioning in three social movement industries." *American Journal of Sociology* 113, no. 6: 1568-1610.

**Week 9 – March 3<sup>rd</sup>**

Spatial dynamics: proximity, concentration, and local settings

Readings:

1. Dokshin, Fedor A. 2016. "Whose backyard and what's at issue? Spatial and ideological dynamics of local opposition to fracking in New York State, 2010 to 2013." *American Sociological Review* 81(5):921-48.

2. Zhao, Dingxin. 1998. "Ecologies of social movements: Student mobilization during the 1989 prodemocracy movement in Beijing." *American Journal of Sociology* 103, no. 6: 1493-1529.
3. Cunningham, David, and Benjamin T. Phillips. 2007. "Contexts for mobilization: Spatial settings and Klan presence in North Carolina, 1964–1966." *American Journal of Sociology* 113, no. 3: 781-814.

**Week 10 – March 10<sup>th</sup>**

Critical masses, diffusion, and cascades

Readings:

1. Hedström, Peter, Rickard Sandell, and Charlotta Stern. 2000. "Mesolevel networks and the diffusion of social movements: The case of the Swedish Social Democratic Party." *American Journal of Sociology* 106(1):145-72.
2. Seguin, Charles. 2015. "Cascades of coverage: Dynamics of media attention to social movement organizations." *Social Forces* 94, no. 3: 997-1020.
3. Barberá, Pablo, Ning Wang, Richard Bonneau, John T. Jost, Jonathan Nagler, Joshua Tucker, and Sandra González-Bailón. 2015. "The critical periphery in the growth of social protests." *PloS one* 10, no. 11 (2015): 1-15.

**Week 11 – March 17<sup>th</sup>**

Evolutionary dynamics in civil society

Readings:

1. Bail, Christopher A. 2012. "The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks." *American Sociological Review* 77, no. 6: 855-879.
2. Koopmans, Ruud. 2004. "Movements and media: Selection processes and evolutionary dynamics in the public sphere." *Theory and Society* 33, no. 3-4: 367-391.

**Week 12 – March 24<sup>th</sup>**

Your group will be assigned one reading.

**In-Class Discussion (5%)**

**Week 13 – March 31<sup>st</sup>**

No Reading for this week.

**In-Class Final Test (25%)**

**Note: Final Research Essay due by 11:59 p.m. on April 5<sup>th</sup> (30%)**

## Academic Integrity

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Plagiarism: cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the “Code of Behaviour on Academic Matters” in the Calendar of the Faculty of Arts and Science. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source.

Submitting the same work for more than one course: Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence "to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."

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:

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



To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work 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 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](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.