

**SOC360H1S**  
**Social Movements**  
**University of Toronto**  
**Tuesdays & Thursdays, 10-12 (on-line)**

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**Office Hours:** Saturdays between 1 and 2:30 p.m. on BB Collaborate

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**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
Position Paper 1	July 16	25 pts
Take-Home Test 1	July 23	25 pts
Position Paper 2	August 6	25 pts
Take-Home Test 2	August 13	25 pts

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## **Grading Descriptions**

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### **Position Papers**

Twice during the term, students will have to write position papers (2-3 pages, double-spaced). For both papers, 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. Please note that you cannot cover the same social movement twice.

For both papers you will need to forward your own argument based on a selected aspect of a theory covered during the lectures. For the first position paper, you have to choose a theory covered in the first half. For the second position paper, you have to choose a theory from the second half of the course. A document outlining expectations will be posted on Quercus before the first lecture.

### **Take-home Tests**

Twice during the term, students will also have to write an essay based on an assigned prompt (2-3 pages, double-spaced). The first take-home will assess your comprehension for the first half of the term, while the second take-home will assess your comprehension for material covered in the second half. Students will receive the first test question during the first lecture. The second test question will be posted before Session 7.

## **Late and Missed Test Policies**

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### **Handing in assignments**

All assignments must be submitted electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email.

### **Deadlines**

The assignments are due by 10:00 a.m. for the stated date. Please refer to the Due Date stated on page 2 of the Syllabus. Late work will not be accepted without proper documentation (the Declaration of Absence on ACORN).

### **Accessibility**

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

If you miss a test or a paper deadline, do not contact the instructor or a TA unless you have followed the steps described here.

In case of illness, you must supply a completed the Declaration of Absence on ACORN. If you are registered with Accessibility Services, your counselor will need to send an email message on your behalf (a one-week extension being the norm).

## **Student Responsibilities and Expectations**

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This class is completely online. All lectures will be provided to students via Quercus' BB Collaborate function asynchronously, so you can download lectures at your convenience.

### **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.

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.

## 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.

### Session 1

*Outline of the course and expectations*

**Live lecture at 10:00 a.m. on July 7th**

### Session 2

*Resources and Grievances*

#### 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.

### Session 3

*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.

**Session 4***Framing: Local and National*Readings:

1. 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.
2. 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.

**\*Position Paper 1 Due by 10:00 a.m. on July 16th\***

**Session 5***Organizing and Mobilizing*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. 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.

**Session 6**

**\*Take-home Test 1 Due by 10:00 a.m. on July 23rd\***

**Session 7***Social Ecologies*Readings:

1. 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.
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.

**Session 8**

**\*Live tutorial at 10:00 a.m. on July 30: Improving upon your first set of papers\***

**Session 9***Spatial Ecologies*

1. 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.
2. 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.

**Session 10***Critical Mass and Brokerage*Readings:

1. Crossley, Nick, and Joseph Ibrahim. 2012. "Critical mass, social networks and collective action: Exploring student political worlds." *Sociology* 46(4):596-612.
2. Hedström, Peter, Rickard Sandell, and Charlotta Stern. "Mesolevel networks and the diffusion of social movements: The case of the Swedish Social Democratic Party." *American Journal of Sociology* 106, no. 1 (2000): 145-172.
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.

**\*Position Paper 2 due by 10:00 a.m. on August 6th\***

**Session 11***Media cascades and Fringe effects*Readings:

1. Seguin, Charles. 2015. "Cascades of coverage: Dynamics of media attention to social movement organizations." *Social Forces* 94, no. 3: 997-1020.
2. 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(6):855-79.

**Session 12**

**\*Take-home Test 2 Due by 10:00 a.m. on August 13th\***