SOC 432: CROWDS, CULTS, AND SOCIAL MOVEMENTS (Fall 2013)
3 Credit Hours, No Prerequisites

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Class Time: M 5-8 pm
Office Hours:
TBA

COURSE DESCRIPTION: The sociological analysis of non-routine behavior such as riots, panics, crazes, cults, rumors, protests, and social movements

PURPOSE: Social movements and protest have become permanent features of the contemporary social landscape, constantly challenging political institutions and other forms of institutional and cultural authority. These challenges to authority occur both in contexts where there is little hope for people to gain redress through more conventional means for affecting change, and in contexts where we assume there would be more direct routes to political influence, as in democratic states. Within the political arena, movements are carriers not only of grievances about a particular set of issues, but also of frustration with more established political forms of making claims. Those employing social movements for political goals include people who want to extend and strengthen democratic processes, as well as those who are resistant to such changes and, sometimes, even democracy. Indeed, we frequently see different sides of a conflict employing the same social movement tactics. To the extent that social movements have become an increasingly routinized and institutionalized element of contemporary politics, they reflect a permanent skepticism about more conventional democratic procedures. Protest outside institutions is closely linked to the politics inside institutions, and sometimes protest even wells up within institutions in response to the decisions, procedures, or behaviors of authorities. Thus, there are a variety of venues and contexts that support or provoke various kinds of social movements and protest. In this course, we will examine how and why movements emerge and develop and what kinds of influence they might effect.

COURSE OBJECTIVES: We will explore numerous issues in the study of social movements through an examination of both empirical treatments of particular movements (using a range of methods) and various theoretical perspectives. We will be particularly concerned with the sociocultural and political context and consequences of protest, focusing on basic questions, such as: Under what circumstances do social movements emerge? How do dissidents choose political tactics and strategies? And how do movements affect sociocultural and political change? By the end of the quarter, you should have developed sufficient familiarity with a number of significant issues and perspectives to dig deeper into any one of them, and you should also have developed a theoretical foundation to conduct your own research in the area.

TEXT AND REFERENCES:

Snow, David A. and Sarah A. Soule. 2010. *A Primer on Social Movements*. New York: W.W. Norton.

McAdam, Doug. 1988. *Freedom Summer*. Oxford. Oxford University Press.

Additional required readings – available to read and/or download on blackboard,

INSTRUCTIONAL ACTIVITIES: The course objectives will be achieved through an integrated program of reading, lectures, class discussions, research paper, and examinations. You therefore are expected to do the assigned readings, attend class, participate in class and group discussions, write your discussion essays, and complete the exams.

ASSIGNMENTS AND GRADING POLICY

Reading Assignments: The lectures, readings, and class and group discussions are organized to complement and supplement each other. You therefore should remain current with the reading schedule, completing the reading assignments prior to the class session for which they are assigned, in order to gain maximum benefit from the lectures.

Class Lectures and Discussion: You are expected to attend all class meetings having done the required reading, and to come prepared with questions and/or comments that will contribute to class discussion. The lectures are discussions are the most important source of information for the course. Indeed, many of the exam questions will come from the lectures/discussions. It therefore is imperative that you attend class, listen carefully, take detailed notes, and make an effort to participate.

During the second half of the course students will also pair up and be part of the class lecture by presenting their summaries and assessment of the readings for that week. Presentations should be short, not more than ten minutes, and should be geared towards sparking discussion and debate on the concepts/material introduced. Participation in discussions and presentations will be worth 100 points.

Research Paper: You will also submit a final research paper of 2500 words in length (excluding references and notes). You may write a research proposal to analyze an organization, movement, or dynamic that interests you which will include a theoretical overview, an identification of key questions, and a method for answering those questions. Alternatively, you may submit a more conventional term paper, including a presentation of data and analysis. Details of the research paper and expectations will be forthcoming. This is a good opportunity to develop a paper for your senior seminar, to present at a conference, or for applying to graduate school. A list of potential references will be posted on blackboard. The research paper will be worth 150 points.

Examinations: There will be **three exams** during the term. The exams will contain a mixture of a few short-answer and essay questions. The first two exams will be worth 100 points and the final 150 points. Since you are responsible for all material in lectures, discussions, and the reading assignments, the exams will cover this material in detail. Note that the second exam is not comprehensive, but will cover the material discussed and read beyond the first exam. Both the first and second exam will be in class and the final exam will be comprehensive and take-home. It will be handed out at least a week before it is due on blackboard by the end of the final exam time. The dates of each exam are indicated on the course schedule. Exam one and two will be completed on large bluebooks and the final exam will be typed, double-spaced in times new-roman font.

GRADING POLICY: Your final grade will be based on the quality of your performance with respect to the above responsibilities and assignments. The allocation of points for each set of responsibilities is as follows:

Exam 1	100	A	90%-100%	540-600 points
Exam 2	100	B	80%-89%	480-539 points
Exam 3	150	C	70%-79%	420-479 points
Reflection Paper/Presentations/Participation	100	D	60%-69%	360-419 points
Research Paper and Presentation	150	E	< 60%	359 points or less
Total	**600**			

ATTENDANCE POLICY: Excessive absenteeism (more than 2 unexcused absences will result in the student's final letter grade being lowered one letter. Excused absences include personal illness or death of immediate family (documentation required) or other extraordinary personal circumstance (see MSU Undergraduate Bulletin for policies on other circumstances). It is the responsibility of the student to complete or make-up all work missed during an absence including all exams, quizzes, or other assignments. The student must make every attempt to make arrangements with the instructor for making up work before the absence occurs and not after—if the student has no alternative but to make arrangements after the absence that must occur within a week after the absence. All make up work, including EXAMS, will be conducted during a time and on a schedule that the instructor establishes with the student.

If a student MISSES MORE THAN ONE QUARTER of the class periods during the semester they will receive an E for their final grade. Repeatedly arriving late for the course will not be accepted (unless there is a reasonable explanation). After being warned by the instructor each subsequent time s/he is late to class will amount to 10 points being deducted from that student's final grade.

CLASSROOM CONDUCT: MSU is an institution of HIGHER learning and the classroom should be maintained as a vital and vibrant learning space within our institution. The instructor will not tolerate: excessive use of the internet; cell phone usage (including TEXTING); reading other course materials; sleeping; talking; whispering; wearing headphones; or engaging in any other disruptive behavior. If a student persists in any of these behaviors after being warned they will be asked to leave the classroom and will receive an unexcused absence for that class period.

ACADEMIC HONESTY POLICY: You are expected to adhere to the tenets of academic honesty articulated in the *MSU Undergraduate Bulletin*. The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated by the instructor. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. They devalue the learning experience and its legitimacy not only for the perpetrators but for the entire community.

CONTENT OUTLINE AND SCHEDULE: While the instructor intends to follow this outline there may be deviations from this schedule which will be announced in class and posted on Blackboard. The additional "readings" will be accessible through blackboard.

Week 2: Course Introduction and Syllabus

Film: "This is What Democracy Looks Like"

Couch, Carl J. 1968. "Collective Behavior: An Examination of Some Stereotypes," *Social Problems*, 15:310-322 (12 pages)

Week 4: Crowds and Cults

Readings TBA

Grievances, Framing, and Targets

Snow and Soule, Chs. 1 and 2, Pps 1-63 (63 pages)

Snow, David A. and Scott C. Byrd. 2007. "Ideology, Framing Processes, and Islamic Terrorist Movements." *Mobilization: An International Journal* 12(2) 194-213. (19 pages)

Blee, Kathleen M. 2002. Chapter 3, "Enemies," *Inside Organized Racism*. Pps 73-108. (35 pages)

Week 5: Contextual Factors and Spaces

Snow and Soule, Ch. 3, Pps 64-108 (44 pages)

McAdam, Freedom Summer, Ch 1, Pps 1-34, (34 pages)

Polletta, Francesca. 1999. "'Free Spaces' in Collective Action." *Theory and Society* 28:1-38. (38 pages)

Week 6: Resources and Participation

Snow and Soule, Ch 4, Pps 109-148 (39 pages)

McAdam, Freedom Summer, Ch 2, Pps 35-65 (30 pages)

Edwards, Bob and John D. McCarthy. 2007. "Resources and Social Movement Mobilization," Pps. 116-152, In The Blackwell Companion to Social Movements, Ed. By David A Snow, Sara S. Soule, Hanspeter Kriese. Oxford: Blackwell. (36 pages)

***Topic paragraph and at least 10 references due on Blackboard**

Week 7: First exam (Essay, first hour)

Organizing Dynamics

Snow and Soule, Ch 5, Pps 149-201 (52 pages)

McAdam, Freedom Summer, Ch 3, Pps 66-115 (49 pages)

Week 8: Civil Rights and Storytelling

McAdam, Freedom Summer, Chs 4 and 6, Pps 116-160 and 199-232 (77 pages)

Polletta, Francesca. 2006. *It was Like a Fever: Storytelling in Protest and Politics*. Chicago: university of Chicago Press. Chapter 2, Pps 32-52. (20 pages)

Film excerpts: "Eyes on the Prize"

Week 9: Networks, Tactics, and Technologies

Diani, Mario. 2007. "Networks and Participation," Pps 339-359. In The Blackwell Companion to Social Movements, Ed. By David A Snow, Sara S. Soule, Hanspeter Kriese. Oxford: Blackwell. (20 pages)

Byrd, Scott C. and Lorien Jasny. 2010. "Transnational Movement Innovation and Collaboration: Analysis of World Social Forum Networks." *Social Movement Studies: Journal of Social, Cultural and Political Protest,* 9(4) 355-372 (17 pages)

Taylor, Verta and Nella Van Dyke. 2007. "Get-up Stand-up': Tactical Repertoires of Social Movements," Pps 262-293 (31 pages)

Consequences and Outcomes | Counter-movements and Policing

Snow and Soule, Ch 6, Pps 202-230 (28 pages)

della Porta, Donatella and Oliver Fillieule. 2007. "Policing Social Protest," Pps 217-241 In The Blackwell Companion to Social Movements, Ed. By David A Snow, Sara S. Soule, Hanspeter Kriese. Oxford: Blackwell. (24 pages)

van der Zee, Bibi. 2009. "Activists Reveal Tactics Used by Police to 'Decapitate' Copenhagen Climate Protests." December 17. Accessed at:
http://www.guardian.co.uk/environment/2009/dec/17/copenhagen-police-tactics-revealed

Week 10: Revolutions and Democracy | Labor and Social Justice

Video excerpts from "The Arab Spring"

Khalidi, Rashid. March 20, 2011. "The Arab Spring," The Nation.
http://www.thenation.com/article/158991/arab-spring

Other selected readings from the Arab Spring:
http://www.thenation.com/article/158498/how-cyber-pragmatism-brought-down-mubarak
http://www.nytimes.com/2011/02/16/technology/16internet.html?_r=3&pagewanted=all

Piven, Frances F. and Richard A. Cloward. 1977. "Poor People's Movement: Why They Succeed, How they Fail" Chapter 1, Pps 1-37. (37 pages)

Boncich, Edna. 2005. "Labor and the Global logistics Revolutions" Pps 359-368 (9 pages)

Appelbaum, Richard P. "Fighting Sweatshops: Problems of Enforcing Global Labor Standards," Pps 369-378 (9 pages)

***At least a 1000 word draft due on Blackboard**

Week 11: Globalization and Global South

Smith, Jackie. 2004. "Transnational Processes and Movements." Pps 311-335, in *The Blackwell Companion to Social Movements,* edited by D. A. Snow, S. A. Soule, and H. Kriesi. London: Blackwell Publishing. (24 pages)

Byrd, Scott C. 2005. "The Porto Alegre Consensus: Theorizing the Forum Movement." *Globalizations* 2:151-163. (12 pages)

Subcomandante Marcos. 2007. "Tomorrow Begins Today" Pps 474-478. In *The Globalization Reader,* Ed. By Frank J Lechner and John Boli. London: Blackwell. (4 pages)

Week 12: Environment and Animal Rights

Shriver, Tom E., Sherry Cable, Lachelle Norris, Donald W. Hastings. 2000. "The Role of Collective Identity in Inhibiting Mobilization: Solidarity and Suppression in Oak Ridge," *Sociological Spectrum* 20:41-64. (23 pages)

Brand, Ulrich, Nicola Bullard, Edgardo Lander, Tadzio Mueller. 2009. "Radical Climate Change Politics in Copenhagen and beyond: From Criticism to Action." Contours of Climate Justice. Pps 9-16 (7 pages)

The Barnyard Strategist, Maggie Jones, New York Times, October 24, 2008
http://www.nytimes.com/2008/10/26/magazine/26animal-t.html?_r=1&scp=1&sq=pacelle&st=cse

Film excerpts: The Cove

Week 13: Right-Wing and Terrorist Movements

Blee, Kathleen M. 2002. "The Racist Self," *Inside Organized Racism*. Pps 25-53. (28 pages)

Wright, Stuart A. 2007. *Patriots, Politics, and the Oklahoma City Bombing*. New York: Cambridge University Press. (Selections)

***At least a 2000 word draft due on Blackboard**

Technology and Cultural Movements

Earl, Jennifer, Katrina Kimport, Greg Prieto, Carly Rush, and Kimberly Reynoso. 2010. "Changing the World One Webpage at a Time: Conceptualizing and Explaining Internet Activism" *Mobilization* 15:425-446. (21 pages)

Haydu, Jeffrey and David Kadanoff. 2010. "Casing Political Consumerism," *Mobilization* ` 15:159-177. (18 pages)

Week 14 (November 18): Field Trip to National Civil Rights Museum in Memphis

Week 15: One-on-one meetings about paper in my office

Week 16: Course wrap-up and short presentations.

*At least a 2500 word research paper due on Blackboard

Final Exam (Essay-Take home, comprehensive, due on Blackboard)

FIELD, CLINICAL AND LABORATORY EXPERIENCES: ***NONE***
RESOURCES: *NONE*