

SOCIOLOGY 355: SOCIAL MOVEMENTS

Course Instructor: Jonathan Coley, PhD

COURSE INFORMATION

- **Class Location:** Wallace Hall 113; **Class Time:** TTh 11:00 am – 12:15 pm
- **Office Location:** Wallace Hall 3; **Office Hours:** MWF 12:00 pm – 12:50 pm; TTh 12:30 pm – 1:50 pm (or by appt.)
- **Office Number:** 309-457-2185; **E-mail:** jcoley@monmouthcollege.edu

COURSE DESCRIPTION

Social movements are key agents of social change in modern society. Over the past century, social movements have successfully worked to advance civil rights for African Americans, suffrage for women, cultural acceptance for LGBTQ people, higher wages for low-income workers, and other political, cultural, and economic benefits for various social groups. Social movements are generally characterized by their use of non-institutional tactics – that is, social movements work outside of official, existing channels and employ tactics such as protests, boycotts, petitions, and sit-ins to achieve their goals. While social movements are sometimes portrayed as “deviant” for their use of these non-institutional tactics, many social movements are highly organized and professionalized and deploy well-crafted strategies to influence targets.

This course will address many of the “big questions” surrounding social movements. We will begin by discussing several major macro-level “frameworks” for understanding why social movements emerge, why social movements sometimes fade away, and why social movements sometimes win. We will then discuss micro-level “frameworks” for understanding why individuals join social movements, why individuals commit to social movements, and how individuals are impacted by their participation in social movements. Further into the course, we examine what social movements look like from the inside – how social movements craft stories, deploy rituals, and stimulate emotions to appeal to participants -- and how social movements cultivate leadership, form organizations, and develop strategies to achieve their goals.

Students will be evaluated not only in terms of their ability to master course content through in-class quizzes and two exams, but also in terms of their ability to apply course content through effective in-class participation and a final paper that applies one of the major “frameworks” in social movement studies to a social movement of your choice. Some of you may go on to become scholars of social movements, and others of you may go on to become participants in social movements; whatever your interest in the course, my hope is that the information and perspectives presented in this class will be useful to you throughout your lives and in any intellectual pursuit or vocation.

REQUIRED TEXTS

The following books are required in the course:

- Armstrong, Elizabeth. 2002. *Forging Gay Identities: Organizing Sexuality in San Francisco, 1950-1994*. Chicago: University of Chicago Press.
- Ganz, Marshall. 2010. *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. New York: Oxford University Press.
- Klatch, Rebecca. 1999. *A Generation Divided: The New Left, the New Right, and the 1960s*. Berkeley: University of California Press.
- McAdam, Doug. 1982/1999. *Political Process and the Development of Black Insurgency, 1930-1970*. Chicago: University of Chicago Press.
- Nepstad, Sharon Erickson. 2004. *Convictions of the Soul: Religion, Culture, and Agency in the Central America Solidarity Movement*. New York: Oxford University Press.

EVALUATION

The total course grade will be calculated accordingly:

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|----------------------------------|----------------|
| • Attendance and Participation | 10% |
| • In-Class Quizzes and Exercises | 20% |
| • Group Presentation | 10% |
| • Research Paper | 20% |
| • In-Class Exams (2) | 40% (20% each) |

The **attendance** and **participation** grades are based on your regular attendance in class and thoughtful contributions to class discussions. Attendance will be taken every class period; all students are allowed three absences, but one percentage point will be deducted for every additional class period missed. (Note: two “tardies” will equal one absence.) **Please note: in case of emergencies, such as a death in the family or documented illness, I may excuse students from missing class, but I must be notified prior to or within a day of the absence.**

In-class quizzes will include short answer questions that cover information from the readings. Students are expected to come to class prepared to take a quiz every day. From time to time, I may also assign **exercises** that will count toward this quiz average.

For the **group presentation**, you and up to four other students will be asked to lead a class session devoted to contemporary developments related to one of the major social movements we are discussing in class. Groups will be able to “sign up” for their presentation day during the second week of class.

For the **research paper**, you will be asked to write an 8-10 page paper applying one of the social movement frameworks discussed in class to a social movement of your choice. Detailed instructions (including example movements) will be handed out later.

Finally, the two **in-class exams** will include short answer and essay questions. Any information covered either in the readings or in class is eligible for inclusion in the exams. Each exam focuses only on a select number of chapters, but since certain concepts recur in each chapter, it is crucial that you keep up with all course readings.

Letter grades will be assigned according to the following distribution:

- A = 93-100%
- A- = 90-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 63-66%
- D- = 60-62%
- F = < 60% ☹

COURSE POLICIES

1. **Hours per Week Work Expectations** – Students should expect to work an average of 12 hours each week. This includes the 2.5 hours of class time and the remaining 9.5 hours outside of class closely reading texts, studying for quizzes and exams, preparing their group presentation, writing their paper, and meeting with me. This is only an average: some weeks will demand more than others depending on the nature of the assignments due those weeks.
2. **Considerate Attendance** – Students should arrive on time for class and notify the professor if they need to leave class early. Violations of this policy will result in points deducted from the attendance/participation grade.
3. **Respectful In-Class Behavior** – Students should refrain from using cell phones in class; **students who are texting or otherwise using their phones during class will be counted as “absent” for the day**. Students are also discouraged from using laptops and should avoid sleeping in class, holding personal conversations, or engaging in any other behaviors that disrupt me or other students. Violations of this policy will result in points deducted from the attendance/participation grade.
4. **Make-Up Policy** – Students may receive a make-up quiz if they contact me within a day of their absence from class. Students may receive a make-up exam **ONLY** in cases of excused absences (as defined in the section on attendance grades above).
5. **Late Assignment Policy** – Students’ written assignments will be docked a letter grade for each course day that they are late.

6. **Academic Integrity** – Students will be held to the highest standards of academic integrity. This includes not plagiarizing or presenting other people’s work as their own when writing papers, as well as not cheating in any way on exams. Violations of this policy will result in a failing grade on the assignment in question and referral to the dean.
7. **Academic Support** – The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. They are located on the 3rd floor of Mellinger and are open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary! Learn more about the Writing Center at their website: <http://blogs.monm.edu/writingatmc/writing-center/>
8. **Disability Policy** – Students with disabilities can apply for accommodations at the Teaching and Learning Center. Please see <http://ou.monmouthcollege.edu/life/disability-services/default.aspx> and notify me if you are granted accommodations.
9. **Syllabus Changes** – Any changes to the syllabus will be announced in class or through e-mail and will not entail any additional work on your part.

TIPS FOR SUCCESS IN THIS CLASS

1. **Read all assigned readings** word for word. If you find that your mind wanders off as you read, try engaging with the readings more closely by creating outlines of each chapter or by drafting short summaries of each section of a chapter.
2. **Take notes during class lectures and discussions.** It is not enough just to “show up” to class – if you do not take notes in class, it becomes too easy for your mind to wander off, and time passes by more slowly. Taking notes will help you stay engaged with the class and will provide you with great study materials for exams.
3. **Discuss** what you are learning from the readings and course lectures. When you talk about the things you are learning – whether in class or in private settings with friends – you are much more likely to retain those ideas. You may also discover that you do not understand certain ideas as well as you thought and will have a better idea of where you need to focus your energies when studying for exams.
4. **Come to office hours regularly** or make appointments with me to ask questions about the course content or to get a better understanding of my expectations for course papers and exams. Be sure to ask clarifying questions well in advance of paper due dates or exam days so that I have enough time to give you a full response.
5. **Don’t procrastinate - begin writing papers and studying for exams early!** Ask yourself, who is likely to have better teeth when they show up to the dentist – someone who spends a few minutes each day brushing and flossing, or someone who brushes and flosses for several hours the night before a dental appointment?

COURSE SCHEDULE AND OUTLINE

I. WEEKS ONE THROUGH SEVEN: INTRODUCTION TO SOCIAL MOVEMENTS; SOCIAL MOVEMENT EMERGENCE

A. Week One (January 17, 19) - What is a Social Movement?; Overview of Theoretical Perspectives in Social Movement Studies

- January 19 - McAdam, Chapter One, “The Classical Model of Social Movements Examined” AND Chapter Two, “Resource Mobilization: A Deficient Alternative” (pp. 5-35)

B. Week Two (January 24, 26) - Overview of Theoretical Perspectives in Social Movement Studies (continued); Emergence of Social Movements

- January 24 - McAdam, Chapter Three, “The Political Process Model” (pp. 36-59)
- January 26 - McAdam, Chapter Five, “The Historical Context of Black Insurgency, 1876-1954” (pp. 65-116)

C. Week Three (January 31, February 2) – Emergence of Social Movements (continued); Decline of Social Movements

- January 31 - McAdam, Chapter Six, “The Generation of Black Insurgency, 1955-60” (pp. 117-145)
- February 2 - McAdam, Chapter Seven, “The Heyday of Black Insurgency, 1961-65” (pp. 146-180)

D. Week Four (February 7, 9) – Group Presentation; Collective Identity and the Emergence of Social Movements

- **February 7 - First Group Presentation on Black Lives Matter Movement**
- February 9 - Armstrong, Chapter One, “The Transformation of the Lesbian/Gay Movement” (selection) AND Chapter Two, “Beginnings: Homosexual Politics and Organizations, 1950-1968” (pp. 1-5; pp. 31-55)

E. Week Five (February 14, 16) – Collective Identity and the Evolution of Social Movements

- February 14 - Armstrong, Chapter Three, “Innovation: Gay Liberation and the Origins of Coming Out, 1969-1970” AND Chapter Four, “Opportunity: Gay Liberation and the Decline of the New Left, 1969-1973” AND Chapter Five, “The Crystallization of a Gay Identity Movement, 1971-1973” (pp. 56-110)
- February 16 - Armstrong, Chapter Six, “Success: Growth of a Gay Identity Movement in the 1970s” AND Chapter Seven, “Exclusions: Gender, Race, and Class in the Gay Identity Movement, 1981-1994” (pp. 113-153)

F. Week Six (February 21, 23) – Collective Identity and the Evolution of Social Movements (continued); Group Presentation

- February 21 - Armstrong, Chapter Eight, “Challenge: The Effect of AIDS on the Gay Identity Movement, 1981-1994” AND Chapter Nine, “Continuity and Change: The Gay Identity Movement in the 1980s and 1990s” (pp. 154-192)
- **February 23 - Second Group Presentation on LGBTQ Movements**

G. Week Seven (February 28) – First exam

- **First Exam on February 28**

II. WEEKS SEVEN THROUGH TWELVE: SOCIAL MOVEMENT PARTICIPATION

A. Week Seven (Continued) (March 2) – Introduction to 1960s Student Movements

- March 2 - Klatch, Introduction AND Chapter One, “The New Age” (pp. 1-36)

Spring Break – No Classes on March 7 and 9

B. Week Eight (March 14, 16) – Deciding to Join Social Movements; Commitment and Radicalization in Social Movements

- March 14 - Klatch, Chapter Two, “Backgrounds” AND Chapter Three, “The Making of an Activist” (pp. 37-96)
- March 16 - Klatch, Chapter Four, “Traditionalists, Anarchists, and Radicals” AND Chapter Five, “The Counterculture: Left Meets Right” (pp. 97-157)

C. Week Nine (March 21, 23) – Biographical Consequences of Social Movements

- March 21 - Klatch, Chapter Six, “The Woman Question” AND Chapter Seven, “Paradise Lost” (pp. 157-238)
- March 23 - Klatch, Chapter Eight, “Picking up the Pieces: the 1970s” (pp. 239-279)

D. Week Ten (March 28, 30) – Biographical Consequences of Social Movements (continued); Group Presentation

- March 28 - Klatch, Chapter Nine, “Adult Lives” (pp. 280-330)
- **March 30 - Third Group Presentation on Conservative Movements**

E. Week Eleven (April 4, 6) – Culture, Religion, and Social Movements

- April 4 - Nepstad, Chapter One, “Culture, Agency, and Religion in Social Movements” AND Chapter Two, “The Origins of Central America’s Civil Wars” (pp. 3-52)
- April 6 - Nepstad, Chapter Three, “Leadership and the Formation of Solidarity” AND Chapter Five, “Martyr Stories” (pp. 53-75; pp. 95-115)

F. Week Twelve (April 11, 13) – Culture, Religion, and Social Movements (continued); Group Presentation

- April 11 – Nepstad, Chapter Six, “Making Politics Personal” AND Chapter Seven, “Rituals and Emotional Rejuvenation” (pp. 115-156)
- **April 13 - Fourth Group Presentation on Antiwar Movements**

III. WEEKS THIRTEEN THROUGH FIFTEEN: HOW MOVEMENTS WIN

A. Week Thirteen (April 18, 20) – Leadership, Organization, Strategy, and Social Movements

- April 18 - Ganz, Chapter One, “Introduction: How David Beat Goliath” AND Chapter Two, “Beginnings: Immigrants, Radicals, and the AFL (1900-1959)” (pp. 3-52)
- April 20 - Ganz, Chapter Three, “New Opportunities, New Initiatives: AWOC, Teamsters, and the FWA (1959-1962)” AND Chapter Four, “A Storm Gathers: Two Responses (1963-1965)” (pp. 53-118)

B. Week Fourteen (April 25, 27) - Leadership, Organization, Strategy, and Social Movements (continued)

Scholars Day – No Class on April 25

- April 27 - Ganz, Chapter Five, “The Great Delano Grape Strike (1965-1966)” AND Chapter Six, “Meeting the Counterattack: DiGiorgio, the Teamsters, and the UFWOC (1966)” (pp. 119-200)

C. Week Fifteen (May 2) – Leadership, Organization, Strategy, and Social Movements (continued); Group Presentation

- May 2 - Ganz, Chapter Seven, “Launching a New Union (1966-1967)” (pp. 201-238) **AND Final Group Presentation on Immigrant Rights or Labor Movements**

Final Paper Due on May 4

Final Exam on Tuesday, May 9, at 3:00 pm