

**Department of Sociology
Dartmouth College
Fall 2017**

Social Movements (Sociology 23)

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Course Information:
MWF, 12:50-1:55, Carson 60
X-period: Tuesday, 1:20-2:10
Office hours: Monday 3:00-4:00,
Wednesday, 2-3, or by appointment

Course Description:

Why do people protest and organize to change the world around them? More often than not, people go along to get along, follow the rules, obey authorities, and otherwise put up with situations they find unfair or undesirable. Yet, in some cases, people join together to press for change. Why does this happen in certain places and certain times but not others? How do social movements work, and why do some succeed while others fail? This course addresses these questions by engaging a wide range of perspectives on the origins, dynamics and impact of social movements. Specific topics include: tactics, organization and leadership, social movement coalitions, the policing of protest, and the use of media new and old among other issues.

Course Rationale and Objectives: This is an important time to be taking this class. Since the onset of the Great Recession in the late 2000s, and even more so over the last few years, unrest is seemingly everywhere you look. You will have the opportunity to research this recent activism in some depth and this class will provide you with the tools to begin to make sense of it all. This starts with historical perspective. Sometimes we have difficulty understanding current events because we misremember the past, draw inaccurate historical comparisons, or disregard the past altogether. We thus consider how social movements emerged as a form of popular politics, some common forms they have taken over time, and how contemporary examples compare. With this as our backdrop, we will engage the major theoretical perspectives and debates in the study of social movements, consider a wide range of empirical studies, and undertake our own research on particular social movement organizations or campaigns. In doing so, we will touch on many broader questions in political and social theory, including the nature of power, political authority and legitimacy, and social movements as a barometer of democracy.

By the end of the course, students will:

- Learn about important historical and contemporary social movements and the major theories scholars use to explain them
- Understand the diverse motivations and goals that activists bring to movements
- Consider the major social forces that shape the organization, tactics and success (or failure) of movements
- Learn to evaluate data on social movement processes and outcomes
- Research a particular social movement organization or campaign

Structure: This course will be a mix of lecture, small group activities, and discussion. Students are expected to come prepared to discuss and critically engage with the readings. Starting in week 3, each substantive segment of the course will include an in-class exercise (typically at the beginning of the course segment) and will conclude with student presentations on recent activism and how it relates to that week's theme.

Course Requirements & Grading:

Readings: All required articles, book excerpts and other media are posted on the Canvas course site. I will occasionally update readings or place other documents and announcements on Canvas for your edification. It is your responsibility to check the course site at the beginning of each week.

I will provide background to put the readings in context. For good book-length treatments of the history and theory we will be dealing with in class, I recommend the following *optional* texts:

McAdam, Doug. 1999. *Political Process and the Development of Black Insurgency*. University of Chicago Press.

Tilly, Charles. 2008. *Social Movements, 1768-2008*. Paradigm Publishers.

I have also included a list of recent award-winning books in the field on Canvas for your reference.

Participation (5%): While I will lecture on certain materials, your attendance and active participation are crucial. Active class participation can take a variety of forms, including enthusiastic and intellectually rigorous discussion, work on in-class assignments, and regular class attendance. Students who do not attend class regularly will have points deducted from their participation grade.

In-Class Assignments (15%): Starting on Monday, September 25, each course segment will include a short exercise relating to the topic and readings for the week/segment's theme (see the bolded topical headings in the schedule below). In class, students will work through a set of problems for fifteen to twenty minutes and will submit their write-up via Canvas, or to the instructor if writing by hand. We will spend the next segment of the class period working through these questions as a group. There are six in-class exercises. Assignments will not be accepted if the student does not attend and participate in class that day. Late write-ups are not accepted. Assignments are graded on a simple scale of full (3 points), partial (1-2 points) and no credit (0 points).

Group Presentation and Write-up (20%): Working in groups of three, students will present on a particular social movement/campaign during the quarter. Groups will offer a 10 minute overview of the movement and how it relates to our weekly focus (e.g., political opportunities, policing of protest, etc.) and then lead a class discussion. The written product will be one or two-page single-spaced brief that conveys the main themes of the presentation. Details on the assignment and groups will be covered during the first week of class.

Midterm Exam (30%): We will have an in-class midterm exam on Monday, October 9. The exam will cover material from lectures, class discussions, videos, and readings. Notes are allowed.

Social Movement Research Project **OR** Two Response Papers (30%)

Research Project: Students will work in groups of two to investigate a particular social movement organization, campaign or issue, culminating in a 12-15 page written report due on Monday, November 13 and a class presentation during the last week of the term. Details on the assignment and research groups will be covered during the first week of class.

Response Papers: In lieu of the group research project, students may write two 5-6 page response papers individually. Paper #1 is due by 5pm on Friday, October 27. This will cover material from our section on social movement outcomes/impact. Paper #2 is due at the beginning of class on Monday, November 13 and will cover material from our section(s) on repression and/or the changing face of social movements. The response papers can take many forms, but should convey some of the major debates in the readings and topics covered during the particular course segment, key questions or problems that remain unresolved, and what you found most compelling or wanting. Writing and organization is key. Please take time to edit before submitting your paper. More details are provided on Canvas.

Note: students must decide on the group research or individual paper options by Friday, October 6.

Grading Scale:

A	94-100
A-	90-93.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D	60-69.99
F	<60

I follow Dartmouth's Scholarship Ratings

http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html

Here earning an "A" entails:

Excellent mastery of course material

Student performance indicates a very high degree of originality, creativity, or both

Excellent performance in analysis, synthesis, and critical expression, oral or written

Student works independently with unusual effectiveness

Please note that the grade cut-offs are firm. Scores are not rounded up (or down) to the nearest grade just because a student is close to another grade. Thus, for instance, a 79.99% is a C+ and not a B.

Course Policies

Honor Principle: Essays and assignments will be conducted in accordance with the principles of academic honor, as detailed here:

<http://student-affairs.dartmouth.edu/policy/academic-honor-principle>

Students should also take time to read Dartmouth’s statement on Sources and Citations:

<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Student Accessibility Needs: Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the Student Accessibility Services office (Carson Hall 125, 646-9900, Student.Accessibility.Services@Dartmouth.edu).

Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to me. As a first step, if you have questions about whether you qualify to receive academic adjustments and services, you should contact the SAS office. All inquiries and discussions will remain confidential.

Religious Observances: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Classroom Etiquette: By all means, treat me and your fellow students with respect. Be on time, be engaged, avoid your electronic gadgets. *Do your part to help make a great learning experience.* See the “Keys to Doing Well in This Class” link on Canvas for more details.

Tentative Course Schedule & Assigned Readings

The following is an outline. I will occasionally update readings or place other documents and announcements on Canvas for your edification. It is your responsibility to check the course site at the beginning of each week.

Date	Topic & Assigned Readings
9-11	Power, Politics and Grassroots Protest <i>Introduction & Course Overview</i>
9-13	<i>What are social movements? How should we think about them?</i> Charles Tilly, “Social Movements as Politics” E.E. Schattschneider, excerpts from the <i>Semisovereign People</i> David Meyer, “Social Movements and American Politics”

9-15	<p>Grassroots Movements in Historical Perspective <i>Temperance Movements</i> Excerpts from Robert Goldberg’s Grassroots Resistance William Gamson, excerpts from <i>The Strategy of Social Protest</i> <u>Optional:</u> Charles Tilly, excerpts from <i>Social Movements, 1768-2008</i></p>
9-18	<p><i>Challengers on the Left, Old and New</i> Excerpts from Robert Goldberg’s Grassroots Resistance</p>
9-20	<p><i>Twentieth Century Challengers on the Right</i> Excerpts from Robert Goldberg’s Grassroots Resistance Excerpts from Rory McVeigh’s <i>Right Wing Movements and National Politics</i></p>
9-22	<p><i>Takeaways on Historical Challengers</i> Readings TBA</p>
9-25	<p>Why do movements come about? <i>Grievances</i> David Snow and Sarah Soule on Mobilizing Grievances</p> <p><i>In-Class Exercise #1</i></p>
9-27	<p><i>Resources and Political Opportunities</i> Larry Isaac et al. “‘Movement Schools’” and Dialogical Diffusion of Nonviolent Praxis” Doug McAdam, excerpts from <i>Political Process and the Development of Black Insurgency</i></p>
9-29	<p><i>Political Opportunity and Threat</i> Rory McVeigh on Power Devaluation and the Mobilizing Effect of Threat</p>
10-2	<p>Who participates and why? <i>Becoming an Activist</i> David Snow and Sarah Soule on Individual Participation Jim Jasper on Recruitment to Activism David Meyer on Who Becomes and Activist</p> <p><i>In-class Exercise #2</i></p>
10-4	<p><i>Networks, Identity, and Availability</i> Neal Caren et al., “A Protest Generation” Jonathan Horowitz, “Doing Less with More: Cohorts, Education, and Civic Participation in America”</p>
10-6	<p><i>The Activist Experience</i> Doug McAdam, excerpts from <i>Freedom Summer</i></p>
10-9	<p>Midterm exam in class</p>
10-11	<p>Strategy: how do movements mobilize mass support? <i>Tactics and Targets</i> Marshall Ganz, excerpts from <i>Why David Sometimes Wins</i> Ed Walker et al. on Tactical Repertoires and Social Movement Targets</p>
10-13	<p><i>Expanding the Scope of Conflict: Coalitions</i> Nella Van Dyke and Holly McCammon on Social Movement Coalitions Marc Dixon et al. on Coalition Outcomes</p>

	<i>In-Class Exercise #3</i>
10-16	<i>Expanding the Scope of Conflict: Enlisting Consumers</i> Gay Seidman and Brayden King on Consumer Boycotts
10-18	Impact: when do movements matter? <i>Social Movement Outcomes</i> Jim Jasper, “Winning, Losing, and More” Ed Amenta et al. “The Political Consequences of Social Movements” (see especially pp.187-292) Optional—Kenneth Andrews et al. on White Southerners’ Attitudes Toward the Civil Rights Movement
10-20	<i>Movements and Political and Economic Change</i> Sarah Soule and Brayden King on Movements and Stages of the Policy Process Ruud Wouters and Stefaan Walgrave, “Demonstrating Political Power” Kenneth Andrews and Kenneth Biggs “Protest Campaigns and Movement Success”
10-23	<i>Movements and Markets</i> Hayagreeva Rao, excerpts from <i>Market Rebels</i> <i>In-Class Exercise #4</i>
10-24	<i>X-Hour: Movements and Markets II: Globalization and Non-state Certification Processes</i> Daniel Jaffe, “Weak Coffee”
10-25	<i>Movements and Culture</i> Ion Bogdan Vasi et al. on Documentary Film and Opposition to Fracking in the US Spencer Kornhaber on the State of Protest Music
10-27	<i>No Class Meeting</i> <i>Response Paper 1 Due by 5pm</i>
10-30	State Control and Repression <i>Definitions and Determinants of Repression</i> Robert Goldstein, excerpt from <i>Political Repression in Modern America</i> (skim) Christian Davenport, “State Repression and Political Order” (see especially p.1-10) <i>In-Class Exercise #5</i>
11-1	<i>Changing Forms of Repression</i> Sarah Soule and Christian Davenport, “Velvet Glove, Iron Fist, or Even Hand” Christian Davenport et al., “Protesting While Black” Jennifer Earl et al., “Protest Under Fire”
11-3	The Changing Face of Social Movements <i>The Professionalization of Protest</i> Dana Fisher, excerpts from <i>Grassroots Inc.</i>
11-6	<i>Grassroots Lobbying by Corporations</i> Ed Walker, excerpts from <i>Grassroots for Hire</i> <i>In-Class Exercise #6</i>
11-8	<i>Movements and Media, New and Old</i> Lance Bennett on Social Media and the Personalization of Protest

	Vincent Roscigno and William Danaher, “Media and Mobilization”
11-10	Joe DiGrazia et al. on Twitter Politics Pew Report on Twitter, Race, and Hashtag Activism David Kushner on <i>Anonymous and online activism</i>
11-13	Future of Social Movements and Wrap-Up Group Research Presentations <i>Response Paper 2 & Group Reports Due at Beginning of Class</i>