



Dr. Shaonta' Allen
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Office: Blunt Hall 308A
Office Hours: W 1:30-2:30PM EST

SOCY 23 Fall 2024
T/Th 10:10AM-12:00PM EST (10A)
X-Hour: Friday 3:30-4:20PM
Location: Kemeny Hall 006

SOCY 23: Social Movements



Course Description:

Sociologists have long examined the interdependent relationship between individuals and society and many have set out to examine how micro-level actions contribute to macro-level change. Throughout the term, we will interrogate this query and others regarding movement actors, processes, and outcomes. This course will begin with an overview of the prominent theories and frameworks within the sociological subfield of social movements and then the latter half of the course will use those paradigms to evaluate past movements and audit contemporary iterations of collective action. As such, course readings, discussions, and assignments will focus on a variety of topics from Resource Mobilization and Political Process Theory to countermovements and repression, as well as how mobilization efforts influence, and are influenced by, collective identity and social institutions. Various instructional modalities will be used including lectures, class discussions, in-class writing exercises, and group activities. Students will have the opportunity to shape their learning experience by focusing their book review and op-ed essay assignments on a collective mobilization effort of interest. Additionally, students will work in a small group to conduct a case study of a particular social movement and present their analysis to the class as well as in social media micro-blog format. Ultimately, students will complete this course with a broader understanding of the multifaceted nature of social conflict and the complex dynamics of social change.

Learning Outcomes:

Upon completion of this course, you will be able to:

- 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
- Articulate diverse approaches to social action and social change
- Analyze sociological readings, generate critical thinking questions based on those readings, and discuss sensitive topics respectfully
- Apply sociological concepts and theories to contemporary issues
- Enhance skills related to analytical writing and public speaking
- Work with a small group to research a particular social movement organization or campaign
- Engage in Public Sociology by generating public-facing research-based content

Texts and Materials:

- *Social Movements: The Structure of Collective Mobilization* by Paul Almeida (e-book available through Dartmouth Library)
- Additional Articles and Book Chapters (Provided on Canvas)

Reading assignments are listed below in the course schedule. All readings will be made available online through the course website on Canvas. Additional readings may be assigned throughout the semester and, in that case, will be made available to you as well. *It is expected that you will have done the reading(s) by the time class meets on the date for which the assignment is listed in the syllabus.* There is a lot of reading; you must keep up with it as we go along to be successful in this course! Furthermore, you will likely find it helpful to take notes as you read.

Course Structure:

My approach to teaching involves utilizing culturally-responsive pedagogical techniques to ensure all students have the opportunity to develop their critical thinking, effective writing, and practical research and analytic skills. Culturally-responsive learning centers students' cultural experiences and advocates for them to be incorporated into all aspects of the learning process. Specifically, I draw on active and applied learning strategies. These strategies provide students with opportunities to apply theories and paradigms to real-world experiences and encourage students to reflect on course activities to deepen and extend the ways they think and learn. I structure my courses this way with the hope of engendering excitement about establishing new mechanisms of understanding. This course will draw on a variety of educative modalities including lectures, discussions, small group work, active learning, web-based learning, and experiential learning, among others.

The weekly class sessions will include the following components:

- Lectures with Multimedia
- In-Class Writing
- Group Discussion of Assigned Readings

- Small Group & Large Group Activities
 - Case Study Analyses
 - Op-Ed Reviews

Assignments & Assessments:

| Assignment | Points Possible | Percentage of Grade |
|------------------------|-----------------------------|---------------------|
| In-Class Writing (4) | 200 points (50 points/each) | 20% |
| Book Review (1) | 200 points | 20% |
| Op-Ed Essay (1) | 200 points | 20% |
| Case Study Project (1) | 250 points | 25% |
| Participation | 150 points | 15% |
| TOTAL | 1000 points | 100% |

• *In-Class Writing*: The purpose of the in-class writing exercises is to make you think critically about the assigned readings and lecture materials. These exercises will require you to make sense of the readings in relation to each other as well as the course lectures and discussions. Students will receive a set of questions that task them with analyzing the main arguments made by the various scholars we read as well as generating their own argument(s) about the movements and theories we cover. These writing exercises will be composed during a class session and posted online via the course Canvas site and then will inspire a larger group discussion after. There are four in-class exercises. This assignment will not be accepted if the student does not attend and participate in class that day. Late write-ups will not be accepted. A detailed rubric and timeline are provided on the canvas site.

• *Book Review*: During the term students will review an academic book published with a university or scholarly press that focuses on a social movement or collective action they are interested in. Students are encouraged to collaborate with me in the learning experience by focusing this assignment on a social movement they desire to learn more about. This review requires students to offer a critical analysis of a social movement study. A detailed rubric is provided on the canvas site.

• *Op-Ed Essay*: Students will compose an opinion-editorial (op-ed) essay about a social movement of their choosing as their final assignment and will submit it during finals week. This essay will be approximately 1000 words long. Op-Ed essays aim to sway public opinion about a social issue through the construction of a persuasive argument presented in a concise, readable way. Op-ed pieces allow writers to include their own voice and express an opinion while also grounding their argument in solid research. In this way, the op-ed assignment will allow students to draw upon both their formally acquired knowledge (via books, lectures, discussions, and other informative materials) and their lived, experiential knowledge as well. Additional resources and rubric will be provided later in the term.

• *Social Movement Case Study Group Project*: You will work in a small group to conduct a critical and comprehensive analysis of a social movement of your choosing. This research project will require students to conduct an annotated bibliography to familiarize themselves with existing research on the topic. Students will be expected

to draw on relevant course readings as well. Each group will submit 1) an extended abstract, 2) an annotated bibliography, and 3) a set of social-media graphics. Additionally, the group will present their research project and graphics during the final class session. A more detailed rubric and timeline will be provided to students later in the term.

- ***Attendance & Participation:*** Attendance is vital to adequately understanding this material. Missing class not only detracts from your own academic experience, but also deprives your classmates of your insights into the material. As such, you are expected to attend each class session. At the end of each lecture, you will be responsible for signing the attendance sheet to ensure that you'll receive points for attending class that day (please note that excessively arriving to class late will detract from your attendance and participation grade). However, signing the attendance sheet alone is not sufficient. To earn participation points you must attend class *and* participate, that is, engage in course discussions and activities. There will be plenty of opportunities to participate during each course session. I will frequently incorporate talking points into the lectures to stimulate your thoughts on a particular topic. Also, it is expected that you will take detailed notes while completing the assigned readings and generate open-ended discussion questions on the readings. This practice will often bring you to class with thoughts or questions that can be used to help facilitate discussion and I will occasionally call on students to pose their questions to the class. Finally, there will be required office hour attendance at various points throughout the term and this will also factor into students' participation grade.

Collegiate classrooms are places of inspiration and analytic opportunity but also, at times, can be spaces of contention and disagreement. If you are ever angered or made uncomfortable by anything brought up in discussion, feel free to address the contention during the class meeting or meet with me privately about it. I am committed to maintaining a learning environment that is respectful of all participants, so intolerance in any form will not be condoned (see Diversity & Inclusion policy below).

Grading:

Drawing on Dartmouth's [grade descriptions](#), letter grades will be assigned according to the following grading scale:

| Letter Grade | Percentage |
|--------------|------------|
| A | 95-100% |
| A- | 92-94.9% |
| B+ | 89-91.9% |
| B | 83-88.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D | 63-66.9% |
| D- | 60-62.9% |
| E | Below 60% |

Course Schedule:

Week 1: Overviewing Collective Behavior & Social Movements

- 9/17/24- *Introductions, Course Overview, & Key Sociological Concepts*
- 9/19/24- *Defining Social Movements*
 - Chapter 1: Social Movements: The Structure of Collective Action- Paul Almeida (18pgs)
 - “Four Stages of Social Movements”- Jonathan Christiansen (11pgs)

Week 2: Social Movement Theories and Methods

- 9/24/24- *Analyzing Social Movements*
 - Chapter 2: How to Study Social Movements: Classification and Methods- Paul Almeida (24pgs)
 - Chapter 3: Theories of Social Movement Mobilization (19pgs)
 - “Case Studies and Social Movements”- David Snow (4pgs)
- 9/26/24- *Case Study: The Feminist Movement & LGBTQ+ Equality*
 - “Feminisms and Their Contribution to Gender Equality (21pgs)
 - “How LGBTQ+ People are Creating Change in Their Faith Communities”- Orit Avishai et al. (6pgs)

Week 3: Identities, Interests, and Infrastructure

- 10/1/24- *Collective Identity in Social Movements & In-Class Writing #1*
 - Chapter 4: Social Movement Emergence: Interests, Resource Infrastructures, and Identities- Paul Almeida (17pgs)
 - Chapter 5: The Framing Process- Paul Almeida (21pgs)
- 10/2/24- [Book Selections](#) Due
- 10/3/24- *Case Study: Ethno-Racial Movements*
 - “Intersectionality as a Multipurpose Collective Action Frame: The Case of the Undocumented Youth Movement”- Veronica Terriquez et al. (17pgs)
 - “The Red Deal: Introduction” (pgs 27-41; 14pgs)

Week 4: Movement Participation

- 10/8/24- *Collective Memory & Political Engagement*
 - Chapter 6: Individual Recruitment and Participation- Paul Almeida (20pgs)
 - “Making Collective Memory: The Contentious Politics of Commemorating King”- Hajar Yazdiha (13pgs)
 - **Form Final Project Groups**
- 10/10/24- *Case Study: Civil Rights & Black Power Movements*
 - “The SCLC: The Decentralized Political Arm of the Black Church”- Aldon Morris (23pgs)
 - “The Black Power Movement: A State of the Field”- Peniel E. Joseph (26pgs)
- 10/13/24- Mid-Term Evaluations Due by 11:59pm EST

Week 5: Digital Activism & Popular Culture

- 10/15/24- *Internet & Celebrities & In-Class Writing #2*
 - “Internet and Social Movements”- Victoria Carty (3pgs)
 - “Unapologetic Blackness in Action: Embodied Resistance and Social Movement Scenes in Black Celebrity Activism”- Shaonta’ Allen and Brittney Miles (28pgs)

- Chapter 3: “Hollywood Won’t Change Unless It’s Forced to Change: How Activism and Entertainment Collide and Collaborate”- Caty Borum (21pgs)
- 10/17/24- **NO CLASS** (Attending the Society for the Scientific Study of Religion Conference)
 - Group Work Day

Week 6: Student Protests and Scholar-Activism

- 10/22/24- *Youth Activism*
 - “Organizing the Next Generation: Youth Engagement with Activism Inside and Outside of Organizations”- Thomas Elliot and Jennifer Earl (14pgs)
 - “A New Political Generation: Millennials and the Post-2008 Wave of Protest”- Ruth Milkman (31pgs)
 - “What We Know about Gen-Z So Far”- Pew Research Center (9pgs)
- 10/24/24- *Case Study: March for Our Lives Movement & #FreePalestine Movement*
 - “March For Our Lives Awakens the Spirit of Student and Media Activism of The 1960s”- Errol Salamon (5pgs)
 - “Freepalestine on TikTok: From Performative Activism to (Meaningful) Playful Activism”- Laura Cervi and Carles Marin-Llado (20pgs)
- 10/27/24- Book Review due by 11:59pm EST

Week 7: Emotions and Obstacles

- 10/29/24- *Charisma and Opposition & In-Class Writing #3*
 - “Emotions in Social Movements- Justin Ness, Erika Summers-Effler (18pgs)
 - “Transnational Repression, Diaspora Mobilization, and the Case of The Arab Spring”- Dana Moss (19pgs)
 - “Movement/Countermovement Dynamics”- Maria K. Dillard (4pgs)
- 10/31/24- *Anti-War Movements and Embodied Activism*
 - “How Social Movements Matter”- David Meyer (6pgs)
 - “Disability Justice is an Essential Part of Abolishing Police & Ending Incarceration”- Talila Lewis (7pgs)
 - “A 200-Year Weight Debate”- Amanda M. Czerniawski (2pgs)

Week 8: Religion and Movement Outcomes

- 11/5/24- *Cultural and Political Outcomes*
 - “Chapter 7: Movement Outcomes”- Paul Almeida (26pgs)
 - “Outcomes, Cultural”- Edwin Amenta et al. (8pgs)
 - “Outcomes, Political”- Jennifer Earl (6pgs)
- 11/7/24- *Case Study: Black Lives Matter*
 - “Chapter 6: Black Lives Matter: A Movement, Not a Moment”- Keeanga-Yamahtta Taylor (37pgs)
 - “Black Lives Matter and the Black Church”- Terrence L. Johnson (7pgs)
 - “Beyond Movements: The Ontology of Black Lives Matter”- Glenn E. Bracey II (7pgs)
 - **Liberation Sociology Panel (with Glenn Bracey and Terrence Johnson)**
 - Rocky 003, 5:30pm

Week 9: Group Case Study Presentations

- 11/12 & 14/24- Group Presentations

Week 10: The Future of Social Movement Studies

- 11/19/24- The Eco-System of Social Change & *In-Class Writing#4*
 - Conclusion: Mounting Crises and the Pathway Forward- Paul Almeida (7pgs)
 - “Community Organizing and Social Change- Randy Stoecker (7pgs)
 - “Production As Social Change: Policy Sociology as A Public Good”- Jarrett Thibodeaux (8pgs)
 - “Social Movement Schools: Sites for Consciousness Transformation, Training, and Prefigurative Social Development”- Larry Issac et al. (24pgs)
- 11/20/24- **Group Case Studies Due** by 11:59pm EST

Finals Week & Grades:

- 11/24/24- Op-Ed Essay Due by 11:59pm EST
- 12/5/24- Grades Due

Course Policies

- *Professor Availability and Office Hours*- Office hours will be held before our class sessions on Wednesdays from 1:30pm- 2:30pm EST. I am also available by appointment and/or via zoom and I encourage you to make at least one appointment with me throughout the term. If you would like to meet with me outside of these hours, please send me an email to inquire about my additional availability. You are also encouraged to use [campus resources](#) to plan a meeting over breakfast or lunch, as well. Should you have any questions regarding the course throughout the semester, feel free to contact me via email. I guarantee a response within 72 business hours. Please note that you must use your Dartmouth email account to ensure that your message is received.
- *Late Assignments*- It is expected that you will submit assignments prior to the indicated due date. Assignments submitted after their deadlines will be given a grade of zero. In extraordinary circumstances a late assignment will be accepted if (1) you know in advance that you will be unable to meet the deadline and you make alternative arrangements with me at least one week ahead of time, or (2) you experience an unprecedented situation and meet with me about the extenuating circumstance.
- *Canvas*- At times throughout the semester you may be required to complete or submit assignments online via the course Canvas site. When this is the case, it is your responsibility to ensure that your assignment has been posted successfully. If your assignment is not posted when I attempt to grade it, I will assume it was not submitted and the onus will be on you to prove otherwise.
- *Diversity and Inclusion*- The Dartmouth Sociology Department is committed to building a welcoming and inclusive atmosphere in which every member of the department can thrive. We strive to incorporate diverse perspectives, experiences, and inquiry in our departmental and classroom spaces (See our full DEI initiative

[here](#)).

It is my goal, as the instructor, to create a comfortable, safe environment where students of all identities can feel empowered to discuss sensitive and controversial materials. This course will be dealing with contemporary and contentious topics thus it is essential for students to help foster an academic atmosphere encouraging respectful dialogue. Students are encouraged to challenge one another (and me), but only if such challenges are offered in a manner that is respectful and considerate of a diversity of opinions. In an attempt to make the classroom a “safe space” for dialogue, students making comments that are disrespectful, derogatory, purposefully disruptive or otherwise non-conductive to an academic setting will be asked to leave.

- *Student Accessibility Services*- Students requesting disability-related accommodations and services for this course are required to register with [Student Accessibility Services](#) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.
- *COVID-19 & Other Infectious Diseases*- You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19 or other infectious disease. For the health and safety of our class community, please do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. When you have tested positive for COVID or any other infectious disease, notify me via email and we will establish a plan to ensure you do not fall behind in the class. We have the technological resources for students to zoom into class in cases where they may be sick. Please remember that free COVID-19 antigen tests and face masks are available to you as a student and can be found at a number of [locations on campus](#). See information on [tests and masks](#).
- *Inclement Weather*- When inclement weather threatens the safety of the Dartmouth community an emergency closing will be declared. In this or any other case where I am not able to safely commute to campus, I will communicate my expectations for how class will be held via email and Canvas (I will likely switch to a virtual zoom format).
- *Academic Misconduct*- Dartmouth takes a strong stance against academic misconduct (see full Academic Honor Principle [here](#)). Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication.
 - *Plagiarism*: The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the

requirements of another exercise and uses it without proper citation of its reuse.

- *Cheating*: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
- *Fabrication*: Unauthorized falsification or invention of any information or citation in an academic exercise.
- *Generative AI (e.g., ChatGPT)*: Students are welcome to utilize generative AI tools like ChatGPT to inform their thinking and studying for this course. However, these tools should not be used for graded assignments. In cases where these tools were used to generate ideas that were later submitted as part of a graded assignment, the student must properly cite the tool as an academic reference as well as provide a detailed summary of how the AI tool was used (e.g., what prompt was provided, the nature of the initial output, how the output was leveraged by the student, etc.) Any violation of this policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

To be clear: going online and taking information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, using ChatGPT or any other AI software, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you work together on an assignment when it is not allowed, it is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct will be reported. Remember – ignorance is NOT a defense.

Other Community Guidelines

- *Land Acknowledgement*: We acknowledge the colonial origin of Dartmouth College, founded for the education of Native American youth and occupying the lands of the Abenaki and other Algonquin peoples. All the work that takes place here rests on the forceful appropriation of their lands by European settlers. You can read more about this history in Colin Calloway's open-access book, [The Indian History of an American Institution: Native Americans and Dartmouth](#) (2010). I hope that readers will also seek to learn more about the sources of their research materials, their buildings, and the current and past stewards of the lands where they live. Consider how to be in better relation with Indigenous Peoples. If the idea of land acknowledgement is new and unfamiliar, [this guide](#) and [this article](#) are helpful starting points (From [Dr. Michelle Warren](#), Dartmouth College).
- *Title IX*: At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our [Principles of Community](#). We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-

being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

- The Sexual Respect [Website](#) provides a wealth of information on your rights and obligations with regard to sexual respect and resources that are available to all in our community. Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator Kristi.Clemens@Dartmouth.edu and deputies if appropriate.
- Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. Confidential resources are also available [here](#).
- *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 as soon as possible, or before the end of the second week of the term—at the latest, to discuss appropriate adjustments. Dartmouth has a deep commitment to supporting students' religious observances and diverse faith practices.
- *Access to Additional Campus Resources:* There are a number of campus resources available this term to support your needs during your time at Dartmouth. While the situation is constantly evolving, many offices are prepared to meet with you via phone or Zoom.
- For concerns about health and wellness, you may reach out to:
 - Dartmouth Health Service- (<https://students.dartmouth.edu/healthservice/>)
 - Counseling Services- (<https://students.dartmouth.edu/healthservice/counseling/about>)
 - Student Wellness Center- (<https://students.dartmouth.edu/wellnesscenter>)
- For academic needs, you may reach out to:
 - Undergraduate Dean- (<https://students.dartmouth.edu/undergraduadeans/>)
 - Academic Skills Center- (<https://students.dartmouth.edu/academicskills/>)
 - On-Campus Employment- Students with concerns related to campus employment may connect with the Student Employment Office (<https://www.dartmouth.edu/seo/>). ○ Visa services- Those with visa-related concerns may reach out to the Office of Visa and Immigration Services (<https://ovis-intl.dartmouth.edu/>). OVIS also provides general support, resources, and referrals for legal assistance to DACA and undocumented students. See more [here](#).

I encourage you to take advantage of these resources, and to speak with me if I can support your success in the course in any other way.

******This syllabus is subject to change throughout the term. Students will be notified of any changes via E-mail and Canvas******

"My sociology would be meaningless if it did not move people to action."
-Eduardo Bonilla-Silva

"Most activism is brought about by us ordinary people."
-Patricia Hill Collins

"The philosophers have only interpreted the world in various ways. The point, however, is to change it."
-Karl Marx