

**Department of Sociology  
Dartmouth College  
Fall 2019**

**Social Movements (Sociology 23)**

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*Course Information:*  
MWF, 11:30-12:35, Blunt 007  
X-period: Tuesday, 12:15-1:05  
Office hours: Mondays & Wednesdays, 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).

**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 (10%):** 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.

**In-Class Assignments (10%):** Starting on Monday, September 30, 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; I count your top five. 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).

**Interview (20%):** You will interview an activist involved in some contemporary movement or advocacy organization. The interview will cover the participant's motivations, how they got involved, and what they get out of it on a daily basis. Students will complete the interview during the first third of the term, submit a three to five page write-up of their findings on Friday, October 11, and contribute to a class Google doc on the correlates of activist participation.

**Midterm Exam (30%):** We will have an in-class midterm exam on Friday, October 18. The exam will cover material from lectures, class discussions, videos, and readings. Notes are allowed.

**Case Study (30%):** You will examine the origins, development, and impact of a movement that holds particular interest to you throughout the quarter. You will submit three short papers (~ 3 pp) and make a presentation at the end of the semester.

- Origins and Sources (5%) due on Friday, October 4
- Participants, Organization, and Strategy (10%) due on Friday, October 25
- Dynamics and Impact (10%) due on Friday, November 8
- Presentation in Class (5%) on November 15 & 18

**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](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](mailto: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: Do your part to help make a great learning experience. By all means, treat me and your fellow students with respect. Be on time, be engaged, avoid your electronic gadgets. 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.

<b>Date</b>	<b>Topic &amp; Assigned Readings</b>
9-16	<b>Power, Politics and Grassroots Protest</b> <i>Introduction &amp; Course Overview</i>
9-18	<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”
9-20	<b>Grassroots Movements in Historical Perspective</b> <i>Temperance Movements</i> Excerpts from Robert Goldberg’s <i>Grassroots Resistance</i> William Gamson, excerpts from <i>The Strategy of Social Protest</i> <u>Optional:</u> Charles Tilly, excerpts from <i>Social Movements, 1768-2008</i>
9-23	<i>Challengers on the Left, Old and New</i> Excerpts from Robert Goldberg’s <i>Grassroots Resistance</i>
9-25	<i>Twentieth Century Challengers on the Right</i> Excerpts from Robert Goldberg’s <i>Grassroots Resistance</i> Excerpts from Rory McVeigh’s <i>Right Wing Movements and National Politics</i>
9-27	<i>Takeaways on Historical Challengers</i> Paul Almeida, “How to Study Social Movements: Classification and Methods” <u>Optional:</u> Matthew Salganik, excerpts from <i>Bit by Bit</i>
9-30	<b>Why do movements come about?</b> <i>Grievances</i> David Snow and Sarah Soule on Mobilizing Grievances Paul Almeida, “Theories of Social Movement Mobilization”  <i>In-Class Exercise #1</i>
10-2	<i>Resources and Political Opportunities</i> Doug McAdam, excerpts from <i>Political Process and the Development of Black Insurgency</i> Tina Fetner, “The Religious Right in the United States and Canada”
10-4	<i>Political Opportunity and Threat</i> Rory McVeigh on Power Devaluation and the Mobilizing Effect of Threat Rachel McKane and Holly McCammon, “Why We March”

10-7	<p><b>Who participates and why?</b>  <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>
10-9	<p><i>Networks, Identity, and Availability</i>  Neal Caren et al., “A Protest Generation”  Sarah Gaby, “The Civic Engagement Gap(s)”</p>
10-11	<p><i>The Activist Experience</i>  Doug McAdam, excerpts from <i>Freedom Summer</i></p>
10-14	<p><b>Strategy: how do movements mobilize mass support?</b>  <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 Midterm exam in class</p> <p><i>In-Class Exercise #3</i></p>
10-16	<p><i>Expanding the Scope of Conflict: Coalitions &amp; Boycotts</i>  Nella Van Dyke and Holly McCammon on Social Movement Coalitions  Marc Dixon et al. on Coalition Outcomes  Gay Seidman and Brayden King on Consumer Boycotts</p>
10-18	<p><b>Midterm Exam in Class</b></p>
10-21	<p><b>Impact: when do movements matter?</b>  <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)  Rashawn Ray et al., “Ferguson and the death of Michael Brown on Twitter”</p> <p>Optional—Kenneth Andrews et al. on White Southerners’ Attitudes Toward the Civil Rights Movement</p> <p><i>In-Class Exercise #4</i></p>
10-23	<p><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”  Optional: Kenneth Andrews and Kenneth Biggs “Protest Campaigns and Movement Success”</p>
10-25	<p><b>No Class Meeting</b></p>
10-28	<p><i>Movements and Markets</i>  Hayagreeva Rao, excerpts from <i>Market Rebels</i></p>
10-29	<p><b>X-Hour:</b> <i>Movements and Markets II: Globalization and Non-state Certification Processes</i></p>

	Daniel Jaffee, “Weak Coffee: Certification and Co-Optation in the Fair Trade Movement”
10-30	<i>Movements and Culture</i> William Roy, “How Social Movements Do Culture” Ion Bogdan Vasi et al. on Documentary Film and Opposition to Fracking in the US Spencer Kornhaber on the State of Protest Music
11-1	<b>State Control and Repression</b> <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>
11-4	<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”
11-6	<b>The Changing Face of Social Movements</b> <i>Grassroots Lobbying by Corporations</i> Ed Walker, excerpts from <i>Grassroots for Hire</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” Olessia Koltsova and Galina Selivanova, “Explaining Offline Participation in a Social Movement with Online Data”
11-11	<i>Populist Movements</i> Thomas Davidson and Mabel Berezin, “Britain First and the UK Independence Party” Andrea Pirro and Pietro Castelli Gattinara, “Movement Parties of the Far Right”  <i>In-Class Exercise #6</i>
11-13	<i>Protest Dynamics in Authoritarian Contexts</i> Laura Bray et al. “Framing authoritarian legitimacy: elite cohesion in the aftermath of popular rebellion” Nadim Mirshak, “Rethinking resistance under authoritarianism: civil society and non-contentious forms of contestation in post-uprisings Egypt” <u>Optional</u> : Charles Tilly on Social Movements as a Barometer for Democracy
11-15	Presentations in Class
11-18	Presentations in Class