

SOCY 432: Social Movements

MWF 1:00-1:50

TWS 1320

Fall 2018

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Office Hours: MW 11:30-12:30

Course Description: This course examines social movements from a sociological perspective. Specifically, students will study how social movements emerge in society; the structure and tactics of social movements; and the relationship between individual social movement actors and other aspects of social life.

Learning Outcomes: By the end of this course, students should be able to: 1.) Identify and interpret fundamental sociological concepts about social movements; 2.) Showcase critical thinking about the operation and purpose of social movements in society; and 3.) Apply empirical and theoretical approaches learned throughout the course toward the development of a research project.

Required Readings:

All required books are available as e-books via the University of Maryland Libraries. Students can access other required reading material via hyperlinks within the syllabus or on ELMS.

Course Requirements and Expectations: Students will come to class on time prepared for the session with reading and assignments listed for that day completed in their entirety. During class, students will participate and devote their full focus and energy towards the lecture and discussions of that session. Students are encouraged to share their thoughts and perspectives, but have no license to engage in disrespectful behavior, including using their phones or computers to access material not related to that specific class, sleeping, using slurs or offensive language, and other behavior the professor deems inappropriate.

Topics covered in this course might be sensitive in nature. Students are expected to maintain a mature demeanor, engaging each other and the professor respectfully and thoughtfully. Further, students will frame their contribution to dialogue with sociological principles and citations rather than anecdotal or experiential insights. Failure to adhere to these expectations will result in lower marks for that class session's participation grade.

This classroom will be PHONE FREE. LAPTOPS will be used per professor's discretion.

More and more faculty are finding electronic devices to be an increasing nuisance in terms of cultivating an engaged classroom. The benefits of their use are outweighed through the distracting behavior they permit. While phones will never be permitted during course, laptops can be accessed at the professor's discretion. Unless otherwise stated, keep laptops stored away. Exceptions to this rule will be permitted for students who require accommodations as approved through Disability Support Services.

Academic Integrity: No form of cheating, plagiarism, and use of unauthorized methods of academic assistance will be tolerated. Suspected violations of academic integrity will result

in the offending student being reported to the Office of Student Conduct (<http://osc.umd.edu/OSC/Default.aspx>) for adjudication. Students understand that turning in assignments and exams is automatic consent to the University of Maryland's Honor Pledge: **I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/exam.**

Attendance: Attendance to each class session is not mandatory except in the case of exams and class presentations. Students should use their discretion for class attendance, recognizing a direct correlation between the number of classes missed and a satisfactory grade. Attendance of all classes will assist the student in maximizing their participation grade, barring other penalties to the mark. The professor will not provide material the student missed in class unless the absence is excused. Students are encouraged to reach out to their classmates in the event they cannot attend a session.

Excused Absences: If you will miss class for religious reasons, these absences can be excused and any work due can be made up later. You must notify the professor about any absences within the first 2 weeks of the semester so that a make-up session can be scheduled. Additionally, students that have approved accommodations from Disability Support Services may have excused absences as outlined in their accommodations. Students must contact the professor to arrange make-up sessions if necessary.

Student Rights: The University of Maryland holds students to certain standards of behavior and guarantees students certain rights. For a description of these, visit: <http://www.ugst.umd.edu/courserelatedpolicies.html>

Disability Support Services: Students requiring additional accommodations must contact Disability Support Services by the start of the semester. They must provide documentation from the Office of Disability Support Services that the professor will sign. Students must check in with the professor throughout the semester to ensure their needs are being met adequately.

Assignments: Students will complete several assignments throughout the semester:

- 1) *Response Papers and Project Check-ins.* Periodically, students will answer questions on various topics of discussion related to the course. Responses to these questions offer students an opportunity to critically engage with course material in a low-stakes paper assignment. Project check-ins and response papers offer students opportunity to outline and develop sections of a larger research paper due at the end of the semester. Assignments will increase in difficulty over the course of the semester to enable students to have several pre-written sections of that final paper. Students will complete a minimum of 5 responses papers and project check-ins.
- 2) *Exams.* Students will complete a minimum of 2 exams during the semester to assess their knowledge and mastery of course material including main concepts or particular social movements as discussed in course readings or lectures.
- 3) *Research Paper.* Students will complete an 8-page, double-spaced research paper due during finals week to display their ability to sociologically analyze social movements and apply course material. Students will identify a twentieth or twenty-first century social movement. The bulk of the paper involves an analysis of themes

including organization, structure, tactics, culture, and other aspects of social movements taught during the course. Students should use parts of their project check-ins or response papers wherever relevant. If students choose to use this material, they must incorporate the feedback the professor provided. The professor will provide more details on assignment expectations during the semester.

- 4) *Research Presentation.* Each student will give a 10-minute long presentation during the final two weeks of the semester you will present your project to the class. The professor will provide more details on assignment expectations during the semester.
- 5) *Participation.* Students must participate during each class session to provide an engaging learning experience. Participation in breakout groups, completing pop quizzes and in-class assignments, asking questions, and offering to share their perspective during lecture will help the student improve their participation grade. Using non-sanctioned electronic devices, engaging in distracting behavior, and failing to meet course expectations during class discussion will lower the student's grade.

Grade Distribution

Response and Check-in Papers	20%
Exams	30%
Final Paper	30%
Research Presentation	10%
Participation	10%

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	60-69
F	below 60%

Copyright Notice

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Course Schedule*

I. Introduction: The Sociology of Social Movements

Structural Approaches in the Sociology of Social Movements

- 8/27 Introduction to Course and Syllabus.
- 8/29 Smith, Jackie and Tina Fetner. "Structural Approaches in the Sociology of Social Movements." Pp. 13 – 30 in *Handbook of Social Movements Across Disciplines*.
- 8/31 Smith, Jackie and Tina Fetner. "Structural Approaches in the Sociology of Social Movements." Pp. 31 – 47 in *Handbook of Social Movements Across Disciplines*.

Cultural Approaches in the Sociology of Social Movements

- 9/3 Labor Day. No Class.
- 9/5 Jasper, James M. "Cultural Approaches in the Sociology of Social Movements." Pp. 59 – 80 in *Handbook of Social Movements Across Disciplines*.
- 9/7 Jasper, James M. "Cultural Approaches in the Sociology of Social Movements." Pp. 81 – 101 in *Handbook of Social Movements Across Disciplines*.

Response Paper Due: Have you or anyone you know ever been involved in a social movement? Describe the social movement and the level of involvement (e.g. organizer, protestor, social media activist, etc.). Identify **two** aspects of the movement to analyze. For each aspect, describe how a scholar using a cultural approach to a social movement might interpret it. Do the same for a structural approach to social movement.

II. Empirical Approaches to the Study of Social Movements

Intersectionality in Social Movements

- 9/10 Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41 (2015): 1-20.
- 9/12 Terriquez, Veronica. 2015. "Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement," *Social Problems*, 62:3, Pages 343–362
- 9/14 No Reading. *Project Check-in:* Describe 3 social movements you want to study for your research paper. Provide one reason you would like to study each social movement, using a cultural or structural approach for each. For each movement, cite a social movement scholar who you feel provides evidence that supports why the movements you're interested in should be studied.

Social Media Activism

- 9/17 Lupton, Deborah. "Digital sociology: an introduction." 2012.
- 9/19 Shange, Nombulelo. 2017. "Mappings of Feminist/Womanist Resistance Within Student Movements Across the African Continent." *Agenda* 31(3-4):60-67.
- 9/21 Kahne, Joseph & Benjamin Bowyer. 2018. "The Political Significance of Social Media Activity and Social Networks," *Political Communication*, 35:3, 470-493

Twentieth Century Social Movements

- 9/24 Myers, Daniel J. 1997. "Racial Rioting in the 1960s: An Event History Analysis of Local Conditions." *American Sociological Review* 62(1): 94-112.
- 9/26 Enck-Wanzer, Darrel. 2006. "Trashing the System: Social Movement, Intersectional Rhetoric, and Collective Agency in the Young Lords Organization's Garbage Offensive," *Quarterly Journal of Speech*, 92:2
- 9/28 Fleischmann, Arnold and Jason Hardman. 2004. "Hitting below the Bible Belt: The Development of the Gay Rights Movement in Atlanta." *Journal of Urban Affairs* 26(4):407-26.

Exam 1 and Project Check-in

10/1 Exam 1 Review

10/3 Exam 1

10/5 No Class. *Project Check-in*: By now you should have one social movement you'd decided to study. Provide context and background for the social movement you will be studying. Is it contemporary or historical? Describe the tactics, structure, and ideology of the social movement you're interested. Finally, describe your methodology – your empirical approach – to studying this social movement. Describe whether your study is a **cultural** or **structural** framework.

III. Social Movements in the Twenty-First Century

Nationalism in the Twenty-First Century

- 10/8 Simi, Pete, Robert Futrell, and Bryan F. Bubolz. 2016. "Parenting As Activism: Identity Alignment and Activist Persistence in the White Power Movement." *The Sociological Quarterly* 57(3):491-519.

10/10 Kurien, Prema. 2017. "Majority Versus Minority Religious Status and Diasporic Nationalism: Indian American Advocacy Organisations." *Nations and Nationalism* 23(1):109–28.

10/12 No Reading. *Response Paper Due*: Choose a movement that we've read about so far. Identify the research question. What methodology did the author(s) use in their attempt to answer their research question? Identify at least one finding based on the author(s) analyses. Does this finding support the paper's hypothesis or the assumptions of the theory that guides their paper? Why or why not?

Social Movements in the Global Perspective

10/15 Zhang, J., & Nyíri, P. 2014. "'Walled' activism: Transnational social movements and the politics of chinese cyber-public space." *International Development Planning Review*, 36(1), 111-131.

10/17 Dodson, Kyle. 2015. "Globalization and Protest Expansion." *Social Problems* 62(1):15–39.

10/19 Almeida, Paul and Chris Chase-Dunn. 2018. "Globalization and Social Movements." *Annual Review of Sociology* 44(1):189–211.

Movements for Civil Rights

10/22 Peltola, Pia, Melissa A. Milkie, and Stanley Presser. 2004. "The "feminist" mystique: Feminist identity in three generations of women." *Gender & Society* 18.1: 122-144.

10/24 Santoro, Wayne A. 2015. "Was the Civil Rights Movement Successful? Tracking and Understanding Black Views." *Sociological Forum* 30:627–47.

10/26 Sweet, Elizabeth L. 2015. "Latina kitchen table planning saving communities: intersectionality and insurgencies in an anti-immigrant city," *Local Environment*, 20:6, 728-743.

III. Documenting the Now: Social Movements and Society Today

#BlackLivesMatter and Beyond

10/29 *Baltimore Rising* film.

10/31 No Class. *Project-Check-In Due*: You are now on your way to becoming a social movement scholar. Use the themes you have learned in the course to analyze your movement. Predict the course of your movement's immediate future, ten years from now. Cite two academic sources for support.

11/2 Brown, Melissa, Rashawn Ray, Ed Summers & Neil Fraistat. 2017. "#SayHerName: a case study of intersectional social media activism," *Ethnic and Racial Studies*, 40:11, 1831-1846

Movements of the Moment

11/5 Mendes, Kaitlynn, Jessica Ringrose, and Jessalynn Keller. 2018. "#MeToo and the Promise and Pitfalls of Challenging Rape Culture through Digital Feminist Activism." *European Journal of Women's Studies* 25(2):236-46.

11/7 Intravia J, Piquero A.R, and Piquero N.L. 2018. "The Racial Divide Surrounding United States of America National Anthem Protests in the National Football League." *Deviant Behavior* 39(8):1058-68.

11/9 Swerts, Thomas. 2017. "Creating Space for Citizenship: The Liminal Politics of Undocumented Activism." *International Journal of Urban and Regional Research* 41(3):379-95.

11/12 Steinman, Erich. 2018. "Why was Standing Rock and the #NoDAPL campaign so historic? Factors affecting American Indian participation in social movement collaborations and coalitions." *Ethnic and Racial Studies*, pp.1-21.

11/14 Daniels, Jessie. 2018. "The Algorithmic Rise of the 'Alt-Right.'" *Contexts* 17(1):60-65.

11/16 Exam 2 Review. *Response Paper Due*: Select one contemporary movement that we've read about **or** that you are aware of. In the first part of your response, identify the key social issue of importance to the movement and provide background on the movement, citing recent news and academic sources. In the second part of your response, describe how you would go about research the movement yourself including your methods, theoretical framework, a hypothesis, and a potential expected finding.

11/19 Exam 2

11/21- 11/23 No Class. Thanksgiving Break.

Final Project Presentations

11/26 Presentation Workday.

11/28 Presentations

11/30 Presentations

12/3 Presentations

12/5 Presentations

12/7 Presentations

12/10 Final Paper Workday.

Final Paper Due: Thursday, December 13th by 5:00pm

*The professor reserves the right to alter the syllabus to better suit the needs of the class.