

Sociology 411
SOCIAL MOVEMENTS
UNC @ Chapel Hill
Fall 2018

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Classroom: Manning 307
Class Meeting: MWF 10:10-11:00

OVERVIEW OF COURSE

Why do people protest and organize to change the world around them? Most of the time people follow the rules, obey authorities, and put up with situations – even situations they consider unjust and immoral. Yet, in some cases, people join together to press for change. Why do people sometimes protest but more often not? How do movements work, and why do some succeed while others fail?

This course examines the origins, dynamics and consequences of social movements. Over the semester, we will explore a wide range of topics including: the emergence of movements, recruitment and leadership, interactions of movements with the media, political authorities and the broader public, tactics (e.g. nonviolent direct action, litigation), and the factors contributing to the success and failure of movements.

We will learn about many historically important social movements. For example, we will study major social movements including the civil rights, women's, environmental, pro-life, and pro-choice movements. In addition, we will look at several social movements from around the globe. Studying social movements allows us to examine much broader questions too. These include questions about the nature of power, conflict, political authority and legitimacy, and social change.

COURSE GOALS

The major goals of this course are:

- Understand, apply, and evaluate major theoretical perspectives on the study of social movements
- Develop greater knowledge of important historical and contemporary social movements
- Understand the motivations and goals that lead people to participate in movements
- Understand the major social forces that shape the origins, dynamics, and consequences of movements

CLASS MEETINGS

Each week, I will post questions on sakai prior to class meetings to guide your reading and prepare for our class. I will provide questions that ask you to reflect on important themes and questions as you do the reading.

The format of our meetings will vary. We will begin new sections by examining core concepts and debates. This will be followed by class meetings that combine activities and discussion to deepen understanding of major ideas and about the movements we're studying.

Your individual success and our collective success hinges on active participation. This includes reading course material and reflecting on them prior to class meetings for which they are assigned. Upper-level courses work when they build a sustained, cumulative conversation among the same participants.

READING

This course has two books that are available at the campus bookstore and online booksellers:

- (1) Jeff Goodwin and James M. Jasper. *The Social Movements Reader: Cases and Concepts*. Third Edition. Malden, MA: Wiley Blackwell.
- (2) Theda Skocpol and Vanessa Williamson. *The Tea Party and the Remaking of Republican Conservatism*. NY: Oxford University Press.

Additional articles and book chapters will be available on sakai as PDF files or as links to resources on the internet.

MEETINGS AND CONTACTING ME

You can drop by to meet with me during office hours or by appointment other times of the week. Email is generally the best method to reach me with smaller questions. Immediately after class is another good time to have short discussions or set up meetings.

REQUIREMENTS/ASSIGNMENTS

Attendance and participation	20%
Origins paper	20%
Media paper	20%
Mid-Term Exam	20%
Final Exam	20%

Attendance and class assignments (20%): This portion of your grade will be based on regular attendance and completion of short class assignments throughout the semester. Class assignments will include activities/exercises in class and outside of it. Your grade will be negatively impacted if you miss more than a limited number of class meetings (max of 3). If you must miss class for an approved university activity or with a medical excuse, you need to notify the TA before the class to arrange appropriate make-up work.

Origins Paper (20%): You will examine the origins and development of a movement that holds particular interest to you. I will provide a list of possible cases and books on sakai. You may propose other movements/books, but you must have alternative books approved by me at least one week before the deadline. Estimated length is 5 pages. Due September 21.

Media Paper (20%): For this paper, you will collect and analyze media coverage of protest and social movements to address major debates about the media and movements. Estimated length is 6-7 pages, and you will do a brief in-class presentation on your findings. Further details will be provided in class including strategies to collect and analyze data. Due November 19.

Mid Term Exam (20%): The format will combine identification, short answer, and essays. We will discuss the details with example questions prior to the exam. October 8.

Final Exam (20%): December 14. Similar to mid-term format. December 14.

GRADES

The grading scale for this course is: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.

POLICIES

If you have an extraordinary set of circumstances that make it impossible for you to meet a deadline, you must see me prior to the deadline. Extraordinary circumstances might include a serious illness or death in your family, but it would not include personal travel, extracurricular activities, or fulfilling the requirements of other courses.

Assignments turned in after the deadline will be penalized by deducting a half letter grade for each day it is late. For example, an A- paper becomes a B+ if turned in one day late, a B if two days late, a B- if three days late, and so on.

Sakai will be used for announcements and to make copies of the syllabus, handouts, and assignments available to you. You should check sakai regularly for announcements related to course assignments and schedule.

Laptops, tablets, and other devices will not be used in class for taking notes. Although some students are able to use these devices effectively, my experience and research on learning indicates that laptops in the classroom are a distraction more often than not.

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. [See the ARS Website for contact information: accessibility.unc.edu](https://accessibility.unc.edu).

HONOR CODE

Your participation in this course is covered by the UNC Honor Code (<https://studentconduct.unc.edu/students>). If you have questions about any forms of academic dishonesty please see me, and I will be happy to clarify. You should be especially attentive to plagiarism. The UNC Writing Center has a handout that describes what plagiarism is, why it should be avoided, and how to avoid it. Link: <https://writingcenter.unc.edu/tips-and-tools/plagiarism/>

COURSE SCHEDULE (** note that we may modify the schedule as needed depending on the pace of the class; any changes will be announced in class and on sakai)

Week 1

Aug 22

What are the big questions about social movements?

Barry Yeoman, "[Can Moral Mondays Produce Victorious Tuesdays?](#)"

Aug 24

What are social movements?

Charles Tilly. "Social Movements as Politics," pp. 1-11 in *Social Movements, 1768-2004* (sakai)

Goodwin and Jasper. *The Social Movement Reader* (3-7)

Origins: When and why do movements emerge?

Week 2

Aug 27

What factors give rise to movements?

Goodwin and Jasper, "When and Why Do Movements Occur?" (9-12)

Aug 29

Case study: 1960 Sit-ins

Civil Rights Movement Veterans, "[1960](#)" (read the following sections: Sit-Ins Background and Context, The Greensboro Sit-Ins, Sit-Ins Sweep Across the South, and Durham Sit-Ins and Protest"

Ella Baker, "[Bigger Than A Hamburger](#)"

FILM: Ain't Scared of Your Jails

Aug 31

Civil Rights Protest in Chapel Hill

Barksdale, "Civil Rights Organization and the Indigenous Movement in Chapel Hill, NC, 1960-1965" (sakai)

Recommended: "Chronology of the U.S. Civil Rights Movement" (68)

Week 3

Sept 3

Labor Day

Sept 5

How does organization and leadership matter?

Aldon Morris. 1981. "Black Southern Student Sit-In Movement: An Analysis of Internal Organization." *American Sociological Review* (sakai)

Sept 7

History of Activism at UNC

"[I Raised My Hand To Volunteer](#)" (digital exhibit on student activism at UNC)

** We will meet in front of Manning to take a campus tour on the history of activism at UNC **

Week 4

Sept 10

How does the broader society shape movements?

Jenkins and Perrow, "Farmworkers Movements in Changing Political Contexts"
(287-301)
Brockett, "The Repression/Protest Paradox in Central America" (363-369)

Sept 12 Applying Different Theories
Freeman "The Women's Movement" (13-23)
D'Emilio "The Gay Liberation Movement" (24-29)

Sept 14 Comparing Theories of Movement Origins
Discussion/Activity on Origins of Contemporary Activism

Participation: Who becomes an activist and why?

Week 5
Sept 17 Who Joins Movements?
Goodwin and Jasper "Who Joins or Supports Movements" (53-57)
Olson "The Free Rider Problem" (59-64)

Sept 19 Case Studies of Activist Recruitment
McAdam "Recruits to Civil Rights Activism" (65-75)
Kurzman "Who are the Radical Islamists" (76-82)

Sept 21 Exercise and Discussion: Recruitment

Week 6
Sept 24 High Risk Activism
VIDEO: "Freedom On My Mind"

Sept 26 How Do Movements Keep People Engaged?
Goodwin and Jasper, "Who Remains in Movements, Who Drops Out, and Why?"
(101-4)
Hirsch, "Generating Commitment among Students" (105-113)

Sept 28 Collective Identity and Networks
Whittier, "Sustaining Commitment among Radical Feminists" (114-125)
Gamson, "The Dilemmas of Identity Politics" (354-362)

Week 7
Oct 1 Exercise and Discussion: Keeping People Involved

Oct 3 Synthesis: Origins and Participation

Oct 5 Mid-Term Exam

Organization and tactics: How are movements organized, and what do movements do?

Week 8

Oct 8 What Kinds of Organizations Support Movements?
Goodwin and Jasper, "How are Movements Organized" (155-158)
McCarthy and Zald "Social Movement Organizations" (159-174)

Oct 10 Can Organization be Counterproductive?
Piven and Cloward, "The Structuring of Protest"

Oct 12 UNIVERSITY DAY

Week 9

Oct 15 Social Media and Participatory Organizations
Haug, "Meeting Arenas" (196-212)
VIDEO: Tufekci, "[How the Internet has made social change easy to organize, hard to win](#)"

Oct 17 Strategy, Organization and Leadership
Gladwell, "Six Degree of Lois Weisberg" (sakai)
Ganz, "Why David Sometimes Wins" (sakai)

Oct 19 FALL BREAK

Week 10

Oct 22 How do Movements Get Attention to Their Cause?
Goodwin and Jasper, "What Do Movements Do?" (213-7)
Ryan and Gamson, "Are Frames Enough?" (136-142)

Oct 24 Why Do Movements Use the Tactics They Do?
Taylor et al, "Tactical Repertoires: Same Sex Weddings" (266-282)
Brym, "Suicide Bombing" (239-245)

Oct 26 Exercise and Discussion: Strategy and Tactics
VIDEO: Unborn in the USA

Context: How do social and political actors interact with and shape movements?

Week 11

Oct 29 Understanding Conservative Social Movements
Skocpol and Williamson. *The Tea Party and the Remaking of Republican Conservatism*. Chapters 1

Oct 31 Religion and Social Movements

Skocpol and Williamson, Chapter 2
FILM: "With God On Our Side"

Nov 2 Media (including Discussion of Second Paper Assignment)
Edwin Amenta et al, "Movements in the Media" (302-316)

Week 12

Nov 5 Foundations, Think Tanks, and Movement Entrepreneurs
Skocpol and Williamson, Chapter 3

Nov 7 Exercise and Discussion of Tea Party

Nov 9 No Class Meeting: Extended Office Hours for Media Paper

Week 13

Nov 12 Social Movements and the Media Revisited
Skocpol and Williamson, Chapters 4 and 5

Nov 14 Social Movements, Political Parties and Democracy
Skocpol and Williamson, Chapters 6

Nov 16 Movement Decline
Goodwin and Jasper, "Why Do Movements Decline?" (343-5)
Epstein, "The Decline of the Women's Movements" (347-353)

Week 14

Nov 19 Mini-Presentations: Media Papers

Nov 21 THANKSGIVING BREAK
& 23

Consequences: What difference do movements make?

Week 15

Nov 26 How Do We Know If Movements Succeed?
Goodwin and Jasper, "What Changes Do Movements Bring About?" (379-382)
Gamson, "Defining Movement 'Success'" (383-385)
Meyer, "How Social Movements Matter" (386-390)

Nov 28 Black Lives Matter, Policing and Public Opinion
Jelani Cobb, "[The Matter of Black Lives](#)"
Dreier, "[Black Lives Matter joins a long line of protest movements that have shifted public opinion](#)"

Nov 30 Discussion: Did the Women's Marches Make a Difference?
Reading TBA

Week 16

Dec 3 Can Movements Make Democracy?
Nepstad, "Why Nonviolence Sometimes Fails: China in 1989" (405-415)
VIDEO: Chenoweth, "[The Success of Nonviolent Civil Resistance](#)"

Dec 5 Discussion: Do Movements Make History?

Final Exam – Friday, December 14 at 8am