

**PPAI 1700X Social Movements
Brown University, Spring 2008**

Professor Heather MacIndoe

Course Meeting: Mondays 3-5:20 pm

Location: Taubman Center, 67 George Street, Room 103

Office Hours: Monday 10am-12pm, and by appointment

Office: Taubman Center, Room 003

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Course Description:

This course will focus on how people organize themselves to change the circumstances of their lives. Social movements involve groups of people and organizations engaged in collective action to bring about--or to resist--social change. Social movements rely, at least in part, on non-institutionalized forms of political action (e.g. demonstrations, riots). Our study of social movements will draw principally from research in sociology and political science. The course includes classic and contemporary readings on the origins, dynamics, organization, and effects of social movements and case studies of some of the most important social movements, including the civil rights, women's and environmental movements.

Course Objectives:

- Examine the history and evolution of the concept of collective action
- Develop an understanding of various theoretical perspectives that account for the emergence and persistence of social movements
- Assess the influence of the state, the mass media, and other institutions on social movements
- Evaluate social movement outcomes considering both successes and failures
- Consider how social movements impact public policy

Required Texts available at Brown University bookstore:

- (1) Goodwin, Jeff and James Jasper (Eds.) 2003. *The Social Movements Reader: Cases and Concepts*. Malden, MA: Blackwell Publishing.
- (2) McAdam, Doug. 1985. *Political Process and the Development of Black Insurgency 1930-1970*. Chicago: University of Chicago Press.
- (3) Meyer, David S. 2007. *The Politics of Protest: Social Movements in America*. New York: Oxford University Press.

Additional readings on course webpage (<https://mycourses.brown.edu/>)

Course Format, Assignments, and Grading:

This course is a weekly discussion seminar. All class members are expected to come to class on time and prepared to discuss the readings. Your final grade will be comprised of:

- **Class Participation and Attendance (20%)**

Active participation in class discussions and regular attendance are required. Come to every class meeting prepared to discuss and answer questions and the readings for that day. Bring readings to class. Read and think about your classmates reading reflection memos before class. Guidelines for class participation are on the next page.

- **Reading Reflection Memos (30%)**

Sign up in class to complete **3** memos. At least 1 of these must be completed by 3/10. Memos should be 3-4 pages long and include 3-5 questions for discussion in class. The memo should summarize what you see as the important themes raised in the readings. **Memos should be emailed to the class by NOON on the Sunday before class.**

- **Newspaper Analysis (20%)**

Students will complete **2** newspaper analyses. **Due 3/3 and 4/7.** Local and national newspapers provide a rich source of data about contemporary collective action. Each student will clip 1 article (or print an article from an online newspaper) and write a short paper (5 pages) on how the subject of the article relates to themes of the class.

- **Final paper (30%) (5%=topic proposal, 20%=final draft, 5%=class presentation)**

Paper topic proposal - Due beginning of class 3/17 (5% of grade)

Final Paper - Due beginning of class 5/5 (20% of grade)

Class presentation - Due in class 5/5 (5% of grade)

Students will write a research paper (no more than 20 pages) that explores a topic related to the class. Students will present their papers in the final class meeting on 5/5/08.

Additional Notes:

1. I will comment on rough drafts of your paper if they are turned in before class on 4/21/08
2. Extra credit is available for doing 1 extra reading reflection memo on the recommended reading for a day.

Academic Honesty:

Please adhere to the principles of academic honesty described in Brown's Academic Code: "Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper attribution and documentation are in violation of the academic code. Infringement of the academic code entails penalties ranging from reprimand to suspension, dismissal, or expulsion from the University. **Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about any point of Brown's academic code should consult their courses instructors or an academic dean.**"

[The Academic Code and Non-Academic Conduct](http://www.brown.edu/Student_Services/Writing_Center/resources/writers/gen-plagiarism.html) (PDF format).

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Class Participation Guidelines:

The following are general guidelines that I will use to evaluate class participation. These are meant to provide helpful examples of behaviors that facilitate, or hinder, individual and collective learning during class meetings.

- **Outstanding participation**

- Consistently makes valuable contributions about topics under discussion
- Demonstrates excellent listening skills, responding appropriately to others' comments
- Offers relevant, succinct input to class
- Brings up questions about subjects that need further exploration
- Clarifies points that others may not understand
- Draws on personal experience or opinion only when relevant to class discussion
- Demonstrates ability to analyze, apply, and synthesize course material
- Demonstrates willingness to take risks (e.g. attempts to answer unpopular or difficult questions)

- **Minimum expected participation**

- Is prepared for class discussions
- Offers clear, concise, relevant information
- Consistently demonstrate familiarity with reading assignments
- Demonstrates ability to analyze and apply ideas presented in course materials
- Demonstrates willingness to attempt to answer questions
- Attends all classes
- Is punctual for class
- Speaks clearly and loudly so all participants can hear comments
- Comments on the current topic being discussed

- **Unacceptable participation**

- Fails to participate, even when solicited
- Shows up late or leaves early
- Fails to read the class materials
- Misses classes
- Disregards or simply repeats other people's comments
- Participates too much (e.g. frequently make comments for their own sake that do not add value to the discussion)
- Is rude, disrespectful, or mean-spirited to others in any way
- Carries on side conversations while others have the floor
- Interrupts others
- Receives and answers telephone calls during class – *all cell phones off*

Course Overview:

- 1/28 **Week 1: Introduction**
- 2/4 **Week 2: Social Movements in Modern Society: Defining Collective Action**
How do we define ‘collective action’ and ‘social movements’?
- 2/11 **Week 3: Overview of Social Movement Theories I**
Two-week overview of the dominant theories in the social movement literature, including: resource mobilization, political opportunity structures, and framing processes.
- 2/18 **Week 4: NO CLASS (President’s Day)**
- 2/25 **Week 5: Overview of Social Movement Theories II**
- 3/3 **Week 6: Participation in Movements: Leadership, Recruitment and Retention**
An overview of the social psychology of social movements: Who joins or supports social movements? Who remains in movements and who drops out? Do these questions matter?
(Newspaper analysis 1 due beginning of class)
- 3/10 **Week 7: Movement Strategies and Tactics**
What are the different forms that social movements take? What strategies and tactics do social movement leaders use to further their causes?
- 3/17 **Week 8: Movement Cycles and Waves of Protest**
How do social movements progress? What can we learn from examining patterns of movement activity? When does a social movement end?
(Final paper topic proposal due beginning of class)
- 3/24 **Week 9: NO CLASS (Spring Break)**
- 3/31 **Week 10: Social Movements and Organizations**
How is theory and research on organizations and social movements related?
- 4/7 **Week 11: Identity and Culture in Movements**
How does consideration of “culture” inform our understanding of social movements?
(Newspaper analysis 2 due beginning of class)
- 4/14 **Week 12: The State, Mass Media, and Other Influences on Movements**
How do the State, the mass media, and elite institutions influence social movements?
- 4/21 **Week 13: Silences in the Study of Social Movements**
What has been omitted for academic accounts/studies of social movements?
- 4/28 **Week 14: Social Movement Outcomes: Success, Failure, and Policy**
Why do social movements decline and die? How do we define movement “success”? What changes do social movements bring about? Do social movements influence public policy?
- 5/5 **Week 15: Class Presentations of final papers**
(Final paper due beginning of class)

Course Content:

Reading Abbreviations: **READER:** *The Social Movements Reader*, **MCADAM:** *Political Process and the Development of the Black Insurgency*, **MEYER:** *The Politics of Protest*, **WEB:** file on course webpage (<https://mycourses.brown.edu/>)

❖ **Week 1: January 28- Introduction**

❖ **Week 2: February 4 - Social Movements in Modern Society: Defining Collective Action**

Required Reading:

- **WEB**, Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge: Harvard University Press. (Ch. 1: “A Theory of Groups and Organizations” and Ch. 2: “Group Size and Group Behavior.”)
- **WEB**, Hirschman, Albert O. 1970. *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge: Harvard University Press. (Ch. 1: “Introduction and Doctrinal Background,” Ch. 2: “Exit,” and Ch. 3: “Voice.”)
- **MEYER**, Ch. 1 & 2: ‘America and Political Protest’ and ‘Why Protest? The Origins of Movements, Opportunities, and Organizations’
- **READER**, Part I: ‘Introduction’

WEEK 2 Recommended Reading:

- **WEB**, Marwell, Gerald and Pamela Oliver. 1993. *The Critical Mass in Collective Action*. Chapter 1: “The critical mass and the problem of collective action.” NY: Cambridge University Press.

❖ **Week 3: February 11 - Social Movement Theories I**

Required Reading:

- **MCADAM**, Ch. 1 & 2, ‘The Classical Model of Social Movements Examined’ and ‘Resource Mobilization: A Deficient Alternative’
- **READER**, Part II: ‘When and Why Do Social Movements Occur?’
- **WEB**, McCarthy, John D. and Mayer N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory.” *American Journal of Sociology*. 82:1212-1241.
- **WEB**, David S. Meyer. 1999. “Tending the Vineyard: Cultivating Political Process Research.” *Sociological Forum*. 14: 79-92.

WEEK 3 Recommended Reading:

- **WEB**, Jenkins, J. Craig. 1983. “Resource Mobilization Theory and the Study of Social Movements.” *Annual Review of Sociology*. 9:527-553.

❖ Week 4: February 18 - PRESIDENT'S DAY - NO CLASS



❖ Week 5: February 25 - Social Movement Theories II

Required Reading:

- **MCADAM**, Ch. 3 & 4: 'The Political Process Model' and 'The Empirical Implications of Various Models of Social Movements'
- **WEB**, Benford, Robert and David Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology*. 26:611-639.
- **WEB**, Hull, Kathleen. 2001. "The Political Limits of the Rights Frame: The Case of Same-Sex Marriage in Hawaii." *Sociological Perspectives*. 44(2):207-232.
- **WEB**, McAdam, Doug, Robert J. Sampson, Simón Weffer-Elizondo, and Heather MacIndoe. 2005. "'There Will Be Fighting in the Streets': The Distorting Lens of Social Movement Theory." *Mobilization*. 10:1-18.

WEEK 5 Recommended Reading:

- **WEB**, Polletta, Francesca. 1999. "Snarls, Quacks, and Quarrels: Culture and Structure in Political Process Theory." *Sociological Forum*. 14:63-70.

❖ Week 6: March 3 - Participation in Movements: Leadership, Recruitment and Retention

*** *Newspaper Analysis (I) due beginning of class*

Required Reading:

- **READER**, Part III & IV: 'Who Joins or Supports Movements?' and 'Who Remains in Movements, and Who Drops Out?'
- **MEYER**, Ch. 3: 'Becoming An Activist'
- **WEB**, Nepstad, Sharon Erickson and Clifford Bob. 2006. "When Do Leaders Matter? Hypotheses on Leadership Dynamics in Social Movements." *Mobilization*. 11(1):1-22.
- **WEB**, McVeigh, Rory and Christian Smith. 1999. "Who Protests in America: An Analysis of Three Political Alternatives: Inaction, Institutionalized Politics, or Protest." *Sociological Forum*. 14:685-702.
- **WEB**, van Dyke, Nella. 2003. "Crossing Movement Boundaries: Factors That Facilitate Coalition Protest by American College Students, 1930-1990." *Social Problems*. 50(2):226-250.

WEEK 6 Recommended Reading:

- **WEB**, Passy, Florence and Marco Giugni. 2001. "Social Networks and Individual Perceptions: Explaining Differential Participation in Social Movements." *Sociological Forum*. 16(1): 123-153.

❖ Week 7: March 10 - Movement Strategies and Tactics

Required Reading:

- **READER**, Part VII: 'What Do Movements Do?'
- **MEYER**, Ch. 5 & 6: 'The Strategy and Tactics of Social Protest' and 'Civil Disobedience'
- **WEB**, McAdam, Doug. 1983. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review*. 48:35-754.
- **WEB**, Einwohner, Rachel L. 1999. "Practices, Opportunity, and Protest Effectiveness: Illustrations from Four Animal Rights Campaigns." *Social Problems*. 46(2):169-186.
- **WEB**, Batterbury, Simon. 2003. "Environmental Activism and Social Networks: Campaigning for Bicycles and Alternative Transport in West London." *Annals of the American Academy of Political and Social Science*. 590: 150-169.

WEEK 7 Recommended Reading:

- **WEB**, McCarthy, John and Clark McPhail. 2006. "Places of Protest: The Public Forum in Principle and Practice." *Mobilization*. 11(2):229-247.

❖ Week 8: March 17 - Movement Cycles and Waves of Protest

*** *Final paper topic proposal due beginning of class*

Required Reading:

- **MCADAM**, Ch. 7 & 8: 'The Heyday of Black Insurgency' and 'The Decline of Black Insurgency'
- **WEB**, McAdam, Doug. 1995. "'Initiator' and 'Spin-off' Movements: Diffusion Processes in Protest Cycles." Pp. 217-239 in Mark Traugott (Ed.), *Repertoires and Cycles of Collective Action*. Durham: Duke University Press.
- **WEB**, Staggenborg, Suzanne. 1998. "Social Movement Communities and Cycles of Protest: The Emergence and Maintenance of a Local Women's Movement." *Social Problems*. 45(2): 180-204.
- **WEB**, Tarrow, Sidney. 1995. "Cycles of Collective Action: Between Moments of Madness and the Repertoire of Contention." Pp. 90-115 in Mark Traugott (Ed.), *Repertoires and Cycles of Collective Action*. Durham: Duke University Press.

WEEK 8 Recommended Reading:

- **WEB**, Calhoun, Craig. 1995. "'New Social Movements' of the Early Nineteenth Century." Pp. 173-215 in Mark Traugott (Ed.), *Repertoires and Cycles of Collective Action*. Durham: Duke University Press.

❖ Week 9: March 24 - SPRING BREAK - NO CLASS



❖ Week 10: March 31 - Social Movements and Organizations

Required Reading:

- **READER**, Part VI: 'How Are Movements Organized?'
- **MEYER**, Ch.4: 'Individuals, Movements, Organizations, and Coalitions'
- **WEB**, Minkoff, Debra. 2001. "Social Movement Politics and Organization." Ch. 20 in Judith Blau (Ed.), *The Blackwell Companion to Sociology*. Malden, MA: Blackwell.
- **WEB**, Minkoff, Debra and John D. McCarthy. 2005. "Reinvigorating the Study of Organizational Processes in Social Movements." *Mobilization*. 10(2):289-308.
- **WEB**, Meyer, David and Catherine Corrigan-Brown. 2005. "Coalitions and Political Context: U.S. Movements Against Wars in Iraq." *Mobilization*. 10(3):327-344.

WEEK 10 Recommended Reading:

- **WEB**, Clemens, Elisabeth. "Two Kinds of Stuff: The Current Encounter of Social Movements and Organizations." Chapter 13 in Gerald Davis, Doug McAdam, W. Richard Scott, Mayer Zald (Eds.), *Social Movements and Organization Theory*. Cambridge: Cambridge University Press.

❖ Week 11: April 7 - Identity and Culture in Movements

*** *Newspaper Analysis (2) due beginning of class*

Required Reading:

- **WEB**, Polletta, Francesca and James Jasper. 2001. "Collective Identity and Social Movements." *Annual Review of Sociology*. 27:283-305.
- **WEB**, Johnston, Hank and Bert Klandermans. 1995. "The Cultural Analysis of Social Movements." Ch. 1 in Hank Johnston and Bert Klandermans (Eds.). *Social Movements and Culture*. Minneapolis: University of Minnesota.
- **WEB**, Wilde, Melissa J. 2004. "How Culture Mattered at Vatican II: Collegiality Trumps Authority in the Council's Social Movement Organizations." *American Sociological Review*. 69(4):576-602.
- **WEB**, Taylor, Verta and Nancy Whittier. 1995. "Analytical Approaches to Social Movement Culture: The Culture of the Women's Movement." Ch. 10 in Hank Johnston and Bert Klandermans (Eds.). *Social Movements and Culture*. Minneapolis: University of Minnesota.

WEEK 11 Recommended Reading:

- **WEB**, Fantasia, Rick and Eric Hirsch. 1995. "Culture in Rebellion: The Appropriation and Transformation of the Veil in the Algerian Revolution." Ch.8 in Hank Johnston and Bert Klandermans (Eds.). *Social Movements and Culture*. Minneapolis: University of Minnesota.

❖ Week 12: April 14 - The State, Mass Media, and Other Influences on Movements

Required Reading:

- **READER**, Part VIII: 'How Do the State and Mass Media Influence Movements?'
- **WEB**, "Olesen, Thomas. 2007. "Contentious Cartoons: Elite and Media-Driven Mobilization." *Mobilization*. 12(1):37-52.
- **WEB**, Jenkins, J. Craig and Craig Eckert. 1986. "Channeling Black Insurgency: Elite Patronage and Professional Social Movement Organizations in the Development of the Black Movement." *American Sociological Review* 51:812-829.
- **WEB**, Amenta, Edwin and Drew Halfmann. 2000. "Wage Wars: Institutional Politics, WPA Wages, and the Struggle for U.S. Social Policy." *American Sociological Review*. 65(4): 506-528.

WEEK 12 Recommended Reading:

- **WEB**, Ortiz, David, Daniel Myers, N. Eugene Walls, and Maria-Elena Diaz. 2005. "Where Do We Stand on Newspaper Data?" *Mobilization*. 10(3):397-419.

❖ Week 13: April 21 - Silences in the Study of Social Movements

Required Reading:

- **READER**, Part IX: 'Why Do Movements Decline?'
- **WEB**, Various Authors. 2006. "Mobilization Forum: Awkward Movements." 11(4):475-500.
- **WEB**, Tarrow, Sidney. 2001. "Silence and Voice in the Study of Contentious Politics." Ch. 1 in Aminzade, Ronald et al (Eds.). *Silence and Voice in the Study of Contentious Politics*. Cambridge: Cambridge University Press.
- **WEB**, Aminzade, Ronald, Jack Goldstone, and Elizabeth Perry. 2001. "Leadership Dynamics and Dynamics of Contention." Ch. 5 in Aminzade, Ronald et al (Eds.). *Silence and Voice in the Study of Contentious Politics*. Cambridge: Cambridge University Press.

WEEK 13 Recommended Reading:

- **WEB**, Jasper, James M. 1998. "The Emotions of Protest: Affective and Reactive Emotions in and Around Social Movements." *Sociological Forum*. 13(3):397-424.

❖ **Week 14: April 28 - Social Movement Outcomes: Success, Failure, and Policy**

Required Reading:

- **READER**, Part X: ‘What Changes Do Movements Bring About?’
- **MEYER**, Ch. 9 & 10: ‘The Policy Connection: How Movements Matter’ and ‘Protest and American Politics: What’s Next?’
- **WEB**, Halebsky, Stephen. 2006. “Explaining the Outcomes of Anti-Superstore Movements: A Comparative Analysis of Six Communities.” *Mobilization*. 11(4):443-460.
- **WEB**, Soule, Sarah A. and Brayden G. King. 2006. “The Stages of the Policy Process and the Equal Rights Amendment, 1972-1982.” *American Journal of Sociology*, 111(6): 1871-1909.
- **WEB**, Luders, Joseph. 2006. “The Economics of Movement Success: Business Responses to Civil Rights Mobilization.” *American Journal of Sociology*, 111(4): 963-998.

WEEK 14 Recommended Reading:

- **WEB**, Meyer, David. 2006. “Claiming Credit: Stories of Movement Influence as Outcomes.” *Mobilization*. 11(3):281-298.

❖ **Week 15: May 5 - Class presentations of final papers**

*** *Final paper due beginning of class*