

Social Movements

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Office Hours: Wednesdays, 12-2pm
Teaching Assistants: Claire Sieffert Email: tba

Class: Wed 10am to 12pm Location: RW 110
Class website: https://portal.utoronto.ca

Course Description and Aims

Some of history's most consequential changes were triggered, in whole or in part, by social movements—collections of people working outside traditional political channels toward a common purpose. These transformative movements include the French, American, and Russian revolutions, decolonization, movements for Civil Rights and for Women's Rights among many others. The use of social movement tactics has only increased in recent decades with groups—ranging from students, to environmentalists, to right-wing radicals—adopting movement tactics. This course is designed to introduce the major theories of social movements and central approaches to studying social movements. We will examine the changing definitions of social movements, their strategies and tactics, who participates in social movements (and why), and the broader societal conditions that influence movement emergence and retreat. In the course of the semester, we will discuss a range of historical and contemporary examples of social movements.

Prerequisite

The prerequisite to take this course is [0-51.0](#) SOC at the [1200+](#) level. Students without this prerequisite will be removed at any time and without notice.

Learning Components and Course Requirements

Lectures:

Weekly lectures will introduce essential context for the assigned readings as well as to interrogate the key concepts and techniques introduced in the week's readings. **Responsibility of being aware of what the professor says in lectures (including administrative announcements) rests with the student.**

Readings:

We will read a combination of articles and excerpts from books. All readings will be available on Blackboard. You are required to read the assigned readings in advance of the week's lecture and contribute to the Blackboard discussion of one of the readings (see below for details).

Weekly contributions to the discussion board:

Every week that there are readings except Week 1 (so, Weeks 2-6 and 7-11), you are required to contribute to the Blackboard discussion board. Make sure you post in the forum for the current week. You may start a new thread by introducing a question or comment about a reading. Alternatively, you may choose to respond to someone else's post. Try to maintain the focus on broad themes and tensions in the reading(s). Contributing to the discussion in each of the 9 weeks will earn you 4.5% of your final grade. There is no strict length requirement, but to receive full credit your contribution must engage substantively with some core issue in the content.

Case study paper:

Students will write a case study paper which is expected to develop step-by-step in the following manner:

1. Identify a social movement that interests and motivates you to research about. It can be a historical case or a present-day example, including activism you were involved in or are currently participating in. **1-page introduction to the case is due on January 30 (submit electronically through Blackboard).**
2. Describe what the social movement is about (core claims, goals, target), who the major participants are, what forms of collective action and protest they engage in, and what cultural representations they use. **5-page description on February 27 (submit electronically through Blackboard).**
3. Apply one theory or concept from the semester to develop an insight into your empirical case. A more detailed guide to this assignment will be provided later in the semester. **5-page analysis due in lecture on March 27 (submit in hard copy, as an accumulated report).**

You will submit the first two assignments online, through the course website on Blackboard. **On March 27, you will submit a hard copy of the accumulated report (11 pages).**

Two In-Class Tests:

Two in-class tests will be given. The first, on 13 February, will consist of material from classes 1-5. The second test will be given on the last day of class (3 April) and will cover material from classes 7-11. You will have 1 hour and 50 minutes to complete the test. **Please bring your student identification.** Also, make sure that you have several pencils and pens in case one or more of your writing instruments stops working. **No final exam will be given during the final exam period.**

Evaluation Components

	Number of occasions	Percent value	Total percent of final mark
Syllabus quiz	1	0.5%	0.5%
Contribution to Blackboard discussion	9	0.5% each	4.5%
In-class tests	2	30% each	60%
Case study paper	1	35%	35%
			100% (total)

Communication and Blackboard

Email:

Please use your U of T email address to communicate with me about **personal matters**, or to communicate with the TAs. You can expect us to respond to your emails within 24 hours, M-F 9am-5pm. Here's a couple of important points about email communication:

- Please note that the instructor and TA will not respond to emails about issues that are clearly specified in the syllabus (e.g., due dates, office hours times).

- Address your questions about the homework to the TA, **Claire Sieffert (Email: TBA)** (claire.sieffert@mail.utoronto.ca)
- Requests to make-up tests and other accommodations should be sent to the course instructor (Professor Dokshin), not the TA.
- All emails should include the course code **SOC 202/SOC 360** in the subject line, and be signed with the student's full name and student number.

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Blackboard website and discussion board:

The University of Toronto Blackboard system will contain the course syllabus, assignments, discussion board, and course announcements. To clarify **questions** regarding the **syllabus, and assignments**, please use the discussion board titled **"General Course Questions"** on the Blackboard site. A TA will actively monitor the discussion board and will respond to any questions posted there.

Office hours:

Do not hesitate to come talk to me if you have questions or concerns about the class, or if you need assistance. You do not need to email me in advance, if you plan to stop by during office hours. My regular office hours are listed at the top of the syllabus document.

Late Work and Make-up Tests

Discussion board contributions:

Weekly contributions to the discussion board must be posted by 7pm on Tuesday (the day before our lecture). Late comments are not helpful and will not be accepted. If you have a legitimate reason for missing this deadline, you must email the TA as soon **within three days** of the missed deadline and submit the necessary documentation (see below). You will then be allowed to make up the work by contributing an additional comment to the next week's discussion (i.e., you'll be expected to submit two comments/questions for the following week).

Case study assignment:

There are three deadlines for the three components of the case study assignment. These assignments must be submitted by **the beginning of lecture (the first two electronically and the last one in hard copy)**. Late submission will result in a 5% deduction for each day the assignment is late (starting with the day the assignment is due, up to a maximum of 50% of the grade), unless you have a legitimate, documented reason beyond your control. **Notify the Professor and your TA** promptly, if you intend to submit your assignment late to arrange for the submission of the lab assignment with the necessary documentation (see below).

Make-up tests:

Students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must give their TA or the Undergraduate Advisor in the Sociology Department a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar** (see below). A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course.

Documentation:

If you miss a test or assignment deadline, you must provide one of the following types of documentation can serve to verify a legitimate reason:

1. **Verification of Student Illness or Injury Form:**
 - o In case of illness, you must supply a completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable.
2. **College registrar's letter:**
 - o If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies).

3. Letter from Accessibility Services

- o This documentation is useful for ongoing medical issues that require special accommodation.

Grade Appeals

The instructor and teaching assistants do their best to mark work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our marking duties. If you believe that your test or lab assignment has been mismarked, please adhere to the following rules

- For basic mathematical errors, simply alert TA (TBA) of the error.
- In the case of more substantive appeals, **you must wait at least 24 hours** after receiving your mark. If you wish to appeal, please submit a thorough written explanation to Professor Dokshin of why you think your mark should be altered. If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up. **You have 30 days after receiving a mark to appeal it.**

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Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

- Obtaining or providing unauthorized assistance on any assignment including:
 - o working in groups on assignments that are supposed to be individual work;
 - o having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.
- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.
- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

Accessibility Needs

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Course Schedule

Week	Date	Topic & Reading	Assignments Due
1	09-Jan	Introduction and overview	No assignments due this week
2	16-Jan	<p>Conceptual foundations of social movement research</p> <p>Tarrow, Sidney. 2011. <i>Power in Movement: Social Movements and Contentious Politics</i>. (3rd edition); Chapters 1-4 (p.16-91)</p> <p>D. Snow, S. Soule, and H. Kriesi, "Mapping the terrain" in <i>The Blackwell Companion to Social Movements</i> (p.3-13)</p>	Contribute to Blackboard Discussion by 7pm on Tuesday
3	23-Jan	<p>Grievances, interests, and identity</p> <p>Olson. "A theory of groups and organizations" (p.5-52)</p> <p>Della Porta and Diani, "Collective action and identity" in <i>Social Movements: An Introduction</i> (Blackwell 2006) p.89-113.</p> <p>Gaventa. 1980. <i>Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley</i>. Ch. 1 (p.3-32).</p>	Contribute to Blackboard Discussion by 7pm on Tuesday
4	30-Jan	<p>Resources and organization</p> <p>Edwards and McCarthy, "Resources and social movement mobilization" in <i>Blackwell Companion</i> p. 155-170.</p> <p>Ganz 2002. "What is organizing?"</p> <p>Han. 2014. <i>How Organizations Develop Activists: Civic Associations & Leadership in the 21st Century</i>. Ch. 1 (p.1-28)</p>	<p>Contribute to Blackboard Discussion by 7pm on Tuesday</p> <p>1-page introduction of case study due in lecture</p>
5	06-Feb	<p>Framing and collective identity</p> <p>Snow. "Framing Processes, Ideology, and Discursive Fields." in <i>Social Movements: An Introduction</i> (Blackwell 2006) p.380-412.</p> <p>Ghaziani and Baldassarri. 2009. "Cultural Anchors and the Organization of Differences: A Multi-method Analysis of LGBT Marches on Washington." <i>American Sociological Review</i> 76(2):179-206.</p>	Contribute to Blackboard Discussion by 7pm on Tuesday
6	13-Feb	In-Class Test 1	In-Class Test 1
Reading week—No Class			
7	27-Feb	<p>Political opportunities and constraints</p> <p>Tarrow. 2011. <i>Power in Movement: Social Movements and Contentious Politics</i>. (3rd edition); Chapters 8 (p.157-180)</p> <p>McCammon et al. 2001. "How Movements Win: Gendered Opportunity Structures and U.S. Women's Suffrage Movements, 1866 to 1919." <i>American Sociological Review</i> 66(1):49-70.</p>	<p>Contribute to Blackboard Discussion by 7pm on Tuesday</p> <p>5-page description of case study due in lecture</p>
8	06-Mar	Movement Repression	Contribute to Blackboard Discussion by 7pm on Tuesday

Week	Date	Topic & Reading	Assignments Due
		Earl. 2003. "Tanks, Tear Gas, and Taxes: Toward a Theory of Movement Repression." <i>Sociological Theory</i> 21(1):44-68. King, Pan, and Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." <i>American Political Science Review</i> .	
9	13-Mar	Who participates in social movements? Soule and Schussman/Lim/Corrigall-Brown (TBD) Thresholds and pluralistic ignorance (TBD)	Contribute to Blackboard Discussion by 7pm on Tuesday
10	20-Mar	Non-state targets of social movements Rachel Kahn Best. 2012. "Disease Politics and Medical Research Funding" <i>American Sociological Review</i> 77(5):780-803. Briscoe and Safford. 2009. "The Nixon-in-China Effect: Activism, Imitation, and the Institutionalization of Contentious Practices" <i>Administrative Science Quarterly</i> 53(3):460-491.	Contribute to Blackboard Discussion by 7pm on Tuesday
11	27-Mar	Social movements in the age of the Internet Gladwell. 2010. "Small Change: Why the Revolution Will not be Tweeted." <i>The New Yorker</i> . Tufekci. 2017. <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i> . (reading TBD)	Contribute to Blackboard Discussion by 7pm on Tuesday 5-page analysis of case study due in lecture
12	03-Apr	In-class test 2	