

SOC360H1F
FALL 2023
Social Movements
University of Toronto
Class hours: Tuesdays 15:10 – 17:00

Instructor: Sébastien Parker

Email: sebastien.parker@mail.utoronto.ca

Office Hours: By appointment using Quercus Calendar (online, via Zoom)

Webpage: q.utoronto.ca

Teaching Assistant: Kristen Bass

Email: kristen.bass@mail.utoronto.ca

Office Hours: By appointment using Quercus Calendar (online, via Zoom)

Statement of Acknowledgement

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [*Council of Aboriginal Initiatives, 2014*]

Course Description

This course examines the sociological study of collective action. Students will explore how movements in a variety of historical and global contexts endeavor to produce social change. In this process, we will examine political and cultural opportunities and obstacles, organizational dynamics, resources, collective action frames, strategies and tactics.

Prerequisites: 1.0 SOC FCE at the 200+ level. Students without this prerequisite will be removed without notice.

Learning Objectives

There are four (4) learning objectives in this course:

First, to critically read and write about social movements

Second, to explain key ideas and consider real-world implications

Third, to apply insight from studies on social movements to pursue independent research

Fourth, to engage in ongoing discussions on contemporary issues related to social movements

Evaluation Components

Type	Due Dates	Weight
Participation assignments	Ongoing	15%
First test	October 24	30%
Research paper	November 21	30%
Second test	December 5	25%

Grading Descriptions

Participation assignments (5 x 3% = 15%)

Students will need to complete participation assignments (each worth 3%) to showcase active and ongoing engagement with course content. Participation prompts will be assigned *during* selected lectures, except for the first which will be assigned beforehand (see Course schedule). They will be marked on a satisfactory (3 pts), non-satisfactory (1.5 pts), or incomplete (0 pt) basis.

Take-home tests (30% & 25%)

The tests are non-cumulative, take-home, and open book. The first test will cover material from lecture and readings up to the date administered (worth 30%), while the second test will cover the remaining course content (worth 25%). For each test, students will be required to answer two (2) questions out of three (3) options (each question answered in 2 pages, single-spaced). Details regarding the tests will be communicated in advance. Students will have 24 hours to complete the test.

Social movement research project (30%)

For the research paper (5 to 6 pages, single-spaced), students will have to identify a social movement that interests and motivates them. It can be a historical case or a present-day example, including activism you were involved in or are currently participating in. Students will have to apply a theoretical framework to their empirical case. There will also be an opportunity to do a podcast, ted talk video, or report instead. More detailed guidelines will be provided on Quercus.

Late and Missed Test Policies

Handing in assignments

All assignments must be submitted electronically via Quercus. The instructor and TA will not accept electronic copies of assignments via email.

Missed tests and assignments

If a student misses a test or submit assignments later for medical reasons, the student must contact me (not the TA) within 1 day of the missed exam or assignment and also declare their absence on ACORN. For other reasons, such as family emergencies or personal reasons, they must have the college registrar email me.

Accessibility

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

Student Responsibilities and Expectations

Email Policy

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchanges, you must use your official University of Toronto email. Please also include the course code (e.g., SOC360) in the subject line.

In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

Help from your Teaching Assistant

Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions, take advantage of your T.A.'s office hours.

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. For basic mathematical errors, simply alert the TA 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 your instructor 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 7 days after receiving a mark to appeal it.

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.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The

consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Generative Artificial Intelligence

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

If using generative artificial intelligence tools as they work through the term assignment in this course, students must document this in an appendix. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Ouriginal

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Course Schedule

Required readings

All course readings, videos, and podcasts are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus. Please refer to the proper week in the Modules tab.

PART 1.**Session 1 (September 12)***Outline of course and expectations*

For the lecture, you must:

- (1) **Listen (0:00 – 20:00):** Erica Chenoweth interviewed by *Ezra Klein*. “How to topple dictators and transform society.”
- (2) **Watch (7:00—25:00):** Andreas Malm interviewed by *Novara Media*. “Climate Change is Violent, That’s Why We Need Sabotage.”

Evaluative component: Participation assignment 1 (3%)**Session 2 (September 19)***Tactics, prefiguration, and place-based logics*

For the lecture, you must:

- (1) **Watch:** *Revolution and Ideology*. “What is Prefiguration? An introduction.”
- (2) **Read:** Nelson, Laura K. (2021). “Cycles of Conflict, a Century of Continuity: The Impact of Persistent Place-Based Political Logics on Social Movement Strategy.”

Session 3 (September 26)*Framing, policies, and collective identity*

For the lecture, you must:

- (1) **Read:** Ferree, Myra Marx (2003). “Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany.”
- (2) **Listen:** *The Guardian*. “How raising the retirement age set France on fire.”
- (3) **Read:** Lobbedez, Elise, and Lisa Buchter (2023). “The Strength of Pushback Collective Identity in a Fragmented Mass Movement.”

Session 4 (October 3)*Strategies and dilemmas*

For the lecture, you must:

- (1) **Read:** Jasper, James (2006). “A strategic approach to collective action: Looking for agency in social-movement choices.”

Evaluative component: Participation assignment 2 (3%)

Session 5 (October 10)

Power, organizing, and civic feedbacks

For the lecture, you must:

- (1) **Read:** Han, Hahrie, Elizabeth McKenna, and Michelle Oyakawa (2021). *Prisms of the People: Power & Organizing in Twenty-First Century America*.
- (2) **Read:** Han, Hahrie, Andrea Louise Campbell, and Elizabeth McKenna (2022). “Civic Feedbacks: Linking Collective Action, Organizational Strategy, and Influence over Public Policy.”

Session 6 (October 17)

Participatory review session

Evaluative component: Participation assignment 3 (3%)

Session 7 (October 24)

Evaluative component: Test 1 (30%) due at 11:59 pm EST*

PART 2.

Session 8 (October 31)

Grievances, technologies, and digital activism

For the lecture, you must:

- (1) **Read:** Simmons, Erica (2014). “Grievances do matter in mobilization.”
- (2) **Listen (55:00 onwards):** *The 80,000 hours Podcast*. “Audrey Tang on what we can learn”
- (3) **Read:** Schradie, Jen (2018). “The digital activism gap: How class and costs shape online collective action.”

READING WEEK – NOVEMBER 6-10

Session 9 (November 14)

Political generations and activism

For the lecture, you must:

- (1) **Read:** Milkman, Ruth (2017). “A new political generation: Millennials and the post-2008 wave of protest.”
- (2) **Watch:** *Insider Business News*. “Why Occupy Wall Street Failed 10 Years Ago | Rise And Fall”

(3) Listen: *Social Science Bites*. “Bobby Duffy on Generation Myths.”

Evaluative component: Participation assignment 4 (3%)

Session 10 (November 21)

Challenging the state, controlling activists

For the lecture, you must:

(1) Read: Rosenfeld, Bryn (2017). “Reevaluating the middle-class protest paradigm: A case-control study of democratic protest coalitions in Russia.”

(2) Watch: *Winter on Fire: Ukraine’s Fight for Freedom*

(3) Read: Fu, Diana (2017). Disguised collective action in China. *Comparative Political Studies*.

Evaluative component: Research Paper (30%) due at 11:59 pm EST

Session 11 (November 28)

Reflecting on success, consequences, and outcomes

For the lecture, you must read one of the following:

Group choice 1: Ayoub, Phillip M., Douglas Page, and Samuel Whitt (2023). “Theorizing Potential Downstream Cultural Consequences of LGBT+ Activism.”

Group choice 2: Useem, Bert, and Jack A. Goldstone (2022). “The paradox of victory: social movement fields, adverse outcomes, and social movement success.”

Group choice 3: Valentim, António (2023). “Repeated Exposure and Protest Outcomes: How Fridays for Future Protests Influenced Voters.”

Evaluative component: Participation assignment 5 (3%)

Session 12 (December 5)

Evaluative component: Test 2 (30%) due at 11:59 pm EST*