

SOC360H1S
Social Movements
University of Toronto
Tuesdays & Thursdays 17:10 – 19:00
Location: Online, Synchronous (Zoom)

Instructor: Sébastien Parker

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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 5 learning objectives in this course:

- 1) To critically read, analyze and write about social movements
- 2) To understand and explain key ideas in the social movement literature
- 3) To draw connections between major findings and concepts
- 4) To apply insight from studies on social movements to pursue independent research on a self-chosen topic
- 5) To engage in ongoing discussions on contemporary issues related to social movements

Evaluation Components

Type	Due Dates	Weight
Participation engagement	Ongoing	15%
First test	July 21	30%
Research paper	August 4	30%
Second test	August 11	25%

Grading Descriptions

Ongoing participation engagement

Students will have to submit written participation assignments (each worth 3%) to showcase active and ongoing engagement with course content. There will be, in total, five (5) participation assignments. Participation assignment prompts will be assigned at the end of selected lectures (then due at the beginning of the following lecture). The prompts will vary: some might ask students, for example, to summarize key aspects of the reading, to post and discuss questions on the discussion board, while others might ask to reflect on central arguments and think through implications.

Take-home tests

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 (i.e., content between weeks 2 to 5), while the second test will cover the remaining course content (i.e., content between weeks 7 to 12). 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 48 hours to complete the test.

Case study research paper

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. 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.

Deadlines

The assignments are due online via Quercus by 23:59 (11:59 p.m. EST) for the stated date. Please refer to the Due Dates stated on page 2 of the Syllabus and the Course Schedule.

Missed tests and assignments

If a student misses an exam 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.

Course Schedule

Required readings

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

Session 1 (July 5)

Course overview

Part 1.

Session 2 (July 7)

Spotlight case study I

Reading:

Simmons, Erica S. *Meaningful resistance: Market reforms and the roots of social protest in Latin America*. Cambridge University Press, 2016.

Session 3 (July 12)

Political generation and political class

Readings:

Milkman, Ruth. "A new political generation: Millennials and the post-2008 wave of protest." *American Sociological Review* 82, no. 1 (2017): 1-31.

Rosenfeld, Bryn. "Reevaluating the middle-class protest paradigm: A case-control study of democratic protest coalitions in Russia." *American Political Science Review* 111, no. 4 (2017): 637-652.

Session 4 (July 14)

Political process and perceptions

Readings:

McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970*. University of Chicago Press, 1982.

Kurzman, Charles. "Structural opportunity and perceived opportunity in social-movement theory: The Iranian revolution of 1979." *American Sociological Review* (1996): 153-170.

Session 5 (July 19)

Spotlight case study II

Reading:

Fu, Diana. *Mobilizing without the masses: Control and contention in China*. Cambridge University Press, 2018.

Session 6 (July 21)

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

Part 2.

Session 7 (July 26)

Place and context

Readings:

Nelson, Laura K. "Cycles of Conflict, a Century of Continuity: The Impact of Persistent Place-Based Political Logics on Social Movement Strategy." *American Journal of Sociology* 127, no. 1 (2021): 1-59.

Ferree, Myra Marx. "Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany." *American Journal of Sociology* 109, no. 2 (2003): 304-344.

Session 8 (July 28)

Cascades and fringes

Readings:

Seguin, Charles. "Cascades of coverage: Dynamics of media attention to social movement organizations." *Social Forces* 94, no. 3 (2016): 997-1020.

Bail, Christopher A. "The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks." *American Sociological Review* 77, no. 6 (2012): 855-879.

Session 9 (August 2)

Spotlight case study III

Reading:

Schradie Jen, *The Revolution That Wasn't: How Digital Activism Favors Conservatives*, Harvard University Press, 2019.

Session 10 (August 4)

Case study paper (30%) due at 11:59 pm EST

Mobilization and de-mobilization on the right

Readings:

Zeller, Michael C. "Demobilising far-right demonstration campaigns: Coercive counter-mobilisation, state social control, and the demobilisation of the Hess Gedenkmarsch campaign." *Social Movement Studies* (2021): 1-19.

Geva, Dorit. "Non au gender: Moral epistemics and French conservative strategies of distinction." *European Journal of Cultural and Political Sociology* 6, no. 4 (2019): 393-420.

Session 11 (August 9)

Spotlight case study IV

Reading:

Han, Hahrie, Elizabeth McKenna, and Michelle Oyakawa. *Prisms of the People: Power & Organizing in Twenty-First Century America*. University of Chicago Press, 2021.

Session 12 (August 11)

Test 2 (25%) due at 11:59 pm EST