

SOC 360H1S SOCIAL MOVEMENTS
University of Toronto, St George Campus

Wednesdays, 6:10pm to 8pm
Online Synchronous

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Office hours: Tuesdays 1 – 4pm, by appointment

Teaching assistants: Marie-Aminata Peron & Roberta Silveira Pamplona
Office hours: As announced on Quercus

Land 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 this 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.

Prerequisite: 1.0 SOC credit at the 200+ level

Exclusion: SOC279H1, SOC329H1

Course Objectives.

- (1) To understand the basic concepts and debates in social movement studies by critically engaging with readings, lectures, and class discussions
 - (2) To gain knowledge about social movements and their historical, social, and economic contexts
 - (3) To apply knowledge about social movement theory to an independent research paper
 - (4) To demonstrate and articulate students' understanding of course materials in oral and written assignments
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Course Delivery.

This course is being delivered entirely online and will include both synchronous and asynchronous elements. Lectures will consist of multiple short videos on the key topics of the week, uploaded to Quercus. There will be about an hour of videos in total every week; these will be posted the Friday before class. In addition to these video lectures, there will be an hour of synchronous class every week, held on Zoom, from 6 to 7pm on Wednesdays. During this session, the instructor will review difficult topics, lead discussion, and support students in active learning exercises. Office hours will also be held over Zoom.

Course Materials.

There is no required textbook for this course. All course readings will be available on Quercus. Important announcements, course materials and learning aids, and submission portals will also be on Quercus, so please check the course page regularly. I recommend as well that you turn on email notifications on Quercus, as I will send regular reminders and announcements there.

Course Components and Evaluation.

Reading discussion posts	Due weekly, worth 15%
Class participation	Due weekly, worth 10%
Paper proposal & Annotated bibliography	Due Feb. 17 th , worth 20%
Final paper	Due Mar. 24 th , worth 30%
Take home final	Due Apr. 7 th , worth 25%

Reading Discussion Posts: Ahead of each week's class, students will be expected to engage with their fellow students on the Quercus discussion board, posing and answering questions about that week's readings. Students have the option to either post a question (due by Sunday 11:59pm) or answer a question (due by Tuesday 11:59pm). Your lowest mark will be dropped, meaning that you can also miss one week's discussion without any penalty.

Class Participation: A significant portion of class time will be spent working in small groups, discussing class material, and workshopping your papers. In these breakout rooms, one of the group members will serve as the 'scribe' and will note down the main points of discussion. Be sure to include the names and student numbers of all your group members on this document; I will use these submissions to track class participation. The lowest two grades here will be dropped, meaning that you can miss two classes without any penalty.

Paper Proposal: This paper project aims to provide you a chance to apply your knowledge of social movement theories to a case of your choosing. You can choose any social movement that interests you to study – it can be from any time period, from any location, and at any scale. For your paper proposal, you will be expected to write a 1 to 2-page double-spaced introduction to your paper. In this introduction, you should introduce your case and what motivates you to study it. You should also clearly state your research question towards the end of your introduction.

In addition, you will be required to include an annotated bibliography of 5-7 sources that you will use in your case study. For each of these sources, you will need to clearly state the main findings and arguments of the article, as well as what role it will play in your final paper.

Final Paper: In your final paper, you should start by further describing your case and its core claims, goals, targets, participants, and tactics. In doing so, you should be explaining who the main actors are, what kinds of cultural representations and identities they draw on, and what kinds of activities and activism they engage in. Next, you will be required to apply one theory from the class to your case study. You should use this theory to answer your research question.

Your completed paper should be 10 to 12 pages double-spaced and have proper citation and referencing. You can use your proposal as the introduction to your final paper. Students will have an opportunity to workshop their thesis or research question in class and will have time to incorporate feedback from the TA and instructor. More detailed instructions will be provided in class and on Quercus.

Take home final test: There will be one test held this semester, focused on the primary theories and concepts of social movement studies. The test will consist of a take home essay, and some short answer questions. The test will be delivered through Quercus. More instructions and details will be discussed in class and posted on Quercus.

Class and Assignment Policies.

Email: I will respond to email within two business days (48 hours, except for weekends and holidays). In any email exchanges, you must use your official University of Toronto email. Please also include the course code in the subject line of your email, and your full name and student number in the body. Do not send a reminder email unless it has been more than two business days.

The course teaching assistant will also be available over email. Please also only use emails to the TA for questions that are brief and specific. For more support, such as help with studying or writing, students should attend TA office hours.

Please be respectful in your email, and treat it as you would any other form of professional communication. Email is best suited to asking clear and concise questions, such as questions about deadlines or assignment requirements. If you have a question that will take longer than 10 minutes to answer via email, I will ask you to come to office hours instead.

Office hours: I will hold office hours on Tuesday afternoons and will be available from 1pm to 4pm. These office hours will be by appointment, and students can sign up on Quercus through the calendar function. Office hours will be divided into 20-minute slots; if this is too short, or you cannot make that time and have a specific and pressing issue, please reach out and we can schedule an alternative.

The course TA will hold office hours in the lead up to the tests and the paper submission deadlines. TA office hours are a great opportunity to get one on one support with your studying or writing, and to get substantive questions answered. TA office hours will be advertised on Quercus.

Handing in assignments: All assignments will be submitted electronically via Quercus. Neither the instructor nor the TA will accept assignments via email.

Attendance: While lectures will be pre-recorded and available on Quercus, class attendance is still highly encouraged. In class, we will review tougher material, discuss key concepts and theories, workshop papers, and prepare for the test. You will earn participation marks from attending class and participating in group work; however, the grading scheme allows you to miss two classes penalty free. You do not need to let me know if you miss class once or twice. If something comes up, and you expect to miss more than two classes, then please get in touch with me.

Deadlines and missed assignments: The assignments and discussion posts are due on Quercus by 11:59pm EST on the stated date. Due dates are listed on both the course schedule and on Quercus. There will be a 24-hour grace period before late penalties are deducted; after this 24 hours, late assignments will be deducted 5% a day, unless the student has an extension from the instructor.

If a student misses a test or submits an assignment late for medical reasons, they must both declare their absence on ACORN and email the instructor within 2 days. If they miss a test or submit an assignment late for other reasons, such as a family emergency, they should contact their college registrar, and have the registrar email the instructor.

Accessibility: If you require accommodations or support from accessibility services, please visit <https://studentlife.utoronto.ca/departments/accessibility-services/> and register as soon as possible. I will do my utmost to work with students needing accommodations, and to provide an inclusive and supportive learning environment.

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.

Recordings: Lectures and course materials prepared by the professor are the professor’s intellectual property covered by the Canadian Copyright Act.⁵ Students wishing to record lecture or other course material are required to ask the professor’s explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Once obtained, such permission is only for that individual student’s own study purposes and does not include permission to “publish” them in any way. In order to preserve students’ privacy, and to maintain a safe space for discussion, students may not record each other, the instructor, or the lectures.

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.

Week 1: January 11, 2023	Introduction & Course Overview Snow, David A., Sarah A. Soule, and Hanspieter Kriesi. 2004. “Mapping the Terrain,” pp. 3-16 in <i>The Blackwell Companion to Social Movements</i> (D. Snow, S. Soule & H. Kriesi, eds.). Blackwell Publishing. *no discussion posts this week
Week 2: January 18, 2023	Grievances, Resources and Interests McCarthy, John D., and Mayer N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory,” <i>American Journal of Sociology</i> , 82: 1212–41 (1) Simmons, Erica. 2014. “Grievances do Matter in Mobilization.” <i>Theory and Society</i> 43: 513-546. <i>Optional:</i> Chewinski, Max and Catherine Corrigan-Brown. 2020. “Channeling Advocacy? Assessing how Funding Source Shapes the Strategies of Environmental Organizatons.” <i>Social Movement Studies</i> 19(2): 222-240.

Week 3: January 25, 2023	Framing and Resonance
	<p>Benford, Robert D. and David A. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." <i>Annual Review of Sociology</i> 26: 611-639.</p> <p>Marx Ferree, Myra. 2003. "Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany." <i>American Journal of Sociology</i> 109: 304-344.</p> <p><i>Optional:</i> Corrigan-Brown, Catherine and Rima Wilkes. 2011. "Picturing Protest: The Visual Framing of Collective Action by First Nations in Canada." <i>American Behavioral Scientist</i> 56(2): 223-243.</p>
Week 4: February 1, 2023	Political Opportunity Structures **
	<p>Meyer, David S. 2004. "Protest and Political Opportunities." <i>Annual Review of Sociology</i> 30: 125-145.</p> <p>Muñoz, José A. 2006. "International Opportunities and Domestic Protest: Zapatistas, Mexico, and the New World Economy." <i>Social Movement Studies</i> 5(3): 251-274.</p>
Week 5: February 8, 2023	GUEST LECTURE **
	*Readings TBD
Week 6: February 15, 2023	Collective Identity and Cultural Anchors
	<p>Polletta, Francesca, and James M. Jasper. 2001. "Collective Identity and Social Movements." <i>Annual Review of Sociology</i> 27: 283-305.</p> <p>Ghaziani, Amin and Delia Baldassarri. 2011. "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> <p>* Proposal and Annotated Bibliography due Feb. 17th, 11:59pm</p>
Week 7: February 22, 2023	NO CLASS: READING WEEK
Week 8: March 1, 2023	Movement Tactics and Repertoires of Action
	Taylor, Verta and Nella Van Dyke. 2004. "Get Up, Stand Up: Tactical Repertoires of Social Movements," pp. 171-196 in <i>The Blackwell Companion to Social Movements</i> (D. Snow, S. Soule & H. Kriesi, eds.). Blackwell Publishing.

	Egreteau, Renaud. 2022. "Blending Old and New Repertoires of Contention in Myanmar's Anti-Coup Protests (2021)." <i>Social Movement Studies</i> .
Week 9: March 8, 2023	Participation and Recruitment
	<p>Schussman, Alan and Sarah A. Soule. 2005. "Process and Protest: Account for Individual Protest Participation." <i>Social Forces</i> 84: 1083-1108.</p> <p>Walgrave, Stefaan and Pauline Ketelaars. 2019. "The Recruitment Functions of Social Ties: Weak and Strong Tie Mobilization for 84 Demonstrations in Eight Countries." <i>International Journal of Comparative Sociology</i> 60(5): 301-323.</p> <p><i>Optional:</i> Stewart, Julie, Michelle Enciso Bendall and Charlie V. Morgan. 2015. "Jobs, Flags, and Laws: How Interests, Culture and Values Explain Recruitment into the Utah Minuteman Project." <i>Sociological Perspectives</i> 58(4): 627-648.</p>
Week 10: March 15, 2023	Movement Leadership
	<p>Morris, Aldon D. and Suzanne Staggenborg. 2004. "Leadership in Social Movements," pp. 171-196 in <i>The Blackwell Companion to Social Movements</i> (D. Snow, S. Soule & H. Kriesi, eds.). Blackwell Publishing.</p> <p>Erhardt, George. 2020. "Local Leaders in National Social Movements: The Tea Party." <i>Social Movement Studies</i> 19(4): 373-390.</p> <p>Gerbaudo, Paolo. 2017. "Social Media Teams as Digital Vanguard: The Question of Leadership in the Management of key Facebook and Twitter Accounts of Occupy Wall Street, Indignados and UK Uncut." <i>Information, Communication & Society</i> 20(2): 185-202.</p>
Week 11: March 22, 2023	State Intervention and Repression
	<p>Earl, Jennifer. 2011. "Political Repression: Iron Fists, Velvet Gloves, and Diffuse Control." <i>Annual Review of Sociology</i> 37: 261-284.</p> <p>Shriver, Thomas E. and Alison E. Adams. 2010. "Cycles of Repression and Tactical Innovation: The Evolution of Environmental Dissidence in Communist Czechoslovakia." <i>The Sociological Quarterly</i> 51(2): 329-354.</p> <p style="text-align: center;">* Final Paper due Mar. 24th, 11:59pm</p>

Week 12: March 29, 2023	Social Media and Online Activism
	<p>Mundt, Marcia, Karen Ross and Charla M Burnett. 2018. "Scaling Social Movements through Social Media: The Case of Black Lives Matter." <i>Social Media + Society</i> 4(4).</p> <p>Raynauld, Vincent, Emmanuelle Richez, and Katie Bodreau Morris. 2018. "Canada is #IdleNoMore: Exploring Dynamics of Indigenous Political and Civic Protest in the Twitterverse." <i>Information, Communication and Society</i> 21(4): 626-642.</p>
Week 13: April 5, 2023	NO CLASS: TAKE HOME TEST
	* Take Home Final due Apr. 7th, 11:59pm

**Weeks 4 and 5 might be switched, depending on the availability of the guest speaker.