

SOC360H1S
Social Movements
University of Toronto
Class hours: Mondays & Wednesdays 14:10 – 16:00
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 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 engagement	Ongoing	15%
First test	July 26	30%
Research paper	August 9	30%
Second test	August 15	25%

Grading Descriptions

Ongoing participation engagement (15%)

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 written submissions due on the discussion board. Participation assignment prompts will be assigned at the end of selected lectures (then, usually due at the beginning of the following lecture).

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.

Research paper (30%)

For the research paper (4 to 5 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.

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.

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)

Outline of course and expectations

PART 1.

Session 2 (July 10)

Prefigurative, revolutionary, and reformist tactics

Readings:

Malm, Andreas (2021). *How to Blow Up a Pipeline*. Verso Books.

Nelson, Laura K. (2021). Cycles of Conflict, a Century of Continuity: The Impact of Persistent Place-Based Political Logics on Social Movement Strategy. *American Journal of Sociology*.

Session 3 (July 12)*Sites of protest, contention, and collective identity*Readings:Beissinger, Mark (2022). *The Revolutionary City*. Princeton University Press.Lobbedez, Elise, and Lisa Buchter (2023). The Strength of Pushback Collective Identity in a Fragmented Mass Movement. *Mobilization: An International Quarterly*.**Session 4 (July 17)***Framing, strategies, and dilemmas*Readings:Ferree, Myra Marx (2003). Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany. *American Journal of Sociology*.Jasper, James (2006). A strategic approach to collective action: Looking for agency in social-movement choices. *Mobilization: An International Quarterly*.**Session 5 (July 19)***Power, organization, and civic feedbacks*ReadingHan, Hahrie, Elizabeth McKenna, and Michelle Oyakawa. *Prisms of the People: Power & Organizing in Twenty-First Century America*. University of Chicago Press, 2021.Han, Hahrie, Andrea Louise Campbell, and Elizabeth McKenna (2022). Civic Feedbacks: Linking Collective Action, Organizational Strategy, and Influence over Public Policy. *Perspectives on Politics*.**Session 6 (July 24)***Populism, reconfiguration, and new social activism*Readings:Aslanidis, Paris (2016). Populist social movements of the great recession. *Mobilization: An International Quarterly*.Blühdorn, Ingolfur, and Michael Deflorian (2021). Politicisation beyond post-politics: new social activism and the reconfiguration of political discourse. *Social Movement Studies*.**Session 7 (July 26)*****Test 1 (30%) due at 11:59 pm EST***

Session 8 (July 31)

Grievances, inequality, and digital activism

Readings:

Simmons, Erica (2014). Grievances do matter in mobilization. *Theory and Society*.

Schradie, Jen (2018). The digital activism gap: How class and costs shape online collective action. *Social Problems*.

Session 9 (Aug. 2)

Political generations, class, and the state

Readings:

Milkman, Ruth (2017). A new political generation: Millennials and the post-2008 wave of protest. *American Sociological Review*.

Rosenfeld, Bryn (2017). Reevaluating the middle-class protest paradigm: A case-control study of democratic protest coalitions in Russia. *American Political Science Review*.

Session 10 (Aug. 9)

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

Forms of control, forms of contention

Readings:

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

Ellefsen, Rune (2021). The unintended consequences of escalated repression. *Mobilization*.

Session 11 (Aug. 14)

Downstream consequences and lasting success

Readings:

Ayoub, Phillip M., Douglas Page, and Samuel Whitt (2023). Theorizing Potential Downstream Cultural Consequences of LGBT+ Activism. *Social Forces*.

Useem, Bert, and Jack A. Goldstone (2022). The paradox of victory: social movement fields, adverse outcomes, and social movement success. *Theory and Society*.

Session 12 (Aug. 15)

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