



SOC329H1 S (Winter) Social Movements

University of Toronto, Department of Sociology, St. George Campus

Winter 2025, January - April

Wednesdays, 1:10 pm - 4 pm

Location: Information available on ACORN

Instructor: Kayla Preston (she/her) kayla.preston@mail.utoronto.ca

Office Hours: On Friday, 11am-12pm (Zoom link on Quercus), and by appointment.

I am a settler on this land, as I was in the place where I was born and raised on the traditional homeland of the Wolastoqey Nation in what is now New Brunswick. I also acknowledge the land as the traditional unceded territory of the Wəlastəkwiyik (Maliseet) and Mi'kmaq Peoples.

I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

COURSE DESCRIPTION

This course introduces students to 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. This is a program-only course and is restricted to sociology majors and specialists.

Pre-requisites: Course(s) you need to take before you are eligible for this one:

(P1) All of SOC201H1 and SOC202H1 and SOC204H1

(P2) At least 1.0 Credit from SOC251H1 or SOC252H1 or SOC254H1

LEARNING OBJECTIVES

By the end of the course students will learning to:

- Identify the motives, tactics and strategies of social movement actors and social movement organizations.
- Understand how social movements both promote and stall institutional reform.
- Describe, apply and critique key social movement theories in the study of political sociology.
- Understanding the micro-level and meso-level processes that lead to macro level change in social structure.

- Distinguish between key social movements which have occurred both nationally and internationally in the past century.
- Creatively describe and critique social movements using different mediums.
- Apply social movement theories to help understand social movements of their choosing and that which are discussed in class.

TEXTBOOKS AND OTHER MATERIALS

All reading material for this course will be uploaded to Quercus. Students should read all material for a given week prior to class on Wednesday at 1:10pm.

EVALUATION COMPONENTS

ASSIGNMENTS	DATES
Participation – In-class Activities (20%)	Ongoing – (2% each x 10 times)
Research Question and Literature Review (20%) - 1500 words	February 5 (Wed)
Social Movement Description (20%) – 1000 words	March 5 (Wed)
Creative Project on Social Movements (10%)	March 19 (Wed)
Final Paper: Putting it all Together (30%) – 10-12 pages	April 9 (Wed)

ASSIGNMENTS

Participation – in- class activities (20%) - Ongoing

Every week we will be having a short in-class activity that students will submit to Quercus. In-class activities will consist of answering question(s) on readings (which should be done before class) or documentaries (that we will watch in class). Each class we will have one in-class activity where students will be given approximately 15-20 minutes to answer a question. Each activity will be worth 2% for a total of 20%. Therefore, students can miss two classes and still have the opportunity to receive full marks.

Research Question and Literature Review (20%) – Due February 5

For this course, students will be engaging in scaffolding projects, meaning that students will complete small portions of their final paper throughout the course.

This is the first project which will lead into student's final paper. For this assignment, students will pick a social movement they are interested in, come up with a research question about that social movement, and also conduct a literature review. The literature review for this assignment will also consist of a detailed description of the particular *social movement theory* (which we will learn about in the first month of class) that the student will use in their final paper to help analyze

the social movement they are interested in. This assignment should be about 1500 words. Examples of social movements and theories that help unpack the movement are:

- Arab Springs and Social Media Framing
- ACT UP and Emotions (Micro-Level)
- Occupy Wall Street and Political Opportunity

Social Movement Description (20%) – Due February 26

Building off the research question and literature review assignment, students will now delve deeper into the social movement that they are interested in. In 1000 words, students should answer the following questions:

- Who started the movement?
- What was the social, political and economic contexts of the movement. For example, was it started during a time of political upheaval, economic downturn, war, etc.
- What were the main objectives of the movement?
- How did the movement organize and mobilize (e.g. online versus offline, on the ground protests, specific rallies on specific dates).
- What did the movement accomplish?
- Were there any opposing movements?

Creative Project on Social Movements (10%) – March 19

Many social movements rely heavily on creativity and art to mobilize. This project allows students to explore social movements in their own creative way. Students will choose a social movement (should be different from the one you are examining for your research question & literature review, social movement description, and final paper assignment), and creatively unpack its key takeaways and objectives while also applying course readings to unpack the social movement (tactics, message, framing, etc.). This can be done in many ways and is up to the student's discretion but should be communicated to the professor before submission. Examples include podcast episode giving the history and social, political and economic context of the movement, 4 poems about the movement, work of art such as painting or drawing, collage, online game or board game (Genially), infographic, etc.

Final Paper: Putting it all Together (30%) – April 9

In this assignment you will put together the work you have completed for your research question & literature review and your description of social movement assignment to complete a research paper. However, in this assignment you will also provide a discussion section, where you analyze your social movement using the literature and social movement theory that you wrote about in your first assignment. This assignment will be about 10-12 pages double spaced. The structure of the assignment will be as follows:

Introduction (1 page)

(including research question and argument)

Movement Description (2 pages)

Literature Review (3 pages)

(Including discussion of social movement theory)

Discussion (4 pages)

(applying the social movement theory to your social movement)

Conclusion (1 page)

(wrapping up your main points and argument)

PROCEDURES AND RULES

Teaching Pedagogy

At times in this course, we will be discussing difficult subject matter. Therefore, we must understand that we are all coming to course material with individual life experiences, prior knowledge and backgrounds in the subjects. In all my courses I hope to facilitate an environment of care, respect and appreciation of each other, the professor and the TA(s). We all learn at different paces and can learn as much from each other in class discussions and conversation as we can from the material. Therefore, we will all respect one another and care for one another in this space, treating everyone with dignity. If at any time throughout the course you feel disrespect, please reach out to me immediately. I care about your learning and value your time in this course.

Missed deadlines and tests

*Students who miss a paper deadline or a test will receive a mark of zero for that paper or test unless the reason is a circumstance beyond their control. **Within three days** of missing a paper deadline or test, students must send the instructor a request for consideration. Students must document their request with **one of the following**:*

Absence declaration via ACORN

U of T Verification of Illness or Injury Form

College Registrar's letter (e.g., in case of personal/family crisis or emergency)

Letter of Academic Accommodation from Accessibility Services

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Extension of Time Special Consideration Process

If you are registered with Accessibility Services and want to request an extension of time for an assignment in advance of the due date (based on an accommodation letter already provided to your instructor), please email **both** your instructor **and** your Accessibility Advisor directly in order to obtain approval. Please **DO NOT** request an extension via the departmental Special Consideration system.

Late Assignments

- You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted by the due date listed on the syllabus via Quercus or University's Plagiarism Detection Tool. *You are expected to keep a back-up, hard copy of your assignment in case it is lost.*
- Late assignments for reasons that are within your control will be penalized 5% marks per day. The penalty will run from the day the assignment was due until the day it is submitted to the instructor via Quercus.
- The penalty period includes weekends and holidays.
- Assignments that are more than seven (7) days late will not be accepted

Turnitin

- 'Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.'
- Assignments not submitted through *Turnitin* will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, 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. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

Re-Evaluation

General

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to two weeks from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. Once a request has been submitted, a student can expect acknowledgement within 3 days. Please note that upon regrading, your mark may go up, down, or stay the same. If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In the instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the

resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email and must be submitted via the appropriate assignment folder on the course's Quercus page.
- All course communication should be conducted through Quercus or your utoronto e-mail account.
- All emails must include the course code in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.

Emails that do not follow these guidelines will not receive a response.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well <http://www.utm.utoronto.ca/sociology/resources/resourcesstudents>.

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be required to submit their course essays 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>).

USE OF AI FOR CLASSWORK

Many students are currently using AI for assistance in their course work. I want to encourage all students to be very careful when using AI. Written work created by AI has been known to provide incorrect citations, to not follow assignment instructions, have poor structure and at times be incomprehensible. Therefore, for this class we will follow the following AI rules:

- Students may use artificial intelligence tools for creating an outline or for an assignment, or helping to identify grammatical and referencing errors, but the final submitted assignment must be original work produced by the individual student alone.
- Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding

COURSE SCHEDULE

Each Lecture will consist of the following:

1:10-2:30pm: Lecture, in-class activity, discussion

2:30-2:45pm: Short break

2:45-4:00pm: Lecture, in-class activity, discussion

***Please complete all readings for the week before 1:10 pm on Wednesday, as in-class activities may be based on the reading!**

Modules	Materials	Assignments Due
Week 1 (January 8th) Welcome – Introductions and What is a Social Movement?	For our first class we will do introductions, go over expectations for the course, and I will answer any questions you may have about the course, assignments, syllabus and readings. <i>David Snow, Sarah A. Soule, Hanspeter Kriesi and Holly J. McCammon (2019) "Introduction: Mapping and Opening</i>	

	<i>Up the Terrain” Wiley Blackwell Companions to Sociology: The Wiley Blackwell Companion to Social Movements. Pp. 1-16</i>	
--	---	--

1.) Social Movement Theories

Week 2 (January 15) Political Opportunity Structures and Political Process	<p><i>Meyer, D. S. (2004). Protest and political opportunities. Annual Review of Sociobiology 30(1), 125-145.</i></p> <p><i>McAdam, Doug and Sidney Tarrow (2019). “The Political Context of Social Movements” In The Wiley Blackwell Companion to Social Movements, 2nd Edition. David A. Snow, Sarah A. Soule, Hanspeter Kriesi, Holly J. McCammon (Eds). Pp. 19-42</i></p>	
Week 3 (January 22) Resource Mobilization Theory and Collective Identity	<p><i>McCarthy, John D., and Mayer N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory,” American Journal of Sociology, 82: 1212–41</i></p> <p><i>Polletta, F., & Jasper, J. M. (2001). Collective identity and social movements. Annual review of Sociology, 27(1), 283-305.</i></p> <p><i>Jasper, J. 2011. “Emotions and Social Movements: Twenty Years of Theory and Research.” Annual Review of Sociology 37: 285-303</i></p>	
Week 4 (January 29) Framing and Resonance	<p><i>Benford, Robert D. and David A. Snow. 2000. “Framing Processes and Social Movements: An Overview and Assessment,” Annual Review of Sociology, 26: 611-39</i></p> <p><i>Ferree, M. M. (2003). Resonance and radicalism: Feminist framing in the abortion debates of the United States and Germany. American journal of sociology, 109(2), 304-344.</i></p>	
Week 5 (February 5) Re-thinking Social Movement Theory	<i>Armstrong, E. A., & Bernstein, M. (2008). Culture, power, and institutions: A multi-institutional politics approach to social movements. Sociological theory, 26(1), 74-99.</i>	<i>Research Question and Literature Review Due at 11:59pm</i>

2.) Applying Theories- Strategy, Tactics, Recruitment and Mobilization

Week 6 (February 12)	<i>Clayton, D. M. (2018). Black lives matter and the civil rights movement: A comparative analysis of</i>	
-----------------------------	---	--

Black Liberation and BLM	<p><i>two social movements in the United States. Journal of Black Studies, 49(5), 448-480.</i></p> <p><i>Bloom, J. (2020). The dynamics of repression and insurgent practice in the Black liberation struggle. American journal of sociology, 126(2), 195-259.</i></p>	
Reading week February 17-22		
Week 7 (February 26) Indigenous Decolonial Movements	<p><i>David Uahikeaikalei'ohu Maile (2021). On being late: Cruising Mauna Kea and unsettling technoscientific conquest in Hawai 'i. American Indian Culture and Research Journal, 45(1), 95-122.</i></p> <p><i>Coulthard, Glen Sean. (2014) "For the Land: The Dene Nation's Struggle for Self-Determination." In Red Skin, White Masks: Rejecting the Colonial Politics of Recognition. University of Minnesota Press.</i></p> <p><i>Film: Alcatraz Is Not an Island (2001) – To be watched in class</i></p>	
Week 8 (March 5) Queer and Women's Liberations	<p><i>Gould, D. (2002). Life during wartime: Emotions and the development of ACT UP. Mobilization: An international quarterly, 7(2), 177-200.</i></p> <p><i>Essay by Veronica Gago, activist leader of the movement #NiUnaaMenos in Argentina:</i> https://thefunambulist.net/magazine/redefining-our-terms/violence-feminist-struggles-against-victimization-to-set-fear-on-fire</p> <p>*** Roberta Silveira Pamplona Guest Presentation on Feminist Movements ***</p> <p>Last day to drop S courses- March 10</p>	Social Movement Description Due at 11:59pm
Week 9 (March 12) Labour Movements and Occupy Wall Street	<p><i>Penney, J., & Dadas, C. (2014). (Re) Tweeting in the service of protest: Digital composition and circulation in the Occupy Wall Street movement. New Media & Society, 16(1), 74-90.</i></p> <p><i>McAlevey, J. (2015). The crisis of new labor and Alinsky's legacy: Revisiting the role of the organic grassroots leaders in building powerful organizations and movements. Politics & Society, 43(3), 415-441.</i></p>	

	<i>Film: The Hand that Feeds (2015) – To be watched in class</i>	
3.) Moving Forward- Contentious Politics and Countermovement		
Week 10 (March 19) What is a Countermovement ?	<p>Staggenborg, S., & Meyer, D. S. (2022). <i>Understanding countermovements. In Handbook of Anti-Environmentalism</i> (pp. 23-42). Edward Elgar Publishing.</p> <p>Crowley, J. E. (2009). <i>Fathers' rights groups, domestic violence and political countermobilization. Social Forces</i>, 88(2), 723-755.</p>	<i>Creative Project on Social Movements Due at 11:59pm</i>
Week 11 (March 26) Right-Wing Movements and the Tea Party	<p>Skocpol, Theda, and Vanessa Williamson. 2012. "Introduction: "I want my country back!" in <i>The Tea Party and the Remaking of Republican Conservatism</i>. New York: Oxford University Press.</p> <p>Isom, D. A., Mikell, T. C., & Boehme, H. M. (2021). <i>White America, threat to the status quo, and affiliation with the alt-right: a qualitative approach. Sociological Spectrum</i>, 41(3), 213-228.</p>	
Week 12 (April 2) Social Movements in a Changing World – On and Offline	<p>Pleyers, G. (2020). <i>The Pandemic is a battlefield. Social movements in the COVID-19 lockdown. Journal of civil society</i>, 16(4), 295-312.</p> <p>Schradie, J. (2018). <i>The digital activism gap: How class and costs shape online collective action. Social Problems</i>, 65(1), 51-74.</p>	
<i>April 9- Final Paper Due at 11:59pm</i>		