SOCIOLOGY 626: SOCIAL MOVEMENTS

Fall 2020

Instructor: Dr. Anna Paretskaya
Class meetings: Monday, 2:30–5:00 PM, Noland Hall, Room 132

Office Hours:
Monday, 12:30–1:30 PM, https://us.bbcollab.com/guest/e71f3e6527914fd2bb2ef8ec23319bd5
Thursday, 11:30 AM–12:30 PM, https://us.bbcollab.com/guest/d65dd12a2d5d4703b5461430aa514a66
or by appointment

Email: aparetskaya@wisc.edu

Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.
Karl Marx, “The Eighteenth Brumaire of Louis Bonaparte,” 1852

Course description: Role of social structure, authorities and movement participants, and leadership in the origins, mobilization, participation, strategy and tacts, and potential for success of social movements.

Credits: 3
This class meets for two 75-minute class periods each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period.

Requisites: Intro Soc course (SOC/C&E SOC 140, 181, 210, or 211) or Soc/Asian American 220 or Soc/Community Environmental SOC/C&E SOC 357 or equivalent

Course Designation: Breadth – Social Science; Level – Advanced; L&S Credit – Counts as Liberal Arts and Science credit in L&S; Grad 50% – Counts toward 50% graduate coursework requirement

Instruction mode: Classroom instruction

Course overview and goals
On the heels of growing political activism, especially among young people, this course will provide an overview of research on collective protest and social movements. On the examples of historical and contemporary protest movements, we will investigate when and how people band together to promote or resist social change. The course will address several key questions, including: Where do movements come from? Who participates in them? What challenges do social movements face? How are they shaped by their political, social, and cultural environment? And what are their consequences—for individuals, institutions, and state policies? Why, how, and to whom do social movements matter?
More specifically, in the course of the class we will study various historical and contemporary social movements in the United States but also around the world. Together, these examples that we will examine through a sociological lens will inform our understanding of what constitutes collective action and what social movement are and do. We will also learn how sociologists study movements, what methods they use and to what end, and how they analyze and theorize about social movements. Furthermore, we will think and talk about how facts, concepts, and theories learned in such a class can help those who are interested in contributing to social change get involved in collective action, developing tools that can be useful within and outside of the classroom.

**Required texts**
There is no textbook for this class. All readings are posted on Canvas.

Readings marked on the syllabus with the dagger symbol (†) are required for graduate and honors students but only recommended for undergrads.

**Course requirements, assignments, and grades**
This is an advanced undergraduate class that is also suited for graduate students beginning the work in this field. The class will mostly proceed as a discussion-centered seminar. Everybody is expected to contribute to the discussion in each class in a way that is informed by the readings. Therefore, please do the readings before class. The readings are listed in the order I recommend doing them.

Obviously, if you aren’t in class, you can’t contribute to the discussion and receive participation credit. Therefore, I expect everyone to attend all classes (to be on time and stay for the duration of class) unless there are serious extenuating circumstances, of which you should inform me right away.

Written assignments will be somewhat different for undergraduate and graduate students. Specific instructions for all assignments will be posted on Canvas, at least 2 weeks before due dates.


**Undergraduate students will write and submit:**
- a) 10 “reading journals” (on Canvas, due by 1:30 PM on the day readings are assigned for)
- b) two interviews about activism (a two-step assignment consisting of data collection and a 5–6-page (double-spaced) paper);
- c) an analysis of media coverage of a contemporary social movement (5–6 double-spaced pages);
- d) a strategy memo for a historical or contemporary social movement of their choice (4–5 single-spaced pages); students will present drafts of these memos in class during the last week of the semester.
Grade breakdown for undergraduate students

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<th>Points</th>
<th>Due Date</th>
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<tr>
<td>Attendance</td>
<td>5</td>
<td>Ongoing</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td>Ongoing</td>
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<tr>
<td>Reading journals</td>
<td>15 (10 x 1.5)</td>
<td>Ongoing</td>
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<tr>
<td>Interviews</td>
<td>20</td>
<td>October 4, October 18</td>
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<td>Media analysis</td>
<td>20</td>
<td>November 22</td>
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<td>Final project presentation</td>
<td>5</td>
<td>November 30, December 7</td>
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<td>Strategy memo</td>
<td>25</td>
<td>December 16</td>
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Graduate students and undergraduate honors students will write and submit:

a) 10 “reading journals” (on Canvas, due by 1:30 PM on the day readings are assigned for)
b) a review of two films about the same movement;
c) a book review; if you pick a book published in 2018 or later and the review is well written, I can help you place the review in a journal (but credit will be given regardless of the success with publishing the review);
d) a final paper (12–20 pages long); you will need to submit a one-page prospectus in November.

Grade breakdown for graduate and honors students

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<tr>
<td>Participation</td>
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<td>Ongoing</td>
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<tr>
<td>Reading journals</td>
<td>10% (10 x 1)</td>
<td>Ongoing</td>
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<td>Films review</td>
<td>20%</td>
<td>October 4</td>
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<td>Book review</td>
<td>20 %</td>
<td>November 8</td>
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<tr>
<td>Final paper prospectus</td>
<td>5%</td>
<td>November 22</td>
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<tr>
<td>Final paper</td>
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<td>December 16</td>
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Late work is accepted at my discretion; under no circumstances will extensions be given post factum, i.e. after due date passes.

Classroom community

We come to the classroom with varied experiences and sources of information. This is one of our greatest resources, but it can also present challenges. In the spirit of an inclusive pedagogy, I request the following of you as well as myself:

1) Respect the experiences of everyone in the classroom. Our gender, race, sexual orientation, religion, political affiliation, social class, etc. intersect to impact how we are treated by society as well as what we have learned in our lives.

2) Work to identify misinformation in a humane way. We can argue about the merits of an idea, but let’s not attack each other for holding such ideas.

3) With #2 in mind, we do have an obligation to correct misinformation, to actively combat myths and stereotypes, and to pursue an end to injustice.

4) Maintain confidentiality when asked.
Office hours and email
I hold regular office hours and will also be happy to see you by appointment at other times if you cannot make the office hours. You are welcome to come talk to me about the readings, assignments, sociology in general, or any other things I can be helpful with.

You also can use email to communicate with me (please DO NOT communicate with me through Canvas). I will try to respond to messages promptly, but you should always allow 24 hours (and up to 48 during weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please attend my office hours.

Peer communication
For some types of questions (like due dates or how to use the course website) or to obtain notes for a missed class it is often best to check with a peer first. (And I am always happy to step in if fellow students can’t answer your questions.) Please exchange contact information with two students sitting near you on the first day.

Pandemic-related students’ rules, rights & responsibilities
During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

Please familiarize yourselves and comply with the UW-MADISON BADGER PLEDGE (https://smartrestart.wisc.edu/badgerpledge/).

Face coverings
Everybody is required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center (https://mcburney.wisc.edu/) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.
Quarantine or isolation due to COVID-19
Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Academic honesty
I consider plagiarism and cheating more generally to be very serious offenses; academic misconduct of any sort will not be tolerated. If you have any questions about what constitutes academic misconduct, how to avoid it, and how the university handles it, consult the Office of Student Conduct & Community Standards (https://conduct.students.wisc.edu/misconduct/academic-integrity/). University’s Writing Center also has a lot of helpful information regarding plagiarism, in particular in The Writer’s Handbook (https://writing.wisc.edu/handbook/assignments/quotingsources/). You are expected to be familiar with these guidelines before you submit any written work in this course; lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Any instance of misconduct will be dealt with strictly according to university policy.

All submitted assignments (including quiz answers) will be run through Turnitin.com to check for originality.

Electronics
I do not allow audio or video recording of lectures without my written permission. Under no circumstances can students post audio or video recordings on the internet.

I allow the use of computers in this class for taking notes and consulting with the readings. However, I trust that everybody will refrain from texting, being on Twitter, Facebook, Instagram, Tinder and such, emailing, visiting random websites, or any other activity unrelated to this class.

Make sure your phones are on silent (not vibrate) and put away.

Special considerations
Students who require special accommodations due to disabilities, religious observances, or participation in athletic events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

Departmental notice of grievance and appeal rights
The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the department chair (socchair@ssc.wisc.edu or in person in 8128 Sewell Social Sciences Building).
Departmental learning objectives
Beyond the specific substantive and methodological content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Conduct research and analyze data (quantitative or qualitative).** Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.

- **Critically evaluate published research.** Students in sociology classes will be able to read and evaluate published research.

- **Communicate skillfully.** In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.

- **Critically think about society and social processes.** Students taking sociology courses can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

- **See things from a global and historical perspective.** Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester, with proper advance notice, of course.

Class Schedule

**September 14—How do we study social movement?**

Readings:
3) Gemma Edwards, “Introduction: Conceptualizing Social Movements” (selections, 7 pp.)

**September 21—Why and how do social movements emerge?**

Readings:
3) Rhoda Lois Blumberg, “The Civil Rights Movement” (selections, 6 pp.)
4) Jo Freeman, “The Women’s Movement” (selections, 9 pp.)

September 28—Who joins social movements, how and why? Networks, ideology, biography
†6) Ruth Milkman, Stephanie Luce, and Penny Lewis, “Changing the Subject: A Bottom-Up Account of Occupy Wall Street in New York City,” The Murphy Institute, City University of New York, 2012

October 4 (Sunday), by 12 PM—Due date for:
Undergraduate students: interviews “raw” data
Graduate and honors students: films review

October 5—Who stays out, who leaves, who becomes an activist?
1) Mancur Olson, “The Free-Rider Problem” (selections, 5 pp.)
3) Bert Klandermans, “Disengaging from Movements” (selections, 10 pp.)
Film in class: *Eyes on the Prize*, “Part 3: Ain’t Scared of Your Jails” (55mins)

October 12—How are movements organized? + Movements’ digital tools
5) John D. McCarthy and Mayer N. Zald, “Social Movement Organizations” (selections, 16 pp.)
6) Elisabeth S. Clemens, “Organizational Repertoires” (selections, 12 pp.)

October 18 (Sunday) by 12 PM—Due date for:
Undergraduate students: interviews analysis

October 19—What do movements do? Repertoires, strategies, tactics
2) Saul D. Alinsky, “Protest Tactics” (selections, 4 pp.)

October 26—Movements’ cultural performances
1) Verta Taylor, Katrina Kimport, Nella Van Dyke, and Ellen Ann Andersen, “Tactical Repertoires: Same-Sex Weddings” (selections, 14 pp.)
2) John L. Hammond, “Carnival against the Capital of Capital: Carnivalesque Protest in Occupy Wall Street,” article manuscript

**November 2—Frames and framing + Social movements and the media**

2) Edwin Amenta, Neal Caren, Sheera Joy Olasky, and James E. Stobaugh, “Movements in the Media” (selections, 12 pp.)

**November 8 (Sunday) by 12 PM—Due date for:**

*Graduate and honors students: book review*

**November 9—Disruption and violence**

2) Gay Seidman, “Armed Struggle in the South African Anti-Apartheid Movement” (selections, 11 pp.)

*Film in class: If a Tree Falls…. A Story of the Earth Liberation Front* (1hr 25mins)

**November 16—Movements’ outcomes**


**November 22 (Sunday) by 12 PM—Due date for:**
**Undergraduate students:** media analysis
**Graduate and honors students:** final paper prospectus

**November 23—Movements’ outcomes (continued)**

**Film in class:** *United in Anger: A History of Act Up* (1hr 33mins)

**November 30, December 7—Presentations of final projects (in class)**

**December 16 (Wednesday) by 5:00 PM—Due date for:**
**Undergraduate students:** strategy memo
**Graduate and honors students:** final paper
LIST OF BOOKS TO CHOOSE FROM FOR BOOK REPORTS/BOOK REVIEWS

(most of these books are available—either as hard copies or electronically—through UW–Madison libraries)


Alison Dahl Crossley, *Finding Feminism: Millennial Activists and the Unfinished Gender Revolution*. NYU Press, 2017


Martin Duberman, *Has the Gay Movement Failed?* University of California Press, 2018

Konstantinos Eleftheriadis, *Queer Festivals: Challenging Collective Identities in a Transnational Europe*. Amsterdam University Press, 2018

Diana Fu, *Mobilizing without the Masses: Control and Contention in China*. Cambridge University Press, 2018
James M. Jasper, *The Emotions of Protest*. University of Chicago Press, 2018


T. V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Present*. University of Minnesota Press, 2019


Heather McKee Hurwitz, *Are We the 99%? The Occupy Movement, Feminism, and Intersectionality*. Temple University Press, 2020
LIST OF FILMS TO CHOOSE FROM FOR FILM REVIEWS (the list is far from exhaustive; if you know of another film that you would like to write about, please let me know)

**Documentary films:**

*Harlan County, USA* (1976; American workers’ movement)

*Union Maids* (1976; American workers’ movement)

*The War at Home* (1979; anti–Vietnam War protests at UW–Madison)

*Before Stonewall* (1984; American gay rights movement)

*The Times of Harvey Milk* (1984; American gay rights movement)

*Eyes on the Prize*, multiple episodes (1987; American civil rights movement)

*Berkeley in the Sixties* (1990; American student/free speech movement)

*Freedom on My Mind* (1994; American civil rights movement)

*Ballot Measure 9* (1995; American gay rights movement)


*One Woman, One Vote* (1995; women’s suffrage movement)

*Earth Days* (2009; environmental movement in the US)

*Let Freedom Sing: How Music Inspired the Civil Rights Movement* (2009; American civil rights movement)

*Revolution in Cairo* (2011; the Arab Spring)

*Elemental* (2012; environmental movement)

*The Square* (2013; the Arab Spring)

*She’s Beautiful When She’s Angry* (2014; American feminist movement)

*The Hunting Ground* (2015; anti–sexual assault campus movement)


*Whose Streets?* (2017; Black Lives Matter)

**Fiction films:**

*Viva Zapata!* (1952; Mexican peasants movement, late 19th–early 20th centuries)

*Salt of the Earth* (1954; American workers’ movement, 1951)

*The Organizer* (1963; Italian workers’ movement, late 19th century)

*La Chinoise* (1967; radical student movement in France, 1968)

*Norma Rae* (1979; American workers’ movement, ~1970s)
*Matewan* (1987; American workers’ movement, 1920s)
*Iron Jawed Angels* (2004; American women’s suffrage movement, 1910s)
*Milk* (2008; American gay rights movement, 1970s)
*Selma* (2014; American civil rights movement, 1960s)
*Suffragette* (2015; British women’s suffrage movement, 1910s)
*Imperium* (2016; US White supremacist movement)