

Social Movements and Community Change

SOCI 360

Course Syllabus

Fall 2018

Professor Kurt Reymers, Ph.D.

<http://sociology.morrisville.edu/2018/fall/soci360>

CONTACT:

Office Location: Crawford Hall

Office Hours: M: 11am-12pm

T, W, R: 10am-11am

or by appointment

(no Friday hours)

e-mail: reymers@morrisville.edu

web: [http:// sociology.morrisville.edu](http://sociology.morrisville.edu)

"A social movement that only moves people is merely a revolt. A movement that changes both people and institutions is a revolution."

– *The Autobiography of Martin Luther King, Jr., Chapter 20: March on Washington*

Course Description:

This course examines social change through political advocacy and/or use of community resources, with a focus on both specific social movements and theoretical explanations for movement processes. *Prerequisite:* Grade of "C" or better in SOCI 101 Introduction to Sociology, or permission of instructor. 3 credits (3 lecture hours), fall semester. This course satisfies the Liberal Arts and Sciences requirement and the SUNY General Education Requirement for Social Science.

Course Overview:

In all societies, present and historical, people have joined together to press for or against social change. When engaging in collective action, groups must make important decisions about the goals, tactics, and organizational strategies of the movement. Often external factors, including the response of the state, availability of external resources, and cultural factors, shape these movement dynamics. In this course we will be exploring all of these issues by examining both individual movements and theoretical explanations for movement processes. By the end of the course you should have a better sense of not only of the range of movements that exist, but the theoretical foundations used to examine social movement dynamics. (Martin, 2004).

Course Outcomes:

The successful student will be able to (1) describe particular examples of social movements, particularly regarding their effects on both community and individual-level change; (2) explain the methodological issues involved in the study of social movements; (3) recognize and analyze various sociological perspectives and theories of social movements, particularly regarding their effects on culture and the individual; (4) engage in research or a project on a particular social movement. Outcomes will be measured using the evaluation criteria identified in the syllabus.

Textbook and other requirements:

(1) *Social Movements and Protest*, by Gemma Edwards, 2014. Cambridge

University Press: NY. ISBN: 978-0-521-14581-7

Available at the campus bookstore or at most online booksellers.

(2) *Online Resources* will be made available, which you should download and consume.

These online resources include web-based PDF readings, HTML webpages, video, audio and other media on a regular basis. **It is expected that you print out or virtually mark-up readings and bring them to class, having annotated the material in the margins or in a separate notebook. Be sure to write notes on video/audio material as you watch/listen, and take notes when web pages are assigned.** Specific sources will appear weekly in links on the course webpage and found on the course schedule.



Course Evaluation:

Attendance and Participation: 10%

Attendance of classes (see policy below) and contribution to discussions (related to your notes on the textbook readings) make up part of your grade. You are allowed *two absences* available to you without penalty, but unused absences are credited toward your participation. I hope you actively participate in this course at every meeting, because I have found it is the best way to engage you in learning.

Media Interpretations: 20%

This class works best if you attempt to completely understand the required readings/video prior to coming to class. This will create better in-class discussion on important topics raised in the readings. In reflecting on the readings, it's not hard to come up with an example of a point made or theoretical understanding developed in the assignments. You will be asked to periodically complete a short reaction to the weekly reading assignments in the form of a "media interpretation." This means you should find a book, website, TV show or movie, song, news story, poem, piece of art, or some other form of media that you can interpret using the concepts developed in the reading. This reaction should include a summary/outline of the main theme(s) of the reading and the media interpretation written as a **brief (fewer than 500 word) email to the professor**. Students are required to submit four media interpretations in total, which should be spread throughout the course (a schedule will be created in the first week of the course). Students should **be prepared to discuss their media interpretations in class**. To receive full credit, the reaction **must be emailed to me before 5pm on the Monday before our first class of the week**, so that I can have time to evaluate them prior to that weeks' discussion (see the late policy section below for clarity on due dates).

Group Project: 30%

The project component will involve the development of a "social movement" on campus. This year, being an election year, the focus of the projects should be on voter registration and participation. The project will be developed over several steps and should be related to the theoretical understanding of social movements discovered in your readings and class discussions. The report on your project will take the form of group oral presentations to the class at the end of the semester. More information will be given in class.

Exams and group quizzes: 40%

A number of readings will be assigned from online sources, including online articles, chat logs, blogs, and discussion groups. Group quizzes (10% of final grade) may be given at any time to test comprehension of the textbook readings and online resource assignments. Two exams (each 15% of the final grade) will measure longer-term reading comprehension and analysis.

Summary of Grade Criteria	% of course grade
- Attendance & participation	10%
- Media Interpretation	20%
- Group Project	30%
- Exams and Quizzes	40%

Percent / Letter / Grade Point Equivalents:

93 to 100+ = A = 4.0	90 to 92 = A- = 3.67	87 to 89 = B+ = 3.33
83 to 86 = B = 3.0	80 to 82 = B- = 2.67	77 to 79 = C+ = 2.33
73 to 76 = C = 2.0	70 to 72 = C- = 1.67	68 to 69 = D+ = 1.33
62 to 67 = D = 1.0		
61 and below = F = 0.0		

Note: All professors' grading systems are unique.

The Norms of the Course:

Class Policies

- **Attendance:** Students should make every attempt to attend all classes. Missing any more than *two* classes may impede your progress and result in a lower grade. Attendance is taken daily and recorded. The absences allowed are for athletic events, serious and contagious illness or injury, family emergencies, snow days, car accidents, etc. There are no “excused” or “unexcused” absences. It is expected that the absences allowed will satisfactorily cover the cases where absence is necessary. If they do not, please meet with the instructor during his office hours to explain your case. If you have too many absences and would like to have your case considered, please provide documentation of the reason for your absence, including date, evidence and explanation of the absence, in writing (not by e-mail or verbal agreement). As an incentive for good attendance, for each of the absences you are allowed that go unused, you will earn an extra bonus point toward the final grade.
- **Classroom Norms:** Norms are the product of culture; they happen when people get together in groups and decide on mutually agreeable behavior and expectations. Let’s create the classroom norms together as the course proceeds. They should be attuned and appropriate to meeting the course outcomes. I will be asking you throughout the semester not only about what you think the norms of the classroom should be, but also how to enforce them.
- **Tardiness Policy:** Arriving late disrupts the class, as does leaving early. Showing up LATE to class (after I have taken the attendance for the day, which I do on the classroom viewscreen) will earn you an L (late) in the gradebook. Every three instances of tardiness will result in one absence marked on the attendance sheet. People showing up VERY LATE (15 minutes or more), or leaving the classroom during class (with the exception of emergencies or prearranged circumstances only) will be marked as absent for the day. Note, it is your responsibility to notify me if you come in late, otherwise you may be marked absent.
- **Weather Policy:** In the event of inclement weather, please pay attention to the college’s Class Cancellations webpage to see if the class is cancelled. If class is cancelled due to weather, or for other reasons, see the course website immediately for instructions on assignments, due dates, or other important and timely information.
- **Academic Honesty and the Plagiarism Policy:** Academic honesty promotes continued academic and occupational success. Maintenance of academic honesty and quality education is the responsibility of both faculty and students. Any written assignment (including all electronic media) submitted by a student must be original authorship. Representation of another’s work as his or her own shall constitute plagiarism. See the student handbook for more information.

Plagiarism means theft of intellectual property, obtained from a print or electronic medium. A person has plagiarized if s/he quotes three or more words in sequence from a source and (1) doesn’t use quotation marks (“The quick brown fox...”), or (2) doesn’t identify the source (what is known as “citation”). A person has also plagiarized if s/he records or cites ideas, information, or other material from a source that is not identified, or if the individual paraphrases information from a source that is not acknowledged. The penalty for plagiarism could be failure on the assignment, failure in the course, or even expulsion from the college. Ignorance of these rules is not an excuse for plagiarism.

Late/Make-up Assignment/Extra Credit Policy:

Exams: Make-up exams will not be given, unless you make arrangements with me more than *24 hours (1 full day) in advance* of the exam. If you miss an exam without making arrangements to make it up, you will receive no credit for that exam.

Quizzes: You cannot make up *any* quizzes more than one week after they have been given. There are no exceptions to this rule. If you cannot make arrangements to take a quiz within one week of it being initially given, no credit will be given.

Media Interpretations: You cannot make up the media interpretations more than one week after your specific due date for any of the four interpretations. If received within this late period, a 20% (1/5 point) penalty will be exercised. If I do not receive the email with your interpretation within the one week late period, no credit will be given for that media interpretation.

Group Projects: Group Project Reports will be due as scheduled, but may be turned in up to one week after the due date with a penalty of one letter grade (or 10% on a point-based scale). No written assignments will be accepted after the late period.

Extra credit: I do not give extra credit assignments to individuals – any extra credit will be on a class-wide basis (and there is no guarantee of ANY extra credit assignments in any given semester).

Office of Disability Services

Morrisville State College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. The ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. If you wish to use test accommodations for an exam please speak with me the class before each exam. Doing this will help me accommodate you. All tests must be completed the same day the test is scheduled. Any other arrangements must be made by agreement between the student and the instructor. For further information about services for students with disabilities, please contact the ODS.

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the reading assignments I assign may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Tutoring Center, are available to all students.

Week 1: Aug 28, 30 **Re-Introduction to Sociology**

Purchase textbook and review table of contents, preface, and glossary
Watch [Social Movements: A Primer](#) (TEDx Talk, Youtube, 19 min)
Read "Social Movements" entry at Wikibooks website:
https://en.wikibooks.org/wiki/Introduction_to_Sociology/Social_Movements
Read OpenStax textbook [Chapter 21, Social Movements and Change](#)

Week 2: Sept 4, 6 **Introduction to Social Movements**

Read Edwards textbook, Chapter 1, *Conceptualizing social movements*
Read [Locher, Chp 1, What is Collective Behavior?](#)

Week 3: Sept 13, 15 **Collective Behavior and Social Movements**

Read Edwards textbook Chp 2: *From the mad to the sane*
Read [Locher, Chp 2, Social Contagion Theory](#)
Watch: US Holocaust Museum, [The Path to Nazi Genocide](#)

Week 4: Sept 20, 22 **From contagion to norms; the input of sociology**

Read [Locher, Chp 3, The Emergent Norm Perspective](#)
Read [Locher, Chp 4, Value-Added Theory](#)
Read: [Gaffney, From Independence to Power: The Workers Movement from 1848 to 1917](#)
*** Group Project Report 1 due Sept 22**

Week 5: Sept 27, 29 **Review for midterm exam**

*** Exam 1 - Thurs Sept 29 in class**

Week 6: Oct 4, 6 **Resources, Networks and Organization of Social Movements**

Read Edwards textbook Chp 3, *From the rational to the relational*
Read Castells, [Network Society](#), [Power of Identity](#) excerpts

Fall Break 1: Oct 8, 9

Week 7: Oct 11 **Social Psychology of Social Movements**

Read [Locher, Chp 13, Social Movements](#)

Week 8: Oct 16, 18 **Political and Cultural Processes of Social Movements**

Read Edwards textbook Chp 4, *From political processes to cultural processes*
Read [Della Porta and Diani, Chp 3.0, 3.1, The Symbolic Dimension of Collective Action, text pgs 64-73 \(pdf pgs 75-84\)](#)
Watch: [Greene, Crash Course in US History: Women's Suffrage](#)

Week 9: Oct 23, 25 **From Old to New Social Movements**

Read Edwards textbook, Chp 5, *From old to new social movements*
Read [Della Porta and Diani, Chp 3.2, 3.3, 3.4, The Symbolic Dimension of..., pgs 73-88 \(pdf pgs 84-99\)](#)
Read/Watch [PBS American Experience](#) on [1964: A Year That Changed America](#)
*** Group Project Report 2 due Oct 25**

Week 10: Oct 30, Nov 1 **Globalization and Social Movements**

Read Edwards textbook, Chp 6, *From national to global social movements*
Read Schaeffer, [Social Movements and Global Social Change, Chp 1](#)
Read Castells, [The Power of Identity, Zapatistas excerpt](#)
Watch [Chomsky, What is the WTO?](#) (YouTube 26 min)
Watch [The Battle In Seattle](#) documentary trailer (YouTube 8 min)

Week 11: Nov 6, 8 **Race, Gender, and Social Movements**

Read Edwards textbook, Chp 8, *From collective behavior to misbehavior*
Read Schaeffer, [Social Movements and Global Social Change, Chp 2](#)
Read Alicia Garza, [A Herstory of the #BlackLivesMatter movement](#)
Read Sally Raskoff, [Cats, Dogs, and #metoo, on the Everyday Sociology blog](#)
Read United Nations document, [Gender and Urban Social Movements, Introduction](#)

Week 12: Nov 13, 15 **Environment and Social Movements**

Read Gerlach, [The Structure Of Social Movements: Environmental Activism And Its Opponents](#)
Read Castells, [The Power of Identity, Chp 3, The Environmental Movement](#)
Watch [CBS News interview with director of "Earth Days"](#)

* **Group Project Report 3 due Nov. 15**

Week 13.1: Tues. Nov 20 **Religion, Terrorism, and Social Movements**

Read [The Atlantic, What ISIS Really Wants](#)

November Break: Nov 21-23

Week 13: Nov 27, 29 **Religion, Terrorism and Social Movements, cont.**

Read Edwards textbook Chp 7, *From the pretty to the ugly*
Read Beck, [Social Movement Theory and Terrorism](#)

* **Group Project Presentations (in class)**

Week 14: Dec 4, 6 **Social Movements and Community Change**

Read Edwards textbook Chp 9, *Conclusion: the shifting terrain of social movements studies*
Read [Locher textbook Chp 14, Understanding Social Movements](#)
Watch: [Khan Academy, Social Movements](#) – review

* **Group Project Presentations (in class)**

Week 15

Exam 2 – TBA