

# Social Movements and Community Change

## SOCI 360

### Course Syllabus

Fall 2021

Professor Kurt Reymers, Ph.D.

<http://blackboard.morrisville.edu> > SOCI360



**Professor Kurt Reymers, Ph.D.**

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*"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 (adapted from 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.

#### Course reading requirements:

**Online Educational Resources** will be made available, which you should download and consume on the schedule provided. These online resources include web-based PDF readings, HTML webpages, video, audio and other media assigned on a regular basis. **It is expected that you print out or virtually mark-up readings; having annotated the material in the margins or in a separate notebook. Be sure to write notes about video/audio material as you watch/listen, and take notes when web pages are assigned.** These notes will be extremely valuable to you as you prepare for quizzes, exams, and research assignments. Specific sources will appear weekly in links on the course webpage and be 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.

### **Music Interpretations: 20%**

In reflecting on the class topics, it's not hard to come up with an example of a social movements that has been related to in music. For this portion of the class grade, you will be asked to periodically complete a short reaction to the weekly reading assignments in the form of a "music interpretation."

These music interpretations involve you finding a song that you can interpret using the topics related in the assigned readings/videos. This reaction should include the lyrics of the song in question and an interpretation of how the meaning of the song relates to the movements we're studying each week written as **a brief, but concise (at least 250 word) description posted on the course Blackboard page.** Students are required to submit four music interpretations in total, which should be spread throughout the course (see course schedule).

### **Research Paper: 30%**

The project component will involve the analysis of a social movement. 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 paper will take the form of a 10-page, scholar-cited academic research paper. More information will be given in class.

### **Homework, Exams and Quizzes: 40%**

A number of readings will be assigned from online sources, including textbook readings, scholarly publications, online news, chat logs, blogs, and discussion groups. Homework questions (10% of final grade) will assess your reading comprehension. Quizzes (10% of final grade) are given roughly quarterly to test understanding of the readings and online resource assignments. Two exams (each 10% of the final grade) will measure longer-term reading comprehension and analysis.

Summary of Grade Criteria	% of course grade
- Attendance and discussion participation	10%
- Music Interpretations	20%
- Research Project	30%
- Homework, Exams and Quizzes	40%

### Percent / Letter / Grade Point Equivalents:

93 to 100+ = <b>A</b> = 4.0	90 to 92 = <b>A-</b> = 3.67	87 to 89 = <b>B+</b> = 3.33
83 to 86 = <b>B</b> = 3.0	80 to 82 = <b>B-</b> = 2.67	77 to 79 = <b>C+</b> = 2.33
73 to 76 = <b>C</b> = 2.0	70 to 72 = <b>C-</b> = 1.67	68 to 69 = <b>D+</b> = 1.33
60 to 67 = <b>D</b> = 1.0		
59 and below = <b>F</b> = 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) to all group members. 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).

### **Students with Learning and/or Physical Challenges**

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 Accessibility Services (AS) as soon as possible ([asctesting@morrisville.edu](mailto:asctesting@morrisville.edu), 315.684.6349). To receive any academic accommodation, you must be appropriately registered with Accessibility Services. AS works with students confidentially and does not disclose any disability-related information without their permission. If you wish to use their test accommodations for an exam please let me know the week before each exam. Doing this will help me accommodate you. All tests must be completed the same day and time the test is scheduled. Any other arrangements must be made by agreement between the student, instructor, and AS. Even if you do not have a documentable disability, remember that other support services, including the Tutoring Center and the professor's office hours, are available to help all students.

### **Starfish**

This course participates in the Starfish Early Alert System (accessible through Blackboard), an early intervention system designed to enable academic success, student persistence, and graduation. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise an alert flag that 1) notifies the student of the concern, 2) requests an individual contact to discuss the issue, and 3) in most cases, refers the student to the academic advisor. If you receive an email notification of an early alert, it is your responsibility to contact the instructor as soon as possible to discuss the issue. The purpose of the contact is to determine the severity of the issue, accurately assess its potential impact on your academic success, and to plan actions to prevent negative consequences and enable academic success. For more information about harnessing your success, contact your academic advisor.

## F2F Syllabus Statement COVID, Fall 2021

SUNY Morrisville has implemented COVID-19 health and safety protocols based on recommendations by local, state, and national public authorities. All students are required to read and sign the student COVID-19 Policy Statement, attesting that they understand and will follow all policies and procedures. Policies are subject to change by altered circumstances or guidance from public health authorities.

### **Instructional Spaces (classrooms, labs, etc.):**

- At this time, everyone is required to wear masks in the classroom regardless of vaccination status. Masks must remain in place and properly worn (over the nose and mouth) throughout the class. Limited exceptions to wearing masks include when performing activities for a class/lab where wearing a mask could lead to greater hazard to the student (examples include but are not limited to: operating equipment, using machinery or tools, around open flame, and when riding horses).
- Instructors can deny entry into the classroom if students are not wearing a face covering. Masks must remain in place and properly worn (over the nose and mouth) throughout the class.
- A student who comes to class without a mask will be asked to put one on, or to leave to get one.
- Students who cannot wear facial coverings for legitimate reasons must receive an approved accommodation from the Accessibility Office.
- Failure to follow these guidelines may result in student disciplinary sanctions.

### **COVID Attendance Policy:**

- Students must not attend in-person classes if they have COVID-19, or are experiencing symptoms consistent with COVID-19. Unvaccinated students must not attend in-person class if they have been in close contact with others who have tested positive.
- Students who miss class due to the above conditions will not be penalized for their absences, but must complete required work. Faculty should work with students to provide feasible coursework accommodations to make up missing work when an absence is due to illness or quarantine. For example, this may include hosting smaller group experiences to allow for social distancing. Options should be consistent and reach the same learning outcomes as the face-to-face experience.
- Students who appear to be reasonably sick during classes or activities may be required to leave the class. Failure to comply with any college health, safety requirements, or directives relating to COVID-19 may result in disciplinary action under the Student Code of Conduct, which may result in suspension or expulsion from the college.
- If a student is removed from campus due to a violation of the Student Code of Conduct, faculty are not required to provide student course work accommodations. OR Students that are removed from campus for noncompliance of COVID related precautions shall not have a remote option available to complete any assignment, or for classroom activities.
- Based on SUNY Morrisville being a hands-on applied learning institution, upon approval of any COVID vaccine by the FDA, remote options will not be automatically available for face-to-face classes, including the face-to-face portion of hybrid class (there will be a 14-day grace period to become compliant with FDA mandates). Those students that have registered in a hyflex or online class (synchronous or asynchronous), and have not received the vaccine, may continue those classes remotely.

If you are unable to attend class for COVID-related reasons, take the following steps:

- If possible, notify your instructor in advance of the absence or inability to participate.
- Participate in class activities online and submit assignments electronically, when possible.
- Contact instructors if illness will require late submission or other modifications to deadlines.
- If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related circumstance, contact the instructor to discuss options.

\*The instructor will trust the student's word when you say you are ill, and in turn, expect that the student will report the reason for their absences truthfully.

\*Any instructor additions to the above statement must be discussed with Division Chairs and Deans before being added to syllabi.

Note that this schedule is **tentative and subject to change**; changes to the original schedule will be noted in **red**.

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**Week 1: Introduction to Sociology and Social Movements**

**Aug 23-24**

Familiarize yourself with the syllabus and course schedule and outline; understand your responsibilities for successfully completing this course.

**Aug 25-26**

- 1.1) Read [Chp 21, Introduction to Sociology, Social Movements](#) (click 'Next' on each page to read entire chapter)
- 1.2) Watch [Social Movements: A Primer](#) (Chow, Youtube, 19 min)
- 1.3) Watch [Lee, The Four Types of Social Movements](#) (2018, YouTube, 7 min)

**Aug 27-28**

Complete [homework assignment 360A1](#)

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**Week 2: What are NOT social movements? Witch Hunts and Moral Panics**

**Aug 30-31**

- 2.1) Read [Locher, Chp 1, What is Collective Behavior?](#)
- 2.2) Read [Locher, Chp 2, Social Contagion Theory](#)

**Sept 1-2**

- 2.4) Watch [Lamb, New Media and Moral Panics](#) (2012, YouTube, 4 min)
  - 2.3) Watch [Baker, The Cycle of Moral Panics](#) (2014, YouTube, 3 min)
  - 2.5) Watch [Cook, Moral Panics: An Introduction](#) (2019, YouTube, 35 min)
- \* *Plickers Quiz 1*

**Sept 3-4**

Complete [homework assignment 360A2](#)

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**Week 3: Economic Theory: the Labor Movement and Unionization, 19th c.**

**Sept 6-7**

- 3.1) Read [Locher, Chp 4, Value-Added Theory](#) (1-hour read)  
Read [Edwards, Chp 2, From the mad to the sane](#) (2-hour read)

**Sept 8-9**

- 3.2) Read [Marx & Engels, The Communist Manifesto](#) (1847, SquashedEditions, 20-min read)
- 3.3) Watch [The Workers' Rights Revolution](#) ('It's History', 2015, YouTube, 10 min)
- 3.4) Watch [The History of Workers' Rights](#) (City Rising, 2019, YouTube, 14 min)

### **Sept 10-11**

Complete [homework assignment 360A3](#)

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## **Week 4: Emergent Norms and Women's Suffrage, Part 1**

### **Sept 13-14**

4.1) Read [Locher, Chp 3, Emergent Norm Theory](#)

### **Sept 15-16**

4.2) Read [History.com Women's Suffrage](#)

4.3) Watch [Greene, Crash Course in US History: Women's Suffrage](#)

4.4) Watch excerpts, *Iron-Jawed Angels*

a) [Movie Trailer](#) (2:15)

b) [White House Parade scene](#) (4:39)

d) [Actual footage of the parade](#) (4:28)

c) [Force-feeding scene \(violence warning\)](#) (4:47)

d) [Iron Jawed Angels Analysis video](#) (4:20)

(Recommended, not required: [whole movie here](#))

[Music Interpretation 1](#) due Thursday Sept 17

### **Sept 17-18**

Complete [homework assignment 360A4](#)

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## **Week 5: Mass Movements of the mid-20th century - Totalitarianism: Hitler & Stalin**

### **Sept 20-21**

5.1) Read Schaeffer, [Social Movements and Global Social Change, Chp 1](#)

5.2) Read [Mass Society Theory from Wiley Online Library](#)

5.3) Read [Italy Under Mussolini](#)

### **Sept 22-23**

5.4) Watch: [The Path to Nazi Genocide](#), US Holocaust Museum (40 min)

5.5) Watch: [The tragedy of this American moment: Populism, elites, and the 2020 election](#), BigThink (8 min)

5.6) Watch: [Why Socrates Hated Democracy](#), The School of Life (4 min)

\* *Plickers Quiz 2*

### **Sept 24-25**

Complete [homework assignment 360A5](#)

[Research Paper Concept Map](#) due by Saturday Sept 25

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**Week 6: Review and Exam 1**

**Sept 28**

6.1) Read [Locher, Chp 13, Social Movements](#)  
Review all previous assignments and readings  
*Review Sheet for Exam 1*

**Sept 30**

**\* Exam 1**

No other assignments due this week.

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**Week 7: The 50s and 60s: Resource Mobilization and Civil Rights, Part 1**

**Oct 4-5**

7.1) Read [Resource Mobilization Theory, \(Edwards & Gillham, 2013\)](#)  
7.2) Read [Social Movements and Protest, Chapter 3, Resource Mobilization & Networks \(2014\)](#)

**Oct 6-7**

7.3) Read [Civil Rights Movement Timeline, History.com \(2020\)](#)  
7.4) Watch [Crash Course in U.S. History: Civil Rights and the 1950s \(Crash Course, 2014, 15 min\)](#)  
7.5) Watch [History of the Civil Rights Movement, \(WatchMojo.com, 2011 5 min\)](#)

**Oct 8-9**

Complete [homework assignment 360A7](#)

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**Week 8**

**The 60s vs. the 90s: The Women's Rights Movement, Part 2-The Return of Feminism in Two Waves**

**Oct 11-12**

8.1) Read [The Symbolic Dimensions of Collective Action, DellaPorta Chp 3, p.64-73](#)  
8.2) Read [What was the Second Wave Feminist Movement? DailyHistory.org](#)  
8.3) Watch [Origins of Second-Wave Feminism, Columbia Univ. \(6:30 min\)](#)

**Oct 13-14**

8.4) Watch [The feminist and civil rights movements: Two fights for equality in the 1960's, Brookings Institution \(2:30 min\)](#)  
8.5) Read [Third Wave Feminism, ThoughtCo](#)  
8.6) Watch [Naomi Wolf: Third Wave Feminism \(BigThink, 5 min\)](#)

**Oct 15-16**

Complete [homework assignment 360A8](#)  
[Music Interpretation 2](#) due Fri Oct 16

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**Week 9: The 60s and 70s: The Anti-Vietnam War Movement**

**Oct 18-19**

9.1) Read [Edwards, Chapter 4 pgs 77-91, on Political Process Theory \(PPT\)](#)

9.2) Read [Vietnam War Protests, History.com \(2020\)](#)

**Oct 20-21**

9.3) Watch [Making Sense of the Sixties](#), (YouTube, 2010)

9.4) Read [Ten years since the biggest anti-war protest in history](#) (GreenLeft, 2013)

**Oct 22-23**

Complete [homework assignment 360A9](#)

**[Research Paper Outline and Citation Sources](#) due Friday Oct 23**

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**Week 10: Cultural Framing and the Environmental Movement**

**Oct 25-26**

10.1) Read Edwards, [Chapter 4 pgs 92-105, on Framing Theory / Contentious Politics](#)

10.2) Read Castells, [The Power of Identity, Chp 3, The Environmental Movement](#)

Recommended, not required: [DellaPorta \(2006\) on Framing](#)

**Oct 27-28**

10.3) Watch [People's Climate Movement: How the First Earth Day Started a Movement](#)  
(People's Climate March, 2017)

10.4) Watch [When The Earth Moves](#) (Outrider Fdn., 2020)

\* Plickers Quiz 3

**Oct 29-30**

Complete [homework assignment 360A10](#)

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**Week 11: Music and Social Movements**

**Nov 1-2**

*Music and Social Movements*

11.1) Read [Reese \(2015\), How can music inspire social change? Facing History blog](#)

11.2) Read Eyerman and Jamison (1998), [Music and Social Movements, Chapter 1](#)

**Nov 3-4**

*Analysis of Social Protest Songs*

11.3) Read [analysis of songs related to Abolitionism](#) (Library of Congress)

11.4) Read [Analysis of Pete Seeger, "We Shall Overcome"](#) (Folklife Today, LOC, 2014)

11.5) Read Mockus, in Acampora & Cotton (2008), [Analysis of "Hot Night."](#) Ndegeocello

**Nov 5-6**

[Music Interpretation 3](#) due Nov 6

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**Week 12: Identity Rights Movements: BLM (Civil Rights) & #MeToo (4th wave feminism)**

**Nov 8-9**

*Fourth Wave Civil Rights: #BlackLivesMatter*

- 12.1) Read Chase (2018), [The Early History of the Black Lives Matter Movement](#) -- pgs. 1091-1102 (sections I and II), *Nevada Law Review*
- 12.2) Read Hartigan interview (July 2020), [She co-founded Black Lives Matter. Here's why she's so hopeful for the future](#), *National Geographic*
- 12.3) Read Illing (July 2020), [How Black Lives Matter fits into the long history of American radicalism](#), *Vox*
- 12.4) Peruse the BLM website [BlackLivesMatter.com](#), primary source

**Nov 10-11**

*Fourth Wave Feminism: #MeToo*

- 12.5) Read Ohlheiser (2017), [The woman behind 'Me Too' knew the power of the phrase when she created it — 10 years ago](#), *Washington Post*
- 12.6) Read N.A. (Sept 2020), [#MeToo: A timeline of events](#), *Chicago Tribune*
- 12.7) Peruse the #MeToo movement website, [metoomvmt.org](#), primary source

**Nov 12-13**

Complete [homework assignment 360A12](#) by Sunday  
**Research Paper Rough Draft due Nov 13**

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**Week 13: Racial Supremacy, Nationalist, and Conservative/Reactionary Movements**

**Nov 15-16**

- 13.1) Read Castells (1998), [The Power of Identity, Chp 3, The Patriot Movement](#)
- 13.2) Watch *Now This* (2020), [Neo-Nazis Clash with Antifa Resistance During D.C. March](#) (YouTube, 4 min)
- 13.3) Peruse [The Patriot Movement website, thepatriotmovement.com](#) (WARNING: False Information and Conspiracy Theory ahead!)

**Nov 17-18**

- 13.4) Read Giglio (*The Atlantic*, April 2020), [A Pro-Trump Militant Group Has Recruited Thousands of Police, Soldiers, and Veterans](#)
  - 13.5) Watch Reich (2019), [Nationalism vs. Patriotism](#) (YouTube, 4 min)
  - 13.6) Read Weinstein (2010), [On the Progress-Regress Cycle](#) (*Social Change* 3rd ed)
- \* *Plickers Quiz 4*

**Nov 19-20**

Complete [homework assignment 360A13](#) by Sunday

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**Nov 22-26 Thanksgiving Break**

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☐ **Week 14: Review for Final Exam**

**Nov 29-30**

14.1) Read [Locher textbook Chp 14, Understanding Social Movements](#)

14.2) Watch: [Khan Academy, Social Movements](#) – review notes, prep for final

**Dec 1-2**

[Music Interpretation 4](#) due Dec 2

**Dec 3-4**

[Research Paper Final Draft](#) due Dec 4 end of day

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☐ **Week 15: FINAL EXAM DATE/TIME TBA**