

Social Movements and Community Change

SOCI 360

Course Syllabus

Fall 2022

Professor Kurt Reymers, Ph.D.

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



Professor Kurt Reymers, Ph.D.

Office Location: 205 Crawford Hall

Office Hours: Mon & Weds: 11am - 12pm;

Tues & Thurs: 10am-11am

Fri: No office hour

or by appointment

e-mail: reymers@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

(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 Project: 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+ = 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
60 to 67 = D = 1.0		
59 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.

Music Interpretations: You cannot make up the music interpretations more than one week after your specific due date for any of the four assignments. 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 music interpretation.

Research Projects: Research Projects will be due as scheduled, but may be turned in after the due date with a penalty of one letter grade (or 10% on a point-based scale) per week. No written assignments will be accepted more than four weeks after the due date.

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, 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.

COVID-19 Coronavirus

If you have questions about the College's COVID policies with respect to attendance, testing, and forbearance, please refer to the College's website address: <https://www.morrisville.edu/coronavirus>

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

Week 1: Introduction to Sociology and Social Movements

Aug 22-23

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

Aug 24-25 (by "Read," below, I mean come to class having read/watched the assignments listed for that day; TAKE NOTES on each reading or video assignment so you can remember when you get to class what you read/watched)

- 1.1) Read [Chp 21, Introduction to Sociology, Social Movements](#) (click 'Next' on bottom of each page; 30 min read)
- 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 26

Submit [homework assignment 360A1](#) by end of day Friday

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

Aug 29-30

- 2.1) Read [Locher, Chp 1, What is Collective Behavior?](#) (1-hour read)
- 2.2) Read [Locher, Chp 2, Social Contagion Theory](#) (1-hour read)
- 2.3) Watch [Baker, The Cycle of Moral Panics](#) (2014, YouTube, 3 min)
- 2.4) Watch [Lamb, New Media and Moral Panics](#) (2012, YouTube, 4 min)

Aug 31-Sept 1

- 2.5) Read Schaeffer, [Social Movements and Global Social Change, Chp 1](#) (1-hour read)
- * Plickers Quiz 1

Sept 2

Submit [homework assignment 360A2](#) by end of day Friday

Week 3: "Value-Added" Economic Theory and the Labor Movement/Unionization, 19th c.

Sept 5-6

- 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 7-8

- 3.2) Read [Marx & Engels, The Communist Manifesto](#) (1847, SquashedEditions, 25-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)
- * Plickers Quiz 2

Sept 9

Submit [homework assignment 360A3](#) by end of day Friday
[Music Interpretation 1](#) due end of day Friday

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

Sept 12-13

4.1) Read [Locher, Chp 3, Emergent Norm Theory](#) (1-hour read)

Sept 14-15

4.2) Watch/Read [History.com Women's Suffrage](#) (5-min video; 15-min read)

4.3) Watch [Greene, Crash Course in US History: Women's Suffrage](#) (13-min video)

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](#))

* Plickers Quiz 3

Sept 16

Submit [homework assignment 360A4](#) by end of day Friday

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

Sept 19-20

5.1) Read Schaeffer, [Social Movements and Global Social Change, Chp 2](#) (1-hour read)

5.2) Read [Mass Society Theory from Wiley Online Library](#) (10-min read)

5.3) Read [Italy Under Mussolini](#) (15-min read)

Sept 21-22

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

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

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

* Plickers Quiz 4

Sept 23

Submit [homework assignment 360A5](#) by end of day Friday

[Music Interpretation 2](#) due by end of day Friday

[Research Paper Concept Map](#) due by end of day Friday Sept 23

Week 6: Review and Exam 1

Sept 27

6.1) Read [Locher, Chp 13, Social Movements](#) (1-hour read)

Review all previous assignments and readings

Review Sheet for Exam 1

Sept 29

* **Exam 1**

No other assignments due this week.

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

Oct 3-4

- 7.1) Read [Resource Mobilization Theory, \(Edwards & Gillham, 2013\)](#) (30-min read)
7.2) Read [Edwards, Chapter 3, Resource Mobilization & Networks \(2014\)](#) (2-hour read)

Oct 5-6

- 7.3) Read [Civil Rights Movement Timeline, History.com \(2020\)](#) (10-min read)
7.4) Watch [Crash Course in U.S. History: Civil Rights and the 1950s \(Crash Course, 2014\)](#) (11-min video)
7.5) Watch [History of the Civil Rights Movement, \(WatchMojo.com, 2011\)](#) (5-min video)
* Plickers Quiz 5

Oct 7

Submit [homework assignment 360A7](#) by end of day Friday

Week 8: The 60s: The Women's Rights Movement, Second Wave - The Return of Feminism

Oct 10-11

NO CLASS

Oct 12-13

- 8.1) Read [What was the Second Wave Feminist Movement? DailyHistory.org](#) (10-min read)
8.2) Watch [Origins of Second-Wave Feminism, Columbia Univ.](#) (6:30 min video)
8.3) Watch [The feminist and civil rights movements: Two fights for equality in the 1960's, Brookings Institution](#) (2:30 min video)
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Week 9: The 90s: The Women's Rights Movement, Third Wave - The Revenge of Feminism

Oct 17-18

- 9.1) Read [The Symbolic Dimensions of Collective Action, DellaPorta Chp 3, p.64-73](#) (2-hour read)
9.2) Read [Third Wave Feminism, ThoughtCo](#) (5 min read)
9.3) Watch [Naomi Wolf: Third Wave Feminism \(BigThink\)](#) (5 min video)

Oct 19-20

- 9.4) Read [Schaeffer, Chp 10, Aspiring Social Movements](#) (1-hour read)
* Plickers Quiz 6

Oct 21

Submit [homework assignment 360A8](#) by end of day Friday
[Research Paper Outline and Citation Sources](#) due Friday Oct 21

Week 10: Science, Cultural Framing, and the Environmental Movement

Oct 24-25

- 10.1) Read [Edwards, Chapter 4 pgs 92-105, on Framing Theory / Contentious Politics](#) (1-hour read)
10.2) Read Castells, [The Power of Identity, Chp 3, The Environmental Movement](#) (2-hour read)
Recommended, not required: [DellaPorta \(2006\) on Framing](#)

Oct 26-27

- 10.3) Watch [Hot Politics \(Frontline and the Center for Investigative Reporting, 2007\)](#) (53 min video)
10.4) Watch [People's Climate Movement: How the First Earth Day Started a Movement \(People's Climate March 2017\)](#) (5 min video)
10.5) Watch [When The Earth Moves \(Outrider Foundation, 2020\)](#) (7 min video)
* Plickers Quiz 8

Oct 28

Submit [homework assignment 360A9](#) by end of day Friday
[Music Interpretation 3](#) due by end of day Friday

Week 11: Globalization, Social Justice, and Democracy

Oct 31-Nov 1

- 11.1) Read [Edwards, Chapter 4 pgs 77-91, on Political Process Theory \(PPT\)](#) (2-hour read)
11.2) Read [Schaeffer, Social Movements and Global Social Change, Chp 9](#) (1-hour read)

Nov 2-3

- 11.3) Read Castells, [The Power of Identity, Zapatistas excerpt](#) (1-hour read)
11.5) Watch [The 1999 Battle In Seattle raw footage \(YouTube, 2007\)](#) (7 min video)
11.6) Read [Ten years since the biggest anti-war protest in history \(GreenLeft 2013\)](#) (5 min video)
* Plickers Quiz 7

Nov 4

Submit [homework assignment 360A10](#) by end of day Friday

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

Nov 7-8

Fourth Wave Civil Rights: #BlackLivesMatter

- 12.1) Read [Schaeffer, Chp 11, Altruistic Social Movements](#) (1-hour read)
12.2) Read [Chase \(2018\), The Early History of the Black Lives Matter Movement – pgs. 1091-1102 \(sections I and II\), Nevada Law Review](#) (1-hour read)
12.3) Read [Illing \(July 2020\), How Black Lives Matter fits into the long history of American radicalism, Vox](#) (20 min read)
12.4) Peruse the BLM website [BlackLivesMatter.com](#), primary source (15-30 min read)

Nov 9-10

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](#) (15-min read)
12.6) Read [N.A. \(Sept 2020\), #MeToo: A timeline of events, Chicago Tribune](#) (25 min read)
12.7) Peruse the #MeToo movement website, [metoomvmt.org](#), primary source (15-30 min)
* Plickers Quiz 8

Nov 11

Submit [homework assignment 360A11](#) by end of day Friday
[Research Paper Rough Draft due Nov 11](#)

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

Nov 14-15

- 13.1) Read [Schaeffer, Chp 12, Restrictionist Social Movements](#) (1-hour read)
13.2) Read [Castells \(1998\), The Power of Identity, Chp 3, The Patriot Movement](#) (2-hour read)
13.3) Watch [Now This \(2020\), Neo-Nazis Clash with Antifa Resistance During D.C. March \(YouTube\)](#) (4 min video)

Nov 16-17

- 13.4) [Giglio, The Atlantic \(April 2020\), A Pro-Trump Militant Group Has Recruited Thousands of Police, Soldiers, and Veterans](#) (2 hour read)
13.5) Watch [Reich \(2019\), Nationalism vs. Patriotism \(YouTube\)](#) (4 min video)
13.6) Read [Weinstein \(2010\), On the Progress-Regress Cycle \(Social Change 3rd ed\)](#) (20-min read)
* Plickers Quiz 4

Nov 18

Submit [homework assignment 360A12](#) by end of day Friday
[Music Interpretation 4](#) due by end of day Friday

Nov 23-25 Thanksgiving Break

Week 14: Review for Final Exam

Nov 28-29

14.1) Read [Locher textbook Chp 14, Understanding Social Movements](#) (1-hour read)

14.2) Watch [Khan Academy, Social Movements \(YouTube\)](#) (7 min video)

Review notes, prep for final exam

Nov 30-Dec 1

Review for final exam; finish research paper

Dec 2

[Research Paper Final Draft](#) due Dec 2 end of day

Week 15: FINAL EXAM DATE/TIME TBA