Sociology 525

Purdue University, Fall 2018

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SOCIAL MOVEMENTS

This course offers advanced undergraduate and graduate students the opportunity to analyze the social movements and social movement theories that interest them. Lectures and readings will offer a history of social movements and social movement theory, but the focus will be on relatively recent social movements (Black Lives Matter, Moral Mondays, Occupy, Antinuclear, Peace, LGBTQ, Immigrant Rights, Civil Rights, Women, Environmentalist, etc.), particularly in the U.S., which are, presumably, the most interesting for students. Past students have, however, studied the Arab Uprisings, the role of social media in social movements, fashion, and the Boston Tea Party. Students from different backgrounds and disciplines are welcome. Divergent viewpoints are encouraged. The format is a mix of lecture and discussion, with more lecture in the early weeks and more discussion as students develop their analyses of their favorite social movements and social movement theories. Given sufficient enrollment, we will break into smaller groups for discussion. We have also made good use of video and film representations of collective behavior and social movements—something that I hope to continue and perhaps expand.

Readings

**Required Books**

LeBon, Gustave. 2002 [1896]. *The Crowd*. Dover Publishing, Inc.

Olson, Mancur, Jr. 1965. *Logic of Collective Action: Public Goods and the Theory of Groups*. Harvard University Press.

Tilly, Charles and Leslie J. Wood. 2012. *Social Movements, 1768-2012.* Paradigm Publishers.

Tarrow, Sidney G. 2011. *Power in Movement: Social Movements and Contentious Politics, Revised and Updated Third Edition* (NY: Cambridge University Press).

Epstein, Barbara. 1993 [1991]. Political Protest and Cultural Revolution: Nonviolent Direct Action in the 1970s and 1980s. University of California Press.

These required books are recommended for purchase and available at Vons Bookshop in the Village. We will read and discuss them in the order presented above, which is mostly chronological and corresponds roughly to the types of social movement theory presented below.

**Recommended Books**

Marx, Gary T. and Douglas McAdam. 1994. *Collective Behavior and Social Movements: Process and Structure*. Prentice Hall.

McPhail, Clark. 1991. *The Myth of the Madding Crowd*. Adline de Gruyter.

Melucci, Alberto. 1989. *Nomads of the Present: Social Movements and Individual Needs in Contemporary Society*. Temple University Press.

Meyer, David S. 2007 *The Politics of Social Movements: Social Movements in America.* Oxford University Press.

Tilly, Charles and Sidney Tarrow. 2007. *Contentious Politics*. Paradigm Publishers.

Turner, Ralph H. and Lewis M. Killian. 1987 (third edition). *Collective Behavior*. Prentice-Hall.

These recommended readings are worth purchasing if you are particularly interested in the topics or authors. Copies of these books (except Melucci 1989, which is out of print) are available for purchase at Vons Bookstore. In addition, as background material for lectures and for your in-class presentations and project papers, an extensive bibliography is provided. The expectation is that we will develop, revise, and annotate this bibliography, as we read these books and articles and discover additional sources. We are fortunate to have library access to many journals, including *Mobilization*, which will facilitate research. We can also draw on faculty in the College of Liberal Arts and, perhaps, even elsewhere.

Outline of Lecture and Discussion Topics

I. Preliminaries

- What are social movements?

- How might we analyze social movements?

- How we shall proceed in this endeavor?

II. A Little Sociology

- Social Action versus Collective Action

- categories and networks

- levels of analysis

- Collective Behavior versus Collective Action

- routine and non-routine behavior

- institutional and extra-institutional behavior

- interests, opportunities, and organization

- Consensus versus Conflict

- contentious gatherings

- political challenges

- party versus movement

- Continuity and Change

- actors

- repertoires

- organizations

- allies, opponents, and authorities

- social movements and social change

III. A Little History

- Political Struggles in Western Europe, 1600-1968

- ancient regimes and the people out-of-doors

- repertoires and rebellions

- revolutions, colonial revolts, and civil wars

- the long revolt against industrial capitalism

- the case of France

- American Political Struggles, 1860-1975

- Civil War and Reconstruction

- Redemption and the Greenback challenge

- Populism

- Progressive and radical challenges

- depression and insurrection

- war at home and abroad

- reaction and repression

- the Sixties

III. Theories of Collective Behavior and Social Movements

- The Psychology of the Mob

- LeBon

- McPhail

- Rudé

- Zilborg

- Mass Society and Social Disorganization Theories

- Kornhauser

- Gurr

- Davies

- Smith and Pettigrew

- Collective Behavior versus Collective Choice

- Olson

- Turner and Killian

- Smelser

- Oberschall

- Brustein

- Heckathorn

- Opp

- Marwell and Ames

- Resource Mobilization Theory

- Tilly

- Gamson

- Feagin and Hahn

- Piven and Cloward

- Morris

- McNall

- State Centered Theories

- Skocpol

- Skowronek

- Bensel

- Political Process Models

- Tarrow

- McAdam

- New Social Movement Theory

- Epstein

- Melucci

- Cohen

- Kriesi (and Kreisi, et. al.)

- Offe

- Scott

- Calhoun 1993

- Plotke

IV. Social Movements and Topics that You Choose to Study

- your topics/movements

- your references

- your presentations

V. The Future of Collective Action and Social Movements

-recapitulation

-reconstruction

-speculation

This is a general outline of the topics that we will cover this semester. As we move into movements and topics that you choose to study, you will be expected to provide references. We will spend as much time as necessary in class providing all the resources and assistance needed to do library research, internet research, and even participant observation—if that is what you intend to do for your project. In that case, particularly, you will want to get an early start and to read some good sources and talk to some experienced researchers.

Although my current research is based mostly on archival and secondary sources, I have done what I call “nonparticipant observation” as well as survey research (my initial training—back in the 1970s). Past students have completed limited projects within the time constraints, using a wide range of research methods.

Aside from what you learn in your research, in the final analysis, we should be able to offer some preliminary ideas on the future of social movements and the relations between collective action, social movements, and social change. There are theoretical and methodological issues that I am still working on, as my latest book is being reviewed by an acquisition editor, who may or may not encourage me to develop these interests. Most important, perhaps, every time I teach this course my students teach me something new—not only about the topics that they have chosen but about the concerns that they bring to the topics and questions. Most recently, I have been encouraged to think more about the difference between interests and identities, statements and representations, perhaps because of the number of communications student who enrolled in this class last year. We shall see what the new cohort brings.

Oral and Written Work

The expectation is that everyone will come to class prepared to discuss the readings and the lecture material. A large part (maybe 30%) of your course grade will be based on your contribution to class discussions, including group discussions, when we break the class into small groups to facilitate discussion. Another substantial part (maybe 20%) will be based on weekly writing leading toward your project. The largest part (maybe 50%) of your grade will be based on your written project.

The first couple of weeks will entail a fair amount of lecture, as we work our way through the concepts, but you should begin (on day one) working your way through the required readings (beginning with LeBon and working sequentially toward Epstein). You should also begin (on day one) thinking about and writing about what you would like to study for your term project.

You might find that you need to read Epstein earlier, particularly if you are interested in her theory and methods.

Schedule for Writing Assignments

Writing assignments are due every Friday. I will try to have them back to you with comments on Monday. Once you start writing and getting feedback from me, and from your colleagues, your writing will take on a life of its own. At that point, you will not need to ask me what you should write about and how long it needs to be. In the meanwhile, these suggested topics should help.

First week: What are social movements, and why are they interesting? Write a short essay (~one page) on why you are interested in social movements—is there a movement you want to study?

Second week, what have you learned about social movements. Write a short essay on what you now know that you didn't know before.

Week three: Write a brief (1-2 typed page) proposal of what you intend pursue as a term project. You may wish to focus on a movement or theory, or you may wish to evaluate the changes in types of movements or theories. You might, in fact, have a totally different idea for a project, which you should discuss with us (in class) before producing the proposal.

The final project that you are proposing will be an analytical paper that might provide the basis for a publishable article, a senior honor's thesis, a preliminary examination topic, or a master's or doctoral thesis proposal. It should be a substantial (25-50 page typed) document based on research (probably but not necessarily limited to published (secondary) sources above and beyond the required reading.

Weeks 4-5: keep thinking and writing about what interests you and what you know. Turn in short essays each week.

Week six: Present an annotated bibliography for your project--this may be sketchy at this point, since you may not have read many of the sources.

Weeks 7-8: keep thinking and writing about what interests you and what you know. Turn in short essays each week. You might start experimenting with applying theories to questions about your movement/topic.

Week nine: Write an outline of the final project.

Weeks 10-11: keep thinking and writing about what interests you and what you know. Turn in short essays each week. Continue experimenting with applying theories to questions about your movement/topic. Try to compare theories you might apply.

Week twelve: By now you should be drafting different parts of what will be your final paper. Share some part of that with me and with your colleagues (in class).

Weeks 13-14: keep thinking and re-thinking, writing and rewriting.

**Final project is due by the last day of class**.

**There will be no final exam scheduled, but I shall reserve the right to examine you orally, in group or one-on-one, during class or by special appointment during finals week, particularly if your attendance has been irregular, your weekly writings less than enlightening, and I feel that I do not have an adequate basis for judging your grasp of the readings and lecture material. If I can’t reach you to make this appointment I will give you an Incomplete, if you are passing the class and have turned in your final paper on time. This will give us time to meet and discuss the readings next fall, at which time you can make up the Incomplete oral work. I am not on campus in the Spring.**

**This special appointment for discussion of class materials is rarely necessary, but must be maintained as a possibility for persons who seem incapable of attending class and turning in their assigned work in class at the time when it is due. The only other reason that I might avail myself of this opportunity to talk one-on-one is when there are concerns about the final paper, which we have not managed to work out before the final draft. This is very unusual and can be avoided by coming to class and keeping me in the loop, or contacting be via email and making an appointment to talk about your efforts.**

**Using and Abusing Sources**

**We will have the opportunity to discuss plagiarism: presenting the words or ideas of others as your own. Plagiarism is grounds for failure in the course and disciplinary action, including expulsion from the university. If you have any questions about how to use or cite sources, ask me in class. Alternatively, you can access my website and look at my SOC 402 instructions on writing assignments.**

**Here too, we will spend as much time as needed to help you avoid this type of problem, which we all face in varying degrees, but learning to use sources is a critical part of your academic education and training. If you still need work on this front, we can help you get where you need to be.**

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