

## American Social Movements

Summer 2- 2014

On-line

*(preferred)*

Time/place: BlackBoard asynchronous

Dr. Elizabeth Stiles

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this rarely

No office hours but email me anytime! I will check messages during the class at least once a day during the week (often times more often but you need to give me 24 hours to respond).

### Course Description

Civil Rights. The Gay and Lesbian Movement. The Tea Party. Occupy. It is impossible to look at American politics over the last half-century without noticing the important contributions to our politics made by a variety of mass movements. As readily visible as these examples may be, however, social movements remain something of a puzzle. Why do they form or not form? What do they want? When do they get what they want? Why do they seem to disappear? What do their existence, strategies, success or failure, and decline reveal about the American (and other) system(s) of government? Has the internet changed anything/everything? This class will trace the history of several social movements and seek answers to the above questions and others as we search for common threads and discern the unique contribution each movement makes.

### Course Goals:

1. To understand the main social movement theories, including what each one helps us understand about social movements and what it leaves out.
2. Understand the role of theory in a subject focused on a real-world topic
3. Understand the entrepreneurial dimensions and group genius of social movements.
4. Learn about a variety of social movements, to appreciate their common attributes and differences and to use them as case studies of opportunities exploited by social movement entrepreneurs.

### Diversity Designation

This course is intended to address issues of diversity by focusing on several groups outside of the dominant culture of the United States. Students will also be adopting a social movement not covered in the course and are welcome to adopt an international or historical social movement if they choose.

## Required Readings

### Books (Students must acquire these)

Staggenborn, Suzanne. *Social Movements*. 2011. Oxford University Press.  
*Who's Afraid of the Black Blocs? Anarchy in Action Around the World. Between the Lines* 2013.

Formisano, Ronald P. *The Tea Party*. 2012. The Johns Hopkins University Press.

Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*. 2012. Polity

There are also several articles and book chapters in the schedule of daily readings. Some are on Blackboard some you need to find through the library (I tell you where beside each article or chapter—see schedule of readings. These readings are also required.

### Grading:

Shorter weekly paper (3-4 pp.) x3 (8% each)	24%
Starting and managing discussion on a blog (group)	11
Original Research on a Social Movement or Movements	
Group Paper	12.5
Group Online Presentation	12.5
Final Exam (8-10 pp. paper)	20
Participation	20

### Grading Scale:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-77	C
70-72	C-
60-69	D
Below 60	F

### Assignment Information and Grading Policies:

◆ Midterm exam paper: Students will write 3 weekly papers following an assigned prompt that is addressed in the reading for that week. Paper length will be 3-5 pp. The prof will post the question at the beginning of the week and students will turn in the paper on BB by 5 pm Eastern Daylight Time on Friday. If it's late, I will penalize you one full letter grade for each day. You are one day

late if you turn it in at 5:01 pm on the Friday when it's due at 5 pm and for 23 hrs 59 minutes thereafter at which time you're 2 days late.

◆ **Student Blog:** Class will be discussion-oriented. Students are expected to lead class discussions. What that means online is students should start and moderate a discussion blog which all students will contribute to. Each student will be assigned a week to begin and moderate the blog. This consists of generating thoughtful discussion questions for the class, acting as facilitator or moderator of the blog, and generally being well-prepared as far as the material is concerned. Students will be graded on timeliness, the quality of their discussion questions and the quality of their moderation and follow-up questions to keep the discussion going. Students who fail to complete the assignment on time (except under extraordinary circumstances) will receive a failing grade for the presentation.

*Grading rubric for the blog:*

*A Questions are quite thoughtful, including making connections to previous class discussions, readings, adopted social movements and/or current events. Moderation/facilitation skills above average such that class is engaged and challenged and connections are made to course general themes and previous discussions, preparation exceptional.*

*B Questions are thoughtful, moderation/facilitation skills are adequate, well-prepared*

*C Questions are relevant but not designed to incite discussion or thought on the part of the class. Moderation/facilitation skills are weak. Preparation is adequate.*

*D Questions are ill-thought out or generic. No facilitation or moderation skills. Preparation is minimal.*

*F Doesn't create the blog or hasn't prepared any questions*

### Original Research

Students will work in small groups (of 2-3) in Blackboard to conduct some kind of original research on a social movement, a social movement leader, some theme or concept that has been discussed in the course, or some other related topic (you need to clear the topic with me since this is so general. I want to leave you room to be creative but the danger is you'll go in the wrong direction. So email or chat with me about your project). In this project, be sure to connect your project to the major themes and readings of the course. Be entrepreneurial, show group genius! Examples of original research: Data analysis, interviews with social movement participants, web analysis, surveys on attitudes towards social movement causes. Students will write a summary of what it was like to work in the group and submit this to the professor.

◆ **Final Exam:** The final exam will be a cumulative exam involving a major theme of the course. Students will be evaluated on the quality of how well they understand the material, how well they synthesize, quality of their insights, how

well they support their insights and claims with related material (and citing that material). Students who fail to take the final exam, fail to make other arrangements well in advance with the instructor, and did not fail to do so because of extraordinary circumstances will receive a grade of zero for the exam and will not be permitted to make up the exam. The content of your classmates' presentations will be fair game for the final exam. Students may study together in advance of the exam but, naturally, once the test is administered, each student must complete the exam individually. Students caught cheating will receive a grade of zero for the exam and will be turned in to the Dean for possible further disciplinary action.

◆ **Participation:**

This is an online class, making participation less automatic and therefore more important to attend to. To receive full credit for a participation grade, students must contribute to class discussion boards in a timely manner (within 48 hours after they are posted), other students' blogs and group projects in a way that it is evident that they are prepared (being prepared means reading, thinking about the assignments and being prepared to answer questions their professor or peers assign). Regular visits to the class site, participation and evidence that the student is prepared for the discussion is the key.

**Students with Disabilities**

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact services for students with disabilities at (216) 397-4263 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are never retroactive so students are encouraged to register early in the semester.

**Class Schedule of Readings**

**(Approximate and Subject to Change)**

<p>6/16-22</p>	<p><b><u>Lesson One</u></b>  <b>Social Movement Intro and Theory</b>                  Staggenborn, chs 1-3  <b>Group Genius</b>                  Sawyer (on BB)</p>	
	<p><b>Protest Cycle 1960's and Women's Movement, GLBT</b>                  Staggenborn chs. 4 -6</p>	
	<p><b>A brief look at several movements</b>                  Staggenborn chs 7-10</p>	
<p>6/23-29</p>	<p><b>Lesson Two</b>  <b>Social Movement Theory</b></p> <ul style="list-style-type: none"> <li>• <b><u>The role of resources and organization</u></b> McCarthy, John D. and Mayer N. Zald. <i>Resource Mobilization and Social Movements: A Partial Theory</i>. American Journal of Sociology , Vol. 82, No. 6 (May, 1977), pp. 1212-1241 (find through JSTOR)</li> <li>• <b><u>Political Structure</u></b>, Shawki, N. (2010). Political Opportunity Structures and the Outcomes of Transnational Campaigns: A Comparison of Two Transnational Advocacy Networks. <i>Peace &amp; Change</i>, 35(3), 381-411. doi:10.1111/j.1468-0130.2010.00640.x (find through Academic Search Premiere)</li> <li>• <b><u>The role of Framing</u></b>: Benford, R. D., &amp; Snow, D. A. (2000). FRAMING PROCESSES AND SOCIAL MOVEMENTS: An overview and Assessment. <i>Annual Review Of Sociology</i>, 26(1), 611. (find through Academic Search Premiere)</li> </ul>	

	<p><b>Social Movements, Social Entrepreneurs and Social Capital:</b></p> <ul style="list-style-type: none"> <li>• Koff, H. (2005). Migrant Participation in Local European Democracies: Understanding Social Capital through Social Movement Analysis. <i>Migraciones Internacionales</i>, 3(2), 5-28. (Ac Sch Pr)</li> <li>• Edwards, B., &amp; McCarthy, J. D. (2004). <i>Strategy Matters: The Contingent Value of Social Capital in the Survival of Local Social Movement Organizations</i>. Social Forces (University Of North Carolina Press), 83(2), 621-651. (Ac Sch Prem)</li> <li>• Broek, T. A., Ehrenhard, M. L., Langley, D. J., &amp; Groen, A. J. (2012). Dotcauses for sustainability: combining activism and entrepreneurship. <i>Journal Of Public Affairs</i> (14723891), 12(3), 214-223. doi:10.1002/pa.1435 (Ac Sch Prem)</li> </ul>	<b>Midterm handed out Feb 21</b>
6/30-7/6	<b>Anarchists</b> Dupuis-Deri first half	
	<b>Anarchists</b> Dupuis-Deri second half	
7/7-13	<b>Tea Party</b> Formisano chs. 1-4	
	<b>Tea Party</b> Formisano 5&6	
	<b>Tea Party</b> Formisano chs 7 and postscript	
7/14-17	<b>Networks in the Internet Age</b> (Actions and Oppys for Soc mvmt entreprs) Castells TBA	
	<b>Networks in the Internet Age</b> Castells TBA	
	<b>Networks in the Internet Age</b> Castells TBA	