Course Description
In this upper level course we will work our way through the big questions that scholars, activists, and the public all have about social movements: When and why do social movements occur? Who joins or supports movements? Who remains in movements, and who drops out? What do movement participants think and feel? How are movements organized? What do movements do? How do institutions influence movements? Why do movements decline? What changes do movements bring about?

This class is guided by student goals, which are established from the beginning and reviewed throughout the semester. Based on their personal goals and interests, each student will design and complete their own final project. Every class period will involve participation through discussions and classroom response device activities.

Office Hours
This semester I am trying something new: my weekly office hours will be held in coffee shops and other locations near campus. The class will generate a list of places, dates, and times that work for many students, and we will try out different options each week. The office hours schedule and locations will be posted on D2L.

I encourage you to come to office hours to talk about social movements, or anything sociology or college related, even when you don’t have a problem or anything in particular that you want to talk about. We can even dedicate some of the office hours to specific activity, like a writing workshop before the drafts and/or final papers are due. To help incentivize your participation, I’ve received a Student/Faculty Interaction Grant that covers $10 of food or drinks for each and every one of you! You can use your $10 all at once, or stretch it out multiple office hours.

Individual office hours are by appointment only. When you contact me to schedule a time to meet, please include at least a general idea of what you would like to talk about. Please come prepared, with specific questions, comments, or concerns.

Readings
All of the course readings are on D2L. You do not need to buy any books.

Classroom Response Devices
It is required that you bring a classroom response device to class every day. You may buy or rent a clicker, or use an application on your cell phone, laptop, or another mobile device – it doesn’t matter what you use so long as you have a way of signing in to class and participating. More information at: http://uits.arizona.edu/services/classroom-response-devices/student
**Grade Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introduction and Syllabus Quiz</td>
<td>5%</td>
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<tr>
<td>Goals Assessments</td>
<td>5%</td>
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<tr>
<td>Daily Assignments</td>
<td>25%</td>
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<tr>
<td>Attendance and Participation</td>
<td>25%</td>
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<tr>
<td>Research Topic and Outline</td>
<td>5%</td>
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<tr>
<td>Research Project Drafts</td>
<td>10%</td>
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<tr>
<td>Final Research Project</td>
<td>25%</td>
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**Grade Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>E</td>
<td>0-59%</td>
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Late assignments and final projects will not be accepted.

**A Note about Grades**

Your grade starts at 0 and you earn your points. You are not entitled to a certain final grade, rather you earn your grades throughout the semester and your final grade will reflect how well you demonstrated your learning during the term. Grades are simply tools that assess your academic performance and relay that information back to you.

*Your grades do not measure your intelligence, work ethic, potential, progress, talents, or worth.*

**Introduction (2.5% of final grade)**

*Due Jan 11 (F) at 10am via Dropbox in D2L.*

Your first assignment is to submit a note via dropbox that includes this information:

- Name
- Email address that I should use to contact you
- Year in school
- Hometown(s)
- Major(s) and minor(s)
- Sociology experience – both classes taken and other exposure to the discipline
- What do you hope to gain from this class?
- What other classes are you taking this semester?
- What other responsibilities (employment, sports, extracurricular activities, family, pets, etc) do you have this semester?
- What else do you want me to know about you?

**Syllabus Quiz (2.5% of final grade)**

*Due Jan 11 (F) at 10am in quiz area in D2L.*

The syllabus quiz is worth 2.5% of your final grade, and is used to insure that you have thoroughly read the syllabus. This quiz is open note, untimed, and you can take it an infinite number of times. While your score on the quiz is not worth a large portion of your class grade, you must earn **100% on your syllabus quiz to pass the class.**

**Goals Assessments (5% of final grade)**

*Due Jan 14 (M), Feb 22 (M), and Mar 25 (M), at 10am, and May 3 (F) at 12:30pm in the quiz area in D2L.*

By 10am on the Jan 11 (F), you should complete the Learning Goals Inventory that is in the quiz section of D2L. Everyone receives full credit for completing this quiz; there are no right or
wrong answers. The Learning Goals Inventory allows everyone to assess their personal goals for this class and reflect on their role as a student and their personal philosophy of learning. I will refer back to these goals assessments to better focus and contextualize my individual feedback.

Twice in the middle of the class (Feb 25 (M) and Mar 25 (F) by 10am) there will be a new “quiz” that will ask you to assess your progress, (re)evaluate your priorities, and assess whether the class is helping you to meet your goals. Everyone receives full credit for completing this quiz; there are no right or wrong answers.

At the end of the course (May 3 (F) by 12:30pm) you will complete a final goals assessment where you compare your performance in the class with the goals you set in your Learning Goals Inventory. This serves as a time for reflection on your progress in the course. Once again, everyone receives full credit for completing this quiz; there are no right or wrong answers.

Daily Assignments – Quizzes and Discussion Questions (25% of final grade)
Before each class you will answer five quiz questions OR write one discussion question with a four sentence response. All quizzes and discussion questions are due at 10pm the night before class. This will provide me with ample time to review quiz questions to see what parts of the material gave the class trouble, and organize the discussion questions. You may complete both the quiz and post discussion questions for any one class period, and the assignment with the higher score will count towards your grade. This is a good option if you are unhappy with your quiz score, or unsure about the discussion question you posted.

All of the quizzes are available through D2L and are a means of assessing if students are doing the reading. Quizzes are structured to be low stress. Quizzes are multiple choice, open book, there are no time constraints, and you can go back to change answers on previous questions. However, you may not retake any of the quizzes. Correct answers will be shown for each quiz after all enrolled students have completed that quiz.

Discussion questions are another means of assessing if students are doing the readings. Your discussion question should be posted to Dropbox on D2L. In order to receive full credit, your discussion question and four sentence response should a) provide context from the reading to make your question clear to the instructor and your classmates, b) critically engage with the class material, and c) ask at least one question that can result in a discussion. If you would like, you can include a clicker component in addition to the discussion part of your question. If you choose to do this, please include the text of the question and multiple choice responses that you would like the class to choose from. In-class discussions will be driven by student-written questions. Be aware that if I ask a question in class and students find it unclear or do not know how to respond, I may ask the author of the question to clarify or provide a response.

There will be one extra credit assignment for the class. During the two class days before spring break we will watch a documentary in class: The Activists: War, Peace, and Politics in the Streets. An extra credit response paper will be due on the Monday after the break, 3-18 at 10am. More details will be available in early March.
Participation and Attendance (25% of final grade)
You are expected to participate regularly with thoughtful contributions. Class discussions and activities will be respectful, courteous, and friendly. Infrequently using your classroom response device during class will prevent you from earning a full participation grade. However, your device responses (wrong answers, not enjoying a reading, etc.) will never lower your grade.

You can earn 10 attendance points per week. Here’s how attendance grades work:
- You earn 1 point each day that you arrive to class on time.
- You earn 1 point each day that you stay until the end of class.
- You earn 2 points for always participating in group and team work.
- You earn 2 points for talking in class at least once per week.

Every student is allowed three skip days, no questions asked. After that any unexcused absences, late arrivals, and early departures will prevent you from earning a full attendance grade. Each late arrival or early departure is worth half of an absence.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored. Any other absences, arriving late to class, and leaving class early will be excused for extenuating circumstances only. In the event of your absence, you will need to provide written documentation (doctor’s note, funeral program, police report, etc.) that must include your name, date and signature from the authority that is verifying your absence, and contact information to reach the authority for verification. If the documentation does not contain the above elements, your absence will not be excused. Providing false documentation is forbidden under the UA Student Code of Conduct, section F “Prohibited Conduct”
http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct#prohibited_conduct

Research Project (40% of final grade)
At the end of the class, you will turn in a research paper, research proposal, or other project on a topic of your choice. Detailed instructions and rubrics for each component will be available on D2L. These assignments will be discussed in class well before they are due. Here are the basics:
- Topic and Outline 5% - due March 4 (M) at 10am via dropbox
  o 200 words, 3+ sources
- First Draft 5% - due April 5 (F) at 10am via dropbox
  o 1,000+ words, 6+ sources
- Second Draft 5% - due April 19 (F) at 10am via dropbox
  o 1,500+ words, 8+ sources
- Final Project 25% - due May 3 (F) at 12:30pm via dropbox
  o 2,000-2,500 words, 10+ sources

On the days that each of the first three assignments are due, students will spend the class period editing, assessing, and providing useful feedback on each other’s papers. Please bring a paper copy of your assignment on each of these days. Your grade will not be affected by how your peers assess your paper, but the quality of the feedback that you provide to your peers will be factored into your own grade.
I am open to your project ideas. If you want to do something other than a research paper or research proposal for your final project, you must contact me by Friday 3-1 to discuss it and get approval. We will agree upon modified requirements and create a project-specific rubric for your final project.

Computers, Cell Phones, and other Electronics
You may use computers, cell phones, and electronics in class as long as you are not distracting other students. If your technology usage is distracting other students, you will be asked to leave the classroom for that day and you will receive an unexcused absence.

TurnItIn.com
The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to TurnItIn.com. Assignments submitted to TurnItIn.com will be included as source documents in TurnItIn.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Students can view the originality reports for their own work.

Academic Integrity
Students are expected to observe the University’s Code of Academic Integrity. The Code can be found at: http://deanofstudents.arizona.edu/codeofacademicintegrity. The work you turn in must be your own. All cases of cheating, fabrication, facilitating academic dishonesty, and plagiarism will result in disciplinary action. In cases of academic dishonesty, the consequences will be worse than if you simply hadn’t submitted the assignment.

Statement of Copyrighted Materials
Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructor’s copyright may result in course sanctions and violate the Code of Academic Integrity.

Threatening Behavior is Prohibited
“Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Students with Disabilities
Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center. If you
qualify for services through DRC, send your letter of accommodations to me as soon as possible. I want to work with you to ensure your full participation in this course.

Changes to the Syllabus
The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Introduction
W 1-9 First day of class, no required readings or assignments
When and Why Do Social Movements Occur?
F 1-11 Goodwin and Jasper. “Editors’ Introduction”
Introduction and Syllabus Quiz due at 10am via Dropbox and D2L
M 1-14 Blumberg. Civil Rights: The 1960s Freedom Struggle
Goals Assessment due at 10am via D2L
W 1-16 Freeman. "The Origins of the Women’s Liberation Movement" (792-807)
F 1-18 D’Emilio. Sexual Politics, Sexual Communities
M 1-21 NO CLASS – MLK day
Who Joins or Supports Movements?
W 1-23 Walsh and Warland. "Social Movement Involvement in the Wake of A Nuclear Accident: Activists and Free Riders in TMI Area."
F 1-25 McAdam. Freedom Summer.
M 1-28 Cotgrove and Duff. "Environmentalism, Middle-Class Radicalism and Politics"
W 1-30 Kurzman. "Bin Laden and Other Thoroughly Modern Muslims"
Who Remains in Movements, and Who Drops Out?
F 2-1 Hirsch. "Sacrifice for the Cause: Group Processes, Recruitment, and Commitment in a Student Social Movement"
M 2-4 Whittier. Feminist Generations
W 2-6 Lalich. Bounded Choice
F 2-8 Klandermans. The Social Psychology of Protest
What Do Movement Participants Think and Feel?
M 2-11 Luker. Abortion and the Politics of Motherhood.
W 2-13 Mansbridge. Why We Lost the ERA.
F 2-15 Ryan and Gamson. "The Art of Reframing Political Debate"
M 2-18 Jasper. "The Emotions of Protest"
How Are Movements Organized?
W 2-20 McCarthy and Zald. "Resource Mobilization and Social Movements: A Partial Theory"
F 2-22 Clemens. "Organizational Repertoires and Institutional Change: Women’s Groups and the Transformation of U.S. Politics, 1890–1920"
Goals Assessment due at 10am via D2L
M 2-25 Wapner. "Politics Beyond the State: Environmental Activism and World Civic Politics"
What Do Movements Do?
F 3-1 Alinsky. Rules for Radicals
Deadline to get a non-paper final project approved

M 3-4  Topics & Outlines Due at 10am via Dropbox (bring a copy to workshop in class)
W 3-6  Mid semester feedback day
F 3-8  Watch film in class: The Activists: War, Peace, and Politics in the Streets

SPRING BREAK
M 3-18 Bernstein "Celebration and Suppression"
Extra Credit Due at 10am via Dropbox
W 3-20 Earl and Schussman. "Contesting Cultural Control: Youth Culture and Online Petitioning"
F 3-22 Seidman. "Guerrillas in Their Midst: Armed Struggle in the South African Anti-Apartheid Movement"
M 3-25 Brym. "Six Lessons of Suicide Bombing"
Goals Assessment due at 10am via D2L
W 3-27 Auyero. Everyday Life, Routine Politics, and Protest

How Do Institutions Influence Movements?
F 3-29 Jenkins and Perrow. "Insurgency of the Powerless"
M 4-1 Gitlin. The Whole World Is Watching
W 4-3 Ron, Ramos, and Rodgers. “What Shapes the West’s Human Rights Focus?”
F 4-5 First Drafts due at 10am via Dropbox (bring a copy to workshop in class)
M 4-8 Bob. "Merchants of Morality"
W 4-10 Lerner. “Global Corporations, Global Unions”

Why Do Movements Decline?
F 4-12 Epstein. "What Happened to the Women’s Movement?"
M 4-15 Gamson. "Must Identity Movements Self-Destruct? A Queer Dilemma"
W 4-17 Brockett. "A Protest Cycle Resolution of the Repression/Popular Protest Paradox"
F 4-19 Second Drafts due at 10am via Dropbox (bring a copy to workshop in class)

What Changes Do Movements Bring About?
M 4-22 Gamson. The Strategy of Social Protest
W 4-24 Meyer. “How Social Movements Matter”
F 4-26 Sherkat and Blocker. "Explaining the Political and Personal Consequences of Protest"
M 4-29 Pellow and Brulle "Poisoning the Planet: The Struggle for Environmental Justice"
W 5-1 Last day discussion

Final Projects & Final Goals Assessments are Due: 5/3/13 at 12:30pm via Dropbox on D2L