

[sociology 313]

collective behavior & social movements

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Spring 2009

MWF 11:00-11:50

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Why do people protest? Early answers to this question grew out of a fear of “the crowd,” seen as an anti-democratic storm of mass hysteria, hurtling out of control. Sociologists later began to appreciate the democratic character of movements and the difficulties they face in organizing people, mobilizing resources, and challenging powerful governments. Some movements, notably the U.S. Civil Rights Movement, are widely celebrated. Others, especially when they turn violent, are feared. Why do protesters sometimes become violent, and does it help or hurt their cause? Are conventional tactics like rallies and marches more effective? These are some of the questions with which sociologists wrestle and to which this course offers an introduction. We will study the historical origins of what we today call social movements, their continuities and changes up to the present, and the major theoretical frameworks that have emerged to explain them. Along the way you will have several opportunities to study and even participate in the social movements that interest you most.

readings

Electronic Reserves:

All readings can be downloaded from the course website.

<http://www.u.arizona.edu/~jl Larson/Soc313/>

password: *resist*

assignments & grading

Independent Assignment (200 pts.)—On the course website you will find a list of assignments from which you can choose, each with its own point value and deadline. This is intended to provide you with the flexibility to choose those assignments that best match your interests and your schedule. You can even design your own assignment! A maximum of 200 points can be applied toward your final grade. I will grade these based on the rules listed on the assignments section of the course website. If you have any doubts about how to maximize your grade on these assignments, I’m happy to talk with you about it.

Exams (200 pts.; 100 pts. each)—There will be two exams intended to test your understanding of the readings and lectures. To prepare, you should focus on the exam review questions which can be downloaded from the course website. Click on “readings,” then look in the folder titled “Extras.” Exams are *not* cumulative.

Participation (100 pts.)—To reward your dutiful attendance I will award participation points to all those present and participating on days that I randomly choose (roughly ten times) throughout the semester. Your participation grade will reflect the percentage of those days in which you participated in class.

Indep. Assignments	200
Exams	200
<u>Participation</u>	<u>100</u>
Total	500

Grading scale:	A = ≥ 450
	B = 400-449
	C = 350-399
	D = 300-349
	E = < 300

If you are absent...

you should be concerned about two things. First, how will you find out what you missed (hey, you'll be tested on this stuff!)? Despite what you might think, you should not immediately email your instructor to ask (such requests will be dutifully ignored). Instead, ask a fellow student (or two) for copies of their notes and discuss with them what you missed. If after reviewing with other students you still want to know more, then, by all means, contact me.

Second, what if you missed participation points? Chances are you're out of luck. But, if you think you have an extraordinary reason for missing class – e.g. religious holiday, death, severe illness, a once-in-a-lifetime protest event – then, if at all possible, *email me ahead of time* with the days and reasons you'll miss class (or, of course, afterwards in the case of unforeseen circumstances). If I agree that your reason is sufficiently extraordinary, I'll wave the points for you.

Late Assignment Act of 2008

SEC. 1. DEFINITIONS.

- (1) LATE. The term “late” means any point after the deadline for a given assignment.
- (2) ASSIGNMENT. The term “assignment” (also “independent assignment”) refers to any of the projects listed on the course website under the heading Assignments.

SEC. 2. LATE ASSIGNMENTS.

- (1) There will be no late assignments.

s c h e d u l e

[classical theories]

Blumer (1966)
Davies (1969)
Kornhauser (1959)

[resource mobilization theories]

McCarthy & Zald (1977)
Gamson (1975)
Snow et al. (1980)
Piven & Cloward (1977)

[political process theories]

Jenkins & Perrow (1977)
McAdam (1982), ch. 3
McAdam (1982), ch. 5
McAdam (1983)

Exam 1: Mar. 13

[social movements in history]

Tilly (2004), ch. 1
Tilly (2004), ch. 2
Tarrow (1998), ch. 3

[cultural theories]

Snow et al. (1986)
Students for a Democratic Society (1962)
Jasper & Poulsen (1995)
Inglehart (1981)
Bernstein (1997)
Klein (2004)
Cress & Snow (2000)

Exam 2: May 8, 11am

readings

- Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103(3): 531-565.
- Blumer, Herbert. 1966. "Collective Behavior." *Principles of Sociology*, A.M. Lee, ed. New York: Barnes & Noble.
- Cress, Daniel M., and David A. Snow. 2000. "The Outcomes of Homeless Mobilization: The Influence of Organization, Disruption, Political Mediation, and Framing." *American Journal of Sociology* 105(4): 1063-1104.
- Davies, James C. 1969. "The J-Curve of Rising and Declining Satisfactions as a Cause of Revolution and Rebellion." Pp. 415-36 in *Violence in America: Historical & Comparative Perspectives*, Graham and Gurr, Eds. (1979). Beverly Hills, CA: Sage Publications.
- Gamson, William A. 1975. *The Strategy of Social Protest*. Chicago, IL: The Dorsey Press.
- Inglehart, Ronald. 1981. "Post-Materialism in an Environment of Insecurity." *The American Political Science Review* 75: 880-900.
- Jasper, James M., and Jane D. Poulsen. 1995. "Recruiting Strangers and Friends: Moral Shocks and Social Networks in Animal Rights and Anti-Nuclear Protests." *Social Problems* 42(4): 493-512.
- Jenkins, J. Craig, and Charles Perrow. 1977. "Insurgency of the Powerless: Farm Worker Movements, 1946-1972." *American Sociological Review* 42(2): 249-268.
- Klein, Naomi. 2004. "Reclaiming the Commons." Pp. 219-229 in *A Movement of Movements: Is Another World Really Possible?* Tom Mertes, ed. New York, NY: Verso.
- Kornhauser, William. 1959. *The Politics of Mass Society* (excerpts). New York: The Free Press.
- McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency, 1930-1970* (excerpts). Chicago, IL: University of Chicago Press.
- _____. 1983. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review* 48: 735-754.
- McCarthy, John D., and Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82: 1212-1241.
- Piven, Frances Fox, and Richard A. Cloward. 1977. *Poor People's Movements: Why They Succeed, How They Fail*. New York, NY: Vintage Books.
- Snow, David A., Louis A. Zurcher, Jr., and Sheldon Eklund-Olson. 1980. "Social Networks and Social Movements: A Microstructural Approach to Differential Recruitment." *American Sociological Review* 45: 787-801.
- Snow, David A., E. Burke Rochford, Jr., Steven K. Worden, Robert D. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation." *American Sociological Review* 51: 464-481.
- Students for a Democratic Society. 1962. "Port Huron Statement." Retrieved August 21, 2006. (<http://coursesa.matrix.msu.edu/~hst306/documents/huron.html>)
- Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics*. Cambridge, UK: Cambridge University Press.
- Tilly, Charles. 2004. *Social Movements, 1786-2004*. Boulder, CO: Paradigm Publishers.

univ. and dept. policies

[academic integrity]

Students are expected to observe the University's Code of Academic Integrity. The Code can be found at: <http://dos.web.arizona.edu/uapolicies>.

[behavior in the classroom]

Students are expected to observe the University's Student Code of Conduct as it pertains to classroom behavior (see <http://dos.web.arizona.edu/uapolicies>), and should be familiar with University policies against threatening behavior by students (see <http://policy.web.arizona.edu/~policy/threaten.shtml>).

[students with disabilities]

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me to discuss accommodations and how my course requirements and activities may affect your ability to fully participate.

[officially excused absences]

1. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
2. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.