

**SSP 313/461**  
**SOCIAL MOVEMENTS**

Spring 2005  
Tuesdays and Thursdays 2:35-3:50pm  
Maginnes 260

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Course information available on Blackboard

Individuals in every society are enmeshed in powerful political, social and economic systems that are resistant to change. Occasionally, however, people do band together and challenge these systems: they picket, they march, they strike, they sit-in, they form protest organizations and demand change. Such occasions, while rare, are important moments because they represent the rare opportunity for the normally powerless to challenge the normally powerful. This course offers an exploration of such moments. It examines the origins, dynamics, and consequences of social movements through both sociological theory and empirical case studies.

Over the course of the semester, we will address the questions of what constitutes a social movement, when and where they occur, who joins social movements and why, how they are organized, what strategies they use, how they are affected by institutions like the state and the media, and what impacts they have on individuals and on society. In answering these questions, we will have the opportunity to look at a wide range of historically important cases, including the Civil Rights movement, labor movement, farmworkers' movement, women's movement, American Indian movement, GLBT rights movement, environmental movement, pro-life movement, pro-choice movement, anti-drunk driving movement, white supremacy movement, and anti-war movements in the United States. We will also look at cases such as the Iranian revolution, the Chinese student democracy movement, and the transnational anti-globalization movement outside the U.S.

Studying social movements will allow us to ultimately reflect on more general questions about the nature of political power, conflict, and legitimacy, as well as the relationship between human agency, social structure, and historical change.

Understanding social movements requires a knowledge of both abstract principles that apply across many different times and places along side knowledge of the specific details of each particular time and place. The organization and required reading of the course generally emphasizes the more abstract principles. You will be expected to bring in the details of particular cases from reading and study you do outside of class, both on your own and in groups.

## COURSE REQUIREMENTS

Students are expected to attend all class sessions, complete all assigned readings, and actively prepare for and participate in classroom discussions. In addition, you need to complete three book or event reports, and be fully involved in a substantial team project.

*class participation:* This is a mixed format course, meaning class sessions will be part lecture and part class discussion. Discussion, however, can only work if everyone comes prepared to participate. As part of this preparation, you are expected to complete the assigned readings for each particular class session and then formulate at least two questions based on those readings. Your questions can focus on parts of the reading you don't understand, questions about how one reading compares to other readings, how a reading relates to a particular social movement, etc. As indicated above, attendance and active participation in every class session is a requirement of the course. If you miss more than two sessions over the course of the semester—*for any reason*—your participation grade will be substantially reduced.

*book or event reports:* Everyone in the course must complete three book reports and/or movement reports. Book reports must be based on books that come from the list I will distribute in class, or other books that you have approved with me ahead of time. Event reports must be based on a social movement event that you have attended—a protest, a vigil, a march, a meeting, etc. I encourage you to be creative in seeking out possible events to attend for this assignment. You should approve any event you plan to attend with me ahead of time. Whether reporting on a book or an event, reports should each be 800-1200 words long and must be handed in electronically through Blackboard. I can accept papers in Word, WordPerfect, RTF, and Acrobat formats. Reports are due February 3<sup>rd</sup>, February 24<sup>th</sup>, and March 24<sup>th</sup>. Further details about expectations for the reports will be distributed in class.

*team project:* Much of this course is built around a substantial group project in which you will conduct extensive research on a particular social movement in order to produce an interactive web-based report. Your team can choose any movement it wants, historical or contemporary, American or foreign, but everyone must agree on the same movement. I will distribute a list of movements you might like to consider in class. You will work on this project over the course of the entire semester. We will devote a great deal of class time to discussing the projects and you will use the expertise you gain in researching a particular movement as a team to help inform our more general class discussions. Your grade on the team project will be determined by the final grade on the report (50%) as well as the your own self-evaluation and the evaluations of your other team members (50%).

Course grades will be determined as follows:

- 50% social movement team project/website
- 30% book or event reports
- 20% class attendance and participation

Any student who has a documented disability and is in need of academic accommodations should notify me and/or Cheryl Ashcroft, Director of the Office of Academic Support Services (610-758-4152). Accommodations will be individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

An important note about academic honesty: Plagiarism and cheating are both forbidden by University policy. Ideas as well as every word in your writing must be your own unless properly cited. This includes text taken from the Web. Plagiarism or cheating will, at minimum, result in an F for the entire course along with other sanctions by the university. If you have questions or concerns about acceptable ways to use and cite outside material in your writing, please see me; I'm happy to help. So too is Susan Lantz in the Academic Support Services office (610-758-4159). Lehigh also has a special website devoted to academic integrity: <http://www.lehigh.edu/~indost/integrity.html>.

## **READINGS**

The following required book (the GJ Reader) has been ordered from the Lehigh University Bookstore (758-3374) and is also available at a discount from online retailers such as [ecampus.com](http://ecampus.com) and [bn.com](http://bn.com):

Goodwin, Jeff and James M. Jasper, eds. 2003. *The Social Movements Reader: Cases and Concepts*. New York: Blackwell Publishing (ISBN: 0631221964).

Additional readings are fully cited in the class schedule below and are available online in the "Required Readings" section of the course Blackboard site.

## **CLASS SCHEDULE**

### WHAT ARE SOCIAL MOVEMENTS?

#### **01/18 Introduction to the Class**

#### **01/20 Situating Social Movements in History**

GJ Reader: Chapter 1, "Editors' Introduction"

Tilly, Charles. 2004. "Social Movements as Politics," chapter 1 in *Social Movements, 1768-2004*. Boulder, CO: Paradigm Press.

### WHEN DO SOCIAL MOVEMENTS OCCUR?

#### **1/25 Resource Mobilization**

GJ Reader: Chapter 16, "Social Movement Organizations" (John D. McCarthy and Mayer N. Zald)

GJ Reader: Chapter 2, "The Civil Rights Movement" (Rhoda Lois Blumberg)

#### **1/27 Political Opportunity Structures**

GJ Reader: Chapter 25, "Farmworkers' Movements in Changing Political Contexts" (J. Craig Jenkins and Charles Perrow)

GJ Reader: Chapter 5, "The Iranian Revolution" (Charles Kurzman)

#### **2/01 Social Networks**

GJ Reader: Chapter 3, "The Women's Movement" (Jo Freeman)

GJ Reader: Chapter 4, "The Gay Liberation Movement" (John D'Emilio)

#### **2/03 Movement Cycles**

Tarrow, Sidney. 1998. "Cycles of Contention," chapter 9 in *Power in Movement: Social Movements and Contentious Politics*. New York: Cambridge University Press.

Minkoff, Debra C. 1997. "The Sequencing of Social Movements," *American Sociological Review* 62(5): 779-800.

[first book or event report due]

### PRESENTATIONS

**2/8 First Presentations: Movement Histories**

**2/10 First Presentations: Movement Histories**

## WHO JOINS SOCIAL MOVEMENTS?

### **2/15 Beliefs and Attitudes**

GJ Reader: Chapter 13, “World Views of Pro- and Anti-Abortion Activists” (Kristin Luker)

GJ Reader: Chapter 9, “Christian Patriots” (James Aho)

### **2/17 Post-Material Values**

GJ Reader: Chapter 7, “Changing Values in Post-Industrial Societies” (Ronald Inglehart)

GJ Reader: Chapter 8, “Middle-Class Radicalism and Environmentalism” (Stephen Cotgrove and Andrew Duff)

### **2/22 Biographical Availability**

GJ Reader: Chapter 6, “Recruits to Civil Rights Activism” (Doug McAdam)

Munson, Ziad. 2002. “The Relationship Between Pro-Life Beliefs and Action,” chapter 3 in *Becoming an Activist: Believers, Sympathizers, and Mobilization in the American Pro-Life Movement*, PhD dissertation, Harvard University.

### **2/24 Social Networks**

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. Chicago: University of Chicago Press. Chapter 1 and selections from Chapter 3.

GJ Reader: Chapter 12, “Disengaging from Movements” (Bert Klandermans)  
[second book or event report due]

### **3/1 Maintaining Commitment**

GJ Reader: Chapter 10, “Generating Commitment Among Students” (Eric Hirsch)

GJ Reader: Chapter 11, “Sustaining Commitment Among Radical Feminists” (Nancy Whittier)

### **3/3 Emotions**

GJ Reader: Chapter 15, “The Emotions of Protest” (James Jasper)

GJ Reader: Chapter 14, “Ideological Purity in the Women’s Movement” (Jane J. Mansbridge)

(Spring Break)

## PRESENTATIONS

**3/15 Second Presentations: Social Movement Theory**

**3/17 Second Presentations: Social Movement Theory**

## HOW ARE SOCIAL MOVEMENTS ORGANIZED?

### **3/22 Organizational Form**

Piven, Francis Fox and Richard A. Cloward. 1977. "The Structuring of Protest," chapter 1 in *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books.

GJ Reader: Chapter 17, "Organizational Repertoires" (Elisabeth Clemens)

### **3/24 Transnational Organization**

GJ Reader: Chapter 18, "Transnational Environmental Activism" (Paul Wapner)

GJ Reader: Chapter 19, "Affinity Groups and the Movement Against Corporate Globalization" (William Finnegan)

[third book or event report due]

## WHAT STRATEGIES DO SOCIAL MOVEMENTS USE?

### **3/29 Repertoires of Contention**

GJ Reader: Chapter 20, "Protest Tactics" (Saul Alinsky)

GJ Reader: Chapter 21, "Tactical Innovation in the Civil Rights Movement" (Aldon Morris)

### **3/31 Identity Politics**

GJ Reader: Chapter 22, "The Strategic Uses of Identity by the Lesbian and Gay Movement" (Mary Bernstein)

GJ Reader: Chapter 30, "The Dilemmas of Identity Politics" (Joshua Gamson)

## HOW DO THE STATE AND THE MEDIA AFFECT SOCIAL MOVEMENTS?

### **4/5 Media and Movements**

GJ Reader: Chapter 27, "The Media in the Unmaking of the New Left" (Todd Gitlin)

McCarthy, John D. 1994. "Activists, Authorities, and Media Framing of Drunk Driving," chapter 6 in *New Social Movements: From Ideology to Identity*, Enrique Laraña, Hank Johnston, and Joseph R. Gusfield, eds. Philadelphia: Temple University Press.

### **4/7 Music and Movements**

Roscigno, Vincnet J. and William F. Danaher. 2001. "Media and Mobilization: The Case of Radio and Southern Textile Worker Insurgency, 1929 to 1934," *American Sociological Review* 66(1):21-48.

Eyerman, Ron and Andrew Jamison. 1998. *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*. New York: Cambridge University Press.

Read selections, pp.1-5, 168-173.

#### **4/12 Movements and the State**

CJ Reader: Chapter 24, “The ‘Smothering’ Allies of the Nuclear Freeze Movement” (David S. Meyer)

Rosenberg, Gerald N. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press. Read selections, pp.1-8, pp.157-169, pp.247-265, pp.336-343.

#### **4/14 Repression**

CJ Reader: Chapter 28, “The Decline of the Labor Movement” (Patricia Cayo Sexton)

Carley, Michael. 1997. “Defining Forms of Successful State Repression of Social Movement Organizations: A Case Study of the FBI’s COINTELPRO and the American Indian Movement,” *Research in Social Movements, Conflict and Change* 20:151-176.

### WHAT IMPACT DO SOCIAL MOVEMENTS HAVE?

#### **4/19 The Meaning of Success**

GJ Reader: Chapter 31, “Defining Movement ‘Success’” (William Gamson)

Andrews, Kenneth T. 2004. “Explaining the Consequences of Social Movements,” chapter 2 in *Freedom Is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*. Chicago: University of Chicago Press.

#### **4/21 Changing the World?**

GJ Reader: Chapter 32, “The Case of Huey Long and the New Deal” (Adwin Amenta, Kathleen Dunleavy, and Mary Bernstein)

GJ Reader: Chapter 29, “The Decline of the Women’s Movement” (Barbara Epstein)  
Andrews, Kenneth T. 2004. “The Legacies of the Civil Rights Movement,” chapter 9 in *Freedom Is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*. Chicago: University of Chicago Press.

### PRESENTATIONS

**04/26 Final Project Presentations**

**04/28 Final Project Presentations**