**OVERVIEW OF COURSE**

Why do people protest and organize to change the world around them? Most of the time people follow the rules, obey authorities, and put up with situations – even situations they consider unjust and immoral. Yet, in some cases, people join together to press for change. Why do people sometimes protest but more often not? How do movements work, and why do some succeed while others fail?

This course explores the origins, dynamics and consequences of social movements from a sociological perspective. Over the semester, we will examine a wide range of topics including: the emergence of movements, recruitment and leadership, interactions of movements with the media, political authorities and the broader public, tactics (e.g. nonviolent direct action, litigation), and the factors contributing to the success and failure of movements.

We will learn about several historically important social movements. For example, we will study recent social movements in Western democracies including the civil rights, women’s, environmental, student, antiwar, farm worker, pro-life, and pro-choice movements. In addition, we will look at several social movements from around the globe. Studying social movements allows us to examine much broader questions of social and political theory. These include questions about the nature of power, conflict, political authority and legitimacy, and the relation between human agency and historical change.

Democratic societies depend on the presence of engaged and skilled citizens capable of mobilizing around common interests. As a central component of the course, you will have the opportunity to work with a community partner – an organization that is part of a broader social movement – over the semester. You will work with several other students and leaders of organizations to help design and carry out important activities – like organizing events and recruiting participants. Community partners address a wide range of issues and topics including immigration, pollution, media access, incarceration and prison reform, citizenship rights, and the death penalty.

Working with a community partner is an ideal way to deepen our understanding of movements. We will use this experience to apply and reflect on theories from class, and we will incorporate
discussion of this experience into our class meeting to highlight similarities and differences across social movements.

COURSE GOALS
The major goals of this course are:

- Introduce major theoretical perspectives and debates in the study of social movements
- Learn about important historical and contemporary social movements especially in the United States
- Understand the diverse motivations and goals that activists bring to movements
- Consider the major social forces that shape the organization, tactics and success (or failure) of movements
- Learn to use sociological theories and empirical research to analyze social movements including your own experience as an activist
- Develop analytic, writing, public speaking, and discussion skills

COURSE FORMAT
Each week, I will post questions on blackboard prior to class meetings to guide your reading and prepare for our meetings. The basic format of our meetings will combine characteristics of a seminar and a lecture course. We will use discussion, short lectures, films, and presentations throughout the semester. Discussion will be used to critically evaluate theoretical ideas, case studies, and your service learning experience. Short lectures will be used to help place course readings in relation to the broader historical and sociological scholarship in the field. Your individual success and our collective success hinges on active participation which includes reading course material and reflecting on them prior to class meetings for which they are assigned. I will provide questions that ask you to reflect on important themes and questions as you do the reading. Upper-level courses are most successful when they build a sustained, cumulative conversation among the same participants.

READING
This course has three books that are available at the campus bookstore and online booksellers:


All additional articles and book chapters will be available on Blackboard as PDF files.

MEETINGS AND CONTACTING ME
You can drop by to meet with me on Thursday during office hours (11-12) or by appointment other days of the week. Email is generally the best method to reach me with smaller questions. Immediately after class is another good time to have short discussions or set up meetings. You can arrange meetings with Tuneka by email.

REQUIREMENTS/ASSIGNMENTS
Short assignments 25%
Case study 35%
Mid-Term Exam 15%
Final Exam 25%
Short Assignments/Quizzes (30%): There will be eleven short assignments. These will include in-class exercises, short homework assignments to be turned in at the beginning of class, and quizzes. No make-ups or late assignments are permitted. Your bottom grade will be dropped, so you can miss one without adversely affecting your final grade.

Case study and Community Partnership (30%): Through this assignment you will write a case report based on the organization and broader movement you participate in through your service learning project. You will work with a team of three other students. This will allow your group to share resources since you will all be working on the same social movement. Each person’s final written work will be graded separately. A small portion of the grade will be based on a final group presentation. To facilitate your project, you will turn in your work in stages throughout the semester. You will also be required to maintain a log of hours outside of class spent working with your community partner organization with a minimum of 30 total hours. Detail regarding the time log and written assignments will be included on separate handouts.

Exams (40%): Our mid-term and final exam will combine identification, short answer and essay questions, and we will discuss the details with example questions later in the semester.

Attendance: Although I do not collect attendance directly and give credit for showing up in your grade calculation, I know from past experience that attendance has a strong correlation to performance in this course. Class will start and end on time.

GRADES
The grading scale for this course is: A=100-94; A-=93-91; B+=90-88; B=87-84; B-=83-81; C+=80-78; C=77-74; C-=73--71; D+=70-68; D=67--61; F=60 and below.

POLICIES
If you have some extraordinary set of circumstances that make it impossible for you to meet a deadline, you must see me prior to the deadline. Extraordinary circumstances might include a serious illness or death in your family, but it would not include personal travel, extracurricular activities, or fulfilling the requirements of other courses.

Blackboard will be used for announcements and to make copies of the syllabus, handouts, and assignments available to you. You should check blackboard regularly (2-3 times a week) for announcements related to course assignments and schedule.

HONOR CODE
Your participation in this course is covered by the UNC Honor Code (http://honor.unc.edu/honor/code.html). If you have questions about any forms of academic dishonesty please see me, and I will be happy to clarify. In this course, you should be especially attentive to plagiarism. The UNC Writing Center has a handout that describes what plagiarism is, why it should be avoided, and how to avoid it. Here’s the link: http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
COURSE SCHEDULE (** note that we may modify the schedule as needed depending on the pace of the class and the time required for discussion of community partner projects throughout the semester; any changes will be announced in class and on blackboard)

August 25   Introduction to Class

August 27   Social Movements in Historical Context: Definitions and Debates

When and Why do Movements Emerge?

September 1 Origins of Mass Protest
FILM: Ain’t Scared of Your Jails

September 3 Spontaneity and Planning in Protest
** We will also discuss community partner projects at this class meeting.

September 8 Rational Actors and Free-Riders
Dennis Chong. Selections from Collective Action and the Civil Rights Movement, pp 1-11 and 133-7
** We will announce your community partner placements at this meeting and give you time to meet with your group.

September 10 Political Context and Protest Cycles

Who Becomes an Activist and Why?

September 15 Becoming an Activist
In Class: Freedom on My Mind (Part 1)
September 17  Availability, Beliefs, and Relationships
Doug McAdam. *Freedom Summer*. Ch 2.
Charles Kurzman. “Bin Laden and Other Thoroughly Modern Muslims.” from *Contexts*

September 22  Frames and Worldviews
Charlotte Ryan and William Gamson. “The Art of Reframing Political Debate” from *Contexts*
Kristin Luker. Selection from *Abortion and the Politics of Motherhood*

September 24  The Activist Experience: Commitment, Solidarity, and Collective Identity

September 29  Project Updates & Discussion

October 1  Radicalization and Activist Careers
FILM: *Freedom on My Mind* (Part 2)

October 6  Sustaining Participation: Commitment, Networks and Collective Identity
Sharon Erickson Nepstad. “Persistent Resistance: Commitment and Community in the Plowshares Movement,” *Social Problems*
Bert Klandermans. “Disengaging from Movements”

October 8  EXAM

**How are Movements Organized and What Tactics and Strategies Do They Use?**

October 13  Do Organizations Undermine or Support Movements?
FILM: This is What Democracy Looks Like!
October 15  The Rise of Nonprofits and Professional Movement Organizations  
Dana Fisher. *Activism, Inc.* Chapters 1-4 and 6

October 20  How Do Movement Use Networks to Build Support?  

**Fall Break**

October 27  How Political Context and Collective Identity Shapes Strategy  
Mary Bernstein “The Strategic Uses of Identity in the Lesbian and Gay Movement”  

October 29  Successful Leadership, Organization and Strategy in Social Movements  
Marshall Ganz. Selection from *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*  
FILM: Unborn in the USA

**How Do the State, Countermovements, and Media Shape Movements?**

November 3  Religion and Community Conflict  

November 5  Moral Politics and Countermovements  
FILM: Ballot Measure 9

November 10  Project Updates & Discussion
November 12  News media
Todd Gitlin “The Media in the Unmaking of the New Left”

November 17  Politics, Repression, and Movement Decline

**What Impacts Do Social Movements Have?**

November 19  Success and the Consequences of Movements
David S. Meyer. “How Social Movements Matter”

November 24  Political Legacies: Head Start and Federal Poverty Programs
FILM: Given a Chance

December 1  Cultural and Economic Impacts of Movements
Brayden King. “When Markets Become Contentious,” from *Contexts*

December 3  Presentations

December 8  Presentations

FINAL EXAM: Thursday, December 17 @ 8 AM