

**Sociology 299, Spring 2018**  
**Social Movements and Social Change**  
**T/Th 11:00- 12:15**  
**Stein 316**

**Professor: Selina Gallo-Cruz, PhD**  
**Email: sgallo@holycross.edu**  
**Office Hours: M: 10:30-12:00, T: 12:30-2:00 and by appt.**  
**Office: Beaven 223**



## **Social Movements and Social Change**

**“A social movement that only moves people is merely a revolt. A movement that changes both people and institutions is a revolution.” Martin Luther King Jr., *Why We Can't Wait***

The 8-hour work day. The right for women to vote and run for office. The right for people of color to gain access to equal opportunities. The right for people of different races to eat together, study together, work together, travel together, and love each other. The right for same-sex couples to get married. The right to breathe clean air and drink clean water. Some of the most fundamental rights we enjoy as US citizens were brought about not through formal politics, but by the mobilization of a broad-based mass of concerned and active individuals who protested injustice. In this course we will study the sociological approach to understanding social movement mobilization and its relationship to social change. We will examine a number of social movements that have made possible the rights and entitlements we enjoy today and we will explore contemporary movements that continue to advocate for the expansion of rights.

Our main scholarly objective will be to study and apply sociological theories and research findings on the origins, dynamics and outcomes of social movements. Sociological studies of social movements reveal the importance of favorable structures, opportunities, identities, social and emotional experiences and discourses to the mobilization of mass movements for social change. We will also gain a rich understanding of the historical trajectories of some of the most important movements of the twentieth and twenty-first centuries and we will critically analyze the social problems that have animated these mobilizations.

We will move through the course by exploring a selection of salient empirical arenas of social movements research and with the aim of learning major theoretical approaches to understanding social movements. Movements studied in-depth will include: the Civil Rights movement and ongoing race equality movements, women's equality movements, the movement against sexual harassment and violence, marriage equality and LGBTQ movements, the movement for nuclear disarmament, and a number of global solidarity movements.

By the course's end you should be able to answer:

- What is a social movement? What distinguishes a social movement from other forms of political action and change? What are the unique contributions to political and social change made by social movements?
- What are some of the major social movements of the twentieth and twenty-first centuries? What are the social problems that animated the activists and organizers of these movements?
- What are some of the major social movements that have been studied in the field of Sociology? What are some of the major analytical approaches to understanding social movements? How do social movements scholars help us to understand the conditions under which social movements emerge? The conditions that shape their dynamics? And the conditions that shape their outcomes?
- What insights do sociological studies of social movements generate for instigating social change?

### **Course Structure**

This is a mid-level course that requires that you have had some introduction to sociological thinking but which will also provide you with the foundational knowledge of the study of social movements and how social movements affect social change. The course will consist of:

**Lectures:** I will provide historical background and cultural context for each major social movement and for each new paradigmatic study of social movements. There will be a couple of guest lectures, which will bring to life the biographies of notable social movement activists and organizations and a couple of films, some shown in class and some assigned as homework. Films take you into the “field” of social movements in a way lectures cannot. My lectures, guest lectures, and films will always be followed up with discussion.

**Discussion:** You will be expected to explore key concepts and general arguments and evidence of assigned readings. In this class, both engaged reading and discussion are incredibly helpful to practicing sociological analysis, generating and answering new conceptual and empirical questions.

To effectively grasp the meaning and relevance of assigned works, whether academic or activist commentaries, you must dedicate a significant amount of time to reading and reflection in preparation for class discussion. I will provide discussion questions beforehand for some of the readings, to guide you through the readings and be sure that you are identifying the most important aspects of the author's conceptual framework and empirical findings. You will not be graded on your written answers to these questions, but they will be a helpful guide through the readings. However, part of your participation grade emerges through thoughtful discussion of the readings and in-class examples. I also expect you to bring your own notes and questions on key concepts and difficult passages.

And for some readings I will ask a group of students to take charge in generating questions and leading discussion. This will help you to refine your notetaking and sociological comprehension skills, so that you can read through any reading and identify the key concepts, main findings, and logical structure of that particular study.

**Application:** We will continually unpack the logical structure of social theories and methods in class discussion and through course assignments. These will include individual reflection exercises and papers, group discussion, and some group work.

### **Assignments and Exams**

**The study of social movements is at once an academic exercise and an exercise in applied sociology. Because our goal here is to utilize rigorous theoretical and empirical studies to better understand how engaged citizens effectively address social problems, it is imperative that you take this course as both a scientific study of social movements and a study of how mobilized collectives might strategically transform their social world.**

### **Grading**

Your grade will be comprised of a combination of in-class and out-of-class learning:

#### **In-class learning:**

Participation	10%
Small in-class assignments or reflections	15%

#### **Out-of-class learning:**

Papers	40%
Reading quizzes	35%

***\*All written assignments must be submitted in hard copy at the beginning of class on the day they are due unless the syllabus notes that they are due in my office the day before class (to allow you time to read for the next class session). Because so many students upload defective or incorrect electronic documents, I can no longer accept online submissions. \****

**In-class participation:** Each class session, you are to prepare to participate in a discussion of the main questions and answers explored in each assigned sociological study, to think critically about the possibility for extending findings into new areas of research, of the limits of each study's findings, of new questions raised and/or unanswered, and of how studies compare and contrast to other approaches. I do regularly call on students across the class to contribute to class discussion, so as to invite participation from all and to be sure I am regularly providing the support you deserve in your sociological training. "I don't know" or "I'm not sure" or "this wasn't exactly clear to me" are valid answers where they apply. The point of classroom discussion is not always to demonstrate that you have all the 'right' answers but that you are actively engaging with and working through the material we consider.

**In class reflections and responses:** There will be short several-paged reflections or critical responses to guest speakers and films prompted with a question provided by me, asking you to engage with and apply insights from relevant readings.

**Papers:** You will write 3 papers over the course of the semester. The first two papers will be shorter exercises in applying theory and the findings of our readings to an empirical example of your choice (and in consultation with me). The final paper will be a longer research paper on a movement of your choosing (and in consultation with me).

**Quizzes:** In lieu of a midterm and final exam you will have periodic reading quizzes that query your comprehension and ability to compare and contrast assigned readings and materials. These will not be comprehensive but will focus on two substantive sections in short answer questions.

Attendance and Late Assignments:

Your perspective and participation is a valuable asset to the class! Without your full attention and participation, we can neither include you and your unique experiences and perspectives in class discussion, nor can you benefit from it.

Because the topic is dense and \*a lot\* of information is covered in each class session, you are expected to attend all of our classes. I will take attendance daily unless otherwise excused by your Dean (please see the [College's policy on Excused Absences](#)). Lateness beyond 10 minutes or more than once will constitute an absence and you will miss points from any assignments or quizzes which begin at the beginning of the class session.

One grade increment will be lost for each day an assignment is late (So from an A to an A- and so on). No extensions are granted on assignments- plan ahead!

Grading Criteria and Evaluation:

When taking off points for incorrect or incomplete answers in any assignment, I will explain what was missing from the assignment and why you received the grade you did. If you have any further questions about your grades speak to me within one week from the date upon which you received the graded assignment. Before you come I ask that you review the model assignment (posted on Moodle or you may request to see a model assignment when not posted) and come with a sense of where your paper or assignment could be improved. I am highly invested in helping you to improve both your analytical and writing skills!

Please review and adhere to the [Holy Cross Academic Integrity Policy](#) when completing both assignments and quizzes. Consulting web sources becomes a slippery slope into the territory of plagiarism. If you're not sure- please review these criteria or ask me about particular sources.

## **Diversity, Inclusion, and Classroom Etiquette**

**To study social movements, we have to also study social injustices and social problems. We will discuss a number of topics that may be politically controversial or personally sensitive issues. I expect all students to engage in a critical discussion that can incorporate your and others' personal perspectives. This is not only crucial to creating a safe space in which as young scholars you may explore the value and meaning of your scholarship to different life experiences; it is also a fundamental tenet of the sociological enterprise to produce knowledge that is understanding of the context in which different actions, orientations, identities, and beliefs are formed.**

**Furthermore, the field of social science depends upon a collective effort of a community of scholars to create knowledge that incorporates different vantage points and experiences. Diversity of experiences and the inclusion of perspectives is therefore vital to good social science!**

No laptops, iPads, iPhones or personal screen devices of any kind are accepted in the classroom unless accompanied by a note from Disability Services. In a discussion-based course, any organizational benefit of taking electronic notes is outweighed by the distracting effects. Finally, knowledge acquisition studies show that hand-written notes produce much more effective knowledge retention and we will be reviewing some of these studies from a sociological perspective in class.

## **Communication and Email Policy**

Meeting with me in office hours is the best way for me to give you personalized feedback and assistance and to talk you through assignment planning and research ideas. My scheduled office hours are late mornings and mid-afternoons. If that does not work with your course schedule, please email me and we can arrange another time to meet. In general, please note that I do not regularly answer email after 6pm or before 8am. I will otherwise answer emails within 24-48 hours. Planning ahead for assignments and exams is crucial.

## **Special Needs**

If you have special needs during the class or for quizzes please bring me a form from the Office of Disability Services **within the first two weeks of class** and I will make arrangements for your accommodations. Please see the [Office of Disability Services](#) to provide you with the proper documentation.

## **Course Texts**

Texts for this course may be purchased at the College bookstore, online new, or wherever used copies are available. I will also place one copy of each book on reserves at the library. You may check a book out from library course reserves at the front desk for a

total of 2 hours at a time. Should you rely on this option, planning ahead will be key as you will be sharing the book with other classmates.

Texts we will read are as follows:

The main text we will use throughout the course will include,

- [The Origins of the Civil Rights Movement: Black Communities Organizing for Change](#) by Aldon Morris
- [From #BlackLivesMatter to Black Liberation](#) by Keeanga-Yahmatta Taylor
- [The Women’s Movement against Sexual Harassment](#) by Carrie N. Baker
- [Confronting the Bomb: A Short History of the World Disarmament Movement](#) by Lawrence S. Wittner
- [The Marketing of Rebellion: Insurgents, Media, and International Activism](#) by Clifford Bob (also available in the library as an e-book)

We will also read a number of articles and chapters which will be posted on the Moodle site.

### Course Schedule

Date/Day	Topic	Reading	Assignments Due
1/23 Tuesday	<b>Introductions/ Course Overview</b>		
1/25 Thursday	<b>Conventional vs Sociological approaches</b>	<b>Moodle:</b> “Telling Stories about Rosa Parks”, “What is a social movement?”	➤ <b>What is protest? What is collective action? What is a social movement?</b>
1/30 Tuesday	<b>The Civil Rights Movement and its impacts</b>	<b>Moodle:</b> “The Civil Rights Movement”	
2/1 Thursday		<b>Textbook:</b> <i>Origins of the Civil Rights Movement</i> Chs. 1, 2, 5	
2/6 Tuesday		<b>Textbook:</b> <i>Origins</i> 6, 7, 8	
2/8		<b>Textbook:</b>	➤ <b>What is political process theory</b>

Thursday		<i>Origins</i> 9, 10, 11	<b>and how has it shaped our understanding of social movements?</b>
2/13 Tuesday		<b>Textbook:</b> <i>From #BlackLivesMatter to Black Liberation</i> 1, 2, 3	
2/15 Thursday		<b>Textbook:</b> <i>From #BlackLivesMatter to Black Liberation</i> 6, 7	<b>-Assignment #1 Due Monday 2/19 in my office by 1PM</b>
2/20 Tuesday	<b>Women's Movements</b>	<b>Textbook:</b> <i>The Women's Movement against Sexual Harassment</i> Intro, 1, 2	- <b>No class- go to the 4PM talk!</b>  <b>-Guest performance, Yours for Humanity, Levis Browsing Room, 4 PM</b>
2/22 Thursday		<b>Textbook:</b> <i>The Women's Movement against Sexual Harassment</i> 3, 5	- <b>In-class reflection due</b>
2/27 Tuesday		<b>Textbook:</b> <i>The Women's Movement against Sexual Harassment</i> 7, 8	
3/1 Thursday		<b>Moodle:</b> "World Views of Pro and Anti-Abortion Activists"	➤ <b>How do movements and their targets develop different ways of framing social issues?</b>  <b>-Quiz, Civil Rights and Women's movements in comparison</b>
3/6 Tuesday			<b>Spring Break!</b>
3/8 Thursday			<b>Spring Break!</b>
3/13 Tuesday	<b>Lesbian and Gay Rights Mobilization</b>	<b>Moodle:</b> "The Gay Liberation Movement", "Strategic Uses of Identity"	➤ <b>What are the various ways that common movements develop different trajectories, goals, and strategies?</b>

3/15 Thursday		<b>Kanopy:</b> <i>Before Stonewall, Stonewall</i> (these are two separate films)	
3/20 Tuesday		<b>Kanopy:</b> <i>After Stonewall</i> <b>Moodle:</b> “From Struggle to Settlement”	
3/22 Thursday		<b>Moodle:</b> “The Impact of AntiGay Politics on the LGBTQ Movement”	- <b>Assignment #2 Due Monday, March 26 in my office by 1PM</b>
3/27 Tuesday	<b>Nuclear Disarmament</b>	<b>Moodle:</b> “Why Protest?”	➤ <b>What are the unique contributions social movements make to formal political change?</b>
3/29 Thursday		<b>Kanopy:</b> <i>In My Lifetime</i> <b>Moodle:</b> Read “Nuclear Weapons” overview by UNODA and read all hyperlinks embedded in this short overview that link to overviews of relative treaties and organizations	- <b>Easter Break! (Friday through Monday)</b>
4/3 Tuesday		<b>Textbook:</b> <i>Confronting the Bomb</i> 2, 3	
4/5 Thursday		<b>Textbook:</b> <i>Confronting the Bomb</i> 4, 5, 6	- <b>Lab day, no class, prepare for guest speaker</b>
4/10 Tuesday		<b>Textbook:</b> <i>Confronting the Bomb</i> 7, 8, 9	- <b>Guest speaker, Paul Walker of Global Green</b> - <b>7:30PM talk, “Is It Time to</b>

			<b>Abolish Nuclear Weapons”?</b>
<b>4/12</b> Thursday		<b>Moodle:</b> “Media Discourse and Public Opinion on Nuclear Power”	- <b>Quiz, LGBT and Nuclear movements in comparison</b>
<b>4/17</b> Tuesday	<b>Solidarity and Global Social Movements</b>	<b>Moodle:</b> “Oppositional Consciousness among the Privileged”	➤ <b>How do global others shape social movements in positive and negative ways?</b>
<b>4/19</b> Thursday		<b>Moodle:</b> “Negotiating the Lines of Contention”	
<b>4/24</b> Tuesday		<b>Textbook:</b> <i>The Marketing of Rebellion</i> 1, 2	- <b>Rob Jones, Kingian nonviolence in the Niger Delta</b>
<b>4/26</b> Thursday		<b>Textbook:</b> <i>The Marketing of Rebellion</i> choose 3 OR 4, all read 5	- <b>Paper #3 Outline Due in my office before 1PM, Monday, April 30</b>
<b>5/1</b> Tuesday	<b>Movements Online</b>	<b>Moodle:</b> “How BLM Uses Social Media to Fight the Power”, “The Impact of Social Media on Social Unrest in the Arab Spring”	
<b>5/3</b> Thursday	<b>Movement Success and Outcomes</b>	<b>Moodle:</b> “Defining Movement Success”, “How Movements Matter”	- <b>Solidarity movements and outcomes quiz</b>
<b>5/8</b> Tuesday		<b>Study Period</b>	
<b>5/10</b> Thursday		<b>Final Exams begin</b>	- <b>Paper #3 Due during scheduled final exam time TBA</b>
<b>5/16</b> Wednesday			

\*Note\* If during the semester there arise scheduling conflicts the syllabus may be changed, but I will not add to your reading or work load should this be necessary.

<b>Participation Assessment</b>	
A-Engaged	<ul style="list-style-type: none"> <li>-Demonstrates ongoing and active engagement</li> <li>-Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other readings and materials</li> <li>-Offers analysis, synthesis, and evaluation of material, can apply key insights to new topics, extend analysis or critically discuss limitations</li> <li>-Contributes to ongoing class discussion: keeps analysis focused, responds thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze topics</li> </ul>
B- Active	<ul style="list-style-type: none"> <li>-Demonstrates good preparation: knows case or reading facts well, has thought through implications</li> <li>-Offers interpretation and analysis of case material (more than just facts) to class</li> <li>-Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to majority opinion</li> </ul>
C- Average	<ul style="list-style-type: none"> <li>-Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them</li> <li>-Offers straightforward information (e.g. straight from the case or reading), without elaboration</li> <li>-Contributes to a moderate degree when called upon</li> <li>-Demonstrates involvement as participant in small group activities</li> </ul>
D- Limited	<ul style="list-style-type: none"> <li>-Does not offer to contribute to discussion, but contributes to a moderate degree when called</li> <li>-Demonstrates sporadic involvement</li> </ul>
F-None	<ul style="list-style-type: none"> <li>-Excessive unexcused absence</li> <li>-Present but does not participate in any section activities</li> <li>-Distracting: uses phone, surfs Internet, has side conversations, etc.</li> </ul>

<b>Essay Grading Criteria</b>	
A	<ul style="list-style-type: none"> <li>-Answers all aspects of the prompts/ question/s or addresses assignment objectives correctly</li> <li>-Has sufficiently summarized main research question, methods, and key tenets of authors' arguments in the relevant readings</li> <li>-Shows thoughtfulness in identifying the strengths and limitations of the argument</li> <li>-Points to how readings/literature demonstrate bigger picture of section topic</li> </ul>
B	<ul style="list-style-type: none"> <li>-Answers nearly all aspects of question or empirical objective correctly and in a thoughtful manner, may miss only a minor point or fail to extend one point in the answer</li> <li>-Correctly summarizes main points of readings</li> <li>-Thoughtfully identifies relevance of readings to topic</li> <li>-Adds critical comparison or contrast with other readings or topics</li> </ul>
C	<ul style="list-style-type: none"> <li>-Answers main question/objective correctly, may be off on extension of answer or in details of summary, incomplete</li> <li>-Demonstrates knowledge of main concepts addressed, without detailed application, comparison or contrast</li> </ul>
D	<ul style="list-style-type: none"> <li>-Identifies one of the main points and answers one of the main aspects of the question, but fails to provide a complete answer or demonstrate a careful reading of the text or provides several incorrect assessments or answers</li> </ul>
F	<ul style="list-style-type: none"> <li>-Incorrect or no answer</li> </ul>