

SOCI 4DD3: Social Movements and Social Change

Term: Fall 2020

Class meets: asynchronous; lectures posted each Wednesday*

Classroom: online; Avenue to Learn (Avenue)

Instructor: Sarah May Lindsay, PhDc

lindsays@mcmaster.ca

Office Hours: email for appointment

*Please utilize the detailed course outline included in this syllabus to **plan your work** throughout the term. Build key deadlines into your plan; and always leave yourself extra time (just in case)!

Course Description

This seminar examines sociological understandings of contentious politics, activism, and social change. Engaging with historical, ongoing, and emerging movements, we discuss key social theories, phenomena, and case studies, drawing on global and local social actions. Key themes discussed include the environment and “animal rights”, and how these complex issues are inextricably linked to and reflective of various “human rights” movements. Special attention is paid to responses to the current COVID-19 pandemic; the Black Lives Matter and Me Too movements; and how siloed, one-issue actions are ripe for intersectional responses and collaborative solutions to social conflict.

Learning Outcomes

By the end of this course you will be able to:

- understand the major theoretical perspectives and key concepts in the study of social movements,
- critically interpret and evaluate sociological information in light of empirical evidence,
- apply theoretical and methodological tools of sociology to conceptualize and explain contemporary social movements,
- demonstrate improved analytic, writing, and discussion skills,
- understand how to gain access to additional scholarly work on this and other topics,
- have successfully researched the sociology literature on an organization in the sociology of social movements and effectively summarized and synthesized its findings,
- pose critical questions about social movements and social change, and
- have successfully researched, analyzed, and presented the interconnectivity of “human issue”, environmental, and “animal rights” social movements, with the opportunity to creatively document your findings.

Required Texts

- Almeida, P. (2019). *Social movements: The structure of collective mobilization*. University of California Press.

Assignment Texts (choose one)

- Khan-Cullors, P., & Bandele, A. (2018). *When they call you a terrorist: A black lives matter memoir (First edition)*. St. Martin's Press.

- Kino-nda-niimi Collective (Ed.). (2014). *The winter we danced: Voices from the past, the future, and the Idle No More movement*. ARP Books (Arbeiter Ring Publishing).
- Potter, W. (2011). *Green is the new red: An insiders account of a social movement under siege*. City Lights Books.
- Young, P. (2019). *Liberate: Stories and lessons on animal liberation above the law*. Warcry Communications.

Additional Information on Assignments

Assignments must be turned in electronically to Avenue to Learn by the deadline on the course schedule. This course will use the originality-checking feature in Avenue to Learn to screen all assignments for plagiarism (see below). All pages must be numbered and have 1" to 1.25" margins on all sides. All text should be double-spaced in an easy-to-read 12-point font. Utilize ASA or APA style for all assignments. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

McMaster Research Ethics

In this class, you may engage in research on human subjects. We take research ethics very seriously, and we will discuss research ethics in class. One resource for you is the McMaster Research Ethics website: <https://reo.mcmaster.ca/>. I am also happy to answer any questions you have about research ethics.

Evaluation Method and Important Dates

Element	Weight	(Due) Date	Notes
Discussion entries	15%	ongoing; weekly**	Avenue; first submission due: Week 2, Sep. 16 th by 11:55 pm
SM Organization Assignment	15%	October 7 th	submit via Avenue by 11:55 pm
Book Review Assignment	20%	October 28 th	submit via Avenue by 11:55 pm
Reading Responses (3 x 10%)	30%	ongoing; by December 2 nd	submit via Avenue by 11:55 pm
Interconnectivity Submission	20%	December 2 nd	submit via Avenue by 11:55 pm
Total	100%		

**refer to Avenue for exceptions

Details of Evaluation

DISCUSSION ENTRIES—15%

Each week (see Avenue for exceptions), beginning Week 2, you are required to post a news article or other media item (e.g. videos) that involves social movements in the Discussion forum on Avenue. Students are encouraged to respond to others' posts. Consistent and relevant content, and forum engagement are considered during evaluation. Complete details are posted on Avenue.

SOCIAL MOVEMENT ORGANIZATION ASSIGNMENT—15%

This assignment asks you to research and report on one social movement-related organization (e.g. Greenpeace) using their applicable websites, social media, press releases and the like. Required elements include the organization's historical context (if applicable), examples of their tactics and organizing methods, and an opinion piece reflecting on your findings.

BOOK REVIEW ASSIGNMENT—20%

For this assignment, choose one of the "Assignment Texts" (pp. 1-2) to read and review. Work to utilize and engage with course readings and lectures in your response. Complete details are posted on Avenue.

READING RESPONSES—3 x 10%

Over the term (by December 2nd), you must submit three reading responses. It is your choice which reading you respond to, however, you cannot submit more than one response on a given week's readings. In the response, you must critically identify and engage with elements such as: the research question(s)/or aims; theories used; and key findings. Complete details are posted on Avenue.

INTERCONNECTIVITY SUBMISSION—20%

This assignment asks you to consider the interconnectivity of two social movements (SM). One movement must reflect a "human issue", and the second an environmental or "animal rights" movement. You must go beyond course readings and materials and survey the sociological literature for appropriate and applicable data on your chosen SMs. A key objective is to examine and synthesize opportunities for collaboration or coalitions between two seemingly "separate" or "different" SMs. For this assignment, you have the option to present your findings in an alternative creative form, such as concept map, video, or poem. Complete details are posted on Avenue.

Review of Marks

I will be diligent in marking all assignments fairly and accurately. Nonetheless, occasionally students disagree with the marks they receive. When this occurs, I will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. ***Please note that when a mark is reviewed, the new mark may be lower than the original.***

To request a review of a mark, write a brief (<1-page) memo describing in detail the nature of the perceived marking error. Submit this memo, with the original marked assignment to me via email. You may submit requests for review no later than two weeks after assignments/exams are handed back to the class.

Absences, Missed Work, and Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work". The McMaster Student Absence Form is a self-reporting tool for undergraduate students to report absences that last up to 3 days. This form allows students to request accommodation for any missed academic work. This tool cannot be used during any final examination period. You may submit a maximum of one

Academic Work Missed request per term. It is your responsibility to follow up with your professor immediately regarding the nature of the accommodation. If you are absent more than 3 days, exceed 1 request per term, or are absent for a non-medical reason, you must visit the office of the Associate Dean of your Faculty. You may be required to provide supporting documentation. Any disruption this causes to turning in assignments on time, completing exams, and so forth, must be addressed directly with your Teaching Assistant as soon as possible.

For late assignments without approved excuses, you must make arrangements directly with your professor to submit the assignment. Assignments will be marked down 5 percentage points for each day it is late, including weekend days and holidays.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Accommodations

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through the Student Accessibility Services department. Please drop by my office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will be kept confidential.

Email

Please consider email equivalent to any other form of written communication. Students are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. Fetner," and a closing that includes your full name, such as "Sincerely, Jane Lee." Email failing to meet these standards may be returned unanswered. Email containing questions that can be answered by referring to this syllabus or to Avenue to Learn may not be answered. I do not check the separate Avenue to Learn email, so please do not try to contact me that way. All email communication must come from your mcmaster.ca email account. Please note that I will respond to email during the work week; evenings, weekends and holidays are not times for work-related email.

Detailed Course Outline

What are Social Movements?

This course utilizes the voices of intersectional researchers, informants, participants, and reporters. When reading or watching each week, please pay special attention to emerging links between the social movements; and the theories and themes identified. Think critically, and consider aspects such as:

- Where does the knowledge originate?
- Who is the audience?
- What are the authors/artists' research questions, theses, or aims?
- What are the links to key social constructs (and sources of inequity) such as gender/sexuality, class, race/ethnicity, ability, or species?
- Are there interconnections of theory or practice, explicit or otherwise?

Week 1: September 9th

Introduction

READINGS

- Almeida, P. (2019). Chapter 1: Movements: The Structure of Collective Action. In *Social movements: The structure of collective mobilization* (pp. 1–18). University of California Press.
- Lindblom, J., & Jacobsson, K. (2014). A Deviance Perspective on Social Movements: The Case of Animal Rights Activism. *Deviant Behavior*, 35(2), 133–151.
<https://doi.org/10.1080/01639625.2013.834751>

Week 2: September 16th

Theories of Collective Identities

READINGS

- Hunt, S. A., & Benford, R. D. (2004). Collective Identity, Solidarity, and Commitment. In D. A. Snow, S. A. Soule, & H. Kriesi (Eds.), *The Blackwell companion to social movements* (pp. 433–458). Blackwell Pub.
- Staggenborg, S. (2016). Chapter 2: Theories of Social Movements and Collective Action. In *Social movements* (Second edition, pp. 14–30). Oxford University Press.

SUPPLEMENTAL

- Best, S. (2009). The Rise of Critical Animal Studies: Putting Theory into Action and Animal Liberation into Higher Education. *Journal for Critical Animal Studies*, 7(1), 9–53.
- Drury, J., Cocking, C., Beale, J., Hanson, C., & Rapley, F. (2005). The phenomenology of empowerment in collective action. *British Journal of Social Psychology*, 44(3), 309–328.
<https://doi.org/10.1348/014466604X18523>

Week 3: September 23rd

Participation, Mobilization, and Unions

READINGS

- McAleve, J. (2018). Chapter 4: Chicago Teachers: Building a Resilient Union. In *No shortcuts: Organizing for power in the new gilded age* (First issued as an Oxford University Press paperback, pp. 101–142). Oxford University Press.

- Wrenn, C. (2012). Applying Social Movement Theory to Nonhuman Rights Mobilization and the Importance of Faction Hierarchies. *The Peace Studies Journal*, 5(3), 27–44.

SUPPLEMENTAL

- Almeida, P. (2019). Chapter 3: Theories of Social Movement Mobilization. In *Social movements: The structure of collective mobilization* (pp. 44–62). University of California Press.

DOCUMENTARY

- McGrath, T. (Director). (2015). The Fall of Occupy LA. Tony McGrath.
 - <https://mcmaster.kanopy.com/video/fall-occupy-la>

Week 4: September 30th

Identities, Networks, and Framing

READINGS

- Mika, M. (2006). Framing the Issue: Religion, Secular Ethics, and the Case of Animal Rights Mobilization. *Social Forces*, 85(2), 915–941.
- Tufekci, Z. (2017). Chapter 1: A Networked Public. In *Twitter and tear gas: The power and fragility of networked protest* (pp. 3–27). Yale University Press.

SUPPLEMENTAL

- Almeida, P. (2019). Chapter 4: Social Movement Emergence: Interests, Resource Infrastructures, and Identities. In *Social movements: The structure of collective mobilization* (pp. 63–79). University of California Press.
- Almeida, P. (2019). Chapter 5: The Framing Process. In *Social movements: The structure of collective mobilization* (pp. 80–100). University of California Press.

Week 5: October 7th

Tactics

READINGS

- Bruce, K. M. (2013). LGBT Pride as a Cultural Protest Tactic in a Southern City. *Journal of Contemporary Ethnography*, 42(5), 608–635. <https://doi.org/10.1177/0891241612474933>
- Munro, L. (2005). Strategies, Action Repertoires and DIY Activism in the Animal Rights Movement. *Social Movement Studies*, 4(1), 75–94. <https://doi.org/10.1080/14742830500051994>

GUEST LECTURE

- Taylor Staneff, University of Victoria

****FALL BREAK: NO CLASS OCTOBER 14th****

Week 6: October 21st

Media

READINGS

- Forchtner, B., & Tominc, A. (2017). Kalashnikov and Cooking-spoon: Neo-Nazism, Veganism and a Lifestyle Cooking Show on YouTube. *Food, Culture & Society*, 20(3), 415–441.

- Vasi, I. B., Walker, E. T., Johnson, J. S., & Tan, H. F. (2015). "No Fracking Way!" Documentary Film, Discursive Opportunity, and Local Opposition against Hydraulic Fracturing in the United States, 2010 to 2013. *American Sociological Review*, 80(5), 934–959.
<https://doi.org/10.1177/0003122415598534>

SUPPLEMENTAL

- Kerzner, L., Temple Jones, C., Haller, B., & Blaser, A. (2020). Rights and Representation: Media Narratives about Disabled People and Their Service Animals in Canadian Print News. *Canadian Journal of Disability Studies*, 9(2), 38–76.

Week 7: October 28th

Organizations & Institutions

READINGS

- Fetner, T., Stokes, A., & Sanders, C. B. (2015). Chapter 2: Evangelical Radio: Institution Building and the Religious Right. In H. Ramos & K. Rodgers (Eds.), *Protest and Politics: The Promise of Social Movement Societies* (pp. 44–60). UBC Press.
- Freeman, C. P. (2010). Framing Animal Rights in the "Go Veg" Campaigns of U.S. Animal Rights Organizations. *Society & Animals*, 18(2), 163–182. <https://doi.org/10.1163/156853010X492015>

DOCUMENTARY

- Schwarz, J. (Director). (2011). Vito. First Run Features.
 - <https://mcmaster.kanopy.com/video/vito>

Week 8: November 4th

Politics and the State

READINGS

- Corrigan-Brown, C., & Ho, M. (2015). Chapter 5: How the State Shapes Social Movements: An Examination of the Environmental Movement in Canada. In H. Ramos & K. Rodgers (Eds.), *Protest and Politics: The Promise of Social Movement Societies* (pp. 101–117). UBC Press.
- Ramos, H. (2008). Opportunity for Whom?: Political Opportunity and Critical Events in Canadian Aboriginal Mobilization, 1951-2000. *Social Forces*, 87(2), 795–823.
<https://doi.org/10.1353/sof.0.0145>

Week 9: November 11th

Globalization and the Environment

READINGS

- Almeida, P., & Chase-Dunn, C. (2018). Globalization and Social Movements. *Annual Review of Sociology*, 44(1), 189–211. <https://doi.org/10.1146/annurev-soc-073117-041307> mmmeh??
- Carmichael, J. T., Jenkins, J. C., & Brulle, R. J. (2012). Building Environmentalism: The Founding of Environmental Movement Organizations in the United States, 1900–2000. *The Sociological Quarterly*, 53(3), 422–453. <https://doi.org/10.1111/j.1533-8525.2012.01242.x>

DOCUMENTARY

- Curry, M., & Cullman, S. (2011). *If A Tree Falls: A Story of The Earth Liberation Front*. <https://www.dailymotion.com/video/x4kcdrv>

Week 10: November 18th

Disability

READINGS

- Falek, J., & Butler, C. (2020). Tricky Ticks and Vegan Quips: The Lone Star Tick and Logics of Debility. *Canadian Journal of Disability Studies*, 9(2), 157–183.
- Prince, M. J. (2012). Canadian Disability Activism and Political Ideas: In and Between Neo-Liberalism and Social Liberalism. *Canadian Journal of Disability Studies*, 1(1), 1. <https://doi.org/10.15353/cjds.v1i1.16>

GUEST LECTURE

- Alan Santinele-Martino, McMaster University

Week 11: November 25th

“ANIMAL RIGHTS” (LIBERATION)

READINGS

- Cherry, E. (2010). Shifting Symbolic Boundaries: Cultural Strategies of the Animal Rights Movement. *Sociological Forum*, 25(3), 450–475. <https://doi.org/10.1111/j.1573-7861.2010.01191.x>
- Greenebaum, J. (2009). “I’m Not an Activist!”: Animal Rights vs. Animal Welfare in the Purebred Dog Rescue Movement. *Society & Animals*, 17(4), 289–304. <https://doi.org/10.1163/106311109X12474622855066>

DOCUMENTARY

- Kenner, R. (2008). *Food Inc.* Magnolia Pictures. <https://www.filmsforaction.org/watch/food-inc/>

Week 12: December 2nd

Interconnections and Opportunities

READINGS

- Best, S. (2006). Rethinking Revolution: Animal Liberation, Human Liberation, and the Future of the Left. *The International Journal of Inclusive Democracy*, 2(3). http://www.inclusivedemocracy.org/journal/vol2/vol2_no3_Best_rethinking_revolution.htm
- Pellow, D. N. (2016). Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge. *Du Bois Review: Social Science Research on Race*, 13(2), 221–236. <https://doi.org/10.1017/S1742058X1600014X>

University Policies

ACADEMIC INTEGRITY STATEMENT

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process.

Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

COURSE MODIFICATION

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

GRADES

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C

MARK	GRADE
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F