SOCIOLOGY 4DD3: SOCIAL MOVEMENTS AND SOCIAL CHANGE

Fall 2021

**Instructor:** Professor Andrey Kasimov

**Email:** kasimoa@mcmaster.ca

**Class Time:** Tuesday 7:00 – 8:00pm

Pre-recorded lectures to be posted on Avenue.

**Office:** KTH 606

**Office Hours:** Tuesdays by appointment
**Room:** Zoom, Avenue to Learn

# Course Description

# Social movements can be loosely defined as organized attempts to realize social change. Sociology has a rich tradition of analyzing social movements and identifying patterns across movements that explain the conditions under which people are likely to participate in social movements, the likelihood of movements creating some kind of social change, and the variety of effects that social movements have on the world around us. In this course, we will review social movement theories and use them to better understand a variety of social movements. We will be paying special attention to how participation in social movements has changed in the digital age as well as the limitations of new technologies to affect significant social change. We will consider social change as a larger phenomenon that may or may not require social movement activity. We will complicate sociological understanding of social change by examining research on both progressive and reactionary movements and their impact on society in recent years.

# Required Materials and Texts

# All readings are listed below in the course schedule. Please note, while some readings are available through the course Avenue site, some require students to find the articles/chapters on their own using the McMaster library system. Below I have indicated next to each weekly reading whether I will make it available on Avenue or not.

# Class Format

# The lecture content for this course will be pre-recorded and available for students via Avenue to Learn a week in advance of every class. We will also be meeting every week for approximately 1 hour (Tuesdays 7:00-8:00pm) for class discussion.

# Course Evaluation – Overview

1. Class Participation - 15%
2. Test - 30%
3. Reflection - 15%
4. Research Proposal – 5%
5. Research Paper – 35%

# Course Evaluation – Details

## Class Participation – Weeks 2-11

You are expected to come to class having done the readings and watched the lecture in full. You will be graded on your participation during weekly class discussions.

## Test 1 – Oct. 26th

## Test 1 will assess reading comprehension, knowledge of key concepts, critical inquiry of course material, and a working knowledge of evidence presented in class through both readings and discussions. You are responsible for all materials covered in course presentations, discussion, and assigned readings from weeks 1-6.

## Research Proposal - Nov 16th

Each student will be expected to submit a two-page double-spaced research paper outline that will identify the social movement topic that their paper will be based on as well as a brief overview of the literature to be reviewed. The draft must identify research gaps and contradictions in the selected literature as well as the research question the final paper will attempt to answer.

## Reflection - November 30th

## This assignment asks you to provide a two-page, double-spaced reflection on the two documentaries we will watch during this term (Whose Streets, We Are Legion). You will be expected to apply concepts covered in weeks 8-11 as they apply to the social movements depicted in each film. More details on this assignment will be posted on Avenue.

## Research Paper – December 12th

Your goal in the paper is to choose a social movements topic and review the sociological literature in depth. Using one or more contemporary social movements as empirical examples, you will harness the sociological literature to develop a sociological analysis on your selected topic. The goal of this assignment is to identify and answer a research question and present a research proposal for a future project. The paper will be 7-8 pages, doubled-spaced and you are expected to select at least four different peer-reviewed articles to review. At least two of the articles must have been published in the last 10 years. More detailed instructions will be posted on Avenue.

# Weekly Course Schedule and Required Readings

**\*\*Warning\*\*** Some of the topics we will discuss in this course (e.g., violence, far-right ideology, racism and misogyny) may be upsetting. Social scientists often study social problems to try to understand and help alleviate them. If at any time you feel distressed or uncomfortable with the subject matter, please feel free to speak with me, a friend or family member, or the Student Wellness Centre.

## Week 1 INTRODUCTION (Sept. 7th)

What is a social movement?

How do we understand the role of social movements in social change?

When and how do they occur?

## Week 2 Theories of Social Movements (Sept. 14)

McCarthy, John D. and Mayer Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory.” *American Journal of Sociology* 82: 1212-41.

Caren, Neal. 2012. "Political Process Theory." Ritzer, George, ed. Blackwell *Encyclopedia of Sociology* (Available on Avenue)

## Week 3 Collective Identity (Sept. 21)

Polletta, F., & Jasper, J. M. (2001). Collective identity and social movements. *Annual review of Sociology*, *27*(1), 283-305.

Taylor, Verta and Nancy E. Whittier. 1992. “Collective identity in social movement communities: Lesbian feminist mobilization.” Pp. 104-129 in *Frontiers in Social Movement Theory*, edited by A. D. Morris and C. M. Mueller. New Haven, CT: Yale University Press. (Available on Avenue)

## Week 4 Collective Identity II (Sept. 28)

Staggenborg, S. (2016). Chapter 2: Theories of Social Movements and Collective Action. In *Social movements* (Second edition, pp. 14–30). Oxford University Press. (Available on Avenue)

Flesher Fominaya, C. (2010). Collective identity in social movements: Central concepts and debates. *Sociology Compass*, *4*(6), 393-404.

Documentary: Whose Streets? (Online Access via McMaster Library)

## Week 5 Participation, Mobilization and Tactics (Oct. 5)

Amenta, E., Caren, N., Chiarello, E., & Su, Y. (2010). The political consequences of social movements. *Annual Review of Sociology*, *36*, 287-307.

Piven, Frances Fox. 2008. “Can Power from Below Change the World?” *American Sociological Review* 73(1):1–14.

Walker, E. T., Martin, A. W., & McCarthy, J. D. (2008). Confronting the state, the corporation, and the academy: The influence of institutional targets on social movement repertoires. *American Journal of Sociology*, *114*(1), 35-76.

**Reading Week (Oct. 12)**

## Week 6 Networks & Framing (Oct. 19)

Tarrow, S. (1992). Mentalities, political cultures, and collective action frames. *Frontiers in social movement theory*, 174-202. (Available on Avenue)

Almeida, P. (2019). Chapter 5: The Framing Process. In *Social movements: The structure of collective mobilization* (pp. 80–100). University of California Press. (Available on Avenue)

Benford, Robert D. and David A. Snow. 2000. “Framing Processes and Social Movements: An Overview and Assessment.” *Annual Review of Sociology* 26:611–39.

## Week 7 Test 1 (Oct. 26)

## Week 8 Politics, Institutions and the State (Nov. 2)

Corrigall-Brown, Catherine and Mabel Ho. 2015. “How the State Shapes Social Movements: An examination of the Environmental Movement in Canada.” Pp. 44-60 in Protest and Politics: *The Promise of Social Movement Societies*, edited by H. Ramos and K. Rodgers. Vancouver, BC: UBC Press. (Available on Avenue)

Cai, Y. (2016). Chapter 3: Movement legitimacy and government response. *The occupy movement in Hong Kong: Sustaining decentralized protest*. Routledge. (pp. 44-71). (Available on Avenue)

## Week 9 Digitally Networked Action (Nov. 9)

Bennett, W. L., & Segerberg, A. (2012). The logic of connective action: Digital media and the personalization of contentious politics. *Information, communication & society*, *15*(5), 739-768.

Vromen, A., Xenos, M. A., & Loader, B. (2015). Young people, social media and connective action: From organizational maintenance to everyday political talk. *Journal of Youth Studies*, *18*(1), 80-100.

## Week 10 Limits of Digitally Networked Action (Nov. 16)

Christensen, H. S. (2011). Political activities on the Internet: Slacktivism or political participation by other means? *First Monday*.

Clark, Meredith D. 2019. “White Folks’ Work: Digital Allyship Praxis in the #BlackLivesMatter Movement." *Social Movement Studies*18(5): 519-534

Documentary: We are legion: the story of the hacktivists (Online Access via McMaster Library)

## Week 11 Movements on the Far Right (Nov. 23)

Blee, K. M. (2017). How the study of white supremacism is helped and hindered by social movement research. *Mobilization*, *22*(1), 1-15.

Miller-Idriss, C. (2020). Chapter 2: Mainstreaming the Message. *Hate in the Homeland*. Princeton University Press. (pp. 45-67) (Available on Avenue)

Kasimov, A. (2021). Soldiers of 4chan: The Role of Anonymous Online Spaces in Backlash Movement Networks. In J. Bessant, R. Watts & M. Devries (Eds.), *Rise of the Far-Right: Technologies of Recruitment and Mobilization*. Rowman & Littlefield. (Available on Avenue)

## Week 12 – Reflection Due. Class time to be used for Q&A. (Nov. 30)

**Week 13 – Writing week. (Dec. 7)**

# Course Policies

## Submission of 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. Failure to adhere to these guidelines will be reflected in a decreased mark for the assignment. Absences, Missed Work, 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”.

**Absences, Missed Work, 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 (<http://www.mcmaster.ca/msaf/>) is a self-reporting tool for undergraduate students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work worth less than 25% of the course grade.  Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term.  It is YOUR responsibility to follow up with your instructor 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 reason other than medical, you MUST visit your Associate Dean’s Office (Faculty Office).  You may be required to provide supporting documentation.  This form should be filled out when you are about to return to class after your absence. Students will only be allowed a make-up exam if they apply for and receive a deferment from their Faculty office.

## 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, usernames 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.

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials 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 academiccredit 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](http://www.mcmaster.ca/academicintegrity)**.**

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](https://sas.mcmaster.ca/) (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*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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 |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |