SOCIOL 4DD3 – Social Movements & Social Change (Tentative)

Fall 2022

**Instructor:** Julian Torelli

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**Lecture:** Monday 7:00 – 10:00 pm   
**Room:** PGCLL M25

**Office:** KTH 614

**Office Hours:** Monday 6:00 – 6:50 pm, or by Zoom appointment

# Course Description

Social movements are political struggles by which particular groups mobilize their grievances and concerns about the interests, rights, and welfare of themselves and others. Social movements engage in various forms of collective action, from peaceful political protests and everyday resistance to direct acts of political violence to realize social change. Moreover, social movements are constantly involved in sustained interaction with various sectors of society, including economic and political elites, state structures, and institutions of civil society. This seminar seeks to survey and expose students to prevailing social movement theories and apply them to various historical and contemporary movements. The goal is for students to learn and engage with the analytic tools necessary for examining and critically assessing social movements' emergence, objectives, and strategies in our society and worldwide. We will explore how social movements manifest themselves in different political, social, and economic contexts and how they interact with broader historical and social forces and state structures. The state continues to be a significant force in determining the structural context under which social movements mobilize; social movements shape the state, and the state shapes social movements. States and social movements, in other words, cannot escape one another, and the consequences of their interaction influence and structure political reality. We will consider various in-depth topics in the sociology of social movements, including class struggle, political process theory, framing, discursive opportunities, collective identity, nationalism, the role of emotions, indigenous resurgence, and transnational advocacy networks.

# Course Objectives

By the end of the course students should be able to:

* Understand the main theoretical perspectives and concepts in studying social movements.
* Apply the theories and concepts learned in class to effectively understand the causes and campaigns of historical and contemporary social movements.
* Critically reflect, interpret, and evaluate sociological information considering the empirical evidence.
* To develop a sensitivity, critical awareness, and appreciation for the importance of historical contexts and contingencies in shaping social movement mobilization.
* Demonstrate an appreciation for the many-sided forms social movements can take in and outside a North American context and develop a sensitivity and sociological eye for understanding ongoing struggles and concerns.
* To critically analyze and synthesize scholarly research on social movements and to carry out independent research on that literature by applying it to historical and contemporary social movements.
* Demonstrate clear critical reading, thinking, analytical, and public speaking skills – all transferable skills.

# Required Materials and Texts

# No official textbook is required for this course. All required reading materials are listed below in the course schedule and can be accessed by students online through the McMaster library system.

# Class Format

Because this is organized as a seminar course, the class format will consist of both lecture and discussion components. Each week I will begin by providing a general background of that week’s topic. Students are expected to be active participants in class discussions. We will be meeting every week, on Mondays from 7:00 to 10:00pm.

# Course Evaluation – Overview

1. Class Participation – 15% (Weekly, ongoing)
2. Class Presentation/Facilitating Discussions – 20%
3. Research Proposal – 10% (Due October 17th in Class)
4. Research Paper – 35%
5. Book Review Assignment – 20% (Due November 7th in Class)

# Course Evaluation – Details

1. **Class Participation – Weeks 2-11 (15%)**

As this is a seminar course, the expectation is that students attend class every week, having read the required material. In addition, I expect each student to come to class prepared with questions and topics for discussion. If, while reading and thinking about the course material, you feel inspired and are reminded of either a video, news article – anything that relates to the readings and course content – please share them with the class and me, as I will be happy to include your resources into the course.

1. **Class Presentations – Weeks 3-11 (20%)**

I will put students into groups of three or four (depending on class size) to present an overview of the course readings for a particular week. Your group will be responsible for delivering and leading a class discussion on those weekly readings. Note that class presentations will commence on week 3. The class presentation assignment aims to help you get to know your peers and acquire the necessary skills of working in a group setting and the practice of summarizing and synthesizing articles as well as engaging in public speaking. You are expected to create a 30-minute PowerPoint presentation covering the week’s readings’ main topics, themes, and connections. Following your presentation, you are expected to help facilitate a discussion, so I expect you to develop a series of discussion questions with examples, activities, and the incorporation of relevant media.

1. **Research Paper Proposal (10%)**

The paper proposal is due on October 17th. The proposal should include:

* Your topic and research question.
* A brief overview of the social movements you wish to explore.
* A summary of the sociological literature about your two social movements.
* Gaps and contradictions that exist within the literature and how your research question seeks to address them.

Further details and instructions will be provided.

1. **Research Paper (35%)**

Scholars have long been interested in how elements of the political context, such as state responsiveness to social movements, shape the timing, tactics, framing, and outcomes of movement campaigns. For your research paper, you will select two social movements and review the sociological literature in depth. You can pick only one social movement covered by the course readings. The other must be a different social movement not covered by the course readings. You will review the existing literature on these movements, find gaps and contradictions, and use and apply two theories/or significant concepts from the course content to develop a sociological argument. In particular, you are required to critically evaluate the relationship between your chosen social movements and the state; that is, you will assess how your chosen social movements shape and/or are shaped by the state. Your research paper will be 7-8 pages long, double-spaced, and you are expected to select at least six different peer-reviewed articles to review. These assignment instructions are tentative and, therefore, may be subject to modifications. Further details and instructions will be provided in class.

1. **Book Review Assignment (20%)**

Students are expected to write one book review for the term. This assignment requires you to select one book from the list below to read and review. You will use specific concepts and theories discussed in class to critically evaluate your chosen book and to evaluate the book considering broader historical and social forces. Book reviews concisely summarize and assess the book’s central thesis and arguments, provide a clear breakdown of the chapters, and offer critical insights into the book’s strength and weaknesses. Your review should be between 1,000 and 1,500 words long and double-spaced (approximately 4-5 pages). Further details and instructions will be provided in class.

Book List

Simpson, Leanne Betasamosake. 2021. *A Short History of the Blockade: Giant Beavers, Diplomacy, and* Regeneration *in Nishnaabewin.* University of Alberta Press and Canadian Literature Centre.

Hall, Thomas D, James V. Fenelon. 2016. *Indigenous Peoples and Globalization: Resistance and Revitalization.* Routledge.

Sissons, Jeffrey. 2005. *First Peoples: Indigenous Cultures and their Futures*. Reaktion Books.

Webster, David. 2020. *Challenge the Strong Wind: Canada and East Timor, 1975-99. UBC University Press.*

Mcllwain, Charlton D. 2020. *Black Software: The Internet & Racial Justice, from the Afronet to Black Lives Matter.* Oxford University Press.

Hetherington, Kregg. 2011. *Guerilla Auditors: The Politics of Transparency in Neoliberal Paraguay.* Duke University Press ***or*** Hetherington Kregg. 2020. *The Government of Beans: Regulating Life in the Age of Monocrops*. Duke University Press.

Perry, Elizabeth J, and Li Xun. 2018. *Proletarian Power: Shanghai in the Cultural Revolution.* Westview Press.

Greene, Samuel A. 2014. *Moscow in Movement: Power and Opposition in Putin’s Russia.* Stanford University Press.

Fu, Diana. 2018. *Mobilizing without the Masses: Control and Contention in China*. Cambridge University Press.

Dupuy, Alex. 2007. *The Prophet and Power: Jean-Bertrand Aristide, the International Community, and Haiti.* Rowman & Littlefield Publishers, Inc.

Jasper, James M. 2018. *The Emotions of Protest*. University of Chicago Press.

Reed, T. V. 2019. *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Present.* University of Minnesota Press.

Khan-Cullors, P, and Bandele, A. *2018. When They Call You a Terrorist: A Black Lives Matter Memoir.* St. Martin’s Press.

Gould, Deborah B. 2009. *Moving Politics: Emotion and ACT UP’s Fight Against AIDS. DeGruyter.*

Ferree, Myra. 2012. *Varieties of Feminism: German Gender Politics in Global Perspective.* Stanford University Press.

# Weekly Course Schedule and Required Readings

Some topics covered by this course (e.g., political violence, far-right ideology, racism, and misogyny) may be distressing. Our task as social scientists are to understand the underlying dynamics and logics of social movements and social problems to effectively alleviate them. If you are experiencing distress or discomfort with the subject matter or class discussion topics, please speak with me, a friend, or a family member. You may also choose to access the Student Wellness Centre at McMaster University.

## Introduction: Week 1 (Sept 12th)

## *No Readings*

## Power, States, and Social Movements: Week 2 (Sept 19th)

*This week will be structured in the style of a lecture*

*Readings:*

Karl, Marx, and Friedrich Engels. 2012. *The Communist Manifesto*. DeGruyter. Chapter 1, “Bourgeois and Proletarians,” pgs. 74-76.

Weber, Max. 2019. *Economy and Society*: *A New Translation*. Harvard University Press. Pgs. 134-138, and 341-343.

Morgan, J. Kimberly, and Ann Shola Orloff. 2017. “The Many Hands of the State.” Pgs. 1-23, in *The Many Hands of the State: Theorizing Political Authority and Social Control*, edited by Kimberly J. Morgan and Ann Shola Orloff. Cambridge University Press.

Coulthard, Glen Sean. *Red Skins, White Masks: Rejecting the Colonial Politics of Recognition*, University of Minnesota Press. Pages 1-24.

## Class Struggle, Capitalism, and Social Change: Week 3 (Sept 26th)

*Readings:*

Karl, Marx, and Friedrich Engels. 2012. *The Communist Manifesto*. DeGruyter. Part 1, “Bourgeois and Proletarians,” pgs. 74-84.

Veltmeyer, Henry. 2019. “Resistance, Class Struggle and Social Movements in Latin America: Contemporary Dynamics.” *The Journal of Peasant Studies*, *46(*6): 1264-1285.

Della Porta, D. 2017. Political Economy and Social Movement Studies: The Class Basis of Anti-Austerity Protests. *Anthropological Theory*, *17*(4): 453-473 ***or*** Carroll, K. William, and R. S. Ratner. 2010. “Social Movements and Counter-Hegemony: Lessons from the Field. *New Proposals: Journal of Marxism and Interdisciplinary Inquiry*, *4*(1): 7-22.

## Resource Mobilization and Political Process Theory: Week 4 (Oct 3rd)

*Readings:*

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

McAdam, Doug. 1999. “Resource Mobilization: A Deficient Alternative,” Chapter 2, and “The Political Process Model,” Chapter 3, in *Political Process and the Development of Black Insurgency*, 1930-1970. University of Chicago Press.

Polletta, Francesca. 2008. “Culture and Movements.” *The ANNALS of the American Academy of Political and Social Science*. *619*(1):78-96.

**Mid-Term Recess: October 10th – 16th**

## Framing and Discursive Opportunities: Week 5 (Oct 17th)

*Readings:*

David A. Snow, Robert D. Benford, Holly J. McCammon, Lyndi Hewitt, and Scott Fitzegerald, “The Emergence, Development, and Future of the Framing Perspective, 2014. *Mobilization: An International Quarterly* *19*(1):23-45.

Loseke, Donileen. 2017. *Thinking about Social Problems: An Introduction to Constructionist Perspectives.* Chapter 2 and 3. London: Taylor and Francis.

McCammon, H. J., Muse, C. S., Newman, H. D., & Terrell, T. M. 2007. “Movement Framing and Discursive Opportunity Structures: The Political Successes of the US Women's Jury Movements.” *American Sociological Review*, *72*(5):725-749.

## Collective Identity, Charisma, and Emotions: Week 6 (Oct 24th)

*Readings:*

Polletta, Francesca, and James Jasper. 2001. “Collective Identity and Social Movements.” *Annual Review of Sociology,* *27*:283-305.

Andreas, Joel. 2007. “The Structure of Charismatic Mobilization: A Case Study of Rebellion During the Chinese Cultural Revolution.” *The American Sociological Review, 72*(3): 434-458.

Smythe, Julian. 2013. “The Living Symbol of Song in West Papua: A Soul Force to be Reckoned with.” *Indonesia*, 95:73-91 ***or*** Gould, Deborah. 2002. “Life during Wartime: Emotions and the Development of ACT UP.” *Mobilization: An International Quarterly*, *7*(2), 177-200, ***or*** Schrock, Douglas, Daphne Holden, and Lori Reid. 2014. “Creating Emotional Resonance: Interpersonal Emotion Work and Motivational Framing in a Transgender Community.” *Social Problems*, *51*(1):61-

**Participation, Recruitment, and Tactics: Week 7 (Oct 31st)**

*Readings:*

Jasper, James and Poulsen. 1995. “Recruiting Strangers and Friends: Moral Shocks and Social Networks in Animal Rights and Anti-Nuclear Protests.” *Social Problems, 42*(4): 493-512.

Amenta, E, Caren, N, and Chiarello, E, and Su, Y. 2010. “The Political Consequences of Social Movements.” *Annual Review of Sociology, 36*(1): 287-307.

Bruce, K. M. 2013. “LGBT Pride as a Cultural Protest Tactic in a Southern City.” *Journal of Contemporary Ethnography*, *42*(5): 608-635 ***or*** Skinner, Rob. 2017. “Every Bite Buys a Bullet”: Sanctions, Boycotts, and Solidarity in Transnational Anti-Apartheid Activism. Moving the Social: Journal of Social History and the History of Social Movements, pgs. 97-114.

## Fascism, Militarism, and Right-Wing Movements: Week 7 (Nov 7th)

*Readings:*

Mann, Michael. 2004. *Fascists*. Cambridge University Press. Pgs. 1-30.

Bonikowski, Bart. 2017. “Ethno-nationalist populism and the mobilization of collective resentment.” *The British Journal of Sociology, 68*(S1):5181-5213.

Blee, Kathleen, and Mehr Latif. 2020. “Sociological survey of the far right.” In *Researching the Far Right,* pgs. 47-54, edited by Ashe, Stephen, Joel Busher, Graham Macklin, and Aaron Winter. Routledge.

## New Social Movements: Week 8 (Nov 14th)

*Readings:*

Munro, Lyle. 2012. “The Animal Rights Movement in Theory and Practice: A Review of the Sociological Literature.” *Sociology Compass, 6*(2): 166-181.

Pellow, David 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.

Simpson, Leanne B, Walcott, R, and Glenn Coulthard. 2018. “Idle No More and black lives matter: an exchange.” *Studies in Social Justice, 12*(1): 75-89.

## Settler-Colonialism, Indigenous Resurgence, and Self-Determination: Week 9 (Nov 21st)

*Readings:*

Barker, Adam, and Emma Battell Lowman. 2015. “Settler Colonialism.” *Global Social Theory*.

Corntassel, Jeff. 2012. “Re-Envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination.” *Decolonization: Indigeneity, Education and Society*, pgs. 86-101.

Gahman, Levi, Filiberto Penados and Adaeze Greenidge. 2020. “Indigenous resurgence, decolonial praxis, alternative futures: the Maya Leaders Alliance in Southern Belize. *Social Movement Studies*, pgs. 241-248.

Barker, Adam J. 2015. “A Direct Act of Resurgence, A Direct Act of Sovereignty”: Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism.” *Globalizations* 12(1):43-65 ***or*** Soares, Barreto Abe, and David Webster. 2018. “Grandfather Crocodile is my inspiration: Abe Barreto Soares, poetry and nation-building in Timor-Leste.” *The Asia-Pacific Journal*, 16(15).

## *Recommended (Optional):*

Simpson, L. B. 2017. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. University of Minnesota Press.

## Authoritarian States and Everyday Resistance: Week 10 (Nov 28th)

*Readings:*

Scott, James C. 2008. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. Yale University Press. Chapter 2, “Normal Exploitation, Normal Resistance.” Pgs. 28-41.

Chen, Xi and Dana M. Moss. 2018. “Authoritarian Regimes and Social Movements,” in the *Wiley Blackwell Companion to Social Movements*, Second Edition, edited by David A. Snow, Sarah A. Soule, Hanspeter Kriesi, and holly J. McCammon. Pgs. 666-677.

Plys, K. 2020. “The Poetry of Resistance: Poetry as Solidarity in Postcolonial Anti-Authoritarian Movements in Islamicate South Asia.” *Theory, Culture & Society*, 37(7-8) ***or*** Cohen, Amy, and Elise Hjalmarson. 2018. “Quiet struggles: Migrant farmworkers, informal labor, and everyday resistance in Canada. *International Journal of Comparative Sociology*: 1-18.

## Transnational Advocacy Networks, Globalization, and Human Rights: Week 11 (Dec 5th)

Keck, Margaret E, and Kathryn Sikkink. 2018. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal, 68*(227-228): 65-76.

Hagan, Margaret. 2010. “The human rights repertoire: its strategic logic, expectations and tactics.” *The International Journal of Human Rights, 14*(4): 559-583.

Almeida, P, and C. Chase-Dunn. 2018. “Globalization and Social Movements.” *Annual Review of Sociology, 44*(1):189-211.

# Course Policies

## Submission of Assignments

All assignment 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 or assignment instructions 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”. 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, 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.

## Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more information please refer to the [Turnitin.com Policy](http://www.mcmaster.ca/academicintegrity).

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior 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 behavior 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](mailto:sas@mcmaster.ca%20) 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 behaviors 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, labor 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 |