

# **SYA 4930 Social Movements**

**Fall 2022**

**Tuesday (10:40 AM - 11:30 AM)**

**Thursday (10:40 AM - 12:35 AM)**

**Location: WEIL 0238**

**Professor:** Yao Li, PhD  
**Department of Sociology and Criminology & Law**  
**E-mail:** yaoli1@ufl.edu\*  
**Office hours:** Thursday 2:00pm–4:00pm or by appointment

\*E-mail is the most effective way to reach me. Please include your full name and the class title in the subject line with each email.

## **COVID-19 guidance:**

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

## **Course Description:**

This course provides an overview of theoretical and empirical research on social movements. The key questions we will examine include the following: When and why do social movements occur? How are movements organized? What do movement participants think and feel? How do social movements work? How do authorities respond to movements? Why do movements decline? What changes do movements bring about? The course provides different theoretical perspectives on social movements and meanwhile exposes students to empirical studies of movements across the world, in both democratic and non-democratic states. Discussions include major types of movements, such as the women's movement, environmental movement, gay rights movement, labor movement, transnational activism, ethnic rights movement, pro-democracy movement, among others.

## **Education Objectives:**

The course aims to:

- Provide a comprehensive introduction to the literature on social movements, protest and contention.
- Survey conceptual and methodological tools for studying social movements.
- Offer analytical frameworks to interpret movements and protests in various socio-political contexts.

Through a review of major paradigms and debates in the literature, a critical reading of course materials, class discussion, and writing assignments, the course intends to strengthen students' skills in making an argument and to develop students' ability of analytical and critical thinking.

### **Course Format:**

This course will take a mixed format of lecture, student presentation, debates, and organized discussion. Students are expected to have read readings assigned for each class meeting and to be ready to discuss the relevant materials in a knowledgeable way. Failure to keep up with readings will limit your ability to both contribute to and learn from the class interactions; it also will undermine your capacity to perform well on assignments and achieve a good grade in the course. Some of these readings are quite challenging, **so be sure to allow plenty of time to give them adequate attention.**

### **Course Requirements:**

Students' active participation is essential for this course. You should do all required readings *prior to* class (supplemental readings are not required). You are expected to post questions on Canvas before class and to participate in class discussion. It is also required to submit 3 response papers on the material, do a brief news report, make a presentation of supplemental material, hand in an outline of your final research paper, make a presentation of the research project, and submit your final paper in the end, etc.

#### Attendance and Participation in Discussion (30%)

- Attendance & in-class participation (15%)
- Discussion posts on course readings and news report (15%)

#### Attendance and Participation in Discussion (25%)

- Attendance & in-class participation (10%)

Students are expected to attend class regularly and actively participate in class discussion.

- Discussion posts on Canvas (15%)

To facilitate thought-provoking and informative conversations during class, for each week, students are expected to submit discussion posts about the required readings via **Canvas**. Discussion posts should contain the following: 1) Two interesting and/or new takeaways (things you did not know) from the readings—one for Tues and the other for Thursday; 2) Two questions that help stimulate class discussion—one for Tues and the other for Thursday. **ATTN: for classes without assigned readings, no post is required to be posted.** The posts are due on Canvas by **10:40am on Mondays** (except for the first class and for classes without readings). For instance, post for the readings of Week 2 is due on Monday of that week.

In class discussion, you may be asked to provide further thoughts on your posts. Students who fail to share their discussion questions/comments during class when asked will receive an automatic zero for this assignment, even if they uploaded their discussion post prior to class. Therefore, it is crucial to be prepared to discuss before coming to class.

*Reading guide:* take notes and think about the following questions.

- 1) What is the author’s explanatory objective? Pay special attention to how this is defined and operationalized.
- 2) What is the author’s argument?
- 3) What is the logic connecting 1) and 2)? How convincing do you find this logic?
- 4) What are the intellectual roots and/or empirical inspiration for the argument?
- 5) Is the research design and methodology appropriate for the questions being asked?
- 6) What types of evidence, if any, is provided for the argument? Does the evidence actually support the intended argument? What type of evidence would strengthen or weaken the argument?

\*For readings with quantitative analysis, if you have problems with the statistical part, you may skim it and focus on the nontechnical part.

Response Papers (30%)

Write 3 concise response papers, 1-2 double-spaced pages (double-spaced, size 12 font, Times New Roman, 1-inch margins), on topics which interest you most. For each response paper, select at least two readings for that week (feel free to choose supplementary readings), and submit the paper *before* the start of Thursday class of that week. For example, if you wrote a response paper for Week 2, it should be due by 10:00am on Thursday of Week 2.

Response papers for a particular week must be based on *that week’s* readings, as they are intended to help you reflect more deeply on the readings and prepare for lecture and class discussions. Please refrain from merely summarizing them. Instead, make a *brief* summary and give an in-depth analysis on the readings. It is necessary to engage readings to *make an argument*. You may compare different readings to show how the information and arguments in one reading corroborate or contradict those in another reading, discuss how one reading sheds light on the content of another, or explain why the argument of the reading(s) is convincing (or not). Use the questions listed in the reading guide above as a guide for analyzing the readings and be sure to state your argument clearly in the introduction.

Papers should be submitted via the course Canvas page.

1 <sup>st</sup> response paper	Must be written between Week 2 and Week 5
2 <sup>nd</sup> response paper	Must be written between Week 6 and Week 9
3 <sup>rd</sup> response paper	Must be written between Week 10 and Week 14

**\*\*\*LATE PAPERS WILL NOT BE ACCEPTED.**

### Student Presentations (15%):

You are expected to present a synopsis and discussion of a supplemental reading for the course (attached after each week's required readings). In this presentation (no more than 15 minutes), you should introduce the main idea of the text, use your own language and examples to explain the arguments of the author(s), and provide a few *discussion questions* in relation to the overall theme of the course. Using these discussion questions, you are expected to engage with audience and to lead a brief discussion. Your presentation will be graded based on the clarity of your presentation, the depth of your understanding of the reading, your interactions with the audiences, etc.

### Documentary Reflections: responses to documentary review questions (5%):

Questions about documentaries that will be screened during class are available on **Canvas**. Answers to them are expected to be submitted via Canvas by **11:59pm the second day after screening**.

### Research Paper (25%):

Students must complete a research paper, no more than 4 double-spaced pages (double-spaced, size 12 font, Times New Roman, 1-inch margins). The outline of the term paper is scheduled to submit a month before the end of the class on Canvas. The research paper should make an argument and focus on a central question. You are free to select a topic of interest to you based on the course material and class discussions. Topics can include, *but not limited to*, delving into a particular form of social movements or contention in a country or region, comparing protests by different social groups, making cross-national comparison between different other countries/regions, examining a transnational movement, drawing chronological comparison of movements in a country/region, and comparing state responses to a particular movement across regions or social groups. More specific guidelines will be offered in the class. Besides the course readings, you should also introduce additional literature. UF librarians and the instructor will help you resolve problems about literature searching. For developing writing skills, you are encouraged to go to the UF Writing Studio for further help (see below the section "**UF Campus Resources Services**" for details).

**\*\* LATE PAPERS WILL NOT BE ACCEPTED.**

## A SUMMARY OF ALL ASSIGNMENTS

	Grading	Deadlines
Attendance and participation	25%	Discussion posts: <b>3pm on <i>Mondays</i></b>
3 response papers	30%	<b>10:00am on <i>Thursday</i></b>
1 presentation of supplemental reading	15%	The date you signed up
Responses to documentary review questions	5%	11:59pm the second day after screening
Final paper & outline	25%	Outline (5%): 11:59pm on Nov. 15, 2022 Presentations: Last two classes Final paper: 11:59pm on Dec. 12, 2022

**\*\*NO LAPTOPS, TABLETS, OR CELL PHONES ARE ALLOWED IN CLASS.**

### *Grading Scale*

Score	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.7-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60.0-63.3	D-	0.67
0-59.9	E	0.00

Here earning an “A” entails: *Excellent mastery of course material, student performance indicates a very high degree of originality, creativity, or both excellent performance in analysis, synthesis, and critical expression, oral or written student works independently with unusual effectiveness.*

More information on grades and grading policies is here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### **Academic Ethics:**

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating, plagiarism, reuse of essays, improper use of the internet and electronic services, unauthorized collaboration, alteration of

graded essays, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

At UF, students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

### **Accommodation for students with disabilities:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **UF Campus Resources Services:**

1. Writing Studio, help brainstorming, formatting, and writing papers, 302 Tigert Hall, 846-1138, <http://writing.ufl.edu/writing-studio/>.
2. E-learning technical support, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), <https://lss.at.ufl.edu/help.shtml>.
3. Library Support, various ways to receive assistance with respect to using the libraries or finding resources, <http://cms.uflib.ufl.edu/ask>.
4. University Counseling Center, personal and career counseling, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu).
5. Student Mental Health, Student Health Care Center, personal counseling, 392-1575, [www.health.ufl.edu/shcc](http://www.health.ufl.edu/shcc).
6. Center for Sexual Assault/Abuse, Student Health Care Center, sexual counseling, 392-1161.
7. Career Resource Center, Reitz Union, career development assistance and counseling, 392-1601, [www.crc.ufl.edu](http://www.crc.ufl.edu).

### **Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Reading Material:

### Required Books:

- ❖ Jeff Goodwin and James M. Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Third Edition. Malden, MA: Wiley Blackwell.
- ❖ Tarrow, Sidney. 2011 (3rd ed.). *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

The books are available as ebooks via the UF Library Course Reserve (<https://cms.uflib.ufl.edu/accesssupport/coursereserves>).

All other readings are available on Canvas.

## Course Schedule and Reading list

(\*We may modify the schedule as needed depending on the pace of the class; any changes will be announced in class and on the course website)

### Week 1 Introduction

8/25      *Introduction to class*

Syllabus

Milkman and Lewis “Occupy Wall Street” (30-44)\*

*[\*In the required textbook by Goodwin and Jasper; readings listed below with the same citation format all from the same textbook]*

Documentary screening: History of an Occupation (about Occupy Wall Street by Al Jazeera; <https://www.youtube.com/watch?v=K4VLYGfGDZg>)

### Week 2 Movements Participation

9/6      *Non-participation*

Goodwin and Jasper “Who Joins or Supports Movements” (53-57)

Olson “The Free Rider Problem” (59-64)

*Supplementary reading:* Oegema, Dirk, and Bert Klandermans. "Why social movement sympathizers don't participate: Erosion and nonconversion of support." *American Sociological Review* (1994): 703-722.

9/8

### **Becoming an Activist**

McAdam "Recruits to Civil Rights Activism" (65-75)

Kurzban "Who are the Radical Islamists" (76-82)

### ***Movements Participation: A Case Study***

Documentary screening: Freedom Summer (PBS)

(only the first 50 min is required.)

<https://www.pbs.org/wgbh/americanexperience/films/freedomsummer/#part01>

*Supplementary reading:* Francisco, Ronald. "After the massacre: Mobilization in the wake of harsh repression." *Mobilization: An International Quarterly* 9.2 (2004): 107-126.

*Supplementary reading:* Maresca, A. and Meyer, D.S., 2020. Tracking the Resistance. *Sociology Compass*: 1-13.

## Week 3 Social Movement Theories

9/13

### ***Movement Organizations and Resource Mobilization:***

#### **Do Organizations Undermine or Support Movements?**

Goodwin and Jasper, "How are Movements Organized" (155-158)

McCarthy and Zald, "Social Movement Organizations" (159-174)

Piven, Frances Fox, and Richard A. Cloward. 1991. "Collective Protest: A Critique of Resource Mobilization Theory." *International Journal of Politics, Culture and Society* 4:435-458.

*Supplementary reading:* McKane, R.G. and McCammon, H.J., 2018. Why We March: The Role of Grievances, Threats, and Movement Organizational Resources in the 2017 Women's Marches. *Mobilization: An International Quarterly*, 23(4), pp.401-424.

*Supplementary reading:* Gose, L.E. and Skocpol, T., 2019. Resist, persist, and transform: The emergence and impact of grassroots resistance groups opposing the Trump presidency. *Mobilization: An International Quarterly*, 24(3), pp.293-317.

9/15

### ***Political opportunities***

Tarrow, Sidney. 2011 (3rd ed.). "State, Capitalism, and Contention," pp. 71-91, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Supplementary reading: Eidlin, Barry. 2016. "Why is there no labor party in the United States? Political articulation and the Canadian comparison, 1932 to 1948." *American Sociological Review* 81.3: 488-516.

Supplementary reading: Barrie, C. and Ketchley, N., 2018. Opportunity without organization: Labor mobilization in Egypt after the 25th January revolution. *Mobilization*, 23(2), pp.181-202.

Supplementary reading: McCarthy, John D., and Mark Wolfson. 1996. "Resource Mobilization by Local Social Movement Organizations: Agency, Strategy, and Organizations in the Movement against Drinking and Driving." *American Sociological Review* 61:1070-1088.

Supplementary reading: Klandermans, Bert. 1984. "Mobilization and Participation. Social Psychological Expansions of Resource Mobilization Theory." *American Sociological Review* 49:583-600.

#### Week 4 Social Movement Theories

9/20

##### ***Political opportunity structure***

McAdam, Doug. 1996. "Conceptual Origins, Current Problems, Future Directions," pp. 23-37 in *Comparative Perspectives on Social Movements. Political Opportunities, Mobilizing Structures, and Cultural Framings*, edited by Doug McAdam, John McCarthy, and Mayer N. Zald. Cambridge: Cambridge University Press.

##### ***Political opportunities: A Critique***

Kurzban, Charles. "Structural opportunity and perceived opportunity in social-movement theory: The Iranian revolution of 1979." *American Sociological Review* (1996): 153-170.

Supplementary reading: Aslanidis, Paris, 2016. Populist social movements of the great recession. *Mobilization: An International Quarterly*, 21(3), pp.301-321.

Supplementary reading: Goodwin, Jeff, and James M. Jasper. 1999. "Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory." *Sociological Forum* 14:27-54.

9/22

##### ***Framing Theory***

Snow, David A., E. Burke Rochford Jr, Steven K. Worden, and Robert D. Benford. "Frame alignment processes, micromobilization, and movement participation." *American sociological review* (1986): 464-481.

Supplementary reading: Malaena J. Taylor and Mary Bernstein (2019). “Denial, Deflection, And Distraction: Neutralizing Charges of Racism by the Tea Party Movement.” *Mobilization: An International Quarterly*: Vol. 24, No. 2, pp. 137-156.

Supplementary reading: Ayoub, P.M. and Chetaille, A., 2020. Movement/countermovement interaction and instrumental framing in a multi-level world: rooting Polish lesbian and gay activism. *Social Movement Studies*, 19(1), pp.21-37.

Supplementary reading: Donoso, S., 2016. When social movements become a democratizing force: the political impact of the student movement in Chile. In *Protest, social movements and global democracy since 2011: new perspectives*. Emerald Group Publishing Limited.

Supplementary reading: Ho, M.S., 2016. Making an Opportunity: Strategic Bipartisanship in Taiwan’s Environmental Movement. *Sociological Perspectives*, 59(3), pp.543-560.

Supplementary reading: Kitschelt, H. P. (1986). Political opportunity structures and political protest: Anti-nuclear movements in four democracies. *British journal of political science*, 16(1), 57-85.

### Week 5 Social Movement Theories

**Last week available to write your 1st response paper.**

**9/27                    *Framing Theory: Recent Development***

Ryan and Gamson, “Are Frames Enough?” (136-142)

Snow, David, Robert Benford, Holly J. McCammon, Lyndi Hewett, and Scott Fitzgerald. 2014. "The Emergence, Development, and Future of the Framing Perspective: 25+ Years Since "Frame Alignment"." *Mobilization* 19(1):23-45.

Supplementary reading: Ketelaars, Pauline, Stefaan Walgrave, and Ruud Wouters. 2014. "Degrees of Frame Alignment: Comparing Organisers’ and Participants’ Frames in 29 Demonstrations in three Countries." *International Sociology* 29(6):504-524.

**9/29                    *Framing by Elites***

Shriver, Thomas E., Alison E. Adams, and Sherry Cable. "Discursive obstruction and elite opposition to environmental activism in the Czech Republic." *Social Forces* 91, no. 3 (2013): 873-893.

Documentary screening: *Politics, Religion and the Tea Party* (Al Jazeera)

Supplementary reading: Bray, Laura A., Thomas E. Shriver, and Alison E. Adams. "Framing authoritarian legitimacy: elite cohesion in the aftermath of popular rebellion." *Social Movement Studies* (2019): 1-20.

Supplementary reading: Roscigno, Vincent, Julia Cantzler, Salvatore Restifo, and Joshua Guetzkow. "Legitimation, state repression, and the Sioux Massacre at wounded knee." *Mobilization: An International Quarterly* 20, no. 1 (2015): 17-40.

Supplementary reading: Xu, Kaibin. "Framing occupy Wall Street: a content analysis of the New York Times and USA today." *International Journal of Communication* 7 (2013): 2412-2432.

### Week 6 Movement Tactics and Strategies

#### **10/4**      ***What are the different ways movements work to achieve their goals?***

Ron, Romos, and Rodgers "What Shapes the West's Human Rights Focus?" (317-324)

Auyero "Everyday Life, Routine Politics, and Protest" (246-253)

Seidman, "Armed Struggle in the South African Anti-Apartheid Movement" (224- 238)

Brym, "Suicide Bombing" (239-245)

Supplementary reading: McAdam, Doug. 1983. "Tactical Innovation and the Pace of Insurgency," *American Sociological Review* 48: 735-754.

Supplementary reading: Oliver, Pamela, and Daniel Myers. "The coevolution of social movements." *Mobilization: An International Quarterly* 8, no. 1 (2003): 1-24.

#### **10/6**      ***Movement across borders***

Lerner, "Global Corporations, Global Unions" (335-342)

Wapner, "Transnational Environmental Activism" (175-183)

Smith, "The Transnational Network for Democratic Globalization" (184-195)

Supplementary reading: Friedman, Eli. "External pressure and local mobilization: Transnational activism and the emergence of the Chinese labor movement." *Mobilization: An International Quarterly* 14, no. 2 (2009): 199-218.

Supplementary reading: Evans, Rhonda, and Tamara Kay. "How environmentalists "greened" trade policy: Strategic action and the architecture of field overlap." *American Sociological Review* 73, no. 6 (2008): 970-991.

*Supplementary reading:* Tarrow, Sidney. 2011 (3rd ed.). "Transnational Contention," pp. 234-258, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

## Week 7 Media

### **10/11 *Movements and Media***

#### ***Does the media facilitate or restrain the development of a movement?***

Tufekci, Zeynep. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press, 2017. Introduction, pp. xxi-xxix.

Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted," *The New Yorker*, October 4, 2010, pp. 1-9.  
[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell).

*Supplementary reading:* Vasi, Ion Bogdan, Edward T. Walker, John S. Johnson, and Hui Fen Tan. 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, no. 5: 934-959.

*Supplementary reading:* Bonilla, Yarimar, and Jonathan Rosa. "# Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American ethnologist* 42, no. 1 (2015): 4-17.

### **10/13 *Movements and Media***

#### ***Media bias in protest coverage and why it matters***

Gottlieb, Julian. "Protest news framing cycle: How the New York Times covered occupy wall street." *International Journal of Communication* 9 (2015): 231–253

*The Facebook Dilemma* (PBS; 2018 <https://www.pbs.org/video/the-facebook-dilemma-part-one-s43cuc/>)

*Supplementary reading:* Jackie Smith et al., "From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington, D.C.," *Social Forces* 79 (2001): 1397-1423.

*Supplementary reading:* Earl, Jennifer, Katrina Kimport, Greg Prieto, Carly Rush, and Kimberly Reynoso. (2010). "Changing the World One Webpage at a Time: Conceptualizing and Explaining Internet Activism," *Mobilization* 15(4), pp. 425-446.

*Supplementary reading:* Shahin, Saif, Pei Zheng, Heloisa Aruth Sturm, and Deepa Fadnis. "Protesting the paradigm: A comparative study of news coverage of protests in Brazil, China, and India." *The International Journal of Press/Politics* 21, no. 2 (2016): 143-164.

Supplementary reading: Bennett, W. Lance. "The personalization of politics: Political identity, social media, and changing patterns of participation." *The ANNALS of the American Academy of Political and Social Science* 644, no. 1 (2012): 20-39.

### Week 8 Right-Wing Movements

10/18 ***Right-Wing Movements***

Williamson, Vanessa, Theda Skocpol, and John Coggin. "The Tea Party and the remaking of Republican conservatism." *Perspectives on Politics* 9, no. 1 (2011): 25-43.

Supplementary reading: McVeigh, Rory, David Cunningham, and Justin Farrell. "Political polarization as a social movement outcome: 1960s Klan activism and its enduring impact on political realignment in Southern counties, 1960 to 2000." *American sociological review* 79, no. 6 (2014): 1144-1171

Supplementary reading: Linden, Annette and Bert Klandermans. 2006. "Stigmatization and Repression of Extreme-Right Activism in the Netherlands." *Mobilization* 11(2):213–228.

10/20 ***Right-Wing Movements: A Case***

Documentary screening: Documenting Hate: Charlottesville (PBS)

### Week 9 Repression

**Last week available to write your 2nd response paper.**

10/25 ***Social Control and Repression: Typology, Mechanisms, and Trend***

Earl, Jennifer. "Tanks, tear gas, and taxes: Toward a theory of movement repression." *Sociological theory* 21, no. 1 (2003): 44-68.

Soule, Sarah, and Christian Davenport. 2009. "Velvet glove, iron fist, or even hand? Protest policing in the United States, 1960-1990." *Mobilization: An International Quarterly* 14, no. 1: 1-22.

Supplementary readings: Monaghan, Jeffrey and Kevin Walby. 2012. "‘They Attacked the City’: Security Intelligence, the Sociology of Protest Policing and the Anarchist Threat at the 2010 Toronto G20 Summit." *Current Sociology* 60(5):653–71.

Supplementary reading: Li, Yao. (2019). A zero-sum game? Repression and protest in China. *Government and Opposition*, 54(2), 309-335.

10/27

***Social Control and Repression: Discrepancy across Social Groups***

Kurzman, Charles, Ahsan Kamal, and Hajar Yazdiha. 2017. "Ideology and threat assessment: law enforcement evaluation of muslim and right-wing extremism." *Socius* (3): 1–13.

Supplementary reading: Davenport, Christian, Sarah A. Soule, and David A. Armstrong. "Protesting while black? The differential policing of American activism, 1960 to 1990." *American Sociological Review* 76, no. 1 (2011): 152-178.

Supplementary reading: Brame, Wendy J. and Thomas E. Shriver. 2013. "Surveillance and Social Control: The FBI's Handling of the Black Panther Party in North Carolina." *Crime, Law and Social Change* 59(5):501–16.

Supplementary readings: Gillham, Patrick F. and John a Noakes. 2007. "'More Than a March in a Circle': Transgressive Protests and the Limits of Negotiated Management." *Mobilization: An International Quarterly* 12(4):341–357.

Supplementary readings: Boykoff, Jules. 2007. "Limiting Dissent: The Mechanisms of State Repression in the USA." *Social Movement Studies* 6(3):281–310.

Supplementary reading: Barkan, Steven E. "Legal control of the southern civil rights movement." *American Sociological Review* (1984): 552-565.

Week 10 Repression & Movement Decline

11/1

***Repression-Dissent Nexus***

Hess, David, and Brian Martin. 2006. "Repression, backfire, and the theory of transformative events." *Mobilization: An International Quarterly* 11, no. 2: 249-267.

***Repression across Borders***

Moss, Dana M. "Transnational repression, diaspora mobilization, and the case of the Arab Spring." *Social Problems* 63, no. 4 (2016): 480-498.

Supplementary reading: Tsourapas, Gerasimos. 2019 "The long arm of the Arab state." *Ethnic and Racial Studies*: 1-20.

11/3

***Movement Decline***

Epstein, "The Decline of the Women's Movements" (347-353)

Gamson, "The Dilemmas of Identity Politics" (354-362)

Documentary screening: The decline of labour unions in the US (Al Jazeera)

Supplementary reading: Moss, Dana. "Repression, response, and contained

escalation under "liberalized" authoritarianism in Jordan." *Mobilization: An International Quarterly* 19, no. 3 (2014): 261-286.

Supplementary reading: Francisco, Ronald A. 2005. "The dictator's dilemma," pp. 58-81, in *Repression and mobilization*, Davenport, Christian, Hank Johnston, and Carol McClurg Mueller (eds). University of Minnesota Press.

Supplementary reading: Chang, Paul Y. 2008. "Unintended Consequences of Repression: Alliance Formation in South Korea's Democracy Movement (1970-1979)." *Social Forces*, Vol. 87, No. 2, pp. 651-677.

### Week 11 Movement Consequences

#### **11/8**      ***Movement Consequences: Does Social Movements Matter?***

Gamson, "Defining Movement 'Success'" (383-385)

Meyer, "How Social Movements Matter" (386-390)

Pellow and Brulle, "Environmental Justice" (391-397)

Supplementary reading: McAdam, Doug and Yang Su. "The War at Home: Antiwar Protests and Congressional Voting, 1965 to 1973." *American Sociological Review* 67 (2002): 696-721.

Supplementary reading: Doug McAdam. 1989. "The Biographical Consequences of Activism." *American Sociological Review* 54: 744-760. [Movement Consequences on Movement Participants]

#### **11/10**      ***Movement Consequences: Two Recent Cases***

Michael Levitin, The Triumph of Occupy Wall Street, *The Atlantic*, June 10, 2015.

Dreier, "Black Lives Matter joins a long line of protest movements that have shifted public opinion"

([https://www.salon.com/2015/08/15/black\\_lives\\_matter\\_joins\\_a\\_long\\_line\\_of\\_protest\\_movements\\_that\\_have\\_shifted\\_public\\_opinion\\_most\\_recently\\_occupy\\_wall\\_street/](https://www.salon.com/2015/08/15/black_lives_matter_joins_a_long_line_of_protest_movements_that_have_shifted_public_opinion_most_recently_occupy_wall_street/))

#### ***Movement Cycles***

Tarrow, Sidney. 2011 (3rd ed.). "Cycles of Contention," pp. 195-214, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Supplementary reading: Gitlin, Todd. 2013. "Occupy's Predicament: The Moment and the Prospects for the Movement." *British Journal of Sociology* 64(1): 3-25.

Supplementary reading: Meyer, David S. "Protest Cycles and Political Process: American Peace Movements in the Nuclear Age." *Political Research Quarterly* 46 (1993): 451-79.

Supplementary reading: Schelly, David, and Paul B. Stretesky. "An analysis of the "path of least resistance" argument in three environmental justice success cases." *Society and Natural Resources* 22.4 (2009): 369-380.

Supplementary reading: Klatch, Rebecca E. "The formation of feminist consciousness among left-and right-wing activists of the 1960s." *Gender & Society* 15, no. 6 (2001): 791-815. [Movement Consequences on Movement Participants]

### Week 12 Movements beyond the U.S.

#### **11/15 *Protest and Social Control in Non-Democracies: Russia***

Robertson, Graeme B. 2009. "Managing Society: Protest, Civil Society, and Regime in Putin's Russia." *Slavic Review* 68 (3): 528-47.

Supplementary reading: Ammon Cheskin & Luke March. (2015). "State-society relations in contemporary Russia: new forms of political and social contention". *East European Politics*, 31 (3), pp. 261-273.

Supplementary reading: Geoffray, Marie Laure. 2014. "Channeling Protest in Illiberal Regimes: The Cuban Case since the Fall of the Berlin Wall." *Journal of Civil Society* 10 (3): 223-38.

#### **11/17 *Protest and Social Control in Non-Democracies: China***

Kevin J. O'Brien and Lianjiang Li. 2006. *Rightful Resistance in Rural China*. Cambridge University Press. Chapter 1 Rightful Resistance, pp.1-15.

Supplementary reading: Koesel, Karrie J., and Valerie J. Bunce. "Diffusion-proofing: Russian and Chinese responses to waves of popular mobilizations against authoritarian rulers." *Perspectives on Politics* (2 013): 753-768.

Supplementary reading: Li, Yao. 2019. *Playing by the Informal Rules: Why the Chinese Regime Remains Stable Despite Rising Protests*. Cambridge University Press. Chapter 1, Introduction Rising Protests and Regime Stability, pp. 1-26.

Supplementary reading: Chua, Lynette J. *Mobilizing Gay Singapore: Rights and Resistance in an Authoritarian State*. Philadelphia: Temple University Press, 2014. Chapter 1, Mobilizing Gay Rights under Authoritarianism, pp. 1-25.

### Week 13 Movements beyond the U.S.

11/22

*Arab Uprising*

Documentary screening: Egypt in Crisis (PBS)

Week 14 Movements beyond the U.S.

**Last week available to write your 3rd response paper.**

11/29

*Movements and Revolutions: Arab Uprising*

Castells, "The Egyptian Revolution" (45-52)

Goldstone, "Understanding Revolutions: The Arab Uprisings" (398-404)

Davenport, Christian, and Will H. Moore. "The Arab Spring, Winter, and Back Again? (Re) Introducing the dissent-repression nexus with a twist." *International Interactions* 38, no. 5 (2012): 704-713.

*A review of social movements theories*

McAdam, Doug, and Sidney Tarrow. 2011. "Introduction: Dynamics of Contention Ten Years On." *Mobilization* 16(1): 1-10.

Goodwin and Jasper. "Editor's Introduction" (3-7)

Supplementary reading: Stacher, Joshua. "Fragmenting states, new regimes: militarized state violence and transition in the Middle East." *Democratization* 22, no. 2 (2015): 259-275.

12/1

Student presentations on final projects

Week 15

12/6

Student presentations on final projects

**Final paper due: 11:59pm on Dec. 12, 2022**

**NO LATE PAPER ACCEPTED**