

Social Movements and Protests

POL 345U
Harrison Hall 302
Mon & Wed 1:15 pm – 2:35 pm

Instructor: Dr. Kevin Reuning (ROY-ning)
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Course Website: Canvas
Office: Harrison Hall 222
Office Hours: Monday: 11 am – 12 pm
Thursday: 11 am – 2 pm

Course Description:

The purpose of this course is to better understand social movements. Social movements are a critical component of modern governance. We will analyze how movements form, who participates in social movements, what they do, and how they can be successful. Although the focus will be on American social movements we will not be limited to that.

Student Learning Objectives:

1. Students will be able to define what social movements are and explain theories for their mobilization.
2. Students will demonstrate evidence-based reasoning by writing a paper on a particular social movement and using evidence to argue how this movement fits into the theories we study.
3. Student will critically assess the methodologies used to study social movements and when particular methods are and are not appropriate.
4. Students will be able to explain the mobilization of contemporary social movements using the theories that we discuss in class.
5. Students will be able to explain the role of social movements in a modern democracy and evaluate the normative implications of their impact.

Required Books:

Tarrow, Sidney G. 2011. *Power in Movement: Social Movements and Contentious Politics* 3rd Edition. Cambridge University Press. ISBN: 9780521155724

Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement*. University of Chicago Press. ISBN: 9780226104416

Course Policies:

Respect: This course will discuss and tackle issues where opinions can differ, and where opinions can be strongly held. We will do so with respect for all members of the class, in a way that everyone feels welcome to share and discuss. It is also important to remember that this is a *political science* class, not a discussion of politics. We will be discussing how movements mobilize around a variety of issues, but we will not, necessarily, be discussing our own opinions on the issues. I do not expect anyone to be detached from the subject matter, as these are important subjects, but I do expect everyone to remain focused on the goals of the class: understanding how and why people engage in contentious politics.

Preparation: This is a 300 level courses and so you will be expected to do the readings for the day prior to coming to class. In addition, given the nature of the course, I expect you to be aware of current events. Class discussion will revolve around translating what we have been discussing in class to social movements, including contemporary movements. As such, you will be better prepared to participate if you are aware of what is happening.

Technology: In class you are expected to be focused on what is going on within the class. You may use a laptop to take notes or review materials during class. If laptops become a distraction I have the right to change this policy.

Email Policy: I will check email between 8am and 6pm, and will try to always respond to any contact within 24 hours. Although I do not expect formality in email communications, I do expect you to respect that emails are not a costless act. In addition, I expect you to also regularly check your email.

Grade Distribution and Assignments:

Item	Percentage
Attendance	5%
In-Class Assignments	15%
Movement Analysis Project	
Movement History	5%
Movement Participation	10%
Macro Theory Application	10%
Final Memo	10%
Presentation	5%
Midterm	20%
Final	20%

Attendance: You are expected to come to class. You are given 2 unexcused absences without loss of credit. Additional unexcused absences will lead to lost points:

- 0-2 unexcused absences: 5%
- 3 unexcused absences: 4%
- 4 unexcused absences: 3%
- 5 unexcused absences: 2%
- 6 unexcused absences: 1%

- 7 or more unexcused absences: 0%

In addition, you will still be expected to complete any in-class assignments that you missed. These will be due one week after you return to class. You are expected to contact me in order to get access to any missed assignments. Not completing a missed assignment because you were unaware of it is not an excuse.

Excused absences: In accordance with Miami University policy (<https://blogs.miamioh.edu/miamipolicies/?p=2046>), I must be notified in writing prior to any excused absence. These will not count against your unexcused absences. You will still be expected to complete any in-class assignments. As for unexcused absences you must contact me to received the assignment and they are due one week after your return to class.

Movement Analysis Project:

For this class you will select a social movement that you will analyze. Throughout the semester you will turn in 3 written assignments on the social movement. Each written assignment will be 2 pages double spaced. At the end of the semester you will combine these assignments into a single description and analysis of the movement. When combining these assignments into a single memo you will have to add an intro, and a conclusion, making it 8 pages in total. This will also give you a chance to rework any sections that you had trouble on. The details for each sub-assignment are below.

Selecting a movement: You will be given a list of potential movements to pick from. Any movement can be picked by at most 3 people. You will work with those 3 people on the presentation, but nothing else. You will pick through Signup Genius and so this will be first come first serve. Movements must be picked by September 3rd.

1. **History of the Movement:** 2 pages discussing when the movement appeared, what demands the movement made and how the movement evolved over time. If the movement is no longer inactive you should discuss when they became inactive. You do not need to explain *why* any of these things happen, just *what* happened. **Due Monday September 24**
2. **Movement Participants:** 2 pages discussing who participated in the movement and who were the leaders of the movement. You need to apply what we have learned in class about who often participates in social movements to this discussion. You should be able to explain if participants are who we expect or if there is something different about this movement that is not well explained by the theories we discuss in class. **Due Monday, October 8**
3. **Macro Theory Application:** 2 pages applying one of the macro theories of movements we have discussed to explain part of your social movement. You will have to outline the theory, then discuss how it applies to the movement you studied. This will include evidence about the movement, drawn from scholarly work or other similar sources. It is perfectly fine to claim that the theory does *not* explain the movement well. **Due Monday, November 19**

The final combined paper is **due on Monday December 3rd**. You will take the pieces you put together and combine them into a single cohesive paper outlining the history of the movement, participants in the movement, and the application of a macro theory of the movement.

Presentation: Finally, throughout the semester you will present on your social movement. These will be *short* presentations meant to give other students some history of your movement. You will

cover the same topics as identified in your first paper. If there are multiple students who have selected the same project they will present together. Every member of the group is expected to present some part of it.

Midterm: Will cover the first half of the course, up through our discussion of resource mobilization. It will take place on Wednesday, October 17th. We will have a review the session before where we will discuss the format of the exam.

Final: Will cover the second half of the course, it will *not* be cumulative. It will take place on Monday, December 10th. We will have a review the session before where we will discuss the format of the exam.

Extra Credit:

I will provide several extra credit opportunities throughout the semester and will announce them in class and on Canvas.

Late work policy: In order to receive a deadline extension you should contact me more than 24 hours before the deadline. If an assignment is turned in late without an extension but within 24 hours of the due date, your grade will decrease by 5 percentage points (a 95% would become a 90%). For every additional 24 hours after this it loses another 5%.

Letter Grade Distribution:

≥ 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 67.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<59.99	F

Academic Integrity:

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

Miami demands the highest standards of professional conduct from its students, faculty, and staff. As a community of scholars, our fundamental purpose is the pursuit of knowledge. Integrity in research and creative activities and in academic study is based on sound disciplinary practices and expectations, as well as a commitment to the values of honesty and integrity.

Any student caught committing academic dishonesty will, at a minimum, receive a 0 for the assignment at hand. For more information on academic dishonesty and potential punishments visit <http://MiamiOH.edu/integrity>.

Disability Services:

If you are a student with a physical, learning, medical and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact the Office of Student Disability Services at 529-1541 (V/TTY), located in the Shriver Center, Room 304.

Course Outline:

Monday, August 27: Introduction

Wednesday, August 29: What is a Social Movement?

- Read: Chapter 2 of *Theories of Political Protest and Social Movements* by Karl-Dieter Opp (on Canvas)

Monday, September 3: No class

- Signup for a Movement on Signup Genius.

Wednesday, September 5: Free Riders

- Chong, Chapter 1 and 2

Monday, September 10: Selective Incentives

- Chong, Chapter 3

Wednesday, September 12: Who Participates?

- Munson, Ziad. 2010. “Mobilizing on Campus: Conservative Movements and Today’s College Students” *Sociological Forum*. 25(4):769-786.

Monday, September 17: Library Day

- Jenny Presnell, Humanities / Social Sciences Librarian

Wednesday, September 19: What happens after your participate?

- McAdam, Doug. 1989. “The Biographical Consequences of Activism” *American Sociological Review*. 54(5):744-760.

Monday, September 24: Leadership and Social Movements

- History of Movement due by midnight.
- Chong, Chapter 5 and 6.

Wednesday, September 26: What is a Leader?

Will read one of:

- 1 <https://mobilizingideas.wordpress.com/2017/05/12/social-movements-and-leadership/>
- 2 <https://mobilizingideas.wordpress.com/2017/05/12/coalition-building-through-everyday-social-movement-leadership/>
- 3 <https://mobilizingideas.wordpress.com/2017/05/29/leader-should-be-plural/>

Monday, October 1: Social Movement Presentations

Wednesday, October 3: Macro Theories of Social Movements

- Tarrow, Chapter 1 and Chapter 2

Monday, October 8: Resource Mobilization

- Movement Participants due by midnight
- McCarthy, John D. and Mayer N. Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory” *American Journal of Sociology*. 82(6):1212-1241

Wednesday, October 10: The Threat of Professionalization

- Cress, Daniel M. and David A. Snow. 1996. “Mobilization at the Margins: Resources, Benefactors, and the Viability of Homeless Social Movement Organizations” *American Sociological Review* 61(6):1089-1109.

Monday October 15: Review

Wednesday, October 17: Midterm

Monday October 22: Political Opportunity Structure

- Tarrow, Chapter 8
- Kitschelt, Herbert P. 1986. “Political Opportunity Structures and Political Protest: Anti-Nuclear Movements in Four Democracies.” *British Journal of Political Science* 16(1):57-85.

Wednesday October 24: Political Opportunity Structure

- Kurzman, Charles. 1996. “Structural Opportunity and Perceived Opportunity in Social-Movement Theory: The Iranian Revolution of 1979.” *American Sociological Review* 61(1):153-170.

Monday October 29: Repertoires of Contention

- Tarrow, Chapter 5

Wednesday October 31: Repertoires of Contention

Will read one of:

- 1 Morris, Aldon. 1981. “Black Southern Student Sit-In Movement: An Analysis of Internal Organizations.” *American Sociological Review* 46(6):744-767
- 2 Andrews, Kenneth T. and Michael Biggs. 2006. “The Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins.” *American Sociological Review* 71(5):752-777.

Monday November 5: Social Movement Presentations

Wednesday November 7: Framing of Social Movements

- Tarrow, Chapter 7

Monday November 12: Framing of Social Movements

- **NO CLASS**

Wednesday November 14: Police and Protest

- Earl, Jennifer, Sarah A. Soule and John D. McCarthy. 2003. “Protest under Fire? Explaining the Policing of Protest.” *American Sociological Review* 68(4):581-606.

Monday November 19: Impact of Social Movements: Overview

- Macro Theory Application due by midnight
- Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. “The Political Consequences of Social Movements” 36:287-307.

Wednesday November 21: No Class

Monday November 26: Impact of Social Movements: The Market

- King, Brayden G. and Sarah A. Soule. 2007. “Social Movements as Extra-Institutional Entrepreneurs: The Effect of Protests on Stock Price Returns.” 52(3):413-442.

Wednesday November 26: Social Movement Presentations

Monday December 3: Impact of Social Movements: Causes

- Final paper due by midnight
- McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg and Christine Mowery. 2001. “How Movements Win: Gendered Opportunity Structures and U.S. Women’s Suffrage Movements, 1866 to 1919.” *American Sociological Review* 66(1):49-70.

Wednesday December 5: Review

Monday December 10: Final Exam

- 12:45 to 2:45pm

Additional Resources

- Howe Writing Center: <http://miamioh.edu/hcwe>
- Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to call Student Counseling Service (513-529-4634). For emergencies outside of business hours, the Community and Counseling and Crisis Center (844-427-4747) has a 24-hour hotline.
- Students come to Miami from a variety of economic backgrounds. If you are having financial trouble I urge you to make use of the services available through Miami Cares Resources: <http://miamioh.edu/emss/offices/student-success-center/student-resources/index.html> (under the Emergency Needs tab)