SOC 310: Social Movements
Tuesday and Thursday: 9:25-10:40
Lech Walesa Hall 3031 – CRN 17442

Instructor: Jerome Hendricks
Office hours: T and Th 10:40 – 11:40
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Course Description: The field of social movements has grown significantly over the past three decades to a vast literature with connections to virtually all areas of social science. It includes work on "movement processes" within organizations as well as work on exogenous conditions that give rise to the things we call social movements. We see work on how people go about producing social change in formations that do not look anything like the popular conception of social movement. We also find work on the ways in which elites sometimes create movements or attempt to portray themselves as popular mobilizations. What remains at the core of the field is the image of agentic people who want to produce change. Everything else flows from this. The field draws on and has had major influence on organizational sociology, social psychology, political sociology, and media studies, among others. This course is designed to pull students into current theoretical and empirical issues in the study of social movements. It is my hope that a participation component to the course will allow all of you to analyze the dynamics between agency and structure that can facilitate or restrain change. This course requires that you have at least taken SOC 100, MCS 101, or LLAS 101.

Course Aims and Outcomes: The aim of this course is twofold; to familiarize you with the theories, the general history, conceptual issues, and empirical research pertaining to social movements and to stimulate questions, discussion, hypotheses, and research through active participation. The course is divided into three sections. During the first four weeks we will examine and evaluate four major perspectives or paradigms, review issues surrounding these perspectives and critically assess the subject of social movement as a research focus. The second portion of the term will be devoted to various popular movements and related empirical findings. We will conclude the semester by reading selected pieces on the evolution of internet technology and what that means to us, others and social movements. Starting early in the semester you will be required to volunteer with a social movement organization or community service organization. By the end of the term, I hope you will both understand the contemporary theoretical tradition of social movements and consider these principles based on your own experience. Not only will the course familiarize you with a diverse literature but it will ask you to apply frameworks and develop you own social movement paradigm.

Office Hours and Availability: I will be available after class (10:40 am – 11:40 am) or by appointment if necessary. Because of space issues, my office is currently a shared office in the basement of LWH. I will announce any changes or adjustments to locations or my availability via email and class announcement with as much notice as possible. I rarely check my mailbox and I don't have an office phone so email is the best way to contact me (j-hendricks1@neiu.edu).

I will always do my best to respond to any questions, comments, or issues within 24 hours. HOWEVER, I may require more time for questions sent on weekends and I cannot guarantee a response to emails the night before class. Please keep in mind; I have taken the time to include as much as possible in this syllabus so when questions come up, **look to this document as your first resource.**

Course Grading: 90-100%: A
80-89%: B
70-79%: C
60-69%: D

The following system will account for the total grade you receive:

Components	Points	% of Grade
Attendance	100	20
Interest Statement	25	5
Field Work	25	5
Memos	150	30
Class Leadership	25	5
Final Field Work Journal	175	35
Discretionary	**15**	**3**
Total	500	100.0

Assignment Descriptions

We have very little time to unpack such a vast literature. Therefore, I have put your grade in your hands based on work in and out of the classroom. Some assignments are graded more heavily than others but everything is important for your understanding and your grade. When assignments are to be uploaded to D2L they must be **typed, Times New Roman, 12 pt. font, one-inch margins at most, single-spaced** (just like this syllabus) **with your name, the assignment name, and the date present in the top, left-hand corner**. While I can't stress enough that work should be in your words rather than quotes from outside sources, this does not mean you can't quote authors. However, when quoting please cite properly using ASA style (See citation comments below for more information). When uploading a file to D2L, please name the file in the following fashion:

YOURLASTNAME_DATE_ASSIGNMENT.docx (ex. "Hendricks_092012_Memo1.docx")

This procedure should be used for emailing me as well. So, in the subject line of an email, I would like the following information:

SOC310: YOURLASTNAME – DATE - ISSUE (ex. "SOC310: Hendricks 0908 Gamson Reading")

Attendance (100 pts): Attending class is extremely important! How else can you discuss the readings, see the videos and interact with your colleagues and me? I will allow two (2) excused absences throughout the semester (That's a whole week of class!). I have made an extra

exception for emergencies below but these should only be dire situations. There will be a sign-in sheet every day that will count toward attendance and WORK DONE IN CLASS CANNOT BE MADE UP. I understand that you have a life outside of our class. However, I urge you to make a commitment to the work for yourself and your colleagues.

Interest Statement (25 pts): In preparation for the field component of the class, you are required to submit an interest statement to D2L by Sept. 12, 11pm. This statement is not meant to be overly exhaustive but you will be required to provide specific components in order to receive full credit. In the first paragraph, you need to explain what group you will be working with during the field component of the course, provide a contact whom you've already been in touch with and argue why this cause is worthy of your time and effort from your perspective. In the second paragraph you need to provide some questions that will guide you as a social scientist throughout this process. I would like to see at least one question that engages a specific social movement theory discussed in class, at least one question that considers the issues important to the group you've chosen, and at least one question that considers your role as a researcher in a participation setting. These questions may change over the semester and that's fine. The point is to think about this organization and what you will be doing completely before volunteering. Consider this statement formal writing (citations and formatting apply).

Field Work (25 pts): A field work opportunity with a social movement organization or community service organization is absolutely required for completion of this course; no exceptions. You need to put in at least ten hours of community work throughout the semester, record the days and times in which you participated and have a leader or director I can contact sign off on this work. I will provide you with the time sheet you will need to use and you will include this time sheet in your final field work journal. I understand that we all have obligations outside of school and that asking to do ten hours of community service can be taxing. However, please keep in mind that I have kept the readings and assignments for the semester to a minimum for a 300-level course so you will have extra time. Finally, I realize some of us are more involved in volunteer work than others. If you already volunteer you can certainly use that work for this project but I would like you to focus on something new or specific that is going on this semester. If you do not volunteer, I will discuss working with chicagocares.org, moveon.org, or even occupychi.com and we will find some opportunity that works for you. I only suggest that you aim to make multiple contacts in various groups because falling behind can be disastrous to your semester work.

Final Field Work Journal (175 pts): There is no final exam in this course. Instead, you will be required to post a final compilation of your work to D2L by Dec. 6, 11pm. This final journal will include all of the components you've worked on throughout the semester (time sheet, interest statement, field notes, journaling, memos, news articles, etc.) as well as an introductory statement and a reaction/conclusion statement. This compilation will be graded for completeness, integration of course literature with field events and organization. While more information and a rubric will be provided down the road, for now, let's look at the major components of the work.

> **Memos (50 pts each):** There are three memos that will be included in your final field work journal. Memos should be about two pages in length and take your initial impressions from field notes to the next analytical level. Therefore, look to bring in

appropriate outside materials to inform your analysis, identify major issues and draw conclusions based on your findings. These will both be posted to D2L on the assigned days and included in the final field work journal. This means that they will be graded as their own assignment and you have an opportunity to improve upon them before handing in your final project.

Statements: While I want you to include your interest statement in the final field work journal, I will expect you to write a new introductory statement to explain (about two pages) your motivation, what you experienced, and some of the conclusions you will draw in this compiled work. Additionally, I will expect a conclusion statement (about two pages) that wraps up your work and takes some position concerning social movement literature and your experience this semester. These statements will be of special importance in that final grade as they should illustrate your scholarly growth throughout the semester.

Class Leadership (25 pts): Everyone is required to present one chapter from Part 2 of our semester to the class as a member of a small group. Starting next class, we will sign up for chapters so you can begin to work with your colleagues in order to present the major themes and driving force of that reading. The day we start a new chapter will then be yours. You have at least 45 minutes to go through the chapter and make sure everyone in class understands it. From there we will finish class with a discussion in order to consider the chapter fully. Feel free to incorporate slides, exercises, recent news, videos or whatever your group can come up with. Just make sure that by the end of that class period you have engaged with the reading fully and clearly. You are all experienced students and this is your chance to lead discussion and teach each other.

Discretionary Points (15 pts): I have added fifteen bonus points for those individuals that hand everything in on time, come to every class and maintain a high level of effort throughout the course. These points may not make much of a difference for some of you (it only comes out to about three percent) but if you find yourself on the border of one grade or another they could make a significant difference. Therefore, you are encouraged to get involved in the course, stay organized, ask questions, and let me know how things are going.

Grade Issues: I understand that you may not always agree with my grading. However, I often have a hard time understanding what it is students are upset about (beside the 'letter' or 'number'). In order to avoid the conflict that can arise from emotional responses to graded material, I insist we all abide by the following procedure concerning grade disputes. First, because of the quantity of grading I have at any given time I may not always be the best at providing feedback. So, please email me a feedback request and I will expand on any grade ASAP. Second, if you have a complaint please submit it in written form. This written complaint will include your specific issue and provide examples from your work that show why you believe the grade is inappropriate. I will respond to this written complaint and we can schedule a time to discuss the matter if, after my response, the issue is still unresolved. This process may seem involved but please trust me that it allows for clear and appropriate discussion of disputed grades.

Required Texts: The book should be available at the campus bookstore, but feel free to look for them online. If you have a problem getting the book, please contact me as soon as possible. I know it doesn't look like a ton of reading but the concepts are dense and every chapter will take significant effort.

Staggenborg, Suzanne. 2011. Social Movements. Oxford University Press.

Additional Materials: Any other readings are outside pieces I've selected to give a broader view of the field. These will all be posted to D2L as soon as possible. Please let me know if you are having technical difficulty with the posted materials. You are free to download them and print them off or read them on a laptop/notebook/tablet. However, keep in mind that we will be looking at every reading in depth so you will need a copy/outline/both on hand, in class, every time we meet.

Changes to the Syllabus: We have a great deal of material to cover and not much time to do it. With this in mind, I certainly do not plan on changing the syllabus. Some in-class work may need to change or be adjusted based on our progress but those adjustments will not increase your commitment for the day. If any change does occur, I will post a new syllabus with calendar updates ASAP. Further, information on in-class work will be provided in advance so activities will not come as a surprise to anyone. Beyond these minor adjustments, if any unexpected issues arise and larger changes need to be made, we will do so in order to cover all the necessary material. I understand and respect that you need to plan your lives, so changes will be discussed in class whenever possible and followed with emailed notice.

Late Assignments: The assignments for this class are few and pretty straight-forward. Due dates are consistent and provided in the syllabus; nothing should not come as a surprise to anyone. In-class work cannot be made up because of the group emphasis of those exercises. Because all assignments outside of class will be posted to D2L, you will need to contact me as soon as is possible if you are unable to meet the deadline requirement. If you are having technical difficulties, you should contact me **before the deadline has passed**. To be fair to your colleagues, I am not inclined to accept late work at all. If you have an emergency excuse, I will consider accepting your assignment late at a severe penalty.

Student Handbook: Use your student handbook as a reference for a variety of issues including some I will discuss briefly below. **Undergraduate Student Handbook**

Academic Integrity and Honesty: I start all semesters with the belief that no one means to plagiarize. With this in mind, we will take time during the semester to talk about what constitutes plagiarism and cheating. All students are expected to conduct themselves in accord with university policies as stated in the student handbook. If you have further questions, do not hesitate to ask or email. If I determine that you have intentionally plagiarized on an assignment, you will receive no credit (a zero grade) for that assignment and a possible failing grade for the course as stipulated by university policy.

Citations: All quotes or references should be properly cited in the text. Citations in the text include the author's last name and year of publication. Page numbers are included when quotes

are taken directly from a work or refer to specific pages. Format guidelines are found in *American Sociological Association Style Guide* or at one of the many style guides found online (just google "asa style guide"). Here are a few important examples:

- **Author's name in text**… as Jackson stated (1992).
- **Author's name in a reference**... rather than serving the main purpose (Simpson 1995).
- **Joint authors**… (Hurt and Wallace 1997).
- **Multiple author**s… (Brown, White, and Green 1982) or (Brown et al. 1982)
- **Quotations in the text…** "… rather than serving the main purpose" (Hendricks 1992, 30).

Writing Resources: For assistance with your writing, I strongly recommend that you contact the NEIU Writing Lab (LWH 2046) at 773.442.5480. http://neiu.edu/~ewlab/

Cell Phones and Internet Usage: Please refrain from using your cell phones during class. It drives me nuts and as much as I try to ignore them, I'm compelled to stare at people who feel the need to text or take calls during class. ☺ Moreover, it's obvious when you are distracted by technology and it has the tendency to distract others. Similarly, laptops can be a great tool in class but please keep their use to note taking and documentation only. If you are expecting an important call or need to be reachable, let me know in advance and set your phone to vibrate.

Emergency Absences: In a course where collaboration and practice are vital to the development of these skills, absences cannot be allowed. Emergencies will be considered on a case-by-case basis. Still, I find it very hard to believe that any committed student will need more than one or two emergency absences during a semester. If there is an emergency absence, I need to know as soon as possible and I will need some form of documentation (like a doctor's note, the receipt from your mechanic, or anything you can provide to document why you needed to be elsewhere). Generally, family trips are not an excused out of fairness to your colleagues.

Campus Emergencies: Information concerning the university police and the services they offer can be found at: http://www.neiu.edu/~police/emergency_management.html

Students with Disabilities: Please let me know as soon as is possible if you require any additional assistance. You can also contact the Accessibility and Help Office at 773.442.5495 for NEIU policies and procedures.

Religious Observances: If you are observing a religious holiday, please notify me as soon as possible in order to arrange for an alternative assignment if necessary.

Drop Policies: If you need to drop this course, please read the full details including the refund policy found on the inside cover of the Fall 2012 schedule or on your student page in NEIUport.

Calendar: Please use this calendar as a primary resource to stay on task and come to various sessions prepared. Take note of the topics we'll be covering each day; they should keep material situated. Readings listed for a given date will be the primary focus of that day and should be read prior to class. The last column is designed to be a final reminder of due dates and class activities

so you have a general idea of what to expect on a day to day basis. As I have mentioned earlier, I designed this syllabus to answer most all questions that arise. So, before you email me about class, look to this document and specifically, this calendar for your answer.

Date	Section	Topic	Readings	Of Note
08.27.13		Why are you in my class?	NA	Syllabus and Introduction
08.29.13	Part 1: Social Movement Theory	A little overview to get the ball rolling…	Chapter 1: Introduction	Nuts and Bolts: We will begin signing up for class leadership and discuss finding a fieldwork opportunity?
09.03.13		Resource Mobilization	Chapter 2: Theories of Social Movements and Collective Action	
09.05.13		Political Opportunity	NA	Nuts and Bolts: What should the Interest Statement look like?
09.10.13		Framing	Chapter 3: Issues in the Study of Social Movements and Collective Action	
09.12.13		Culture	NA	Interest Statement due to D2L by 11pm
09.17.13		Your Role as a Researcher	Emerson et al. 1995 (BB), Sanders 1978 (BB)	
09.19.13		Media Influence	Gamson et al. 1992 (BB)	Nuts and Bolts: What should Memo 1 look like?
09.24.13	Part 2: History of Social Movement		Chapter 4: The Protest Cycle of the 1960s	Class Leadership

09.26.13			NA	Memo 1: The Organization and Media. Due to D2L by 9am.
10.01.13			Chapter 5: The Women's Movement	Class Leadership
10.03.13			NA	Nuts and Bolts: What should Memo 2 look like?
10.08.13			Chapter 6: The Gay and Lesbian Movement	Class Leadership
10.10.13			NA	Memo 2: Your Role as a Researcher. Due to D2L by 9am.
10.15.13			Chapter 7: The Environmental Movement	Class Leadership
10.17.13			NA	Nuts and Bolts: What should Memo 3 look like?
10.22.13			Chapter 8: The New American Right	Class Leadership
10.24.13			NA	Memo 3: Theory. Due to D2L by 9am.
10.29.13			Chapter 9: The Global Justice Movement	Class Leadership
10.31.13			NA	
11.05.13	Part 3: The Internet and Social Movement	Individual Considerations of the Internet	Pariser (D2L)	

11.07.13			NA	Nuts and Bolts: What should the Introduction Statement look like?
11.12.13		The Internet and Social Inequality	Whitte and Mannon (D2L)	
11.14.13			NA	Nuts and Bolts: What should the Conclusion Statement look like?
11.19.13		The Internet and Social Movements	Earl and Kimport (D2L)	
11.21.13			NA	Nuts and Bolts: The Structure of the Final Field Work Journal?
11.26.13	Work Day: No Class		NA	
11.28.13	Thanksgiving Holiday: No Class			
12.03.13			NA	Final Field Work Journal Workshop (bring all of your work with you)
12.05.13			NA	Final Field Work Journal Workshop (bring all of your work with you) Final Field Work Journal Due to D2L by 11pm, 12.06.