

Meets:

Synchronous sessions:

Monday and Wednesday 7:00 pm - 8:00 pm

Room: Online

Instructor: Sergio Cabrales.

Office Hours: Monday and Wednesday 06:30 pm - 07:00 pm (Before synchronous sessions, zoom link provided on Canvas)

E-mail: smc224@pitt.edu

Course Rationale and Description

In this course, students will gain insights into social movements' dynamics, characteristics, and impacts. First, an approach to the basic definitions and theoretical approaches will allow us to consider the complexity of social movements and why they are so crucial at the political, social, and cultural levels. Second, characterizing the dynamics of their emergence, maintenance, and decline will allow students to delve into the particularities of social movements. The lessons learned from this module have multiple applications at the organizational level. Third, a review of cases and examples of social movements in the United States and the Global South will materialize this semester's discussions.

Objectives

By the end of this course, you should be able to:

- Define the dynamics and characteristics of social movements and their political, social, and cultural impact.
- Critically examine instances of social movements in the United States and around the globe, underlining their processes and impacts.
- Reflect upon the academic, civic, and professional applications of the sociological study of the social movements.

Required Texts

Required and supplementary readings (papers), and films will be posted to Canvas.

Staggenborg, Suzanne. Social Movements. Third edition., Oxford University Press, 2022.

This book is on *course reserve* at Hillman Library. Selected chapters for readings are explicated in the schedule.

Classroom Policies

Teaching statements and policies on administrative tasks.

In my sociology classes, I present real situations (no matter how theoretical the discussion is) with pragmatic elements applicable to social, political, and personal transformation. I make the students competent at mastering sociological concepts and theories and developing their critical thinking while familiarizing them with various authors and schools of thinking. I do this through assignments, such as essays,

short quizzes, or in-class debates, that require analysis and problematization. In our classes, it is expected to ask: "What do you think of this author or case?" not necessarily, "What does this author say?". In this way, students will join current academic discussions in the sociological field, bringing their valuable contextualized contributions.

Pittsburgh's Policy on Academic Integrity.

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. This class will not tolerate plagiarism, nonoriginal work, cheating, and abusive use of Artificial Intelligence. **Please ensure you properly cite authors, papers, and materials that are not your own.** Be careful with this policy, especially in writing assignments and class discussions.

E-mail Policy

Upon admittance, each student is issued a University email address. The University may use this email address for official communication with students. Students are expected to read emails sent to this account regularly. Failure to read and respond to university communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

I will respond to your email consultation, usually within 24 hours on regular business days (Monday-Friday). If you do not receive my response within 24 hours, it likely means I did not receive your email; **please resend and verify the email address.**

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to university policy and procedures, prohibits unauthorized duplication or retransmission of course materials. See the Library of Congress Copyright Office and the University Copyright Policy.

Statement on Diversity and Classroom Culture Guidelines

As an educator, I aim to teach my students about the advantages of having a diverse group of classmates and to create a safe and welcoming environment where everyone can express themselves freely.

Accessibility and Accommodations

If you have a disability for which you are or may be requesting accommodations, especially regarding Zoom, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term.

Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <http://www.studentaffairs.pitt.edu/drsabout>.

Course Requirements and Grades

The following tasks and assignments should be completed by the due.

Individual and weekly evaluation (4) – 40 points total, 10 points each week—

As noted in the schedule, students answer a short quiz (posted on Canvas and submitted via Google Forms) every week. This evaluation format includes True-and-False questions and multiple-selection questions with respective argumentation (no less than 200 words). The quizzes evaluate learning processes related to the week's readings, cases, and lectures.

As noted in the schedule, these quizzes will be due on Friday by 11:59 pm.

Essay (1) - 30 points—

You will write quiz essay during the course. The essay will ask a question related to the authors and materials covered in the course (see the topics in the next section). I will provide more details regarding the extension and format the week before the essay is due.

Final Presentations (and short overview) - 30 points.

Individually, you will prepare a short presentation (around five minutes, three to four slides) on a contemporary social movement. You can select any example, but we will ensure we do not have repetitions. You will use the theories, concepts, and problematizations gained in this class to examine the movement dynamics and potential impacts. You'll elaborate on the lessons learned from that case.

You will also submit a one-page memo summarizing your presentation, highlighting the main points of your argument. I will provide more details regarding the extension and format two weeks before the due date.

Grades, dates, and scale

Late Work will be lowered **by half a grade** if turned in a day late and **by a full grade** if turned in two to three days late. Work will not be accepted after three days, except in extenuating circumstances that you have discussed with me in advance.

98-100% = A +

93-97% = A

90-92 = A-

88-89 = B+

83-87 = B

80-82 = B-

78-79 = C+

73-77 = C

70-72 = C-

68-69 = D

Below 68 = F

Program

**Required readings (R),
Supplementary Readings (S), and
Films** are available on Canvas.

The schedule follows this structure:

Unit X
Week X.

Date: Session's topic
Assigned readings.

Graded Assignment.

Unit 1. Social Movements – Concepts and Frameworks

Week 1.

Monday, May 13: Overview of the class

Wednesday, May 15: Introduction to Social Movements

(R) Staggenborg, Social Movements. Chapter 1: Introduction

(S) Davis, K. and Heilbroner, D. (2010). Stonewall Uprising. PBS.

<https://www.kanopy.com/en/pitt/video/137222>

* You can use your Pitt account to log into Kanopy.

First weekly short quiz due on Friday, May 17.

Week 2.

Monday, May 20: How to study Social Movements? Methods and classifications

A selection of 2 of these three papers:

(R) Plows, A. (2008). Social movements and ethnographic methodologies: An analysis using case study examples. *Sociology Compass*, 2(5), 1523-1538.

(R) Gillion, D. Q., & Soule, S. A. (2018). The impact of protest on elections in the United States. *Social Science Quarterly*, 99(5), 1649-1664.

(R) Zuev, D. (2010). A visual dimension of protest: An analysis of interactions during the Russian March. *Visual Anthropology*, 23(3), 221-253.

(S) Della Porta, D. (2020). Protests as critical junctures: Some reflections towards a momentous approach to social movements. *Social movement studies*, 19 (5-6), 556-575.

Wednesday, May 22: Theories of Social Movements: Overview

(R) Staggenborg, Social Movements. Chapter 2: Theories of Social Movements and Collective Action.

(S) Sorkin, A. (2020). The Trial of the Chicago 7. Netflix.

<https://www.youtube.com/watch?v=FVb6EdKDBfU>

Second weekly short quiz due on Friday, May 24.

Unit 2. Social Movements Dynamics

Week 3

Monday, May 27: Issues in the study of Social Movements: emergence, interests, resources, and identities.

(R) Staggenborg, Social Movements. Chapter 3: Issues in the Study of Social Movements and Collective Action

(R) Van Stekelenburg, J., & Klandermans, B. (2013). The social psychology of protest. *Current Sociology*, 61(5-6), 886-905.

(S) Gose, Leah E, and Theda Skocpol. 2019. "Resist, persist, and transform: The emergence and impact of grassroots resistance groups opposing the Trump presidency." *Mobilization* 24(3):293-317.

(S) Ransan-Cooper, H., A. Ercan, S., & Duus, S. (2018). When anger meets joy: How emotions mobilize and sustain the anti-coal seam gas movement in regional Australia. *Social movement studies*, 17(6), 635-657.

Wednesday, May 29: Social Movements Maintenance: growth, participation, leadership, recruitment, and decline.

A selection of 2 of these three papers:

(R) Baggetta, Matthew, Hahrie Han, and Kenneth T. Andrews. 2013. "Leading Associations: How individual characteristics and team dynamics generate committed leaders." *American Sociological Review* 78(4):544-73.

(R) Fisher, Dana R, Lorien Jasny, and Dawn M Dow. 2018. "Why are we here? Patterns of intersectional motivations across the resistance." *Mobilization* 23(4):451-68.

(R) Jöst, P. (2020). Mobilization without organization: Grievances and group solidarity of the Unemployed in Tunisia. *Mobilization*, 25(2), 265-283.

(S) Afineevsky, E., dir. 2015. Winter on Fire: Ukraine's Fight for Freedom. Ucrania: Netflix. <https://www.youtube.com/watch?v=yzNxLzFfR5w&rco=1>

Mid-term Essay due on Friday, May 31: 30 points

Week 4

Monday, June 3: Social Movements and Sociopolitical contexts: regime dynamics

A selection of 2 of these three papers (Make sure to read the material with a star):

* **(R)** Giugni, M. (2011). Political opportunity: Still a useful concept?. In *Contention and trust in cities and states* (pp. 271-283). Dordrecht: Springer Netherlands.

(R) Almeida, P. D. (2003). Opportunity organizations and threat-induced contention: Protest waves in authoritarian settings. *American Journal of Sociology*, 109(2), 345-400.

(R) Earl, J. (2003). Tanks, tear gas, and taxes: Toward a theory of movement repression. *Sociological theory*, 21(1), 44-68.

(S) Friedberg, J. Rowley, R. (Director). (2002). This Is What Democracy Looks Like [Video file]. MVD Entertainment Group. Retrieved <https://pitt.kanopy.com/video/what-democracy-looks>.

* You can use your Pitt account to log into Kanopy.

Wednesday, June 5: Framing process

(R) Trumy, A. J. (2016). 'I hate it, but it still sounds good': Collective identity and the evaluation of oppositional frame resonance. *Social Movement Studies*, 15(2), 164-179.

(R) Ketelaars, Pauline. 2016. "What strikes the responsive chord? The effects of framing qualities on frame resonance among protest participants." *Mobilization* 21(3):341-60.

(S) Sobieraj, S. (2010). Reporting conventions: Journalists, activists, and the thorny struggle for political visibility. *Social Problems*, 57(4), 505-528.

Third weekly short quiz due on Friday, June 7.

Week 5

Monday, June 10: Social Movements outcomes

A selection of 2 of these three papers (Make sure to read the material with a star):

* **(R)** Giugni, M. G. (1998). Was it worth the effort? The outcomes and consequences of social movements. *Annual review of sociology*, 24(1), 371-393.

(R) McAdam, D. (1989). The biographical consequences of activism. *American sociological review*, 744-760.

(R) Van Dyke, N., & Taylor, V. (2018). The cultural outcomes of social movements. *The Wiley Blackwell companion to social movements*, 482-498.

(S) York, S. (2002). Bringing Down a Dictator. PBS.

<https://www.youtube.com/watch?v=r7dNLt5mC1A&t=269s>

Wednesday, June 12: Other forms of movements.

A selection of 2 of these three papers:

(R) Bayat, A. (2007). A women's non-movement: What it means to be a woman activist in an Islamic state. *Comparative Studies of South Asia, Africa and the Middle East*, 27(1), 160-172.

(R) Scott, J. (1986). Everyday forms of peasant resistance. *The journal of peasant studies*, 13(2), 5-35.

(R) Pottinger, L. (2017). Planting the seeds of a quiet activism. *Area*, 49(2), 215-222.

(S) Ng, Nancy, and Andreas Fulda. 2018. "The Religious Dimension of Hong Kong's Umbrella Movement." *Journal of Church and State* 60(3):377-97. doi: 10.1093/jcs/csx053.

Fourth weekly short quiz due on Friday, June 14.

Unit 3. Social Movements: Cases and Lessons

Week 6

Monday, June 17: US Civil Rights Movements.

(R) Staggenborg, Social Movements. Chapter 4: The Protest Cycle of the 1960s

(S) DuVernay, A. (2014). Selma. Paramount Pictures.

<https://www.youtube.com/watch?v=x6t7vVTxaic>

Wednesday, June 19: Social Movements Today.

Final Presentations are due this day during the session. 30 points