

<b>The Ohio State University</b> <b>Colleges of the Arts and Sciences Concurrence Form</b>
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The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

**A. Information from the academic unit *initiating* the request**

<b>Sociology</b>	<b>1-22-08</b>
Initiating Academic Unit	Date

<b>Sociology</b>	
Book 3 Listing (e.g., Portuguese)	

<b>806</b>	<b>Social Movements</b>	<b>G</b>	<b>05</b>
Course Number	Title	Level	Credit Hours

Type of Request (underlined):    **New Course**            Course Change            Course Withdrawal            Other

<b>Econ, Finance, Psych</b>	
Academic unit asked to review the request	

<b>2-5-08</b>	
Date response is needed	

**B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).**

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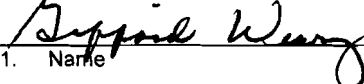


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**Signatures**

1. 	PROFESSOR AND CHAIR	PSYCHOLOGY	1-28-07
Name	Position	Unit	Date

2. Name	Position	Unit	Date
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3. Name	Position	Unit	Date
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## Social Movements

Sociology 806, Autumn 2008

Professor: Andrew W. Martin  
Office: 324 Bricker Hall  
Phone: 247-6641  
Email address: [martin.1026@sociology.osu.edu](mailto:martin.1026@sociology.osu.edu)  
Instructor website: [www.sociology.ohio-state.edu/awm/](http://www.sociology.ohio-state.edu/awm/)  
Course website: TBA

Office Hours:  
TBA  
or by appointment  
Class Information:  
TBA

### Course Overview

In all societies, present and historical, people have joined together to press for or against social change. When engaging in collective action, groups must make important decisions regarding the goals, tactics, and organizational strategies of the movement. Often external factors, including the response of the state, availability of external resources, and cultural values, shape these movement dynamics. In this course we will be exploring all of these issues by examining both the theoretical explanations of social movement activity and important topics within the study of social movements.

### Course Objective

The major objectives of the course include: 1) an understanding of the central theories of social movements, 2) exploring important topics within social movements, such as organizational dynamics and repertoires of action, and 3) developing original research ideas that advance our knowledge of social movements. The bulk of the course material will focus on current debates and research, although some important classical work will also be included. The material covered in the course will provide the basis for an in-depth research paper described in greater detail below.

### Course Format

This course is organized as a seminar. Weekly class meetings will consist of three activities: 1) a brief overview of the material by the instructor, 2) a constructive discussion of the assigned class readings, led by a team of students, and 3) on certain class days, a discussion of special topics will be included.

Along with the discussant leaders, everyone is expected to complete the required reading and turn in a brief reaction paper prior to the week's meeting.

**Course Requirements:****Discussion Leaders**

Each week a pair of students will be assigned as the discussant leaders for the week. The students will prepare a very brief discussion guide that outlines and assesses the week's material and raises important issues for general discussion. An example of how to organize the discussion guide is available on the course website. The discussion should center on a critical evaluation of the readings, not simply an overview of the material. Discussion leaders are encouraged to meet with me outside of class if you have any questions

**Class Participation/Class Reactions**

In order to facilitate in-class participation during the course, all students are required to take part in the class discussion. This will be advanced by the completion of a brief (one page double spaced) reaction to the week's reading due by 9 am the morning of class. The reaction paper is not a summary of the assigned readings, but rather should raise critical issues about the material, which can be used as a basis for discussion. In addition, students are expected to actively participate in the day's discussion.

**Course Paper**

Each student will be expected to complete a full-length (20-25 pages, double spaced) paper by the end of the course. There are two options for the course paper: 1) a standard journal article based on existing data or 2) a detailed, National Science Foundation-style research proposal that includes an explicit discussion of the data collection process used to test your research question. Students interested in pursuing option two should go to the class website for examples of successful NSF grants. Note that early in the course we will be discussing some possible sources of data (linked from the course website) that can be used for an empirical paper, although students are certainly welcome to write a research proposal. While this paper constitutes a significant portion of your grade, it is my hope that it will have utilitarian value beyond this course, preferably as a published journal article or successful grant. Therefore, feel free to pursue a topic that is of most interest to you, although it should fall within the boundaries of social movement research, broadly defined. In addition, if you have a paper in progress, you may certainly pursue its completion in this course, but please see me first. Finally, I will be happy to meet with students about their paper during the course, so do not hesitate to use me as a resource.

**Course Materials**

The course material is drawn from journal articles or book chapters. In the reading list below, I have designated those articles that are available online with an asterisk. Articles and chapters that are not available online can be found in an envelope outside my office door. Out of courtesy to your fellow seminarians, you are allowed to take them for a maximum of one hour. Note that the length of the course prevents us from discussing many important topics in great detail, particularly specific social movements. Students interested in material not covered during the course should contact me outside of class. Within the confines of these limitations, I have sought to include a broad range of topics and perspectives on social movements.

### **Course Evaluation**

Your final grade will be reckoned on the basis of your performance on the following evaluations:

In-Class Participation	20 points
Discussion Leader	20 points
Research paper	60 points
TOTAL	100 points

#### Scale (%)

A	94-100	C+	76-79
A-	90-93	C	73-76
B+	86-89	C-	70-72
B	83-86	D	61-69
B-	80-82	F	60 and lower

## **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate procedures for the investigation of all reported cases of student academic “academic misconduct” includes all forms of student academic misconduct illustrated by, but not limited to, cases of plagiarism and dishonest practices examinations. Instructors shall report all instances of alleged academic committee (Faculty Rule 3335-5-487). For additional information, see Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

## **Unpaid student statement (departmental policy)**

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

## Daily Course Outline and Reading Assignment

<u>Date</u>	<u>Topic/Reading Assignment</u>
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### **Introduction to the Study of Social Movements Studies**

9/20	<u>Introduction to the Course and Social Movements</u>
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Diani, Mario. 1992. "The Concept of Social Movements." *The Sociological Review* 40: 1-25.

Meyer, David S. and Sidney Tarrow. 1998. "A Movement Society: Contentious Politics for a New Century." Pp. 1-28 in *The Social Movement Society*, edited by David S. Meyer and Sidney Tarrow.

McAdam, Doug, John D. McCarthy, and Mayer N. Zald. 1988. "Social Movements." Pp. 695-737 in *The Handbook of Sociology*, Neil Smelser, ed. Beverly Hills, Ca: Sage.

### **Major Theoretical Perspectives in Social Movement Studies**

9/27	<u>Resource Mobilization</u>
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McCarthy, John D. and Mayer Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82: 1212-1241.

Edwards, Bob and John D. McCarthy. 2003. "Resources and Social Movement Mobilization." Pp. 116-154 in *The Blackwell Companion to Social Movements*, edited by David A. Snow, Sarah A. Soule, and Hanspeter Kreise. London: Blackwell Publishers.

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: 1089-1109.

Martin, Andrew W. 2008. "Resources for Success: Social Movements, Strategic Resource Allocation, and Union Organizing Outcomes." *Social Problems*.

10/4	<u>Political Opportunity Models of Social Movements</u>
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Meyer, David S. and Debra C. Minkoff. 2004. "Conceptualizing Political Opportunity." *Social Forces* 82: 1457-1492.

McAdam, Doug. 1996. "Conceptual Origins, Current Problems, Future Directions." Pp. 23-40 in *Comparative Perspectives on Social Movements*, edited by Doug McAdam, John D. McCarthy, and Mayer N. Zald. Cambridge: Cambridge University.

Jenkins, J. Craig and Charles Perrow. 1977. "Insurgency of the Powerless: Farm Worker Movements (1946-1972)." *American Sociological Review* 42: 249-268.

Amenta, Edwin and Yvonne Zylan. 1991. "It Happened Here: Political Opportunity, the New Institutionalism, and the Townsend Movement." *American Sociological Review* 56: 250-265.

## 10/11 Framing in Social Movements

Benford, Robert D. and David S. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26: 611-639.

Snow, David A., E. Burke Rochford, Jr., Steven K. Worden, and Robert D. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation." *American Sociological Review* 51: 464-481.

Babb, Sarah. 1996. "'A True American System of Finance': Frame Resonance in the U.S. Labor Movement, 1866 to 1886." *American Sociological Review* 61: 1033-1052.

Rohlinger, Deana A. 2002. "Framing the Abortion Debate: Organizational Resources, Media Strategies, and Movement-Countermovement Dynamics." *Sociological Quarterly* 43: 479-507.

## **Important Topics in Social Movement Studies**

### 10/18 How Do We Study Social Movements/Methodological Challenges

Strang, David and Sarah A. Soule. 1998. "Diffusion in Organizations and Social Movements: From Hybrid Corn to Poison Pills." *Annual Review of Sociology* 24: 265-290.

Leicht, Kevin T., Toby L. Parcel, and Robert L. Kaufman. 1992. "Measuring the Same Concept across Diverse Organizations." *Social Science Research* 21: 149-174.

Earl, Jennifer, Andrew W. Martin, John D. McCarthy, and Sarah A. Soule. 2004. "The Use of Newspaper Data in the Study of Collective Action." *Annual Review of Sociology* 30: 65-80.

Myers, Daniel J. and Beth Schaefer Caniglia. 2004. "All the Rioting That's Fit to Print: Selection Effects in National Newspaper Coverage of Civil Disorders, 1968-1969." *American Sociological Review* 69: 519-543.

10/25

Leadership, Authority, and Power

Staggenborg, Suzanne. 1988. "The Consequences of Professionalization and Formalization in the Pro-Choice Movement." *American Sociological Review* 53: 585-605.\*

Zald, Mayer N. and Roberta Ash. 1966. "Social Movement Organizations: Growth, Decay, and Change." *Social Forces* 44: 327-340.\*

Stepan-Norris, Judith and Maurice Zeitlin. 1991. "'Who Gets the Bird?' or, How the Communists Won Power and Trust in America's Unions: The Relative Autonomy of Intra-class Political Struggles." *American Sociological Review* 54: 503-523.\*

Martin, Andrew W. 2007. "Organizational Structure, Authority, and Protest: The Case of Union Organizing in the United States, 1990-2001" *Social Forces* 85: 1413-1435.\*

Freeman, Jo. 1996. "The Tyranny of Structurelessness." <http://www.hartford-hwp.com/archives/45/112.html>

11/1

Collective Identity and Participation

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

Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Use of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103: 531-565.

Roscigno, Vincent J. and William F. Danaher. 2001. "Media and Mobilization: The Case of Radio and Southern Textile Worker Insurgency, 1929 to 1934." *American Sociological Review* 66: 21-48.

McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92: 64-90.

11/8

Repertoires of Action/Cycles of Protest

Beckwith, Karen. 2000. "Hinges in Collective Action: Strategic Innovation in the Pittstown Coal Strike." *Mobilization* 5: 179-200.

Soule, Sarah A. 1997. "The Student Divestment Movement in the United States and Tactical Diffusion: The Shantytown Protest." *Social Forces* 75: 855-883.

McAdam, Doug. 1986. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review* 48: 735-754.



Walker, Edward, Andrew W. Martin, and John D. McCarthy. "Confronting the State, the Corporation, and the Academy: The Influence of Institutional Targets on Social Movement Repertoires." Conditional accept at the *American Journal of Sociology*.

Koopmans, Ruud. 1993. "The Dynamics of Protest Waves: West Germany, 1965 to 1989." *American Sociological Review* 58: 637-658.

11/15                      Movement Outcomes/The Broader Implications of Movement Activism

Giugni, Marco G. 1998. "Was it Worth the Effort? The Outcomes and Consequences of Social Movements." *Annual Review of Sociology* 98: 371-393.

Cress, Daniel M. and David A. Snow. 2000. "The Outcomes of Homeless Mobilization: The Influence of Organization, Disruption, Political Mediation, and Framing." *American Journal of Sociology* 105: 1063-1104.

Andrews, Kenneth T. 2001. "Social Movements and Policy Implementations: The Mississippi Civil Rights Movement and the War on Poverty, 1965 to 1971." *American Sociological Review* 66: 71-95.

McAdam, Doug. 1989. "The Biographical Consequences of Activism." *American Sociological Review* 54: 744-760.

11/22                      No Class-Thanksgiving Break

11/29                      Class Presentations/Course Wrap-up

12/4    Final Paper due!