

DEREE COLLEGE SYLLABUS FOR:	
SO 4313 COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS (Updated Spring 2015)	
– UKLEVEL: 6 UK CREDITS: 15 US CREDITS: 3/0/3	
PREREQUISITES:	SO 1000 LE Introduction to Sociology Two additional courses in Sociology
CATALOG DESCRIPTION:	This course will provide a critical introduction to the most important theories that explain the emergence and decline of various forms of collective behavior, such as crowds, rumors, panics, fads, hysterias, social movements and protest participation. Why do people protest? Does protest matter to the political system? What are the issues that mobilize groups to protest, and why do social movements decline? In addition to theories, concepts and perspectives, the course explores the political-cultural impact of movements locally and globally.
RATIONALE:	The study of collective behavior and social movements is the study of collective agency, as social movements arise when people act together to promote or resist social change. In this sense, the field of collective behavior and social movements spans the usual micro-macro divide in sociology. On the micro end, the field overlaps with social psychology, focusing on how people become motivated to collective action as well as on how meanings, regarding the action, are constructed. On the middle level, the field overlaps with the areas of organizations and social networks. On the macro level, the field overlaps with political sociology. As a result, theorizing in the social movements' area is a synthetic, and increasingly dynamic and interactive exercise which appeals to students across the disciplines.
LEARNING OUTCOMES:	As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> 1. Examine critically sociological concepts, theories, and research on collective behavior and social movements. 2. Demonstrate understanding of the conditions that give rise to social movements or types of collective behavior such as protest demonstrations, riots, fad or crazes at particular times and places, and often in “clusters” or “cycles. 3. Discover what motivates people to join social movements, as well as the strategies and tactics that actors use to achieve their goals. 4. Examine the “framings” through which movement actors communicate their messages. 5. Analyze themes like leadership, participation, and mobilization. 6. Demonstrate understanding of the thoughts and feelings of movement participants. 7. Assess the impact of institutions on movements.

METHOD OFTEACHING AND LEARNING:	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, discussions of selected issues, showing of video documentaries and in-class illustrations of various issues. ➤ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues and ask questions pertinent to the course material. ➤ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 								
ASSESSMENT:	<p>Summative:</p> <table border="1" data-bbox="597 541 1341 688"> <tr> <td>Mid-term examination –summative</td><td>40</td></tr> <tr> <td>Essay (3,500 words) – summative</td><td>60</td></tr> </table> <p>Formative:</p> <table border="1" data-bbox="597 743 1341 806"> <tr> <td>Presentations of readings by all students</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>The formative assessments test learning outcomes 1,2,3,6</p> <p>The mid-term examination tests learning outcomes: 1,2,3,6</p> <p>The term paper tests learning outcomes 1,3,4,5,6,7</p>	Mid-term examination – summative	40	Essay (3,500 words) – summative	60	Presentations of readings by all students	0		
Mid-term examination – summative	40								
Essay (3,500 words) – summative	60								
Presentations of readings by all students	0								
INDICATIVE READING:	<p>Required material: Goodwin, Jeff, James Jasper (eds.) 2009 <i>The Social Movements Reader: Cases and Concepts</i> (Wiley-Blackwell)</p> <p>On Reserve Status in the JSB Library: <u>On Collective Behavior:</u> Required: Blumer, Herbert. 1939 {1951}. “Collective Behavior” in A.M. Lee (ed.) <i>Principles of Sociology</i>,(New York: Barnes & Noble) Smelser, Neil J. 1963. <i>Theory of Collective Behavior</i> (Glencoe, Ill.: Free Press) Turner, Ralph, Lewis Killian, 1972. <i>Collective Behavior</i> (Englewood Cliffs, N. J.: Prentice-Hall) 2nd ed.</p> <p>Recommended: Mackay, Charles, 2001. <i>Extraordinary Popular Delusions</i> (Amherst, N.Y.: Prometheus Books) McPhail, Clark, 1991. <i>The Myth of the Madding Crowd</i>, (New York: Aldine de Gruyter) Meyersohn, R., E. Katz, 1957. “Notes on A Natural History of Fads” <i>AJS</i>, vol. 62, no.6 pp. 594-601</p> <p><u>The Resource Mobilization Perspective</u> Required: McCarthy, John D., and Mayer N. Zald. 1977. "Resource</p>								

	<p>Mobilization and Social Movements." <i>American Journal of Sociology</i> 82:1212-1241.</p> <p>Piven, Frances Fox, Richard A. Cloward. 1991 "Collective Protest: A Critique of Resource Mobilization Theory." <i>International Journal of Politics, Culture and Society</i> 4:435- 458</p> <p><u>The Role of Identity As a Cause and Consequence of Protest – Identity and Political Participation</u></p> <p>Required:</p> <p>McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." <i>The American Journal of Sociology</i> 92: 64-90</p> <p>Melucci, Alberto. 1985 "The Symbolic Challenge of Contemporary Movements" <i>Social Research</i> Vol. 52, no. 4 , pp. 789-816</p> <p>Jean L. Cohen 1985. "Strategy or Identity: New Theoretical Paradigms and Contemporary Social Movements" <i>Social Research</i>, Vol. 52, no. 4 pp. 663-716</p> <p><u>Political Protest and Micromobilization</u></p> <p>Required:</p> <p>Opp, Karl-Dieter and Christiane Gern, 1993. "Dissident Groups, Personal Networks, and Spontaneous Cooperation: The East German Revolution of 1989" <i>ASR</i>, 58, (October), pp. 659-680</p> <p><u>The Political Opportunity Structure Perspective</u></p> <p>Required:</p> <p>Meyer, David S. 2004. "Protest and Political Opportunities." <i>Sociology</i> 30: 125-145.</p> <p>Meyer, David S., and Debra C. Minkoff. 2004. "Conceptualizing Political Opportunity." <i>Social Forces</i> 82:1457-1492.</p> <p>Tilly, Charles, 2006. <i>Regimes and Repertoires</i> (Chicago: The University of Chicago Press)</p>
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
COMMUNICATION REQUIREMENTS:	Verbal skills using academic / professional English.
SOFTWARE REQUIREMENTS:	Word
WWW RESOURCES:	
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Introduction 2. When and Why Do Social Movements Occur? 3. Who Joins or Supports Movements? 4. Who Remains in Movements and Who Drops Out? 5. What Do Movement Participants think or Feel? 6. How Are Movements Organized? 7. What Do Movements Do? 8. How Do Institutions Influence Movements?

- | | |
|--|---|
| | <ol style="list-style-type: none">9. Why do Movements Decline?10. What Changes do Movements Bring About? |
|--|---|

*adapted from the chapter outline of: Goodwin, Jeff, James Jasper (eds.) 2009 *The Social Movements Reader: Cases and Concepts* (Wiley-Blackwell)