

<b>DEREE COLLEGE SYLLABUS FOR: SO4213 COLLECTIVE ACTION AND SOCIAL MOVEMENTS</b>	
<div> <div>(Previously SO 4213 Collective Behavior and Social Movements)</div> <div>(Updated Fall 2024)</div> </div> <div> <div><b>UK LEVEL 6</b></div> <div><b>UK CREDITS: 15</b></div> <div><b>US CREDITS: 3/0/3</b></div> </div>	
<b>PREREQUISITES:</b>	Any two courses in Sociology
<b>CATALOG DESCRIPTION:</b>	A critical introduction to social movements. Application of theoretical frameworks and concepts developed by sociologists and other social scientists to the analysis of the nature and dynamics of social movements. An exploration into the field through actual empirical cases of social movements in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries.
<b>RATIONALE:</b>	The study of social action 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, collective action and social movements span 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 frames and emotions regarding the action are constructed. On the macro level, the field overlaps with political and historical sociology. Theorizing social movements is an increasingly dynamic and interactive exercise which appeals to students across disciplines.
<b>LEARNING OUTCOMES:</b>	<p>As a result of taking this course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Apply sociological concepts, theories, and research to specific social movements.</li> <li>2. Explain what motivates people to join social movements, as well as the strategies and tactics that actors use to achieve their goals.</li> <li>3. Interpret the frames through which social action is enabled.</li> <li>4. Demonstrate understanding of the emotions of movement participants as factors explaining their actions.</li> </ol>
<b>METHOD OF TEACHING AND LEARNING:</b>	<p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <ul style="list-style-type: none"> <li>➤ Classes consist of lectures, discussions of selected issues, showing of video documentaries, films, and in-class illustrations of various issues.</li> <li>➤ 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.</li> <li>➤ Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</li> </ul>

<b>ASSESSMENT:</b>	<p>Summative:</p> <table border="1" data-bbox="584 152 1382 725"> <tr> <td data-bbox="584 152 1193 376"> <b>First Assessment: --</b> Seen exam (critical/informative responses-essays) </td><td data-bbox="1193 152 1382 376"> <b>40</b> </td></tr> <tr> <td data-bbox="584 376 1193 725"> <b>Final Assessment:</b> Term Paper (3,500 words) – <b>summative</b> For the project to receive a grade, timely submission, and approval of all the preparatory work is required (e.g., topic proposal, annotated bibliography, drafts). Failure to submit the preparatory material in a timely manner will result in an FA grade in the Research Paper. </td><td data-bbox="1193 376 1382 725"> <b>60</b> </td></tr> </table> <p><b>Formative:</b></p> <table border="1" data-bbox="584 788 1382 882"> <tr> <td data-bbox="584 788 1193 851">Three formative assignments relating to contemporary social movements</td><td data-bbox="1193 788 1382 851"><b>0</b></td></tr> <tr> <td data-bbox="584 851 1193 882"></td><td data-bbox="1193 851 1382 882"></td></tr> </table> <p>The formative assessments test learning outcomes 1,2,3,4.</p> <p>The First Assessment (mid-term examination) tests learning outcomes: 1,3,4</p> <p>The Final Assessment (term paper) tests learning outcomes 1,2,3,4.</p> <p><i>Students are required to resit failed assessments in this module</i></p>	<b>First Assessment: --</b> Seen exam (critical/informative responses-essays)	<b>40</b>	<b>Final Assessment:</b> Term Paper (3,500 words) – <b>summative</b> For the project to receive a grade, timely submission, and approval of all the preparatory work is required (e.g., topic proposal, annotated bibliography, drafts). Failure to submit the preparatory material in a timely manner will result in an FA grade in the Research Paper.	<b>60</b>	Three formative assignments relating to contemporary social movements	<b>0</b>		
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<b>INDICATIVE READING:</b>	<p><b>Required material:</b> <u>della Porta</u>, Donatella, Mario Diani, 2020. <i>Social Movements: An Introduction</i> (3<sup>rd</sup> edition), Wiley Blackwell.</p> <p><b>Recommended material:</b> Cohen, Jean L. 1985. “Strategy or Identity: New Theoretical Paradigms and Contemporary Social Movements” <i>Social Research</i>, Vol. 52, no. 4 pp. 663-716</p> <p>Della Porta, Donatella, Mario Diani. 2006. <i>Social Movements: An Introduction</i>. Malden, MA: Wiley-Blackwell.</p> <p>Jasper, James M. 2014. <i>Protest: A Cultural Introduction to Social Movements</i>. Cambridge, MA: Polity.</p> <p>_____. 2018. <i>The Emotions of Protest</i>. Chicago: The University of Chicago Press</p> <p>Goodwin, Jeff, James Jasper (eds.) 2015. <i>The Social Movements Reader: Cases and Concepts</i> (Wiley-Blackwell)</p> <p>McAdam, Doug. 1990. <i>Freedom Summer</i>. New York: Oxford University Press-</p>								

	<p>Melucci, Alberto. 1985 "The Symbolic Challenge of Contemporary Movements" <i>Social Research</i> Vol. 52, no. 4, pp. 789-816</p> <p>Mina, An Xiao. 2019. <i>Memes to Movements: How the World's Most Viral Media Is Changing Social Protest and Power</i>. Boston: Beacon Press.</p> <p>Morris, Aldon. 1986. <i>Origins of the Civil Rights Movements</i>. New York: Free Press.</p> <p>Olson, Mancur. 1965. <i>The Logic of Collective Action: Public Goods and the Theory of Groups</i>. Cambridge, MA: Harvard University Press, pp. 5-52</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>_____. 1979. <i>Poor People's Movements: Why they succeed, how they fail</i>. New York: Vintage Books</p> <p>Polletta, Francesca. 2006. <i>It Was Like a Fever: Storytelling in Protest and Politics</i>. Chicago: University of Chicago Press.</p> <p>Tarrow, Sidney. 1994. <i>Power in Movement: Social Movements, Collective Action and Politics</i>. Cambridge, UK: Cambridge University. Press, 1994, pp. 1-27</p>
<b>INDICATIVE MATERIAL:</b> (e.g. audiovisual, digital material, etc.)	<b>REQUIRED MATERIAL:</b> Film: 'Freedom summer' (PBS American Experience) Film: 'The Trial of the Chicago Seven'  <b>RECOMMENDED MATERIAL:</b> N/A
<b>COMMUNICATION REQUIREMENTS:</b>	Use of appropriate academic conventions as applicable in oral and written communications.
<b>SOFTWARE REQUIREMENTS:</b>	Word, Powerpoint
<b>WWW RESOURCES:</b>	<a href="https://snccdigital.org/events/freedom-summer/">https://snccdigital.org/events/freedom-summer/</a>
<b>INDICATIVE CONTENT:</b>	<ol style="list-style-type: none"> <li>1. The study of social movements</li> <li>2. Social changes and social movements <ol style="list-style-type: none"> <li>a. Globalization and protest</li> <li>b. Which class base for which social movements</li> </ol> </li> <li>3. The symbolic dimension of collective action <ol style="list-style-type: none"> <li>a. The role of values</li> <li>b. The cognitive perspective</li> </ol> </li> <li>4. Collective action and identity</li> </ol>

	<ul style="list-style-type: none"> <li>5. Individuals, networks and participation <ul style="list-style-type: none"> <li>a. Individual participation, movement subcultures, and virtual networks</li> </ul> </li> <li>6. Organizations and organizing within social movements</li> <li>7. Eventful protests <ul style="list-style-type: none"> <li>a. Strategic options and protest repertoires</li> <li>b. Protest spreading in time and space</li> </ul> </li> <li>8. Political opportunities and social movements</li> <li>9. The effects of social movements</li> </ul> <p>(in accordance with the textbook change)</p>