

Sociology 386: Sociology of Social Movements
Tuesdays and Thursdays, 8:35 am-09:55 am
Location: TBD

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Office Hours: Wednesday 1-3 by appointment

Course Description and Objectives

Social movements are instances of extra-institutional politics, comprised of individuals who wish to change their external circumstances *or* maintain the status quo. In this course, you will learn about the various theories and debates written on social movement emergence, tactics and more. Drawing on over 60 years of social movement theory, you will learn about the factors that lead to social movement emergence, the reasons individuals engage in movements, and the internal dynamics and workings of these groupings that wish to implement some form of change. By the end of this course, you will understand common sociological concepts and the sociological mindset, synthesize information from academic sources, and think critically about your social world.

Lectures

All weekly lectures will be in person in LEA 120. Slides will be posted on MyCourses before class. Lectures will be a mix of presenting/discussing the readings, class discussions and audio/visual presentations.

Readings

To enhance your understanding of the subject and to promote lively engagement during class discussions, students are expected to finish the assigned weekly readings before the beginning of the scheduled lecture. Remember that reading the assigned readings before and then after a lecture helps to improve your understanding of them. Copies of reading material will be made available on MyCourses. The readings will include academic journal articles, chapters from scholarly books and news media. Beyond this, there will be recommended readings for most weeks. These are optional and not required, though very helpful.

Course requirements and grading

1. Mid-term exam – 40% of the grade:

The Mid-term exam will be an in-class test where you will have to answer 5 essay-style questions. You will have the entire class time to write and answer these questions.

2. Critical Self-Reflection – 10% of the grade. Due November 1st

In this assignment, students will analyze how the gender, racial, social, and historical contexts of societal groups influence the treatment, outcomes, and achievements of social movement organizations. Additionally, students will critically self-reflect on their own social positions, considering how these positions shape their perspectives on, and involvement in, social movements. 2 pages, double spaced. No need for citations.

3. *Contemporary Social Movement analysis - 10% of the grade. Due November 23rd.*

This assignment can be completed and submitted at any time during the semester before the deadline. The goal is to get you to engage and learn about a *current* social movement. In 1 page, you must describe the movement, its tactics, and goals. You will also need to cite a minimum of 2 academic articles about this social movement (or one that is similar).

FAQs for students using MyCourses: Assignments

4a. *Final paper – 40% of the grade Due December 5th.*

For the final paper competency, you will need to write a 9–10 page essay on a topic of your choice relating to the various topics and themes of the course. You need to find and use a minimum of 8 academic sources (either books or articles) that are not required readings for the class. On top of the 8 sources, you can use any of the literature from the class, and/or any other academic and non-academic literature you find. You will lose marks if your paper does not include the requisite number of academic sources. Late penalties will apply.

The final paper should be up to 9-10 double-spaced pages, size 12 Times New Roman font, one-inch margins. Papers must be submitted on MyCourses.

FAQs for students using MyCourses: Assignments

OR:

4b. *Community-Engaged Learning Option¹ – 40% of the grade Due December 5th.*

Instead of the final paper, students can engage in an *Experiential Community-Engaged Learning and Research [ExCELR]* project with a social movement or community organization for 3 hours a week for 8 weeks. The goal of this project will be for you to implement what you've learned in class in practice and better understand how social movements work.

More information on the *ExCELR* program be found here:
<https://www.mcgill.ca/branches/schools-outreach-program>

Please let me know by Week 2 if you are interested in participating. The grading competencies will change if you select the community-engaged research project:

Movement Engagement Reflections 15%:

¹ Based on Dr. Barry Eidlin's competency from Soci 386.

You are expected to complete 3 reflections, one approximately every 2 weeks with your respective community or social movement group. Reflect in about 1 page on your experiences with the movement and link this with some of what you have learned in class. Each reflection will be worth 5%.

Final Paper 25%:

In this paper, you will discuss your experiences with your respective organization and link class concepts and theories to your experience in about 5-6 pages. This is time for you to think critically about your time engaging with this organization. Unlike a final paper, you will not need to use outside sources (though you can, and they are welcome).

Course Grade

Your grade in this course will be determined by your performance on the four competencies outlined above. No extra credit will be offered. If you believe that an error has been made in the calculation of your grade, contact the individual that graded your work. If you believe that you deserved a different grade than you received, please write a one-page summary of where and why you believe you deserve the extra credit. From there, you can send the summary to the individual that graded your work. **Note:** Upon review, your grade may either increase or decrease. Please also note that in the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme of this course is subject to change.

Late submissions: The consequence of submitting an assignment late is a 5% penalty for every day late.

Grade Breakdown:

A	4.0	85 – 100%
A-	3.7	80 – 84%
B+	3.3	75 – 79%
B	3.0	70 – 74%
B-	2.7	65 – 69%
C+	2.3	60 – 64%
C	2.0	55 – 59%

D	1.0	50 – 54%
F	0	0 – 49%

NOTE: There is no possibility for extra credit in this course.

McGill Policy Statements:

Language of submission: *In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Approved by Senate on 21 January 2009)*

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue. (Énoncé approuvé par le Sénat le 21 janvier 2009)

Academic integrity: *McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (Approved by Senate on 29 January 2003)*

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et procédures disciplinaires. » (Énoncé approuvé par le Sénat le 29 janvier 2003).

Land Acknowledgement: *McGill University is on land which long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.*

Week 1 (Thursday, August 31st): Introduction to course and review of syllabus

Douglass, Frederick. 1857. "Excerpts from 'West India Emancipation' Speech at Canandaigua." Retrieved September 30, 2023 (<https://www.blackpast.org/african-american-history/1857-frederick-douglass-if-there-no-struggle-there-no-progress/>).

King, Martin Luther. 1963. "Letter from a Birmingham Jail." https://www.csuchico.edu/lege/_assets/Documents/Susi-Letter-from-Birmingham-Jail.Pdf.

Social movements A primer by Toby Chow
(<https://www.youtube.com/watch?v=Yw13pS7qB7w>)

Week 2 (September 5th & 7th): Social Movement Theory

Required Readings:

McAdam, Doug, and Sidney Tarrow. 2018. "The Political Context of Social Movements." Pp. 17–42 in *The Wiley Blackwell Companion to Social Movements*.

Snow, David A., Rens Vliegthart, and Pauline Ketelaars. 2018. "The Framing Perspective on Social Movements." Pp. 392–410 in *The Wiley Blackwell Companion to Social Movements*.

Recommended Readings:

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(6):1089–1109.

Klandermans, Bert, and Dirk Oegema. 1987. "Potentials, Networks, Motivations, and Barriers: Steps Towards Participation in Social Movements." *American Sociological Review* 52(4):519–31. doi: 10.2307/2095297.

McAdam, Doug. 1999. "The Classical Model of Social Movements Examined." in *Political process and the development of Black insurgency, 1930-1970*. Chicago: University of Chicago Press.

McAdam, Doug. 1999. "Resource Mobilization: A Deficient Alternative." in *Political process and the development of Black insurgency, 1930-1970*. Chicago: University of Chicago Press.

McAdam, Doug. 1999. "The Political Process Model." in *Political process and the development of Black insurgency, 1930-1970*. Chicago: University of Chicago Press.

Offe, Claus, and Helmut Wiesenthal. 1980. "TWO LOGICS OF COLLECTIVE ACTION: THEORETICAL NOTES ON SOCIAL CLASS AND ORGANIZATIONAL FORM—" *Political Power and Social Theory 1: Political Power and Social Theory*.

Snow, David A., and Dana M. Moss. 2014. "Protest on the Fly: Toward a Theory of Spontaneity in the Dynamics of Protest and Social Movements." *American Sociological Review* 79(6):1122–43. doi: 10.1177/0003122414554081.

Week 3 (September 12th & 14th): Why do individuals join social movements/Engage in High-Risk Activism

Required Readings:

McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92(1):64–90. doi: 10.1086/228463.

Van Stekelenburg, Jacqueliën, Bert Klandermans, and Stefaan Walgrave. 2018. "Individual Participation in Street Demonstrations." Pp. 369–91 in *The Wiley Blackwell Companion to Social Movements*.

Viterna, Jocelyn S. 2006. "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army." *American Journal of Sociology* 112(1):1–45. doi: 10.1086/502690.

Recommended readings:

Oliver, Pamela. 1984. "If You Don't Do It, Nobody Else Will': Active and Token Contributors to Local Collective Action." *American Sociological Review* 49(5):601–10.

Wright, Rachel A., and Hilary Schaffer Boudet. 2012. "To Act or Not to Act: Context, Capability, and Community Response to Environmental Risk." *American Journal of Sociology* 118(3):728–77.

Week 4 (September 19th & 21st): Gender and Social Movements

Note: Throughout the entirety of this course, we will remain mindful of how gender disparities persist in society, impacting social movements. The lectures for this week will further explore the intricate role that gender plays in shaping social movements and larger society.

Required Readings:

McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg, and Christine Mowery. 2001. "How Movements Win: Gendered Opportunity Structures and U.S. Women's Suffrage Movements, 1866 to 1919." *American Sociological Review* 66(1):49–70.

Wood, Reed M. 2019. "Conclusion: Understanding Women's Participation in Armed Resistance." Pp. 197–210 in *Female Fighters: Why Rebel Groups Recruit Women for War*. Columbia University Press.

Recommended readings:

Brown, Melissa, Rashawn Ray, Ed Summers, and Neil Fraistat. 2017. "#SayHerName: A Case Study of Intersectional Social Media Activism." *Ethnic and Racial Studies* 40(11):1831–46. doi: 10.1080/01419870.2017.1334934.

Hurwitz, Heather McKee, and Alison Dahl Crossley. 2018. "Gender and Social Movements." Pp. 537–52 in *The Wiley Blackwell Companion to Social Movements*.

Lauby, Fanny, and Samantha Koprowski. 2023. "GENDER (IN)EQUALITY IN THE UNDOCUMENTED YOUTH MOVEMENT*." *Mobilization: An International Quarterly* 28(2):147–60. doi: 10.17813/1086-671X-28-2-147.

Moghadam, Valentine, and Elham Gheytauchi. 2011. "Political Opportunities and Strategic Choices: Comparing Feminist Campaigns in Morocco and Iran." *Mobilization: An International Quarterly* 15(3):267–88. doi: 10.17813/maiq.15.3.n248564371645v14.

Viterna, Jocelyn. 2013. "Women in War." in *Women in War: The Micro-processes of Mobilization in El Salvador*. Oxford University Press. P. 1–13.

Viterna, Jocelyn. 2013. "Conclusions: Gender, Violence, and the Micro-Processes of Mobilization." in *Women in War: The Micro-processes of Mobilization in El Salvador*. Oxford University Press. P. 203-220.

Week 5 (September 26th & 28th): Race, Ethnicity, and Social Movements

Note: Throughout the entirety of this course, we will be attentive to the influence of the white supremacist social system in perpetuating and upholding white racial dominance and privilege. The lectures for this week will delve more profoundly into exploring these dynamics and the movements which seek to redress them.

Required Readings:

Oliver, Pamela. 2017. "THE ETHNIC DIMENSIONS IN SOCIAL MOVEMENTS*." *Mobilization: An International Quarterly* 22(4):395–416. doi: 10.17813/1086-671X-22-4-395.

Brown, Hana E., and Jennifer A. Jones. 2022. "CULTURAL EFFECTS OF SOCIAL MOVEMENTS: RACIAL FORMATION AND THE IMMIGRANT RIGHTS STRUGGLE IN THE DEEP SOUTH." *Mobilization: An International Quarterly* 27(4):409–28. doi: 10.17813/1086-671X-27-4-409.

Morris, Aldon D. 1984. "1960: Origins of a Decade of Disruption." Pp. 275–90 in *The Origins of the Civil Rights Movement : Black Communities Organizing for Change*. New York: Free Press.

Stay Woke: The Black Lives Matter Movement:

https://www.youtube.com/watch?v=fyl_plFyEww

Recommended readings:

Carruthers, Charlene A. 2018. "Reviving the Black Radical Imagination." in *Unapologetic : a Black, queer, and feminist mandate for radical movements*. Boston: Beacon Press.

Garza, Alicia. 2014. "A Herstory of the #Black Lives Matter Movement." *The Feminist Wire*, October 7, 2014. * o <https://thefeministwire.com/2014/10/blacklivesmatter-2/>

Keeanga-Yamahtta Taylor. 2016. "CHAPTER SEVEN: From #BlackLivesMatter to Black Liberation." Pp. 191–219 in *From #BlackLivesMatter to Black Liberation*. Chicago, Illinois: Haymarket Books.

Marable, Manning 1950-2011. 2007. "Black Power, 1965-1970." in *Race, reform, and rebellion : the second reconstruction and beyond in Black America, 1945-2006*. Jackson: University Press of Mississippi.

Morris, Aldon D. 1984b. "Domination, Church, and the NAACP." Pp. 275–90 in *The Origins of the Civil Rights Movement : Black Communities Organizing for Change*. New York: Free Press .

Morris, Aldon D. 1984c. "Theoretical Overview and Conclusions." Pp. 275–90 in *The Origins of the Civil Rights Movement : Black Communities Organizing for Change*. New York: Free Press.

Morris, Aldon D. 1999. "A Retrospective on the Civil Rights Movement: Political and Intellectual Landmarks." *Annual Review of Sociology* 25:517–39.

Morris, Aldon. 2019. "SOCIAL MOVEMENT THEORY: LESSONS FROM THE SOCIOLOGY OF W. E. B. DU BOIS*." *Mobilization: An International Quarterly* 24(2):125–36. doi: 10.17813/1086-671X-24-2-125.

Murch, Donna. 2015. "Ferguson's Inheritance." *Jacobin*, [\(https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/\)](https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/)

Oliver, Pamela. 2008. "Repression and Crime Control: Why Social Movement Scholars Should Pay Attention to Mass Incarceration as a Form of Repression." *Mobilization: An International Quarterly* 13(1):1–24. doi: 10.17813/maiq.13.1.v264hx580h486641.

Oliver, Pamela E., Chaeyoon Lim, Morgan C. Matthews, and Alex Hanna. 2022. "Black Protests in the United States, 1994 to 2010." *Mobilization: An International Quarterly* 9(12):275–312. doi: 10.15195/v9.a12.

Week 6 (October 3rd & 5th): Tactics and Innovation

Required Readings:

Galli, Anya M. 2016. "How Glitter Bombing Lost Its Sparkle: The Emergence and Decline of a Novel Social Movement Tactic*." *Mobilization: An International Quarterly* 21(3):259–81. doi: 10.17813/1086-671X-20-3-259.

Said, Atef. 2022. "The Rise and Fall of the Tahrir Repertoire: Theorizing Temporality, Trajectory, and Failure." *Social Problems* 69(1):222–40. doi: 10.1093/socpro/spaa024.

Recommended readings:

Cheng, Edmund W., and Wai-Yin Chan. 2017. "Explaining Spontaneous Occupation: Antecedents, Contingencies and Spaces in the Umbrella Movement." *Social Movement Studies* 16(2):222–39. doi: 10.1080/14742837.2016.1252667.

Lossin, R.H. 2020. "In Defense of Destroying Property." *The Nation*, (<https://www.thenation.com/article/activism/blm-looting-protest-vandalism/>)

Lu, Donna. 2022. "Throwing Soup at the Problem: Are Radical Climate Protests Helping or Hurting the Cause?" *The Guardian*, November 12.

Kowalewski, Maciej. 2021. "Street Protests in Times of COVID-19: Adjusting Tactics and Marching 'as Usual.'" *Social Movement Studies* 20(6):758–65. doi: 10.1080/14742837.2020.1843014.

Piven, Frances Fox., and Richard A. Cloward. 1977. "The Structuring of Protest." in *Poor people's movements : why they succeed, how they fail*. New York: Pantheon Books.

Fall Reading Break: Friday, October 6 to Wednesday, October 11

Week 7 (October 12th): Midterm, in-class exam.

Week 8 (October 17th & 19th): Repression and Social Movements

Required Readings:

Beyerlein, Kraig, Sarah A. Soule and Nancy Martin. 2015. "Prayers, Protest, and Police: How Religion Influences Police Presence at Collective Action Events in the United States, 1960 to 1995." *American Sociological Review* 80:1250-71.

Davenport, Christian, Sarah A. Soule and David A. II Armstrong. 2011. "Protesting While Black?: The Differential Policing of American Activism, 1960 to 1990." *American Sociological Review* 76:152-78.

Recommended readings:

Earl, Jennifer, Sarah A. Soule, and John D. McCarthy. 2003. "Protest under Fire? Explaining the Policing of Protest." *American Sociological Review* 68(4):581–606.

Ellefsen, Rune, and Jan Jämte. 2023. "The Causes, Content and Consequences of Repression: A Framework for Analyzing Protest Control in the Counter-Extremism Era." *Social Movement Studies* 22(4):567–82. doi: 10.1080/14742837.2022.2067140.

Week 8 (October 24th & 26th): Online Movements and "Awkward" movements

Required Readings:

Greve, Henrich R., Hayagreeva Rao, Paul Vicinanza, and Echo Yan Zhou. 2022. "Online Conspiracy Groups: Micro-Bloggers, Bots, and Coronavirus Conspiracy Talk on Twitter." *American Sociological Review* 87(6):919–49. doi: 10.1177/00031224221125937.

Polletta, Francesca. 2007. "Mobilization Forum: Awkward Movements." *Mobilization: An International Quarterly* 11(4):475–500. doi: 10.17813/maiq.11.4.g1144h882q5377t4.

Recommended readings:

Beissinger, Mark R. 2017. "'Conventional' and 'Virtual' Civil Societies in Autocratic Regimes." *Comparative Politics* 49(3):351–71. doi: 10.5129/001041517820934267.

Bertuzzi, Niccolò. 2021. "Conspiracy Theories and Social Movements Studies: A Research Agenda." *Sociology Compass* 15(12):e12945. doi: 10.1111/soc4.12945.

Bleakley, Paul. 2023. "Panic, Pizza and Mainstreaming the Alt-Right: A Social Media Analysis of Pizzagate and the Rise of the QAnon Conspiracy." *Current Sociology* 71(3):509–25. doi: 10.1177/00113921211034896.

Week 9 (October 31st & November 2nd): Social Movements and Democracy

Required Readings:

Kadivar, Mohammad Ali. 2018. "Mass Mobilization and the Durability of New Democracies." *American Sociological Review* 83(2):390–417. doi: 10.1177/0003122418759546.

Polletta, Francesca. 2006. "How Participatory Democracy Became White: Culture and Organizational Choice." *Mobilization: An International Quarterly* 10(2):271–88. doi: 10.17813/maiq.10.2.96746725j1312512.

Recommended readings:

Mota Consejero, Fabiola, and Michael Janoschka. 2023. "Transforming Urban Democracy through Social Movements: The Experience of Ahora Madrid." *Social Movement Studies* 22(3):343–60. doi: 10.1080/14742837.2022.2028615.

Polletta, Francesca. 2012. "Strategy and Democracy." in *Freedom Is an Endless Meeting: Democracy in American Social Movements*. University of Chicago Press.

Polletta, Francesca. 2022. "MOVEMENT ROUTES TO CULTURAL IMPACT." *Mobilization: An International Quarterly* 27(4):467–76. doi: 10.17813/1086-671X-27-4-467.

Week 10 (November 7th & November 9th): Indigenous Social Movements

What do these movements tell us about power?

Required Readings:

Estes, Nick. 2019a. "Origins." in *Our history is the future : Standing Rock versus the Dakota Access Pipeline, and the long tradition of Indigenous resistance*. London ; Verso.

Raynauld, Vincent, Emmanuelle Richez, and Katie Boudreau Morris. 2018. "Canada Is #IdleNoMore: Exploring Dynamics of Indigenous Political and Civic Protest in the Twitterverse." *Information, Communication & Society* 21(4):626–42. doi: 10.1080/1369118X.2017.1301522.

Sandy and Nora. 2020. Episode 87 – Solidarity with Wet'suwet'en.
<https://sandyandnora.com/episode-87-solidarity-with-wetsuweten/>

Recommended readings:

Estes, Nick. 2019b. "Siege." in *Our history is the future : Standing Rock versus the Dakota Access Pipeline, and the long tradition of Indigenous resistance*. London ; Verso.

Tysiachniouk, Maria S., Leah S. Horowitz, Varvara V. Korkina, and Andrey N. Petrov. 2021. "Indigenous-Led Grassroots Engagements with Oil Pipelines in the U.S. and Russia: The NoDAPL and Komi Movements." *Environmental Politics* 30(6):895–917. doi: 10.1080/09644016.2020.1851534.

Film: Awake: A Dream from Standing Rock (2017). <https://awakethefilm.org>

Week 11 (November 14th & November 16th): Collective Identity & Social Movements

Required Readings:

Bernstein, Mary. 1997. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *American Journal of Sociology* 103(3):531–65. doi: 10.1086/231250.

Polletta, Francesca. 1998. "'It Was like a Fever ...' Narrative and Identity in Social Protest." *Social Problems* 45(2):137–59. doi: 10.2307/3097241.

Recommended readings:

Fominaya, Cristina Flesher. 2018. "Collective Identity in Social Movements." Pp. 429–45 in *The Wiley Blackwell Companion to Social Movements*.

Gaudette, Tiana, Ryan Scrivens, Garth Davies, and Richard Frank. 2021. "Upvoting Extremism: Collective Identity Formation and the Extreme Right on Reddit." *New Media & Society* 23(12):3491–3508. doi: 10.1177/1461444820958123.

Lobbedez, Elise, and Lisa Buchter. 2023. "THE STRENGTH OF PUSHBACK COLLECTIVE IDENTITY IN A FRAGMENTED MASS MOVEMENT*." *Mobilization: An International Quarterly* 28(1):61–88. doi: 10.17813/1086-671X-28-1-61.

Week 12 (November 21st & November 23rd): Right Wing Movements, challenging the paradigm.

Required readings:

Blee, Kathleen M. 2002. "The Place of Women." in *Inside organized racism: women in the hate movement*. University of California Press.

McVeigh, Rory. 2009. "Power Devaluation." in *The Rise of the Ku Klux Klan: Right-Wing Movements and National Politics*. Minneapolis: University of Minnesota Press.

Recommended readings:

Blee, Kathleen M. 2002. "The Racist Self." in *Inside organized racism: women in the hate movement*. University of California Press.

Carian, Emily K. 2022. "'WE'RE ALL IN THIS TOGETHER': LEVERAGING A PERSONAL ACTION FRAME IN TWO MEN'S RIGHTS FORUMS*." *Mobilization: An International Quarterly* 27(1):47–68. doi: 10.17813/1086-671X-27-1-47.

Week 13 (November 28th): Right wing movements Part 2

- **Note that we will not have class on Thursday, November 30th, as the University is using it as a makeup day (following Mondays schedule)**

Required Readings:

Karell, Daniel, Andrew Linke, Edward Holland, and Edward Hendrickson. 2023. "'Born for a Storm': Hard-Right Social Media and Civil Unrest." *American Sociological Review* 88(2):322–49. doi: 10.1177/00031224231156190.

McVeigh, Rory, Daniel J. Myers, and David Sikkink. 2004. "Corn, Klansmen, and Coolidge: Structure and Framing in Social Movements." *Social Forces* 83(2):653–90.

Recommended readings:

O'Donnell, Catharina, and Eran Shor. 2022. "'This Is a Political Movement, Friend': Why 'Incels' Support Violence." *The British Journal of Sociology* 73(2):336–51. doi: 10.1111/1468-4446.12923.

Preston, Kayla, Michael Halpin, and Finlay Maguire. 2021. "The Black Pill: New Technology and the Male Supremacy of Involuntarily Celibate Men." *Men and Masculinities* 24(5):823–41. doi: 10.1177/1097184X211017954.

Week 14 (Tuesday, December 5th): Movement Success/failures

Required Readings:

Amenta, Edwin, and Francesca Polletta. 2019. "The Cultural Impacts of Social Movements." *Annual Review of Sociology* 45(1):279–99. doi: 10.1146/annurev-soc-073018-022342.

Wouters, Ruud, and Stefaan Walgrave. 2017. "Demonstrating Power: How Protest Persuades Political Representatives." *American Sociological Review* 82(2):361–83.

Recommended readings:

Caren, Neal, Kenneth T. Andrews, and Todd Lu. 2020. "Contemporary Social Movements in a Hybrid Media Environment." *Annual Review of Sociology* 46(1):443–65. doi: 10.1146/annurev-soc-121919-054627.

Meyer, David S., and Suzanne Staggenborg. 1996. "Movements, Countermovements, and the Structure of Political Opportunity." *American Journal of Sociology* 101(6):1628–60. doi: 10.1086/230869.

Setter, Davyd, and Sharon Erickson Nepstad. 2023. "HOW SOCIAL MOVEMENTS INFLUENCE PUBLIC OPINION ON POLITICAL VIOLENCE: ATTITUDE SHIFTS IN THE WAKE OF THE GEORGE FLOYD PROTESTS*." *Mobilization: An International Quarterly* 27(4):429–44. doi: 10.17813/1086-671X-27-4-429.

Soule, Sarah A., and Susan Olzak. 2004. "When Do Movements Matter? The Politics of Contingency and the Equal Rights Amendment." *American Sociological Review* 69(4):473–97. doi: 10.1177/000312240406900401.

Rohlinger, Deana A. 2002. "Framing the Abortion Debate: Organizational Resources, Media Strategies, and Movement-Countermovement Dynamics." *The Sociological Quarterly* 43(4):479–507.

Other topics:

Because of the amount of content in the social movement's literature, there will be certain topics that we cannot cover. However, if there is a theme/concept that you would like us to cover in class, we can find time for it. Below you will find a list of non-exhaustive potential topics that we could cover and swap into our class. Also, we can also spend a week on a specific movement or a specific family of movements if students request it.

Week 16: Emotions

Allam, Nermin. 2023. "THE ROLE OF EMOTIONS IN ANTI-SEXUAL VIOLENCE GROUPS IN EGYPT." *Mobilization: An International Quarterly* 28(2):189–208. doi: 10.17813/1086-671X-28-2-189.

Bail, Christopher. 2017. "Fringe Benefits: How Anti-Muslim Organizations Became Mainstream." in *Terrified: how anti-Muslim fringe organizations became mainstream*. Princeton: Princeton University Press.

Jasper, James M. 2011. "Emotions and Social Movements: Twenty Years of Theory and Research." *Annual Review of Sociology* 37:285–303. doi: 10.1146/annurev-soc-081309-150015.

Week 17: Social Movement Outcomes

Polletta, Francesca. 2022. "MOVEMENT ROUTES TO CULTURAL IMPACT." *Mobilization: An International Quarterly* 27(4):467–76. doi: 10.17813/1086-671X-27-4-467.

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