Overview
This course will focus on how people organize themselves to change the circumstances of their lives through sustained collective action. The study of social movements is one of the most dynamic fields of social science research and crosses multiple disciplinary boundaries. Our study of social movements will draw principally from research in sociology and political science. The course includes classic and contemporary readings on the origins, dynamics, organization, and effects of social movements and the reasons why individuals join movements and participate in the way they do (or decide against participating altogether). We’ll attempt to strike a balance of theoretical and empirical work, drawing on both conceptual pieces and case studies of important instances of mobilization. While this course specifically focuses on social movements, many of our discussion will be broadly relevant for the study of other forms of collective action (including revolutions) and political behavior.

By the end of the term, students should have a broad understanding of the history of the study of social movements and be able to critically assess the strengths and weaknesses of various approaches both theoretically and by applying them to particular cases. They should also be able to address the questions that are central to the study of social movements including (but not limited to): Why do social movements arise when they do? How do they organize themselves internally and interact with the environments in order to achieve their goals? Why do some individuals join movements and others do not? What determines the likelihood of movement success (and what is movement success anyway)? What are the effects of social movements – for individuals, societies, institutions, and for the study of social phenomena itself?

Course Format
This seminar is designed for Ph.D. students in Political Science who are planning to take comprehensive exams, write dissertations, and pursue future work and reflection on the causes, dynamics, and consequences of collective action. It draws extensively on work on political sociology, American Politics, and Comparative Politics and (to a lesser extent) International Relations. Graduate students outside of Political Science will also find the course useful and enlightening and are encouraged to bring their unique perspectives to our discussions.

The course will be reading, participation, and thought-intensive. With a few exceptions, students will be required to read 150-200 pages a week. The professor will provide some structure to class discussion and will generally provide context or additional information, but the quality of the class discussion will largely depend on students themselves. The best classes will be those in which students arrive having done all of the reading, having thought critically about them, and with topics and questions in mind. Students are expected not only to be familiar with and understand the literature, but also critically engage it. This means that in written work and class discussions, students are expected to do much more
than summarize. They should be able to identify the assigned readings’ contributions and limitations, put them in conversation with other pieces (or even fields), and highlight what we can take away from even flawed pieces. Students are expected to participate actively in class discussion and may be called on if necessary.

Requirements
It should go without saying that **attendance is absolutely mandatory.** Any unexcused absences will negatively affect students’ final grade. Trips, appointments and other planned events will not be considered valid excuses, as students should be scheduling these around classes, not the other way around.

Students’ grades will be based on the following criteria:

- **Participation (20%):** Students are expected to complete all of the required readings before class and actively participate in class discussions. Participation grades depend *both* on quality and quantity of participation. Engaged students demonstrate they have completed the readings, have knowledge of the main arguments, identified their strengths and weaknesses and how they relate to other topics discussed in this or other classes. They respectfully engage in conversations with their peers and are willing to learn from them. They criticize ideas, not people, and encourage their classmates to challenge themselves and their assumptions.

- **Response Papers and Moderation (45%):** Students will take turns partnering with a classmate to jointly prepare three critical response papers and moderate class discussion. Response papers should be no more than 3 single-spaced pages in length and should be circulated to the entire class via email 24 hours prior to class to give their peers enough time to read it, by **2:00pm the Tuesday before class.** **Response papers should not just summarize the readings.** The paper should critically engage the central arguments, highlight the key methodological and substantive issues posed by the authors, and raise questions for discussion. The single document produced will then serve as a foundation for in-class discussion, which will be moderated by paper writers.

- **Research Proposal or Research Paper (35%):** Students are required to write a research proposal or research paper (roughly 20-25 double-spaced pages) on a topic related to collective action/social movements. Students should be sure to discuss their topic with the Professor by the end of week 3. Papers will be due **Thursday, March 19th at 2:00pm (via blackboard).** Political Science Ph.D. students have the option to complete an 8-hour practice exam question in lieu of a final paper, but this option must be approved by the professor by the end of week 3 and is dependent on students’ particular circumstances.

  - Research proposals include
    - A clear statement of the research question and its (empirical or theoretical) significance
    - A concise discussion of existing/contrasting answers to the central research question and the methods used to arrive at those answers
    - A comparative critique of the advantages and disadvantages of existing literature and methods
    - An outline of the research plan (including its rationale) for answering research question and/or testing hypotheses
    - A properly formatted list of works cited
Research papers are appropriate where students have already conducted research and have conclusions to present, rather than simply a plan; these papers include:

- A clear statement of the research question and its (empirical or theoretical) importance
- A concise discussion of existing/contrasting answers to the central research question and of the methods used to arrive at those answers
- A comparative critique of the advantages and disadvantages of existing literature and methods
- An outline of the research conducted (and its rationale) and its central findings as they relate to research question and existing literature
- A discussion of broader implications (and potentially areas for future research)
- A properly formatted list of works cited

**Policy on Late assignments**
Late assignments will lose a third of a letter grade per day past the due date. For example, an assignment that is due at 2:00pm on Tuesday that arrives before 2:00pm on Wednesday will go from a B to a B-, one that arrives before 2:00pm on Thursday will go from a B to a C+, etc. Assignments that arrive even an hour late will be penalized; plan accordingly.

**NOTE:** you canNOT pass this class without turning in ALL assignments. Students are encouraged to turn in even late assignments.

**Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:**
Violations of academic integrity include:

- Plagiarism: using another author’s ideas or material without proper citation
- Cheating: copying answers on a test or assignment from another student or another source, or allowing another student to do so.
- Fabrication: the intentional use of information or citations that the author has invented.

*All work submitted for this course should be original. I will not accept work that was fully or partially completed for another course, unless students receive prior approval. Students who violate this policy will receive a failing grade for the assignment.*

By enrolling in this course, you agree to abide by the University's Student Conduct Code. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with the professor before problems arise. I will flunk any student who plagiarizes and will report them to University authorities.

**Students with Disabilities**
Both I, as a professor, and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a disability, I encourage you to
contact Accessible Education Center in 164 Oregon Hall at 346-1155 uoaec@uoregon.edu. Visit their website at http://aec.uoregon.edu/. If you have already been in contact with the Accessible Education Center and have a notification letter, please provide me with a statement from them during the first week of class so that we can make appropriate arrangements. University policy requires that “students MUST present a notification letter to receive testing accommodations” (see http://ds.uoregon.edu/DS_Pages/DS_Responsibilities.html).

**Classroom Etiquette**
All cell phones should be silenced or turned off completely before class. Students are asked to respect their peers by refraining from talking, texting, or otherwise creating distractions during class. Students who fail to do so will be asked to leave. Computers are allowed in class for note-taking purposes only. If they become a distraction, they will be banned.

**Connecting with the Professor**
I will do my best to respond to e-mails within 48 hours during the business week (weekdays from 9:00 am to 5:00 pm). Students are also encouraged to attend office hours if they have questions or concerns about course material.

**Course Material**
The following books are available for purchase at the Duck Store.


The remaining readings will be available via blackboard.
All readings are to be completed BEFORE the classes for which they are listed

Class 1 (January 7): The Role of Grievances, Incentives, and Organizations (117 pages total)

Overviews


Classical models


Rational Choice Theory


Resource Mobilization


The Importance of Organizations


• Clemens, Elisabeth S. and Debra C. Minkoff. “Beyond the Iron Law: Rethinking the Place of Organizations in Social Movement Research.” In BCSM, 155-170.

Recommended Readings


Hardin, Russell. 1995. One For All: The Logic of Group Conflict.


Lichbach, Mark Irving, 1994. "Rethinking Rationality and Rebellion: Theories of


**Class 2 (January 14): The Political Process Model and its Critics** (202 pages total)


**Recommended Readings**


McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press


Remaining articles in 1999 *Sociological Forum* special issue on the political process model (Vol. 14, No. 1).
Class 3 (January 21): The Cultural Turn: New Social Movements and Social Movement Frames (152 pages total)

Overview of the cultural turn: cultural context, collective identity, and framing


Gender and Sexuality: Identity, Framing and Opportunities


By the end of week 3, students should have discussed with the professor ideas for their final research papers.

Recommended Readings

Quarterly 36 (3): 441-464.

Class 4 (January 28): Mobilization under Authoritarianism (208 pages total)
• Wickham, Carrie Rosefsky. 2002. Mobilizing Islam: Religion, Activism, and Political Change in Egypt. New York: Columbia University Press, chapters 1-3 (pages 1-62); 5-7 (pages 93-175); 9-10 (pages 204-226)

Recommended Readings
Bayat, Asef. 1998. “Revolution without Movement, Movement without Revolution:


**Class 5 (February 4): Transnationalism and Globalization** (161 pages total)


**Recommended Readings**


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**Class 6 (February 11): Microstructural and Social-Psychological Dimensions: The Role of Networks, Beliefs, Identities and Emotions** (167 pages total)


• Essay Dialogue: Read all of the nine posts listed under Emotions in Motion, in Mobilizing Ideas: http://mobilizingideas.wordpress.com/2012/12/03/december-essay-dialogue-emotions-in-motion/

Recommended Reading


Diani, Mario. “Networks and Participation.” In BCSM, 339-359.


**Class 7 (February 18): The Causes and Effects of Participation in High Risk Activism**

(234 pages total)


**Recommended Readings**


Class 8 (February 25): The Relationship between Beliefs and Action (229 pages total)


Recommended Readings

Class 9 (March 4): Violence as Tactic and Threat (157 pages total)

Recommended


Class 10 (March 11): Institutionalization and Social Movement Outcomes (145 pages total)

Institutionalization

- [http://www.ssireview.org/articles/entry/harnessing_purity_and_pragmatism](http://www.ssireview.org/articles/entry/harnessing_purity_and_pragmatism) (8 pages)

Outcomes

- Amenta, Edwin and Neal Caren – section entitled “Accounting for the State-Related Consequences of Challengers” and “Methodological Issues” in BCSM, 469-478.

Recommended Reading


**Recommended Reading on Methods for Studying Social Movements**


