

New York University
Department of Politics

Collective Action: Social Movements

V53.0580.001

Fall Semester 2005

Monday & Wednesday 9:30-10:45 AM

Goddard A

(Paulette Goddard Hall 79 Wash Square East)

Instructor: Professor Hani Zubida

E-mail: zh211@nyu.edu

Office: 751

Office Hours: Wed. 4-6 and by appointment

Course Description

Social movements and protest have become a part of the political landscape. In places where institutional attempts for change fall or stand a poor chance, activists' work and protest often opens ingenious venues within the democratic process which influences the political process and strive for a change. This is also true for non-democratic states, where social movements lead the way to the desired democratic regime. Social movements engage in multiple sets of issues as well as the realm of institutionalized politics. In fact, when examining a given politically charged issue, the odds are that political-actors, pro and against, are employing social movements to advance their goals. This results in a growing public distrust of political institutions and growing numbers of social movements and social activists.

In this course we will engage with some of the theoretical perspectives, conceptual issues/questions, and empirical research that animate the study of social movements. We will look into the individual involvement in social movements, as well as examine the social and political context of protest. We will focus on the following questions: how and why do social movements emerge? How are social movements organized? How do activists choose political tactics and strategies? What are, if any, the affects of social movements on processes of social and political change?

Course Requirements

- Three critical essays on course readings, 1-2 Pages long (from the entire reading list). (20%)
- Term Paper - 15-18 pages long (topics to be approved by the instructor). (50%)

Drafts of the papers will be presented and discussed by the class during the last **three** meetings of the semester.

- Class Participation. (30%)

This part is three-fold:

1. Each student will be required to lead the discussion once during the course. This will include preparing a five to seven minute presentation of the relevant readings and prepare questions for the discussion to follow. Each presentation, which will be sent to me before hand, will be distributed to the students via e-mail before the class.
2. Active class participation. Class participation will be evaluated on the degree to which you understand and engage with the readings, and contribute to the quality (not quantity) of class discussion and postings.
3. Term paper presentation.

*** All written assignments have to be typed in font 12, double spaced, with 1-inch margins. Always keep a copy of your assignments for your records.

*** **See Appendix for further guidelines.**

All plagiarism issues will be handled with accordance to the College of Arts and Science bulletin.

(<http://cas.nyu.edu/object/bulletin0406.ug.academicpolicies.html>)

Important Dates and Deadlines

October 1: E-mail description of paper topic, after discussion with me

October 21: E-mail outline and annotated bibliography

November 21: Draft of paper, ready for circulation

November 23: Last date to submit final literature review

December 14: Final version of paper due

Required & Recommended Texts

Books are available for purchase at the Book Store (and on reserve in Bobst):

- McAdam David, McCarthy John and Zald Mayer. (Eds.) (1996) *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge, Mass: Cambridge University Press.
- Meyer David S., Whittier Nancy and Robnett Belinda. (Eds.) (2002). *Social movements: Identity, culture, and the state*. New York: Oxford University Press.
- McAdam Doug. (1999) *Political process and the development of Black insurgency, 1930-1970*. (2nd Ed.) Chicago: University of Chicago Press.

Recommended Only:

- Tarrow Sidney. (1998). *Power in Movement*. (2nd Ed.) Cambridge University Press.
- Goodwin Jeff and James E. Jasper. (Eds.) (2003). *The Social Movements Reader: Cases and Concepts*. Malden: Blackwell Publishing.
- Buechler M. Steven. (2000). *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social Activism*. New York: Oxford University Press.
- Lyman M. Stamford. (Ed.) (1995). *Social Movements: critiques, concepts, case-studies*. New York: New York University Press.

Date	Topic	Assignments and Readings
Class 1 Wednesday September 7	General Introduction	
Class 2 Monday September 12	Concepts and Theories: The Classical Model	McAdam, Introduction & Ch. 1 p.1-19 Buechler, p. 1-32 Suggested Readings: Tarrow, Introduction & Part 1 Meyer (In Mayer Ed.) Chapter 1
Class 3 Wednesday September 14	Concepts and Theories: Resource Mobilization	McAdam, Ch. 2 p.20-35 John McCarthy and Mayer N. Zald, "Resource Mobilization and Social Movements: A Partial theory." <i>American Journal of Sociology</i> 82 (1977): 1212- 1241. (Online). Suggested Readings: Buechler , p.34-40 Tarrow, part 2
Class 4 Monday September 19	Concepts and Theories: Political Process	McAdam, Ch. 3 p.36-59 Tarrow, (in McAdam et. al. Eds.) p. 41-61 Suggested Readings: Herbert Kitschelt. (1986). "Political Opportunity Structures and Political Protest: Antinuclear Movements in Four Democracies," <i>British Journal of Political Science</i> 16: 57-85.(Online)
Class 5 Wednesday September 21	Concepts and Theories: New Social Movement Theories	Buechler , p. 32-57 McAdam (in McAdam et. al.) p. 23-40

<p>Class 6 Monday September 26</p>	<p>Revisiting the theories</p>	<p>McAdam, Ch. 4 p.60-64 Fox-Piven & Cloward (In Lyman ed.) Ch. 7 p.137-167 Suggested Readings: Rohrschneider Robert. (1990). "The Roots of Public Opinion toward New Social Movements: An Empirical Test of Competing Explanations." American Journal of Political Science, 34(1) p. 1-30. (Online)</p>
<p>Class 7 Wednesday September 28</p>	<p>Organization</p>	<p>*** Oct 1: Email description of paper topic, after discussion with me Kriesi (in McAdam et. al.) p. 152-184 McCarthy and Zald (in Goodwin and Jasper) Ch. 16 p. 169-186 Finnegan (In Goodwin and Jasper Eds.) Ch. 19 p. 210-218 Suggested Readings: Introduction to Part III (in Mayer et. al.) p. 121-123 Reger, (in Mayer et. al.) Ch. 10 p. 171-184</p>
<p>Class 8 Monday October 3</p>	<p>Social Movements and the Media</p>	<p>McCarthy, Smith & Zald (In McAdam et. al.) Ch. 13 p. 291-311 Klandermans & Goslinga (In McAdam at. el.) Ch. 14 p. 312-337 Gitlin (In Goodwin & Jasper) Ch. 27 p. 301-311 Suggested Readings: Todd Gitlin. (2003) <i>The Whole World is Watching: The Media and the Making and Unmaking of the New Left</i>. Berkeley, CA: University of California Press. chapters 1-6 & 10.</p>
<p>Class 9 Wednesday October 5</p>	<p>Movie</p>	<p>This is what democracy looks like [video recording]/ the Seattle Independent Media Center; Big Noise Films ; directed and produced by Jill Freidberg, Rick Rowley.</p>
<p>Monday October 10</p>	<p>NO CLASS Columbus day!</p>	

Class 10 Wednesday October 12	Civil Right Movement	McAdam, Ch. 5, 6, 7 Suggested Reading: Aldon D. Morris. (1984) <i>The origins of the civil rights movement: Black communities organizing for change.</i> New York : Free Press.
Class 11 Monday October 17	Civil Rights Movement	Continue
Class 12 Wednesday October 19	Movie	At the river I stand [video recording] / a film by David Appleby, Allison Graham, Steven John Ross; a production of Memphis State University, Department of Theatre and Communication Arts.
Class 13 Monday October 24	Women's Movements & Feminism	October 21: Email outline and annotated bibliography Naples, (In Meyer Ed.), Ch. 13 p. 226- 246 Reger, (in Mayer et. al.) Ch. 10 p. 171- 184 Suggested Readings: Kristen Luker. (1984). <i>Abortion and the Politics of Motherhood.</i> (UCLA) Ch. 1, 6, 9 Mary Katzenstein. (1998). <i>Faithful and Fearless: Moving Feminist Protest Inside the Church and Military.</i> (Princeton)
Class 14 Wednesday October 26	Women's Movements & Feminism	Continue

<p>Class 15 Monday October 31</p>	<p>Movie</p>	<p>When women unite [video recording]: the story of an uprising / executive producers, Shabnam Virmani, Nata Duvvury; direction, Shabnam Virmani ; a Drishti-C-Dit co-production. OR With babies and banners [video recording]: story of the Women's Emergency Brigade / a film made by the Women's Labor History Film Project ; director, producer, Lorraine Gray.</p>
<p>Class 16 Wednesday November 2</p>	<p>Gay & Lesbian Rights</p>	<p>Barry D. Adam, Jan Willem Duyvendak, and André Krouwel. (Eds.) (1999) <i>The global emergence of gay and lesbian politics: national imprints of a worldwide movement</i>. Philadelphia: Temple University Press. Introduction & Ch. 6. D'Emilio (In Goodwin & Jasper Eds.) Ch. 4 p. 32-37 Suggested Reading: Bernstein (In Goodwin & Jasper) Ch. 22 p. 234-248 Any Chapter from the Adam et. al. Eds. Book</p>
<p>Class 17 Monday November 7</p>	<p>Movie</p>	<p>After Stonewall [video recording]</p>
<p>Class 18 Wednesday November 9</p>	<p>Reality Vs. Theory</p>	<p>Re-thinking theories articles and the movies we viewed.</p>

<p>Class 19 Monday November 14</p>	<p>Environmental Social Movements</p>	<p>Brulle (In Lyman Ed.) Ch. 12 p. 309-328 Wapner (In Goodwin & Jasper) Ch. 18 p. 202-209 Katy Pickvance. (1997). <i>Social Movements in Hungary and Russia: The Case of Environmental Movements</i>. European Sociological Review. 13(1) p. 35-54. (Online) Suggested Reading: Lowe D. Philip & Wolfgang Rudig. (1986). <i>Political Ecology and the Social Science</i>. British Journal of Political Science. 16(4) pp.513-550.</p>
<p>Class 20 Wednesday November 16</p>	<p>Environmental Social Movements</p>	<p>Continue</p>
<p>Class 21 Monday November 21</p>	<p>Religion and Social Movements</p>	<p>Richard L. Wood. (2002). <i>Faith in Action: Religion, Race, and Democratic Organizing in America</i>. Chicago: University of Chicago Press. Ch. 1 & 2 Suggested Reading: Sharon Erickson Nepstad. (1996). "Popular Religion, Protest, and Revolt: The Emergency of Political Insurgency in the Nicaraguan and El Salvadoran Churches of the 1960s-1980s". In Christian Smith. (Ed.) <i>Disruptive Religion</i>. New York: Routledge. Ch. 5 125-145.</p>
<p>Class 22 Wednesday November 23</p>	<p>Religion and Social Movements</p>	<p>Continue</p>

Class 23 Monday November 28	Movement Decline	November 21: Draft of paper, ready for circulation McAdam, Ch. 8 p. 181-229 In Goodwin & Jasper (Eds.) p. 315- 344 Kim Voss (In McAdan et. Al.) Ch. 10 227-259
Class 24 Wednesday November 30	Movement Decline	November 23: Last date to submit final literature review CONTINUE
Class 25 Monday December 5	Papers Presentations	
Class 26 Wednesday December 7	Papers Presentations	
Class 27 Monday December 12	Papers Presentations	
Class 28 Wednesday December 14	Last Class Summation of the Semester and Party!!!	***Final Paper Due

Appendix

Preparing Your Written Critical Essays

Your written essays should be 2 pages long, double spaced, font 12. The essay should discuss one of the readings from the given list for the relevant week.

It should consist of the following elements:

1. Bibliographic information – Title, Author/s, Name of Journal, Year.
2. Short Summary – main research question/s, theoretical perspective, methods and data, main findings.
3. Evaluation – main strengths, main weaknesses, how is this article relevant to your research project? (This article is badly written, or I did not understand what the author/s wrote is not a valid criticism.)

*** This requirement is to be done and evaluated individually.

Class Presentations

During the semester students will present an assigned reading in class.

Presentations should be about 8 minutes long.

The presentation should address the following questions:

- Who is the writer of the text?
- What kind of text is this?
- What is the main purpose of this text?
- Who is this text addressed to?
- What are the main arguments presented in the text?
- What support does the author provide to substantiate the arguments?
- Are the arguments convincing? Why or why not?
- What counter arguments could one make?
- How are the issues raised in the text relevant to the class?
- What did you find to be truly insightful in this text?
- What are the weaknesses of the text?
- How do the arguments made in the text fit with your own worldview?
- What particular issues raised in the text merit more discussion?

The presentation should be clear, coherent, and flowing (it should not be in a Q and A form).

In addition to the oral presentation you should submit your written notes.

If you have questions please come see me during office hours.

Paper Outline Guide

What do we have to write in the paper Outline?

Your outline should provide answers to 4 basic questions:

1. What do you want to know? (specific problem or issue, research questions)
2. Why do you want to know it? Why should anyone care what you find? What difference does it make?
3. What do you think the answer is, what are your hypothesis, what is your theory? Be sure to spell out the reasoning behind your hypothesis and the logical connections between them.
4. How do you intend to solve the puzzle? (Research design)

Each answer should be about two to three paragraphs long.

The outline should be written in essay format, about 2 to 4 pages long, font 12 double spaced.

*** The paper outline is the basis for the final paper class presentation.