

New York University  
Department of Politics

# Collective Action: Social Movements

V53.0580.001  
Spring Semester 2006  
Monday & Wednesday 2:00-3:15  
SILVER 410

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## **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

**To fulfill class requirements please read the appendix at the end of the syllabus.**

- Mandatory Class Attendance.
- Two critical essays on course readings, 1-2 Pages long (from the entire reading list). (20%) These essays should be sent via e-mail to both me and the grader; a hard copy to the grader at the beginning of each class is also required.
- Term Paper – 10-12 pages long (topics to be approved by the instructor/TA). (50%). Final papers should be sent via e-mail as well as hard-copy to the TA.

Drafts of the papers will be presented and discussed by the class during the last **five** 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 two page critical review 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.

\*\*\*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

Feb 13: E-mail description of paper topic, after discussion with me

March 8: Outline and annotated bibliography are due

April 12: Draft of paper, ready for circulation

April 17: Last date to submit final literature review

May 1: Final version of paper due

### **Required & Recommended Texts**

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

- McAdam Doug, 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*. (2<sup>nd</sup> Ed.) Chicago: University of Chicago Press.
- Buechler M. Steven. (2000). *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social Activism*. New York: Oxford University 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.
- 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 January 18	General Introduction	
Class 2 Monday January 23	<b>Concepts and Theories:</b> The Classical Model	McAdam, Introduction & Ch. 1 p.1-19 Buechler, p. 1-32 Tarrow, Introduction & Part 1 Meyer (In Mayer Ed.) Chapter 1
Class 3 Wednesday January 25	<b>Concepts and Theories:</b> 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). Buechler, p.34-40. Tarrow, part 2.
Class 4 Monday January 30	<b>Concepts and Theories:</b> Political Process	McAdam, Ch. 3 p.36-59. Tarrow, (in McAdam et. al. Eds.) p. 41-61. 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 February 1	<b>Concepts and Theories:</b> New Social Movement Theories	Buechler, p. 32-57. McAdam (in McAdam et. al.) p. 23-40.

<p>Class 6 Monday February 6</p>	<p><b>Revisiting the theories</b></p>	<p>McAdam, Ch. 4 p.60-64. Fox-Piven &amp; Cloward (In Lyman ed.) Ch. 7 p.137-167. 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 February 8</p>	<p><b>Organization</b></p>	<p><b>*** Feb 13: Email description of paper topic, after discussion with me</b></p> <p>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. 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 February 13</p>	<p><b>Social Movements and the Media</b></p>	<p>McCarthy, Smith &amp; Zald (In McAdam et. al.) Ch. 13 p. 291-311. Klandermans &amp; Goslinga (In McAdam at. el.) Ch. 14 p. 312-337. Gitlin (In Goodwin &amp; Jasper) Ch. 27 p. 301-311. <b>Suggested Readings</b> 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 &amp; 10.</p>
<p>Class 9 Wednesday February 15</p>	<p><b>Movie</b></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>

Monday October 10	<b>NO CLASS Presidents' Day!</b>	
Class 10 Wednesday February 22	<b>Civil Right Movement</b>	McAdam, Ch. 5, 6, 7. Aldon D. Morris. (1984) <i>The origins of the civil rights movement: Black communities organizing for change.</i> New York: Free Press. Ch. 6, 8, 11.
Class 11 Monday February 27	<b>Movie</b>	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 12 Wednesday March 1	<b>Civil Rights Movement</b>	Continue
Class 13 Monday March 6	<b>Women's Movements &amp; Feminism</b>	<b>March 8: Outline and annotated bibliography are due</b>  Naples, (In Meyer Ed.), Ch. 13 p. 226-246. Reger, (in Mayer et. al.) Ch. 10 p. 171-184. 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) Ch. 4, 7.
Class 14 Wednesday March 8	<b>Movie</b>	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.

March 13 to 18	No Classes Spring Recess	
Class 15 Monday March 20	Women's Movements & Feminism	Continue
Class 16 Wednesday March 22	Gay & Lesbian Rights	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. (Also read Introduction to the book). D'Emilio (In Goodwin & Jasper Eds.) Ch. 4 p. 32-37. Bernstein (In Goodwin & Jasper) Ch. 22 p. 234-248. <b>Suggested Reading:</b> Any Chapter from the Adam et. al. Eds. Book.
Class 17 Monday March 27	Movie	After Stonewall [video recording]
Class 18 Wednesday March 29	Reality Vs. Theory	Re-thinking theories articles and the movies we viewed.

<p>Class 19 Monday April 3</p>	<p><b>Environmental Social Movements</b></p>	<p>Brulle (In Lyman Ed.) Ch. 12 p. 309-328. Wapner (In Goodwin &amp; 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) Lowe D. Philip &amp; 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 April 5</p>	<p><b>Environmental Social Movements</b></p>	<p>Continue</p>
<p>Class 21 Monday April 10</p>	<p><b>Religion and Social Movements</b></p>	<p><b>April 12: Draft of paper, ready for circulation</b></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 &amp; 2. 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 April 12</p>	<p><b>Religion and Social Movements</b></p>	<p><b>April 17: Last date to submit final literature review</b></p> <p>Continue</p>

Class 23 Monday April 17	<b>Movement Decline</b>	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 April 17	Papers Presentations	
Class 25 Monday April 19	Papers Presentations	
Class 26 Wednesday April 24	Papers Presentations	
Class 27 Monday April 26	Papers Presentations	
Class 28 Wednesday May 1	Papers Presentations	<b>***Final Paper Due</b>

## 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.)
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- **This requirement is to be done and evaluated individually.**
  - **This requirement should be done exactly according to the above information, no exceptions.**

## Class Presentations

During the semester students will be in charge of assigned reading in class. At the start of class these students will present the main puzzle of the week and the various arguments on the readings regarding this puzzle.

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?
- What particular issues raised in the text merit more discussion?

Students will be expected to be clear, coherent, and flowing (it should not be in a Q and A form).

In addition the students will have to lead the class discussion, however, this does not mean that others should not take part in the class discussion.

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 one to two paragraphs long.

The outline should be written in essay format, **about 2 to 3 pages long**, font 12 double spaced and include the annotated bibliography.

- **The paper outline is the basis for the final paper class presentation.**
- **Annotated bibliography should include full reference of the item and its relevance to your work.**