Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.
Karl Marx, “The Eighteenth Brumaire of Louis Bonaparte,” 1852

Course description and goals
On the heels of growing political activism, especially among young people, this course will provide an overview of research on collective protest and social movements. On the examples of historical and contemporary protest movements, we will investigate when and how people band together to promote or resist social change. The course will address several key questions, including: Where do movements come from? Who participates in them? What challenges do social movements face? How are they shaped by their political, social, and cultural environment? And what are their consequences—for individuals, institutions, and state policies? Why, how, and to whom do social movements matter?

More specifically, in the course of the class we will study various historical and contemporary social movements in the United States but also around the world. Together, these examples that we will examine through a sociological lens will inform our understanding of what constitutes collective action and what social movement are and do. We will also learn how sociologists study movements, what methods they use and to what end, and how they analyze and theorize about social movements. Furthermore, we will think and talk about how facts, concepts, and theories learned in such a class can help those who are interested in contributing to social change get involved in collective action, developing tools that can be useful within and outside of the classroom.

Required texts
The required textbook is available at the University Bookstore, however feel free to look for cheaper copies elsewhere if necessary, but please get the book without delay and make sure to get the right edition. If there is a problem with the book in the store, please inform me right away. UW–Madison Social Work Library (Franks) has this text on reserve.

Additional required readings are posted on Learn@UW.

Readings marked on the syllabus with the dagger symbol (†) are required for graduate students but only recommended for undergrads.

**Course requirements, assignments, and grades**

This is an advanced undergraduate class that is also suited for graduate students beginning the work in this field. The class will mostly proceed as a discussion-centered seminar. Everybody is expected to contribute to the discussion in each class in a way that is informed by the readings. Therefore, please do the readings before class. The reading assignments are grouped on the syllabus by week rather than by day. Ideally, you should try to complete all the readings by the Monday class, but you certainly should do at least each week’s first two readings by Monday and the rest by Wednesday. The readings are listed in the order I recommend doing them.

Obviously, if you aren’t in class, you can’t contribute to the discussion and receive participation credit. Therefore, I expect everyone to attend all classes (to be on time and stay for the duration of class) unless there are serious extenuating circumstances, of which you should inform me right away.

I also want everybody to look for and bring to class every week something from your daily lives that is relevant to the general subject and/or specific topics of the course—a newspaper article, an internet meme, a material or cultural artifact related to protest, collective action, or social movements. Also, please share with class any information about relevant events on campus. This will help us jump-start the discussion.

Written assignments will be somewhat different for undergraduate and graduate students. Specific instructions for all assignments will be announced separately, at least 2 weeks before due dates.

Undergrads will write:

a) a review of a film (documentary or fiction) about protest/collective action/social movements (a list of suggested films is in the end of the syllabus) (3–4 double-spaced pages);

b) a summary and analysis of interviews about activism with two people;

c) a book report (a list of books attached in the end of the syllabus) (3–4 double-spaced pages);

d) an analysis of media coverage of a contemporary social movement (3–4 double-spaced pages);

e) a strategy memo for a historical or contemporary social movement of their choice (4–5 double-spaced pages); students will present drafts of these memos in class during the last two weeks of the semester, and those presentations, as well as peer comments, will count toward participation grade.

Graduate students will write:

a) a review of two films about the same movement;

b) a book review; if you pick a book published in 2014 or later and the review is well written, I can help you place the review in a journal (but credit will be given regardless of the success with publishing the review);
c) a final paper; you will need to submit a one-page prospectus by the end of October.

Grade breakdown for undergraduate students

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Film review</td>
<td>15</td>
<td>September 29</td>
</tr>
<tr>
<td>Interviews</td>
<td>15</td>
<td>October 13</td>
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<tr>
<td>Book report</td>
<td>15</td>
<td>November 3</td>
</tr>
<tr>
<td>Media analysis</td>
<td>15</td>
<td>November 23</td>
</tr>
<tr>
<td>Strategy memo</td>
<td>20</td>
<td>December 15</td>
</tr>
</tbody>
</table>

Grade breakdown for graduate students

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Films review</td>
<td>20%</td>
<td>October 5</td>
</tr>
<tr>
<td>Final paper prospectus</td>
<td>5%</td>
<td>October 31</td>
</tr>
<tr>
<td>Book review</td>
<td>25%</td>
<td>November 9</td>
</tr>
<tr>
<td>Final paper</td>
<td>35%</td>
<td>December 20</td>
</tr>
</tbody>
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Late work is accepted at my discretion; under no circumstances will extensions be given post factum, i.e. after due date passes.

Classroom community

We come to the classroom with varied experiences and sources of information. This is one of our greatest resources, but it can also present challenges. In the spirit of an inclusive pedagogy, I request the following of you as well as myself:

1) Respect the experiences of everyone in the classroom. Our gender, race, sexual orientation, religion, political affiliation, social class, etc. intersect to impact how we are treated by society as well as what we have learned in our lives.
2) Work to identify misinformation in a humane way. We can argue about the merits of an idea, but let’s not attack each other for holding such ideas.
3) With #2 in mind, we do have an obligation to correct misinformation, to actively combat myths and stereotypes, and to pursue an end to injustice.
4) Maintain confidentiality when asked.

Office hours and email

I hold regular office hours and will also be happy to see you by appointment at other times if you cannot make the office hours. You are welcome to come talk to me about the readings, assignments, sociology in general, or any other things I can be helpful with.

You also can use email to communicate with me. I will try to respond to messages promptly, but you should always allow 24 hours (and up to 48 during weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please attend my office hours.

Peer communication

For some types of questions (like due dates or how to use the course website) or to obtain notes
for a missed class it is often best to check with a peer first. (And I am always happy to step in if fellow students can’t answer your questions.) Please exchange contact information with two students sitting near you on the first day.

**Electronics**
I do not allow audio or video recording of lectures without my written permission. Under no circumstances can students post audio or video recordings on the internet. Furthermore, the use of computers, tablets, or phones is not permitted in class, unless you do your readings electronically. However, even in this case all note taking should be by hand. Make sure your phones are ON SILENT (not vibrate) and PUT AWAY.

**Academic honesty**
I consider plagiarism and cheating more generally to be very serious offenses; academic misconduct of any sort will not be tolerated. If you have any questions about what constitutes academic misconduct, you must consult [http://www.students.wisc.edu/doso/academic-integrity/](http://www.students.wisc.edu/doso/academic-integrity/). University’s Writing Center has a lot of helpful information regarding plagiarism, in particular: [http://writing.wisc.edu/Handbook/QPA_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). You are expected to be familiar with these guidelines before you submit any written work in this course; lack of familiarity with these rules in no way constitutes an excused for acts of misconduct. Any instance of misconduct will be dealt with strictly according to university policy.

All written assignments will be run through Turnitin.com to check for originality/plagiarism.

**Special considerations**
Students who require special accommodations for in-class exams or any other assignments due to disabilities, religious observances, or sports-team events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

**Departmental notice of grievance and appeal rights**
The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the department chair, 8128 Social Science (jraymo@ssc.wisc.edu).

**Departmental learning objectives**
Beyond the specific substantive and methodological content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Conduct research and analyze data (quantitative or qualitative).** Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.

- **Critically evaluate published research.** Students in sociology classes will be able to read and evaluate published research.

- **Communicate skillfully.** In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
• **Critically think about society and social processes.** Students taking sociology courses can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

• **See things from a global and historical perspective.** Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester, with proper advance notice, of course.

**Class Schedule**

**Sept. 7—Introduction to the course**

**Sept. 12–14—What are social movements? Why do we need them? How do we study them?**

Readings:
1) Goodwin & Jasper, chap. 1, pp. 3–7

**Sept. 19–21—Why and when do movements emerge?**

Film in class, Sept. 19: *Before Stonewall* (1hr 27mins)

Readings:
1) Rhoda Lois Blumberg, “The Civil Rights Movement” (selections, 7 pp.)

**Sept. 26–28—Why and when do movements emerge? (continued)**

Readings:
2) Goodwin & Jasper, chap. 2–5, pp. 13–52

**Due, undergraduate students: film review, by 11:59 PM on Sept. 29**

Oct. 3–5—Who joins and why? Who leaves, who stays?

**Readings:**
1) Goodwin & Jasper, introduction to Part III, pp. 53–57
2) Goodwin & Jasper, chap. 7–9, pp. 65–99

Film in class, Oct. 5: *Eyes on the Prize*, “Part 3: Ain’t Scared of Your Jails” (55mins)

**Due, graduate students: films review, by 11:59 PM on Oct. 5**


**Readings:**
2) James A. Aho, “Christian Patriots” (selections, 8 pp.)
3) Goodwin & Jasper, chap. 6, 12, 14, pp. 59–64, 126–135, 143–152
4) Bert Klandermans, “Disengaging from Movements” (selections, 12 pp.)

**Due, undergraduate students: interviews, by 11:59 PM on Oct. 13**

Oct. 17–19—How are movements organized?

**Readings:**
1) Goodwin & Jasper, introduction to Part V, pp. 153–158
2) Goodwin & Jasper, chap. 16–19, pp. 159–212

**Due, graduate students: interviews, by 11:59 PM on Oct. 26**

Oct. 24–26—How are movements organized? (continued)

**Readings:**


Oct. 31–Nov. 2—What do movements do? Repertoires, tactics, violence
Readings:
1) Goodwin & Jasper, introduction to Part VI, pp. 213–217
2) Saul D. Alinsky, “Protest Tactics” (selections, 4 pp.)

Film in class, Nov. 2: If a Tree Falls….: A Story of the Earth Liberation Front (1hr 25mins)
Due, graduate students: final paper proposal, by 11:59 PM on Oct. 31
Due, undergraduate students: book report, by 11:59 PM on Nov. 3

Nov. 7–9—What do movements do? Framing and media
Readings:
1) Goodwin & Jasper, introduction to Part VII, pp. 283–286
3) Todd Gitlin, “The Media in the Unmaking of the New Left,” (selections, 11 pp.)
4) Goodwin & Jasper, chap. 27, pp. 303–316

Film in class, Nov. 9: Ballot Measure 9 (1hr 12mins)
Due, graduate students: book review, by 11:59 PM on Nov. 9

Nov. 14–16—What do movements do? Digital media and cultural performances

Nov. 21–23—How, when, and why do movements fail?
1) Goodwin & Jasper, introduction to Part VIII, pp. 343–346
2) Patricia Cayo Sexton, “The Decline of the Labor Movement” (selections, 10 pp.)

Due, undergraduate students: media analysis, by 11:59 PM on Nov. 23 (Wednesday this week!)

Nov. 28–30—How, when, and why do movements succeed?
1) Goodwin & Jasper, introduction to Part IX, pp. 379–382

Sci. 5–7—Student presentations of strategy memos

Dec. 12–14—Student presentations of strategy memos and wrap-up
Due, undergraduate students: strategy memo, by 11:59 PM on Dec. 15
Due, graduate students: final paper, by 12 PM on Dec. 20
LIST OF FILMS TO CHOOSE FROM FOR FILM REVIEWS (the list is far from exhaustive; if you know of another film that you would like to write about, please let me know)

Documentary films:

*Harlan County, USA* (1976; American workers movement)

*Union Maids* (1976; American workers movement)

*The War at Home* (1979; anti–Vietnam War protests at UW–Madison)

*The Times of Harvey Milk* (1984; American gay rights movement)

*Eyes on the Prize, “Part 4: No Easy Walk”* (1987; American civil rights movement)

*Berkeley in the Sixties* (1990; American student/free speech movement)

*Freedom on My Mind* (1994; American civil rights movement)


*The Square* (2013; the Arab Spring)

*She’s Beautiful When She’s Angry* (2014; American feminist movement)

*One Woman, One Vote* (1995; women’s suffrage movement)

*Earth Days* (2009; environmental movement in the US)

*Let Freedom Sing: How Music Inspired the Civil Rights Movement* (2009; American civil rights movement)


*The Hunting Ground* (2015; anti–sexual assault campus movement)

Fiction films:

*Viva Zapata!* (1952; Mexican peasants movement, late 19th–early 20th centuries)

*Salt of the Earth* (1954; American workers movement, 1951)

*The Organizer* (1963; Italian workers movement, late 19th century)

*La Chinoise* (1967; radical student movement in France, 1968)

*Jonah Who Will be 25 in the Year 2000* (1976; French student and workers movements, 1968)

*Norma Rae* (1979; American workers movement, ~1970s)

*Matewan* (1987; American workers movement, 1920s)


*Iron Jawed Angels* (2004; American women’s suffrage movement, 1910s)

*Selma* (2014; American civil rights movement, 1960s)

*Suffragette* (2015; British women’s suffrage movement, 1910s)
LIST OF BOOKS TO CHOOSE FROM FOR BOOK REPORTS/BOOK REVIEWS
(all of these books are available—either as hard copies or electronically—through UW–Madison libraries, except for the last two books on the list: they are too recent (they are also written by non-academics, although this has nothing to do with them not being in the library yet))


Myra Marx Ferree, William Anthony Gamson, Jürgen Gerhards, and Dieter Rucht, Shaping Abortion Discourse: Democracy and the Public Sphere in Germany and the United States. Cambridge University Press, 2002


Sharon Erickson Nepstad, Convictions of the Soul: Religion, Culture, and Agency in the Central American Solidarity Movement. Oxford University Press, 2004


