

Social Studies 98jl – Fall 2016
Global Social Movements – Junior Tutorial

Course Instructor: Dr. Alison Denton Jones
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Office Hours: Thurs 4-5p and by appointment
House Affiliation: Quincy House, Non-Resident Tutor

Course Meeting Time and Place: Thursday 2:00-4:00 pm, location William James Hall 350

Course Description

This class is both an introduction to the social movements literature AND a practicum on (mainly qualitative) research design and methods. The methodological part of the course is a major component, and makes the course appropriate for students not planning theses on social movements, but who are interested in preparing for qualitative thesis field work.

A major goal of this course is to guide students in learning how to read an academic field (or “literature”) with the aims of extracting useful conceptual and theoretical frameworks for one’s own research project, and of getting a quick grasp on the major questions, positions and debates in the field, in order to situate one’s own research project. Both of these skills of analytically engaging a literature are critical in the thesis process. Thus, a student not planning a thesis on social movements should still benefit from learning how to approach other literatures for the purpose of a research project.

Social movements have long been considered a driving force behind political, social, and cultural change. From the Civil Rights movement of the 60’s to the Tea Party and Occupy movements of recent years, social movements have been credited with fundamentally re-shaping societal institutions—politics, economies, religions, genders, etc.—and as such, are considered a central source of social change. Recently, social movements—like markets, polities, and communities—are “going global.” Church groups throughout the United States send money and supplies to support guerrilla warriors in Central America in their fight to overthrow dictatorial regimes. Thousands of activists gather in Seattle to halt the World Trade Organization meetings, while millions more in cities around the world join in protests against military intervention in Iraq. International non-governmental organizations pressure local governments to end female genital cutting, child slavery, and political censorship.

This course explores the major theoretical and empirical approaches used in the social sciences to understand the emergence, endurance, and outcomes of social movement activism. We will proceed according to four thematic units: (1) *Political Opportunity Structure*, (2) *Internal Mobilizing Structures*, (3) *Cultural Approaches*, and (4) *Global Movements and Transnational Advocacy*. Course readings, videos, and lecture/ discussion will introduce students to core concepts and new research from the field of social movement theory. Although much of the

foundational social movement literature was formulated by studying U.S. cases (and especially the U.S. civil rights movement), I illustrate key concepts of both national and transnational mobilization through case studies that focus on other nations.

Course Objectives

This course is a research seminar. As such, it has two objectives. First, students should develop a general understanding of social movement theory, and the place of transnational social movements within this broader literature. Second, students will begin thinking about their senior theses by developing a research question about a particular social movement or similar case, situating that question within the relevant literature, and writing a research paper based on both primary and secondary sources.

Students will choose a social movement (or similar case) on which to focus their research throughout the semester. (Ideally, this will be related to a potential thesis topic.) Part of most class meetings will be devoted to workshops introducing research design, methods and ethics; and discussing students' research progress. Students will develop a focused research question about their chosen social movement that will culminate in a 20-30 page final paper. Students will complete a series of research project-related assignments throughout the semester to provide structured opportunities to progress toward completing the final research paper. Each student will conduct her/his own research project and write his/her own research paper, but we will work through the research process together providing critical feedback and helpful support along the way.

COLLABORATION POLICY

You should feel free to discuss your ideas for paper topics and sources with your classmates or others who can enhance your understanding of the material by engaging the ideas we address in class in helpful, new, or thought-provoking ways. However, you must ensure that all written assignments that you turn in to class result from your own research and writing and reflect your own ideas and viewpoints on the material you've studied. You will also need to cite all sources and references and acknowledge any help received. For a more complete statement, please see the "Academic Integrity Policy" on the course website home page. Also, please feel free to ask me any questions that you have on this subject relating to your class projects.

Schedule of Topics and Oral/ Written Assignments

<u>Dates</u>	<u>Topics (research process topics in italics)</u>	<u>Assignments</u>
(1) Sept. 8	Introductions/Definitions and Classic Theories of Social Movements	Project Memo 1: Student Questionnaire
(2) Sept. 15	The Political Opportunity Model (I) <i>Design & Methods I: Ethics and Human Subjects</i>	Project Memo 2: Researcher Goals
(3) Sept. 22	The Political Opportunity Model (II)	
(4) Sept. 29	Mobilizing Structures (I): Organization <i>Peer Groups I: Research Question</i>	Project Memo 3: Research Question
(5) Oct. 6	Mobilizing Structures (II): Networks <i>Design & Methods II: Case Selection and Sampling</i>	Project Memo 4: Data
This class will meet at Lamont Library for 3 hours, from 2:00-5:00 pm		
(6) Oct. 13	The Cultural Turn (I): Framing and Identities <i>Peer Groups II: Data and Selection</i>	Project Memo 5: First Look at Data
(7) Oct. 20	The Cultural Turn (II): Narrative and Emotions	
(8) Oct. 27	Research Proposal Workshopping <i>Peer Groups III: Proposal Feedback</i>	Research Proposal
(9) Nov. 3	Transnational and Globalizing Movements (I)	Revised Proposal
(10) Nov. 10	Transnational and Globalizing Movements (II) <i>Design & Methods III: Student Choice</i>	Methods Presentations
(11) Nov. 17	Transnational and Globalizing Movements (III) <i>Design & Methods IV: Data Analysis/ Coding</i>	Project Memo 6: Reading List
(12) Dec. 1	Old and New Media in Social Movements <i>Peer Groups IV: Literature & Update</i>	Project Memo 7: Update
(13) Dec. 8	Research Conference: Final Presentations (1-5 pm)	

Thursday, December 15th

Final Project Paper Due at 2:00 pm

Course Requirements and Grading

Class Participation, Presentations, Peer Feedback	25%
Reading Memos	10%
Research Proposal and other Research Project Assignments	25%
Final Research Paper and Presentation	40%

Deadlines: Most assignments are due 24 hours before class (Wednesday at 2 pm); see the list below for exceptions. The Final Project paper tentatively is due by 2 pm on 12/15. Specific policies on late submission are stated on the info sheets; they vary by assignment.

Information sheets on the assignments are available on the course website in separate memos.

(I) Attendance and active participation in discussion are essential. Some weeks, this will include presentations of readings. See reading list below for information on Student Methods Presentations. Students are also responsible for peer feedback on student research assignments & presentations. In week 4, students will be grouped into 3-person peer groups for the rest of the semester. These groups will read and provide feedback on each other's project memos and proposals.

(II) Reading Memos

Weekly

Reading responses should be 250-300 words in length and are due by email to the entire class by 2 pm on the day before our class meeting. The purpose of these assignments is to give you a head start on thinking about the reading, to trigger discussion in class, and to engage the readings with your research paper/ possible thesis topic. Students must complete a minimum of 10 reading memos for the 12 weeks. If more than 10 memos are submitted, only the 10 highest grades will be recorded.

(III) Research Project Memos and Proposal

- Project Memo 1: Student Questionnaire	Due 9/6
- Project Memo 2: Researcher Goals Memo	Due 9/14
- Project Memo 3: Research Question Memo	Due 9/23
- Project Memo 4: Data Memo	Due 10/5
- Project Memo 5: First Look at Data Memo	Due 10/16
- Proposal	Due 10/27
- Revised Proposal	Due 11/1
- Project Memo 6: Reading List Memo	Due 11/18
- Project Memo 7: Project Update	Due 11/28
- Two, one-on-one Project Meetings with the instructor in weeks 3/4 and 9/10, respectively.	

(IV) Final Presentation and Paper

- <i>Global Social Movements Mini Research Conference</i>	12/8
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During our final classes you will present your argument and core research findings to the class in a 10 minute formal presentation. You will also answer questions posed to you by your classmates (comments from classmates can and should be incorporated into your final papers).

- *Final Research Paper*

Due 12/15, 2pm

Your full semester of work comes to fruition in this paper. You will integrate your review of the relevant literature and the results of your data analysis into a 15-25 page research paper that makes a well-crafted argument about your particular social movement (or other topic). Your analysis will be refined in light of comments received during our final class mini-conference.

Attendance & Class Participation

There are two types of absences: unexcused and excused. An absence will be excused under the following circumstances: (a) the instructor was notified at least 24 hours prior about absence due to a valid activity, or (b) a doctor's or Resident Dean's note testifying to an illness on the day of class is turned in to the instructor. Unexcused absences receive 0 points for the participation grade; excused absences receive a check minus.

Class Participation is graded as check minus, check, check plus. Students who attend a class but don't participate will receive a check minus. Participation that shows evidence of having done the reading is especially valued.

Readings

All readings are either required texts (also on reserve at Lamont) or links/ PDFs available on the course website.

BOOKS TO BUY

1. Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press.
2. Keck, Margaret and Kathryn Sikkink. 1998. *Activists beyond Borders*. Ithaca, NY: Cornell University Press.
3. Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*. Ithaca, NY: Cornell University Press.
4. Maxwell, Joseph. 2005. *Qualitative Research Design: An Interactive Approach*. Sage Publications.
5. Polletta, Francesca. 2006. *It Was Like a Fever : Storytelling in Protest and Politics*. Chicago: University of Chicago Press.
6. Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics* (2nd Edition). New York: Cambridge University Press.
7. Viterna, Jocelyn. 2013. *Women In War: The Micro-Processes of Mobilization in El Salvador*. New York: Oxford University Press.

Week 1 – Sept. 8 – Definitions and Classic Theories of Social Movements

- 1) Snow, David A., Sarah A. Soule, and Hanspeter Kriesi. "Mapping the Terrain." In David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, ed. 2004. *The Blackwell Companion to Social Movements*. 1st ed. Wiley-Blackwell.
- 2) "Introduction: Social Movements: Conceptual and Theoretical Issues." In Doug McAdam and David A. Snow. 2010. *Readings on Social Movements : Origins, Dynamics and Outcomes*. 2nd ed. New York: Oxford University Press.
- 3) Buechler, Steven M. "The Strange Career of Strain and Breakdown Theories of Collective Action." In David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, ed. 2004. *The Blackwell Companion to Social Movements*. 1st ed. Wiley-Blackwell.

Design/ Methods Readings:

- 1) Maxwell, Joseph. 2005 (or 2012). *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapters 1 & 2**

Week 2 – Sept. 15 – The Political Opportunity Model (I): Tarrow & Ethics and Human Subjects

- 1) Tarrow, Sidney. 1998. *Power in Movement: Social Movements and Contentious Politics* (2nd Edition). New York: Cambridge University Press. **Chapters 1, 2, 5, 6 & 9 (skim others as relevant for projects)**

Design/ Methods Readings: Ethics & Human Subjects

- 1) Allen. 1997. "Spies Like Us: When Sociologists Deceive their Subjects." *Lingua Franca*.
- 2) Mitchell Duneier, "On the evolution of Sidewalk," in *Contemporary field research: perspectives and formulations*, ed. Robert M Emerson, 2nd ed. (Prospect Heights, Ill.: Waveland Press, 2001).
- 3) Parry, Marc. 2011. "Harvard Researchers Accused of Breaching Students' Privacy" *Chronicle of Higher Education*. Available at: <http://chronicle.com/article/Harvards-Privacy-Meltdown/128166/>

Week 3 – Sept. 22 – The Political Opportunity Model (II): McAdam & Critics

The order of reading/ watching is important this week. Please read in the exact order listed below.

- 1) McAdam, Doug. 1999 (1982). "Chapter 3: The Political Process Model." *The Political Process and the Development of Black Insurgency*. Second Edition. Chicago: University of Chicago Press.
- 2) McAdam, Doug. 1996. "Chapter 1: Political Opportunities: conceptual origins, current problems, future directions." In Doug McAdam, John D. McCarthy, and Mayer N. Zald. *Comparative Perspectives on Social Movements : Political Opportunities, Mobilizing Structures, and Cultural Framings*. Cambridge Studies in Comparative Politics. Cambridge [England] ;: Cambridge University Press.

While reading 1 & 2, make a list of the components of the Political Process Model, then when watching the documentary, jot down examples of the different components from the story. Bring this to class.

3) Episodes 1, 3, 5: "Awakenings (1954-1956)," "Ain't scared of your jails (1960-1961)" or "Mississippi: Is This America? (1963-1964)." Hampton, Henry, Julian Bond, Blackside Inc, and PBS Video. 2006. *Eyes on the Prize America's Civil Rights Movement*. Alexandria, Va.]: PBS Video.

Watch on your own outside of class.

4) Kurzman, Charles. 1996. "Structural Opportunity and Perceived Opportunity in Social-movement Theory: The Iranian Revolution of 1979." *American Sociological Review*: 153–170.

5) Goodwin, Jeff, and James M. Jasper. 1999. "Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory." *Sociological Forum*, 14:27–54.

Design/ Methods Readings:

1) Maxwell, Joseph. 2005 (or 2012). *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapters 3 & 4**

Week 4 – Sept. 29 – Mobilizing Structures (I): Organizations & Case Selection and Sampling

Peer Groups I: Research Questions

Read each other's research question memo before class, discuss in class.

1) "Intro to Section VI: How are Movements Organized?"

2) McCarthy & Zald. "Ch. 19: Social Movement Organizations."

Above in: Goodwin, Jeff, and James M. Jasper. 2009. *The Social Movements Reader : Cases and Concepts*. 2nd ed. Blackwell Readers in Sociology ; 12. Chichester, U.K.: Wiley-Blackwell.

3) Morris, Aldon. "Black Southern Student Sit-In Movements: An Analysis of Internal Organization."

4) Armstrong, Elizabeth A. "From Struggle to Settlement: The Crystallization of a Field of Lesbian/ Gay Organizations in San Francisco, 1969-1973."

Above in: Doug McAdam and David A. Snow. 2010. *Readings on Social Movements : Origins, Dynamics and Outcomes*. 2nd ed. New York: Oxford University Press.

Design/ Methods Readings:

1) Maxwell, Joseph. 2005 (or 2012). *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapter 5**

2) "In Search of the Volunteers" in McAdam, Doug. 1988. *Freedom Summer*. New York: Oxford University Press.

3) Smilde, David. 2007. "Chapter 1 and Appendices." Pp. 3-15 and 228-242 in *Reason to believe: cultural agency in Latin American evangelicalism*. Berkeley: University of California Press.

Week 5 – Oct. 6 – Mobilizing Structures (II): Networks & Recruiting & Library Visit

This class will meet at Lamont Library for 3 hours, from 2:00-5:00 pm

- 1) "Intro to Section V: Social Networks"
- 2) McAdam & Paulsen. "Ch. 15: Specifying the Relationship Between Social Ties and Activism." Above in McAdam, Doug, David A. Snow, and Doug McAdam. 2010. *Readings on Social Movements : Origins, Dynamics and Outcomes*. 2nd ed. New York: Oxford University Press.
- 3) Gould, Roger V. 1991. "Multiple Networks and Mobilization in the Paris Commune, 1871." *American Sociological Review* 56 (6) (December 1): 716–729.
- 4) Smilde, David. 2005. "A Qualitative Comparative Analysis of Conversion to Venezuelan Evangelicalism: How Networks Matter." *American Journal of Sociology* 111 (3) (November): 757–796.

Week 6 – Oct. 13 – The Cultural Turn (I): Framing & Identities*Peer Groups II: Data and Selection*

Read each other's data memos before class, discuss in class.

- 1) Benford, Robert D., and David A. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26 (1): 611–639.
- 2) Viterna, Jocelyn. 2013. *Women In War: The Micro-Processes of Mobilization in El Salvador*. New York: Oxford University Press.

Week 7 – Oct. 20 – The Cultural Turn (II): Narrative and Emotions

- 1) Polletta, Francesca. 2006. *It Was Like a Fever : Storytelling in Protest and Politics*. Chicago: University of Chicago Press. **Preface pp. vii-xii, Chapter 1, 2, and 3.**
- 2) Gould, Deborah. 2002. "Life during Wartime: Emotions and the Development of Act Up." *Mobilization* 7 (2): 177-200.
- 3) France, David et al. 2012. *How to Survive a Plague*. New York, NY: Sundance Selects :MPI Media Group. **Watch on your own outside class.**

Week 8 – Oct. 27 – Proposal Workshopping in Peer Groups*Design/ Methods Readings:*

- 1) Maxwell, Joseph. 2005 (or 2012). *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapters 6 & 7**

Peer Groups III: Proposal Feedback

Bring 2 printed copies of proposal to class (everyone will read & critique 2 proposals), exchange with peer group members and discuss. Feedback forms will be provided to start discussion.

Week 9 – Nov. 3 – Transnational and Globalizing Movements (I)

1) Margaret Keck and Kathryn Sikkink. (1998). *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell Univ. Press. **Chapters 1, 2, and 6, and choose one from 3-5.**

Student groups will present chapters 3, 4, and 5 in class.

2) Della Porta, Donatella, and Sidney G. Tarrow. 2004. *Transnational Protest and Global Activism*. People, Passions, and Power. Lanham, MD: Rowman & Littlefield. **Chapters 1 & 10.**

Week 10 – Nov. 10 – Transnational and Globalizing Movements (II) & Methods Presentations

1) Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press.

2) Student Method Presentations: Participant-Observation and Interviewing

Groups of students will be responsible for introducing key aspects of a methodology that they expect to use in their class project or thesis. Students should aim to convey the following, at a minimum: What is the method good/ appropriate for studying? What does it entail/ how does it work? Strengths/ Weaknesses/ Limitations? The participant-observation group will have 12 minutes, the interviewing group will have 25 minutes, and we will have 5-10 minutes for further discussion. Further details on the course website.

Week 11 – Nov. 17 – Transnational and Globalizing Movements (III) & Coding Workshop

1) Khagram, Sanjeev. 2004. *Dams and Development: Transnational Struggles for Water and Power*. Ithaca, NY: Cornell University Press.

Selections: Chapter 1, Chapter 2 ONLY pp 33-35 and pp 59-64, Chapter 3 ONLY pp 65-66 and pp 90-100, Chapter 4, and choose one of Chapter 5 or 6.

2) Sign up to watch one of the following three documentaries on your own outside of class, all on reserve:

Narmada diary: <https://www.youtube.com/user/TheVishwahinduparish>

Drowned out

Dam/age: a film with Arundhati Roy

3) Student Method Presentations: Qualitative Comparative Analysis

The QCA group will have 20 minutes, and we will have 10 minutes for further discussion. Further details on the course website.

After class workshop on Data Analysis/ Coding, 4-5pm

Everyone should bring to class a paper copy of some text of their data, 2-4 pages. For most, this would be a transcript or notes excerpted from a single interview. It could also be a few pages of a primary document that you are analyzing (court transcript, historical record, new article,

movement promotional material). A couple pages of field notes from an observation-based project would also work.

We will work on developing coding schemes for these in peer groups or pairs in class.

Week 12 – Dec. 1 – Old and New Media in Social Movements & Coding

Peer Groups IV: Literature & Update

Read each other's reading list memos and project updates before class, discuss challenges in class.

- 1) Andrews, K. T., and M. Biggs. 2006. "The Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins." *American Sociological Review* 71 (5): 752–77.
- 2) van Stekelenburg, Jacquelin and Marije Boekkoi. 2013. "Ch. 11: Mobilizing for Change in a Changing Society." in van Stekelenburg, Jacquelin, Conny Roggeband, and Bert Klandermans, eds. *The Future of Social Movements Research: Dynamics, Mechanisms, and Processes*. Minneapolis: University of Minnesota Press. 217-234.
- 3) Gladwell, Malcolm. 2010. "Small Change; Why the Revolution Will Not Be Tweeted." *The New Yorker*, October 4.
http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell.
- 4) Tufekci, Zeynep. 2011. "Strong Ties and Weak Ties and Social Movements." Talk given at Personal Democracy Forum. <http://technosociology.org/?p=473>
- 5) Tufekci, Zeynep. 2013. "'Not This One' Social Movements, the Attention Economy, and Microcelebrity Networked Activism." *American Behavioral Scientist* 57(7):848–70.