

## Social Studies 98jl – Fall 2018

### Global Social Movements – Junior Tutorial

#### *Final Version*

**Course Instructor:** Dr. Alison Denton Jones

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Office Hours: Tues 2:45-4p and by appointment

House Affiliation: Quincy House, Non-Resident Tutor

**Course Meeting Time and Place:** Tuesday 12:00-2:45 pm\*, location William James Hall 350  
(\*Most weeks, the course will meet 12:30-2:45pm. There will be approximately 3 weeks in the semester when the course will meet the full 2:45 minutes from 12-2:45pm. See page 3 for details.)

#### **Course Objectives**

*This course is a research seminar. As such, it has three primary goals.*

- *Substantively, the course is an **introduction to the social movements and transnational activism literatures**, mainly from the discipline of Sociology. It is focused more on understanding HOW Social Movements have been studied, than on providing in-depth analysis of specific social movements.*
- *Second, this course aims to guide students in learning **how to read any academic field** (or “literature”). This entails two skills: (1) extracting useful conceptual and theoretical frameworks for one’s own research project, and (2) 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.*
- *Third, the course offers an intensive **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 on other topics.*

#### **The Social Movements Literature**

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 BLM 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. Furthermore, 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 gathered 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. 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), we will illustrate key concepts of both national and transnational mobilization through case studies that focus on other nations.

### **Research Design, Methods, and Student Projects**

In this course, 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. Everyone will conduct a start-to-finish empirical research project in the course of the semester, getting a hands-on taste of every stage of a research project.

Students will choose a case on which to focus their research throughout the semester. (This should be related to a potential thesis topic, even if that isn't a social movement.) Part of each class meeting 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 case that will culminate in a 20-30 page final paper. Course requirements include 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 their own research project and write their 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.

### Topics and Assignments "At a Glance"

(1) Sept. 11	Defining & Historicizing Social Movements <i>Design &amp; Methods I: Ethics and Human Subjects</i>	Project Memo 1: Student Questionnaire (M 9/10)
(2) Sept. 18	Paradigm Shifts: Collective Behavior to Resource Mobilization <i>Design &amp; Methods II: The Researcher</i>	Project Memo 2: Researcher Goals (Th 9/20)
(3) Sept. 25	The Political Process Model <i>Design &amp; Methods III: Frameworks &amp; Questions</i>	Project Memo 3: Research Question (F 9/28)
(4) Oct. 2	Social Movement Organization <i>Design &amp; Methods IV: Data and Sources</i>	<b>*This class will meet at Lamont Library 12:00-2:45p*</b>
(5) Oct. 9	Mobilization (I): Networks <i>Design &amp; Methods V: Case Selection &amp; Sampling</i>	
(6) Oct. 16	Mobilization (II): Identities <i>Design &amp; Methods VI: Ethnography</i>	Project Memo 4: Data (Th 10/18)
(7) Oct. 23	The Cultural Turn I: Framing & Emotion <i>Design &amp; Methods VII: Textual &amp; Media Analysis</i>	
(8) Oct. 30	Research Proposal Workshopping <b>*This class will meet from 12:00-2:45 pm, lunch provided*</b>	Research Proposal (in class Tu 10/30)
(9) Nov. 6	The Cultural Turn II: Narrative <i>Design &amp; Methods VIII: Interviewing</i>	Revised Proposal (M 11/5)
(10) Nov. 13	Transnational and Globalizing Movements (I) <i>Design &amp; Methods IX: QCA</i>	<b>(No class 11/20)</b>
(11) Nov. 27	Transnational and Globalizing Movts (II) <i>Design &amp; Methods X: Data Analysis/ Coding</i>	Project Memo 5: Update (Su 11/25), & 6: Reading List (M 11/26)
(12) Dec. 4	Old and New Media in Social Movements <b>*This class will meet from 12:00-2:45 pm, lunch provided*</b>	
(13) Dec. 11	<b>Final Presentations</b> <b>*This class will meet from 12:00-4:00 pm, lunch provided*</b>	
Dec. 17	<b>Final Paper Due, 2:00 pm</b>	

### Course Requirements

Class Participation, Presentations, Peer Feedback	20%
Reading Memos	10%
Research Proposal and other Research Project Assignments	25%
Final Research Paper and Presentation	45%

**Deadlines:** Reading Memos are due Monday at noon. Project Memos are due Mondays or Thursdays at noon. Specific policies on late submission are stated on the info sheets.

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

*(I) Attendance and active participation in discussion are essential.* Some weeks, this will include presentations of readings and documentaries. Students are also responsible for peer feedback on student research assignments & presentations.

***(II) Reading Memos***

Weekly

Reading responses should be 250-400 words in length and are due by email to the entire class by 12 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 practice writing argumentation, and to engage the readings with your research paper/ possible thesis topic.

***(III) Research Project Memos and Proposal***

- Project Memo 1: Student Questionnaire Due 9/10
- Project Memo 2: Researcher Goals Memo Due 9/20
- Project Memo 3: Research Question Memo Due 9/28
- Project Memo 4: Data Memo Due 10/18
- Proposal Due 10/30
- Revised Proposal Due 11/5
- Project Memo 5: Project Update Due 11/25
- Project Memo 6: Reading List Memo Due 11/26
- Two, one-on-one Project Meetings with the instructor in weeks 4/5 and 9/10, respectively.

***(IV) Final Presentation and Paper***

- *Global Social Movements Research Conference*

Tu 12/11

During our final class, you will present your argument and core research findings to the class in a 15 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 M 12/17, 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 20-30 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 class research conference.

### Attendance & Class Participation

Full attendance is extremely important in this seminar. In addition to the usual discussion, we frequently have student presentations, workshops and small group work. If missing all or part of a class is unavoidable, please inform the instructor as far in advance as possible. Absences receive 0 credit for the participation grade, but participation credit can be recouped by writing a memo on the topic missed; talk to the instructor for details.

*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

Readings include the required texts listed below, as well as articles or chapters available as links/ PDFs on the course website. The required texts may be purchased or rented from the Coop (<https://tinyurl.com/300-SSTD-98JL-F18>) or from any retailer such as Amazon, which also often has used versions, sometimes cheaper. All required texts, as well as most books from which only 1 chapter is assigned, are also on reserve at Lamont Library. The library reserve list can be viewed from the course website.

### **BOOKS**

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. Maxwell, Joseph. 2013. *Qualitative Research Design: An Interactive Approach*. Sage Publications.
4. Polletta, Francesca. 2006. *It Was Like a Fever : Storytelling in Protest and Politics*. Chicago: University of Chicago Press.
5. Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics* (3<sup>rd</sup> Edition). New York: Cambridge University Press.
6. Tufekci, Zeynep. 2017. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven: Yale 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. 11 – Defining and Historicizing Social Movements & Ethics and Human Subjects

- 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. **Skip pages 12-13.**
- 2) Gupta, Devashree. 2017. *Protest Politics Today*. Camb, UK: Polity. **Chapter 1, pages 1-19 only.**
- 3) Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics* (3rd Edition). New York: Cambridge University Press. **Chapters 2-3.**

#### *Design/ Methods Readings:*

- 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). **Only pages 161-174 and 178-183 are required.**

### Week 2 – Sept. 18 – Paradigm Shifts: Collective Behavior to Resource Mobilization & The Researcher

- 1) Buechler, Steven M. *Understanding Social Movements: Theories from the Classical Era to the Present*. Boulder, CO: Paradigm Publishers, 2011. **Introduction and Selections pages: 1-5, 60-66, 72-74, 91-94, 99, 104-111.**
- 2) Gupta, Devashree. 2017. *Protest Politics Today*. 1 edition. Cambridge, UK: Polity. **Chapter 1, pages 19-31, and Chapter 2, pages 32-45 only. You can skip the Methods Spotlight on 35-36.**
- 3) McCarthy & Zald. "Social Movement Organizations." In: Goodwin and Jasper. 2009. *The Social Movements Reader : Cases & Concepts*. 2nd ed. Blackwell Readers in Sociology; 12.

#### *Design/ Methods Readings: Ethics & Human Subjects*

- 1) Maxwell, Joseph. 2012. *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapter 1: Research Design & Chapter 2: Goals.**

### Week 3 – Sept. 25 – The Political Process Model & Research Frameworks and Questions

- 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. **Read through page 51 only.**
- 2) Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics* (3rd Edition). New York: Cambridge U. Press. **Chapter 8: Threats, Opportunities and Regimes.**
- 3) "Introduction to Political Opportunities" and Jenkins et al. "Political Opportunities and African-American Protest, 1948-1997." In Doug McAdam and David A. Snow. 2010. *Readings on Social Movements : Origins, Dynamics and Outcomes*. 2nd ed. NY: Oxford University Press.
- 4) Episodes from *Eyes on the Prize America's Civil Rights Movement*. Hampton, Henry, Julian Bond, Blackside Inc, and PBS Video. 2006. Alexandria, Va.]: PBS Video. **Watch outside of class.**

*Design/ Methods Readings:*

1) Maxwell, Joseph. 2012. *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapter 4: Research Questions**

Week 4 – Oct. 2 – Social Movement Organization & Data and Sources (Library Visit)

**\*This class will meet at Lamont Library from 12:00-2:45 pm\***

- 1) "Intro to Section VI: How are Movements Organized?" 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.
- 2) Gupta, Devashree. 2017. *Protest Politics Today*. 1 edition. Cambridge, UK: Polity. **Chapter 3, pages 66-78 only.**
- 3) Morris, Aldon. "Black Southern Student Sit-In Movements: An Analysis of Internal Organization." in Doug McAdam and David A. Snow. 2010. *Readings on Social Movements : Origins, Dynamics and Outcomes*. 2nd ed. New York: Oxford University Press.
- 4) Armstrong, Elizabeth A. "From Struggle to Settlement: The Crystallization of a Field of Lesbian/ Gay Organizations in San Francisco, 1969-1973." in Doug McAdam and David A. Snow. 2010. *Readings on Social Movements*.

*Design/ Methods Readings:*

1) Maxwell, Joseph. 2012. *Qualitative Research Design: An Interactive Approach*. Sage Publications. **Chapter 5: Methods, pages 87-104 and 116-120 only.**

Week 5 – Oct. 9 – Mobilization (I): Networks & Case Selection and Sampling

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

*Design/ Methods Readings:*

- 1) "In Search of the Volunteers" in McAdam, Doug. 1988. *Freedom Summer*. New York: Oxford University Press.
- 2) Smilde, David. 2007. "Methodological Appendices." Pp. 228-242 in *Reason to believe: cultural agency in Latin American evangelicalism*. Berkeley: University of California Press.
- 3) Duneier, Mitchell. 2011. "How Not to Lie with Ethnography." *Sociological Methodology* 41 (1): 1–11.

### Week 6 – Oct. 16 – Mobilization (II): Identities & Ethnography

1) Viterna, Jocelyn. 2013. *Women In War: The Micro-Processes of Mobilization in El Salvador*. New York: Oxford University Press.

#### *Design/ Methods Readings:*

Everyone should read (1) for a general overview background, and one of the articles in (2-4) as an example of using ethnography to study social movements. Use the sign-up to decide among yourselves which of the case study articles to read; each of the three must be covered. You may also propose to me to read a different case study article of your choosing; please email me about this by 3pm on Friday 10/12.

- 1) Lichterman, Paul. 2002. "Seeing Structure Happen: Theory-Driven Participant Observation." In *Methods of Social Movement Research*, 118–45. Social Movements, Protest, and Contention ; v. 16. Minneapolis: University of Minnesota Press. (Book is on reserve for class.)
- 2) Lichterman, Paul. 1998. "What Do Movements Mean? The Value of Participant-Observation." *Qualitative Sociology* 21 (4): 401–18. doi:<http://dx.doi.org.ezp-prod1.hul.harvard.edu/10.1023/A:1023380326563>
- 3) Lopez, Stephen H. 2000. "Contesting the Global City: Pittsburgh's Public Service Unions Confront a Neoliberal Agenda." In *Global Ethnography: Forces, Connections, and Imaginations in a Postmodern World*, edited by Michael Burawoy, 268–98. Berkeley: University of California Press.
- 4) Schiffman, Josepha. 1991. "'Fight the Power': Two Groups Mobilize for Peace." In *Ethnography Unbound: Power and Resistance in the Modern Metropolis*, edited by Michael Burawoy, 58–79. Berkeley: University of California Press.

For those wanting a very detailed Practical/ "How-to" oriented perspective, this is a good choice: Lofland, John. 2006. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 4th ed. Belmont, Calif.: Wadsworth/Thomson Learning Firm. (On reserve for the class.) Chapters 2-4 on Gathering Data are a good introduction to choosing sites, "getting in" or gaining entree, and the dynamics and challenges of conducting this type of research. The Lichterman 2002 article above also covers a number of practical issues.

### Week 7 – Oct. 23 –The Cultural Turn (I): Framing and Emotions & Textual and Media Analysis

- 1) Gupta, Devashree. 2017. *Protest Politics Today*. 1 edition. Cambridge, UK: Polity. **Chapter 5, pages 132-159 only.**
  - 2) Gould, Deborah. 2002. "Life during Wartime: Emotions and the Development of Act Up." *Mobilization* 7 (2): 177-200.
- Optional: France, David et al. 2012. *How to Survive a Plague*. New York, NY: Sundance Selects: MPI Media Group. **Watch on your own outside class.**



*Design/ Methods Readings:*

Everyone should read two articles. First, A (mostly on media) or B (mostly on historical and textual sources) for a general overview and how-tos. Second, one of the corresponding example articles (A: 1-4 and B: 5-7) as an example of using these methods to study social movements. There is one example article for each of the 7 of you, so all should be covered. I've assigned one article to each person. If you prefer a different one, ask the other person to switch with you and inform me of the change. Please come to class prepared to discuss the key points of the overview article, and to speak about your example article. Let us know the following: What is the subject/ research question? What are the data? How were they collected and selected? What advantages and limitations do these data have?

A) Earl Babbie. 1992. "Chapter 11: Unobtrusive Research." in *The practice of social research*. Wadsworth publishing company, Belmont, CA. (skip part on Analyzing Existing Statistics, pp. 342-9)

1) Gamson, Joshua. 1998. "Appendix: Methods." in *Freaks talk back: Tabloid talk shows and sexual nonconformity*. University of Chicago Press.

2) Gitlin, Todd 1980. "Appendix on Sources and Methods." in *The whole world is watching: Mass media in the making and unmaking of the new left*. University of California Press.

3) Hanna, Alexander. 2013. "Computer-Aided Content Analysis of Digitally Enabled Movements." *Mobilization: An International Quarterly* 18 (4): 367–388.

4) Steiner-Threlkeld et al. 2015. "Online social networks and offline protest." *EPJ Data Science* 4 (19): 1-9.

B) Clemens & Hughes. 2002. "Recovering Past Protest: Historical Research on Social Movements." In *Methods of Social Movement Research*, 201–230. *Social Movements, Protest, and Contention* ; v. 16. Minneapolis: University of Minnesota Press. (Book is also on reserve for class.)

5) Alimi, Eitan. 2006. "Constructing Political Opportunity: 1987—The Palestinian Year of Discontent." *Mobilization: An International Quarterly* 11 (1): 67–80.

6) Armstrong, Elizabeth A. 2002. "Appendix: Constructing a Database of San Francisco's Lesbian/Gay Organizations." in *Forging gay identities: organizing sexuality in San Francisco, 1950-1994*. University of Chicago Press.

7) McAdam, Doug 1982. "Appendix 1: Methodology and Presentation of Coding Manual." in *Political process and the development of black insurgency, 1930-1970*. University of Chicago Press.

Week 8 – Oct. 30 – Proposal Workshopping in Peer Groups

**\* This class will meet from 12:00-2:45 pm, lunch provided\***

*Design/ Methods Readings:*

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

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

### Week 9 – Nov. 6 – The Cultural Turn (II): Narrative & Interviewing

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.**

#### *Design/ Methods Readings:*

All students will read (A) the same "how-to" chapters on interviewing and (B) a short article with a more particular focus. Choose which B article to read at the sign up link below. It should be about half and half. You may also propose a different article on interviewing, or a case study article based on interviews. Let me know by Friday 11/2 at 2pm.

(A) Chapters 3&4: "Preparation for Interviewing" and "Interviewing" in *Learning From Strangers: The Art and Method of Qualitative Interview Studies* by Robert S. Weiss. 1995. This looks like a lot of pages, but the formatting makes it longer. It should not take that long to read.

\*Note: the Weiss book has a lot of other useful information on different stages and aspects of interviewing that some of you may want to look at. As with most books for the class, it is on reserve at Lamont. Another good resource on how-tos of interviewing is: *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (3rd edition) by Irving Seidman. 2006. Teachers College Press. online resources at: [http://nrs.harvard.edu/urn-3:hul.ebook:NLIB\\_158421](http://nrs.harvard.edu/urn-3:hul.ebook:NLIB_158421)

(B1) On thinking about sampling/ selection in interviewing:

Small, Mario Luis. 2009. "'How Many Cases Do I Need?' On Science and the Logic of Case Selection in Field-Based Research." *Ethnography* 10 (1): 5–38. Focus on pp. 1-15, (basically the "first scenario" which is interviewing), 18-19 ("Alternatives"), and 24-28 (Second Alternative).

(B2) On ethics and evidence when interviewing people you disagree with:

Blee, Kathleen M. 1993. "Evidence, Empathy, and Ethics: Lessons from Oral Histories of the Klan." *The Journal of American History* 80 (2): 596–606.

### Week 10 – Nov. 13 – Transnational and Globalizing Movements (I) & QCA

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.**

*Design/ Methods Readings:*

Everyone should read (1 and 2) for the conceptual background, and one of the articles in (3) as an example of QCA in practice. You may decide among yourselves which of the case study articles to read; each of the three must be covered. Do not worry about the technical aspects of the analytical method (such as crisp vs. fuzzy sets); focus instead on the goals and logic of the method. You may also propose a different case study article based on QCA. Let me know by Monday 11/12 at 2pm.

1) Gupta, Devashree. 2017. *Protest Politics Today*. Camb, UK: Polity. "Methods Spotlight: QCA," pages 263-4.

2) Ragin, Charles C. 1987. *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press. Chapter 2: "Heterogeneity and Causal Complexity" (Can skip the section "Interests, Simplicity, and Complexity" on pp 20-23.)

3) Each student reads only one of the following:

- Elizabeth Borland. 2008. "Social Movement Organizations and Coalitions: Comparisons from the Women's Movement in Buenos Aires, Argentina." In *Research in Social Movements, Conflicts and Change*, 28:83–112. Research in Social Movements, Conflicts and Change 28. Emerald Group Publishing Limited.

- Giugni, Marco, and Sakura Yamasaki. 2009. "The Policy Impact of Social Movements: A Replication Through Qualitative Comparative Analysis." *Mobilization: An International Quarterly* 14 (4): 467–84.

-Guzman-Concha, Cesar. 2015. "Radical Social Movements in Western Europe: A Configurational Analysis." *Social Movement Studies* 14 (6): 668–91.

Week 11 – Nov. 27 – Transnational and Globalizing Movements (II)

1) Bob, Clifford. 2005. *The Marketing of Rebellion: Insurgents, Media, and International Activism*. Cambridge: Cambridge University Press. **Chapters 1, 2, & 5, and choose 1 from 3 & 4.**

Week 12 – Dec. 4 – Old and New Media in Social Movements & Data Analysis and Coding

***\*This class will meet from 12:00-2:45 pm, lunch provided\****

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) Tufekci, Zeynep. 2017. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. New Haven: Yale University Press. **Focus on the following: Preface, Introduction, Chapters 2, 3, 4, and 8.**

*Design/ Methods Readings:*

Part A: Readings on Coding and Data Analysis

Choose only one of the following to read. Lofland et al is general guide to analyzing qualitative data, especially that one collected oneself (interviews & participant-observation). The Berg article focuses on relatively structured content analysis (coding and analysis of data you don't gather yourself, such as media, documents, etc.). However, both offer useful ways of thinking about coding and analysis that would be applicable to any qualitative project.

- 1) Chapter 9: "Developing Analysis" in *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis* by John Lofland and Lyn H. Lofland. 2006. Wadsworth Publishing Company.
- 2) Chapter 11: "An Introduction to Content Analysis" in *Qualitative Research Methods for the Social Sciences* by Bruce L. Berg. 2007. Pearson Education, Inc. (Ignore the section on Computers from 329-335.)

#### Part B: In-class workshop on Data Analysis/ Coding

Everyone should bring two things to class. First, some data in hard copy, and second, a paper copy of a first pass at a coding scheme for their project.

1) Data: Everyone should bring a paper copy of some text of their primary data, 2-4 pages. For example, this could be a transcript or notes excerpted from a single interview, a few pages of a primary document that you are analyzing (court transcript, historical record, news article, movement promotional material), or a couple pages of field notes from an observation-based project.

2) Coding Scheme: This should be either one or two sides of a single sheet of paper, and can be hand-written. The exact nature of this will vary from project to project. Think about this less as trying to perfect the list of codes you would use to analyse your data, and more as a thinking tool and exercise that will help you begin to make sense of your data even before you have finished collecting it all. Feel free to write it more as a diagram than a list, or not. We will discuss the process of coding in class based on the readings and your experience starting the process, including practical Q&A. You will also work in small groups with your data and coding schemes.