

SOC 424

SOCIAL MOVEMENTS & COLLECTIVE BEHAVIOR

2:00-3:15 Tuesdays & Thursdays

Quigley 202

Professor Rob Benford
Office Hours: 9:00-11:30 Tues. & Thurs.,
3:30-4:30 Thurs., or by appointment

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COURSE DESCRIPTION AND OBJECTIVES

In no small way, the world in which you live was forged and continues to be reshaped by social movements and collective behavior. Slavery was abolished by a social movement and collective action. So were the Jim Crow laws in the United States and apartheid in South Africa. Social movements can be credited with not only affecting the rights of women, children, racial and ethnic minorities, indigenous people, gays and lesbians, older citizens, and the disabled, but also with changing how we think about those categories of people. Moreover, individual lives, social relations, institutions, and social structures were dramatically changed as a consequence of collective actions such as the Boston Tea Party, the Bolshevik Revolution, the Greensboro lunch counter sit-ins, the Tiananmen Square demonstrations and massacre, and the “terrorist” attacks on September 11, 2001. But our world has also been shaped by lesser known, albeit significant, collective actions such as the siege of Wounded Knee, the Stonewall Rebellion, Greenham Common women’s peace camp, and the WTO protests. And communities have benefitted from the organizing efforts of local and national social movement organizations such as Industrial Areas Foundation, Association of Community Organizations for Reform Now (ACORN), and the Peace Coalition of Southern Illinois. Learning about the dynamics of social movements and collective behavior will enhance our understanding of how social change occurs. Moreover, such knowledge provides the activist/scholar with the tools to help change the world.

With that in mind, the goals of this course include: 1) to introduce you to sociological concepts, theories, and research to help illuminate social movements and collective behavior; 2) to encourage effective participation in civil society; 3) to provide you with hands-on experience organizing a social movement; 4) to provide you with opportunities to learn to work effectively with others; and 5) to provide you with venues to augment your communication skills.

In order to achieve the course objectives, you and your classmates will organize a social movement which will seek to address a problem the class identifies. The class project, assignments, and readings are designed to prepare students for a future of meaningful and impactful civic engagement. By semester’s end you should feel comfortable working with others to mobilize disenfranchised categories of people and communities to overcome systemic injustices.

COURSE REQUIREMENTS

1. Required Reading:

Alinsky, Saul D. 1971. *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books.

Loeb, Paul Rogat. 2004. *The Impossible Will Take A While: A Citizen's Guide to Hope In a Time of Fear*. New York; Basic Books.

Sen, Rinku. 2003. *Stir It Up: Lessons in Community Organizing and Advocacy*. San Francisco, CA: Jossey-Bass.

Shaw, Randy. 2001. *The Activist's Handbook*, Second Edition. Berkeley & Los Angeles: University of California Press.

Lectures, class discussions, guest speakers, films, assignments, and readings are organized so as to complement and supplement each other. You are therefore expected to remain current with the reading schedule in order to maximize your benefits from and contributions to the course.

2. Attendance and Participation: You are expected to attend class on a regular basis and to participate actively and thoughtfully in class discussions and small group meetings.

3. Assignments: All students in this course will be required to participate in a series of in and out of class projects associated with creating, organizing, and mobilizing an actual social movement.

4. Peer Evaluation: You will be working in small groups and with the entire class on various tasks associated with creating, organizing, and mobilizing a social movement. In the interest of fairness to your fellow students and to reduce "free-riding," each of you will evaluate your fellow students' and your own contributions to the tasks at hand.

5. Exams: You will be required to complete two take-home exams. Exams will be distributed on the dates listed below and due at the beginning of the following class.

GRADING

<u>Category</u>	<u>Points</u>	<u>Scale</u>
Attendance & Participation	100	716-800 = A
Assignments (50 each)	400	636-715 = B
Peer Evaluation	100	556-635 = C
Exams (100 each)	<u>200</u>	476-555 = D
Total	800	0-475 = F

IMPORTANT POLICIES

1. Make-Up/Late Policy: Grades on take-home exams will be reduced by 10% per calendar day you submit them late.
2. Cheating: All SIUC policies regarding plagiarism and academic dishonesty will be upheld in this course. A grade of “0” will be recorded for all works in which you were found to have been involved in any acts of academic dishonesty. If you are not familiar with the definitions and consequences of cheating or with your rights, refer to your *Student Conduct Code*, see an academic advisor, or ask me.
3. Grade Appeals: Any student who believes that she or he has been graded unfairly may appeal that grade following standard university procedures. Certain procedural rights are guaranteed to all students charged with academic dishonesty who are subject to disciplinary action. These rights are outlined in the *Student Conduct Code*.
4. Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down), and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

COURSE OUTLINE AND ASSIGNMENTS

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
I. GETTING STARTED		
Aug. 19	Overview of Social Movements	
" 21	We Shall Overcome–Imagining Change	Loeb: Intro., 1-4
" 26	Political & Cultural Opportunities	Sen: 1; Loeb: 5 & 36; Assign 1
" 28	Problem Identification	Sen: pp. 48-62; Loeb: 6, 7 & 31
Sept. 2	Selecting Targets	Sen: pp. 62-67; Loeb 9 & 28; Assign 2
" 4	Constructing Injustice Frames	Sen: pp.67-78; Loeb 35, 42 & 46; Assign 3
II. ORGANIZING		
" 9	Strategizing	Shaw: 1; Sen: Intro.; Loeb: 21
" 11	Education	Sen: 6 & 9
" 16	Electoral	Shaw: 2
" 18	Legislative	Shaw: 4; Loeb: 30 & 48
" 23	Legal	Shaw: 6
" 25	Nonviolent Direct Action-1	Shaw: 7; Loeb: 19, 24 & 25; Assign 4
" 30	Nonviolent Direct Action-2	Sen: 4; Loeb: 33, 34 & 49
Oct. 2	Tactics	Take Home Exam 1 Distributed
	Means/Ends	Alinsky: Prologue, 1 & 2
" 7	Criteria	Alinsky: 3-5
" 9	Tactical Innovation	Alinsky: 6 & 7; Loeb: 16
" 14	Implementation	Alinsky: 8 & 9; Exam 1 Due

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
	Organization	
" 16	Structure	Shaw: 8; Loeb: 32
" 21	Leadership	Sen: 5; Loeb: 27
III. MOBILIZING		
" 23	Recruitment	Sen: 2; Loeb: 39 & 43; Assign 5
" 28	Framing	Sen: 8
" 30	Media	Shaw: 5; Assign 6
Nov. 4	Third Party Support/Allies	Sen: 7
" 6	Coalitions	Shaw: 3; Assign 7
" 13	Collective Identity	Loeb: 12, 15 & 40
" 18	Additional Resource Acquisition	Take Home Exam 2 Distributed

DYNAMICS OF COLLECTIVE ACTION

" 20	Police/Social Control	Loeb: 37 & 38; Assign 8
Dec. 2	Countermovements/Opponents	Loeb: 22, 29, 45 & 47
" 4	Assessing/Taking Credit	Sen: Conclusion; Shaw: 9
" 11		Exam 2 Due by 3:00 pm