LEARNING OUTCOMES: The goals of the course are to supply understandings and perspectives on social movements as organized collective responses that pursue "moral," instrumental, and political causes. A central goal is to understand how historical social protests as social movements in the United States are pursuit of the "politics of disorder" and collective solutions to "noninstitutionalized" goals. The goals also include the understanding of concepts, theories and research in the area of social movements as a component of collective behavior.

I. Conceptions and Definitions: (August 22 & 24, 2006)
Lectures: Definitions; Concepts; Historical Origins; Relationships with Social Change; Importance for Legislation and Legal Outcomes, e.g. "war on drug"; SMOs serving new medical needs; satanic cults; moral panics. Review of political actions underlying the constructions of movements whether political, social, medical, religious, etc.
Readings:
Appleton, "Rethinking Medicalization: Alcoholism and Anomalies,” 59-80.

"Precipitating Conditions" (Topic II) and "Early Mobilization" (Topic III).
Here, we analyze informal collective behavior such as rumors and sporadic dissent that produce milling and sporadic protest that, in turn, produce labels, "causes," and coalitions.

II. Precipitating Conditions: Pre-existing Factors Contributing to Collective Responses
A. Social and Physical Conditions that Create Strain (August 29, 2006)
Discussion and Lecture Topics: Conditions that make people angry and tense.
Readings:

B. Public Sentiments of Morality and Fairness (Aug. 31 & Sept. 5, 2006)
Discussion and Lecture Topics: Cynicism; Rage Frustrations; Scapegoating.
Readings:
Freeman and Johnson: Ch. 8, Green, “Collective Identity and the Christian Right,” 153-168.
Best: Jenkins, “Clergy Sexual Abuse: .. Symbolic Politics..” 105-130.

C. **Public Opinion and Definitions of the Situation** (September 7, 2006)
Discussion and Lecture Topics: This topic focuses on the preliminary issues - the value and cultural climates that create and shape unrest.
Readings:

D. **Public Readiness for Action** (Sept. 12 & 14, 2006)
Discussion and Lecture Topics: Two questions: When do deprivations (or no resources) create oppositions? When do resources create oppositions?
Readings:

Review for the First Examination: Scheduled for September 19, 2006

**FIRST EXAMINATION: SEPTEMBER 21, 2006, COVERING SECTIONS I-IID**

Discussion of First Examination Results: September 26, 2006

III. **Early Mobilization**

A. **Calls for Action, Manifestos** (Sept. 28, Oct 3, 2006)
Discussion and Lecture Topics: Influence of "Position Papers" and Manifestos. Role of the "propagandist" in early stages. Writings from U.S. Student Movement (60's) and German Nazi Party (1920's and 1930's).
Readings:
Freeman and Johnson: Ch. 2, Johnson, “Mobilizing the Disabled,” 25-46.
Kline: Ch. 5, "The 1900s to 1930s: “Beginnings of the Conservation Movement,” 51-69. Ch. 6, "The 1940s to 1960s: Prelude to the Green Decade," 70-83.

B. **Incidents that Create Symbols and Responses** (October 5, 2006)
Discussion and Lecture Topics: What is the role of "rumor" in the production of protests and protest groups? When, if ever, does it matter if a rumor is true?
Readings:
Kline: Return to Ch. 6, ".. 1940s to 1960s: Prelude to.. Green Decade," 73-87. And "Glossary," 143-155, an overview of terms, persons, and SMO's in the environmental movement.
C. **The Factors of Sentiments and Relationships** (October 10, 2006)

Discussion and Lecture Topics: Many movements start as a result of the friendships of persons; all movements in some fashion are personal. And movements create sentiments and symbolisms – dress, speech, & other codes.

Readings:

D. **Coalition Work: Gathering Group Support** (October 12, 2006)

Readings:

The "Organizational" (IV, V) and the "Procedural and Tactical" Stages (VI)

From the very beginning, groups that are "deviant" or that oppose conventions or mainstream political systems must articulate their personal agenda and organizational purposes. Once in operations, SMO's (social movement organizations) must maintain operational strategies no unlike those for conventional organizations - schools, business, etc. We examine the formalization of movements and their organizational structures.

Movements vary in their tactics. Anti-nuclear groups have a highly educated members that disseminate information and pursue technically articulated goals. By contrast, "Right-to-Life" groups invoke moral pressures and MADD has employs both moral and political tactics.

IV. **The Organizational Phase: Getting the Movement Going**

A. **The "Organizing" Stage:** (October 17, 2006)

Discussion and Lecture Topics: What were the first organizational efforts of Lenin? Of Hitler? Of Jim Jones? Of others? How did these initiations of structure reflect the goals of the SMO's and the personalities of the leaders?

Readings:
Figert: Ch. 4, “Accounting for the Controversy,” 55-65.

B. **Compliance, Commitment and Reward Solutions** (Oct. 17, 2006)

Discussion and Lecture Topics: Members' behaviors can discredit a movement and how members are directed, persuaded, controlled and retained is critical. There are no readings in this section.

V. **Established Movement Organizations:**

A. **Goals and Belief Systems** (October 19, 2006)

Discussion and Lecture Topics: Specificity vs. Generality of goals. Whether the goals are tangible or intangible (e.g. symbolic).

Readings:
October 24, 2006: Review for Second Examination

SECOND EXAM: OCTOBER 26, 2006. COVERING SECTIONS III-V
Occurring at end of Second One-Third; Scheduled for October 26, 2006

Discussion of Second Examination Results: October 31, 2006

B. **Control of Members** (October 31 & 2, 2006)
Discussion and Lecture Topics: The importance of "inner" and "outer" membership levels. Control as related with goals and member characteristics. The church of “Scientology” started by L. Ron Hubbard and including such current members as John Travolta and Tom Cruise.
Readings: None

C. **Conflicts in Movements Organizations (SMO's)** (November 7, 2006)
Discussion and Lectures Topics: Internal strife and schisms that alter movements, change their directions, or can produce their demise.
Readings:
Figert: Ch. 5, “Inter- and Intraprofessional Boundary Disputes,” 71-95.

VI. **Tactics of Social Movement Organizations (SMO's):** (November 9, 2006)
Discussion and Lecture Topics: Dimensions of Tactics: Aggressive vs. Conciliatory, Physical vs. Symbolic, Direct vs. Indirect, etc. Types: media imagery, sit-ins, marches, leafleting, "dirty tricks," etc.
Readings:

BELOW: THE STUDY OF “ACCOMMODATIONS (TOPIC VII), “MULTIPLE SMO’S IN A “FIELD” (TOPIC VIII), AND “CONFLICTS” AND “OPPOSING SMO’S” (TOPIC IX) FOR OPERATING AND ACTIVE SMO’S, STUDIED AND ANALYZED, BELOW

Movements seek to change technical and social environments. Always, SMO’s create resistance, anger, and oppositional groups. If the SMO can overcome these difficulties, they can alter arrangements of power, status, and privilege. But the movements must learn to get along or respond successfully if they are to succeed. We deal with such accommodations in this section.”

VII. **Movement Contexts and Accommodations** (November 14, 2006)
Discussion and Lecture Topics: Public opinion climates; Reactions to SMO "tactics"
discussed above; public responses to SMO activities.


### NOVEMBER 16, 2006 (THURSDAY): TERM PAPERS ARE DUE

#### VIII. Multiple Social Movement Fields: (November 16, 2006)

**Discussion and Lecture Topics**: Linked and non-linked movements; parallel goals; types of cooperation and/or competition (and exchanges between the two).

**Readings**:

- Figert: Ch. 6, “Who Defines a Normal and Healthy Woman?: The Woman Domain, 97-113.

#### IX. Counter-Movements, Resistance to Other Movements: (November 16, 2006)

**Discussion and Lecture Topics**: Current competing and opposing movements - Pro-Life vs. Pro-Choice, etc. Question: when do SMO's create their own opposition?

**Readings**:


(Note: November 22, 23, & 25, 2006, are Thanksgiving Holidays)

#### X. Outcome of Social Movements (November 21 and 28, 2006)

At the end, what have been the outcomes and impacts of movements? Most fail to make a notable difference. Some contribute to profound institutional changes such as the Civil Rights Movement. Some are highly influential for short periods, e.g. the Anti-War movement of the 1960's and some become integrated and/or co-opted into other movements or into the mainstream of institutionalized society.

**A. Success, followed by Institutionalization**

**Discussion and Lecture Topics**: The success of the civil rights movement of the 1960s and 70s and the Townsend movement of the 1930s. The success of the labor union movements in the late 19th and early 20th centuries in contrast to their difficulties in recent times due to the professionalization of our work force and the weakening of labor movements through outsourcing and globalization. The United Auto Workers (UAW) and United Mine Workers (UMW) as cases.

**Readings**:

**B. Success: Followed by Goal Displacement &/or Alternative Success**

**Discussion and Lecture Topics**: Shifts in the labor movement; Berger’s concept of the "moral entrepreneur," the flexibilities of the environmental groups, the case of SNCC, as noted in readings, below.

**Readings**:

- Freeman and Johnson: Ch. 17, Stoper, “The Student Nonviolent Coordinating Committee: Rise and Fall of a Redemptive Organization,” 349-364.
- **Best**: Locke, “.’Homeless Mentally Ill’ and Involuntary Hospitalization, 261-87.
C. **Success, Followed by the Creation of Alternative Movements**
   Discussion and Lecture Topics: The success in the mid-1960s of Civil Rights protests led to the inclusion of the status rights of many groups including Mexican-Americans ("La Raze"), Gay and Lesbian Alliance, etc. No readings.
   Readings:
   Freeman and Johnson: Ch. 15, Miller, “The End of SDS and the Emergence of Weathermen: Demise through Success,” 303-324.

D. **Success, followed by Defeat, Decline, or Disfavor:**
   Discussion and Lecture Topics: The success of prohibition followed by its disfavor and its legal demise. A similar pattern occurred for "Pro-Choice" forces: success in the 1970's, opposition and some decline in the 1980's.
   Readings:
   Freeman and Johnson: Ch. 16, McAdam, “The Decline of the Civil Rights Movement,” 325-348.
   Best: Luckenbill, “. Film Industry Campaigns to Shape Video Policy,” 287-313.

E. **Success in the Way of The Production of Culture and New Life-Styles:**
   Discussion and Lecture Topics: The 60's produced lasting changes in clothing styles, music, a "sexual" revolution, changes in marital arrangements, and attitudes toward relationships that are interracial, inter-gender, and inter-class.
   Readings:

F. **Personal, Life-Long Consequences for Participants:**
   Discussion and Lecture Topics: We will give special attentions to two studies on "Mississippi Summer, 1963," by McAdams and by Fendrich and Lavoy.
   Readings:
   Kline: Conclusion, 155-159 (a personal note from the author)

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**November 30, 2006: Last Day of Classes: Review for Final Examination**

**FINAL EXAM: TUESDAY, DECEMBER 12, 2006, 2–5 p.m., SECTIONS V.B.-X.F.**

Covering the Last One-Third of Classes. Scheduled for Final Examination Period

**POLICIES AND PROCEDURES**

I. **Requisites for this Class:** Completion of Introduction to Sociology. Note: no exceptions.

II. **Performance Requirements:**
   A. **Attendance and Participation**
      1. Good grades are significantly associated with attendance in my classes.
      2. Important: Continual, unexcused tardiness will not be tolerated.
      3. Repeated absences will result in an official, “Instructor Drop.”
      4. Students are expected to be prepared to participate in class discussions.
5. Note: no noises from cell phones or beepers. None!

B. Readings:
1. Total assigned is approximately 1,000 pages that will require reading approximately 15 pages per day - Monday through Friday.
2. Readings are slightly heavier for the 1st and 3rd Sections and less for the 2nd Section when the term paper must be submitted.
3. Almost all readings are covered on the examinations.

C. Examinations and Grade Distributions;
1. Three exams: each covering one-third; covering materials indicated above.
2. Exams: four-item, multiple choice, sentence options covering ALL materials. For this course, exams will contain 80 items.
3. Grades: 90+=A; 80-89=B; 70-79=C; 60-69=D; - 60=F. Prizes for 100’s on exams & A+’s on term papers

III. Term Paper Requirement:
A. Due date: November 16, 2006; paper must address assigned topic.
B. I grade all papers. Plagiarism will result in an automatic “F.”
C. The paper will count one-four of your grade and will be exceedingly over-weighted if you have constructed an exceptionally good, original paper.
D. Paper format:
1. Use PC; double space; one-inch margins – vertical & horizontal.
2. Retain extra copy to protect you if paper is misplaced or there is a submission dispute. (You should do this for all your classes.)
3. Cover page: title; course & student numbers; date. No binders.
4. Narrative, excluding references is 8-page minimum; no maximum. Note: longer papers typically receive higher grades.
5. References: A minimum of ten journal articles and books; a maximum of three Internet references – which, often, can be invalid and unreliable
6. The ASA (American Sociological Association) style, available in the library (similar to APA) is required. You are to learn this style.
7. Note: papers will not be accepted if they do not follow the above format or if they do not address the assigned topic

E. Minimal Paper Quality: Citations, syntax, and organization should exceed high school senior themes and College Freshmen compositions.

F. Paper Content:
1. Keep your focus sharply focused. See below on the assignment. This should be easily accomplished for the assignment outlined below.
2. The paper must include the following: first, a precise description of the topic – here the social movement in the country you are analyzing for the paper being written for Fall Semester, 2006.
3. All references to cited materials in the narrative must always cite the year. References to quoted materials must cite both the year and the page(s).

IV. Paper Assignment for Fall Semester, 2005:
A. The topic assignment, 2005, Fall Semester, is the analysis of a Social Movement that has occurred during the past 10 years and/or is ongoing in a society other than the United States. You will be assigned, randomly, one specific movement in specific society for your historical land structural analysis. No: no choice.
B. The following are necessary components of your paper.

1. Characteristics and Identification of the Social Movement
   a. Type of movement (among many other examples)
      - Religious – Christianity in many eastern nations, in Communist nations, etc.
      - Indigenous-Nativist movements – especially the case in southern Mexico in the past 10 years.
      - Political movements – e.g. types of movements that have occurred in Russia
      - Varieties of movements that have characterized many social movements in the United States such as: animal rights movements, anti-nuclear energy movements, the “Green” movements (even in modern Russia), anti-crime movements (especially in Russia), and so on.

2. The history of the movement.
   a. When did it begin?
   b. Who were the major players and interest groups?
   c. Was the U.S. or other national powers involved in the way of creating the movement conditions or intervening to stop the violence
   b. Who were the leaders?
   c. What were the “counter-movement” conditions – that is, who supplied the opposition?

3. What are the characteristics of the country and the movement within the country that you have chosen that have contributed to the movement? Are we addressing abject poverty in some African nations? Were they supplied weapons by outside groups?

4. What were the tactics that were employed. Were outside groups (such as assistance from Irish Catholics in the U.S. by the IRA of the Ireland) sought? Did they contribute. Was the movement one of violence or persuasion?

4. What is the current condition of the movement?

5. What is the future of the movement, as currently assessed.

6. A note on sources. Pulling from Sociological Index to obtain articles and newspaper sources, I found the following for the number of articles on social movement (i.e., combining “social movement” with “Russia”) by countries: Mexico = 181, Argentina = 18, Finland = 22, China = 168, Guatemala = 16, and Russia = 82, Turkey = 28. Hence, there are a rich source of movements in most nations and some specific movement of your choice can be easily identified. Further, academic sources abound.

C. Kinds of Issues that Would be Expected from this Assignment:

1. What sociological principles are inherent in the movement you analyze?
2. What are the implications of the social movement for other countries?