

SOCIAL MOVEMENT AND PROTEST

Fall 2022

Instructor: Yusuf Evirgen

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Time: Thursday 18:00 – 21:00

Place: CW 310

Objectives: Welcome to our study of social movement and protest. This class will help to explore scholarship from comparative politics, international relations, and political sociology that focuses on the development of social movements and the outcomes that they produce. As we connect history, theory, and scholarship to contemporary politics, key questions will include: How do social movements mobilize under different regime types? Does state repression deter contentious collective action? When do protests lead to political change? By the end of this course, you should have a good understanding of the major theoretical debates about social movements and protests and cursory knowledge of several different social movements and protests in several countries such as the United States, China, Russia, Ukraine, Egypt, Turkey, Mexico, etc. While this is not a course in current events, I expect you to be familiar with contemporary issues in world politics. Even a minimal effort to familiarize yourself with current happenings – in light of the material covered in class – is likely to greatly increase your returns from this course.

Office Hours: I will hold office hours in the LNG 273 (Library North, Ground floor) on Wednesday, 1:30-3:00pm and on Friday, 1:30-3:00pm (Eastern). For an appointment, email me and we'll sort out a time. Be assured that our conversations will be held in the appropriate confidence; I am genuinely interested in each of you getting the most that you can out of this class.

Course Policies:

- **Disrespectful and/or disruptive behavior of any kind will not be tolerated, and may result in a student's dismissal from class and forfeiture of all credit for the day.**
- **Attendance and Participation:** Please, make all reasonable attempts to let me know of circumstances that may impact your ability to fulfill your course obligations as soon as possible. It is your responsibility to read carefully the assigned readings, to attend and participate in all class meetings/activities, and to write and turn in written assignments on time and in the appropriate format. I trust you will respect all in the class by avoiding excessively late arrivals, repeated early exits, or otherwise disruptive behavior. I am just going to assume that a) none of us would be so unscrupulous as to take unfair advantage of my – and others' – willingness to be generous and flexible with each other and b) all of us will abide by the principle that honesty, integrity, and care for others in our communications and our scholarship is of paramount importance.
- **Covid-19:** We are going to take Covid-19 and other illness very seriously in this course. Please do not come to class if you have any symptom of any illness. This includes our first meeting on Thursday, and all other class meetings throughout the semester. Please contact me if you need to miss class and we will work out alternative ways for you to receive participation points. Masks are encouraged but not required.

- **Accessibility:** If you have a documented disability, anticipate needing any type of accommodation in this course, or have questions/concerns about access, please tell me as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is your responsibility to inform me early in the term. I strongly encourage you to register any disability with the Services for Students with Disabilities (SSD) Office.
- **Academic Integrity:** I, along with the Department of Political Science, Harpur College, and the University, take violations of academic dishonesty very seriously. Observing honesty in one's work, words, ideas, and actions is a principle to which all participants in this class are required to subscribe. All course work by students is to be done on an individual basis unless I clearly state that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. All in-text and bibliography citations should follow the guidelines of the American Political Science Association, as laid out in the APSA Style Manual for Political Science (2006) (available at <https://connect.apsanet.org/stylemanual/>). Students uncertain about proper citation are responsible for checking with me. Plagiarism, data falsification, lying to the instructor, or purposely misleading any University administrator all constitute actionable violations of academic integrity.
- **Copyright:** The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and use course materials only for your personal use in this course. You may not record, reproduce, or distribute my lectures/notes/materials for any commercial purpose and in any format (audio, photo, video, or written) without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes, or assist another person or entity in selling or distributing those materials may be considered in violation of the Academic Honesty Code.

Course Format:

I have designed the course to maximize your flexibility in working through the material, communicating with each other, and completing your assignments.

- **Readings and Course Materials:** There are no required books for this course. Our reading list includes scholarly articles and book chapters, as well as some news articles, op-eds, or other popular media. In most cases you will be able to access them online. Occasionally I may distribute notes and/or reading guides to aid your comprehension. You should come to class prepared to discuss the items listed under each day. On days without a class meeting, the items listed are for you to engage in lieu of a seminar meeting. Some of the material will be technically and theoretically challenging (e.g., some of the scholarly articles utilize formal mathematical modeling and/or advanced statistics). I do not expect any of you to have any background in advanced political research methods and, in most cases, my main concern is not in the technical details. Rather, my goal is for you to develop an intuitive understanding of the central arguments and conclusions and for you to be able to explain them.

Grading and Course Requirement: You have five major graded assignments in the following categories:

Attendance & Participation	15 %
Midterm Exam	20 %
Case Study Presentation	15 %
Movie Review	15 %
Final Paper	35 %

All written work must follow appropriate citation guidelines. Amended due dates and/or makeups will be granted only in case of a documented emergency, illness, or excused absence. If you fall/feel ill or need to quarantine due to illness exposure, just email me!! Please keep yourself and others safe by not attending class while you are unwell.

The grade scale is:

A+: 100-98 B+: 89-86 C+: 79-77 D+: 69-65 F: <55

A: 94-97 B: 85-83 C: 76-74 D: 65-60

A-:93-90 B-: 82-80 C-: 73-70 D-: 59-55

Attendance & Participation (15 points): Please, make all reasonable attempts to let me know of circumstances that may impact your ability to fulfill your course obligations as soon as possible. It is your responsibility to read carefully the assigned readings, to attend and participate in all class meetings/activities, and to write and turn in written assignments on time and in the appropriate format. I trust you will respect all in the class by avoiding excessively late arrivals, repeated early exits, or otherwise disruptive behavior. I am just going to assume that a) none of us would be so unscrupulous as to take unfair advantage of my – and others’ – willingness to be generous and flexible with each other and b) all of us will abide by the principle that honesty, integrity, and care for others in our communications and our scholarship is of paramount importance.

Midterm Exam (20 points): The midterm exam is designed to demonstrate how well you understand the foundational social movement theories. They will be multiple choice/short answer in format. Midterm exam will be held on October 13.

Case Study Presentation: Each student will select a case study from the list in the Course Schedule and make an in-class presentation (15-20 minutes) based on the article and own research about the case. The presentation slides should be sent as an email to me no later than 5 p.m. on Thursday (the class day).

Movie reviews (15 points): You will write a critical review (4-5 pages each, standard formatting) of one of the films on our syllabus. These papers are not to be film summaries. Rather, they are meant to engage your ability to synthesize and critique the material in the film in light of our course materials. For example, you might discuss how the film delves further into a key definition or dynamic that we discussed in class (or not), addresses unanswered questions, or highlights something new that you hadn’t yet considered. You should run your off-syllabus film choice past me no later than October 6. The papers are due by December 8.

Movies are:

- I am not Your Negro
- The Square

- There is No Evil
- 13th
- Passing
- The Trial of Chicago 7
- Beats of No Nation
- Suffragette
- Winter on Fire: Ukraine's Fight for Freedom
- The Help (2011)

Final Paper (35 points): You will write a final (research) paper on any social movement of your choosing. You can choose a social movement by considering the syllabus but your arguments and analysis should be different from the articles that we read in the class. The main purpose of the final paper will be to incorporate theories and concepts from the readings and the course into an analysis of the social movement that you choose. All written assignments should be double-spaced and use a 12-point font Times New Roman. Final paper should be around 10-15 pages. The final paper is due on December 15.

Course Schedule

August, 25: Introductions, Review of Course Schedule and Policies

September, 1: Defining Social Movement(s)

- Mario Diani. 1992. "The Concept of Social Movement." *The Sociological Review* 40(1): 1-25.
- Tilly, Charles. 1994. "Social Movements as Historically Specific Clusters of Political Performances," *Berkeley Journal of Sociology* 38: 1-30.
- David Snow, Sarah Soule and Hanspeter Kriesi. 2004. "Mapping the Terrain." Pp. 3-16 in D.Snow, S. Soule and H. Kriesi (eds.) *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

September, 8: Theories (I): Resources Mobilization

- John D. McCarthy and Mayer Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82(6): 1212-1241.
- Snow, David A., Sarah A. Soule and Dan M. Cress. 2005. "Identifying the Precipitants of Homeless Protest Across 17 U.S. Cities, 1980 to 1990." *Social Forces* 83: 1183-1210. **Case Study**

September, 15: Theories (II): Political Process/Opportunity

- Herbert Kitschelt. 1986. "Political Opportunity Structure and Political Protest: Anti-Nuclear Movements in Four Democracies." *British Journal of Political Science* 16: 57-85.

- Brockett, Charles D. 1991. "The Structure of Political Opportunities and Peasant Mobilization in Central America." *Comparative Politics* 23: 253-274.
- Wienkoop, Nina-Kathrin. 2020. "Cross-movement alliances against authoritarian rule: insights from term amendment struggles in West Africa." *Social Movement Studies* 21(1) 103-117. **Case Study**

September, 22: Theories (III): Framing/Collective Identity

- Benford, Robert D. and David A. Snow. 2000. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26: 611-639.
- Francesca Polletta and James M. Jasper. 2001. "Collective Identity and Social Movements." *Annual Review of Sociology* 27: 283-305.

September, 29: Networks

- Granovetter, Mark S. 1973. "The Strength of Weak Ties," *American Journal of Sociology* 78: 1360-80.
- Lim, Merlyna. 2012. "Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004–2011," *Journal of Communication* 62(2): 231-248. **Case Study**

October, 6: Repertoires

- Baggetta, Matthew Daniel J. Myers. 2021. "Interpreting Unrest: How Violence changes Public Opinions about Social Movements, Social Movement Studies," *Social Movement Studies* 21(4): 469-492.
- Manekin, Deborah and Tamar Mitts. 2021. "Effective for Whom? Ethnic Identity and Nonviolent Resistance," *American Political Science Review* 116(1) 161–180.
- Stephan, Maria J. and Erica Chenoweth. 2011. "Why Civil Resistance Works: The Strategic Logic of Non-Violent Conflict," *International Security* 33(1): 7-44.

October, 13: Mass Mobilization, Recruitment and Participation

- McAdam, Doug. 1986. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92(1): 64-90.
- Viterna, Jocelyn. 2006. "Pulled, Pushed, and Persuaded: Explaining Women's Mobilization into the Salvadoran Guerrilla Army." *American Journal of Sociology* 112(1): 1-45. **Case Study**
- Jakana Thomas and Kanisha Bond. 2015. "Women's Participation in Violent Political Organizations," *American Political Science Review* 109(3): 488 - 506.

October, 20: Fall Break

October, 27: State Repression and Policing (I): Overt Collective Action

- Christian Davenport, Sarah A. Soule, David A. Armstrong. 2011. "Protesting While Black?: The Differential Policing of American Activism, 1960 to 1990." 76(1): 152-178 *American Sociological Review*
- Sullivan, Christopher M. 2016. "Political Repression and the Destruction of Dissident Organizations: Evidence from the Archives of the Guatemalan National Police" *World Politics* 68(4): 645-676

November, 3: State Repression and Policing (I): Covert Collective Action

- Davenport, Christian. 2005. "Understanding Covert Repressive Action: The Case of the U.S. Government Against the Republic of New Africa." *The Journal of Conflict Resolution* 49(1): 120-140
- Sullivan, Christopher M. 2016. "Undermining Resistance: Mobilization, Repression, and the Enforcement of Political Order." *The Journal of Conflict Resolution* 60(7): 1163-1190

November, 10: Movement Outcomes

- Amenta, Edwin, Neal Caren, Elizabeth Chiarello and Yang Su. 2010. "The Political Consequences of Social Movements," *Annual Review of Sociology* 36: 287-307.
- McCammon, Holly, Karen Campbell and Ellen Granberg. 2001. "How movements win: gendered opportunity structures and U.S. women's suffrage movements, 1866 to 1919," *American Sociological Review* 66(1): 49-70.
- Halebsky, Stephen. 2006. "Explaining the Outcomes of Antisuperstore Movements: A Comparative Analysis of Six Communities." *Mobilization* 11(4): 443-460.

November, 17: Protests around the World (I): Iran, Turkey, Ukraine

- Kurzman, Charles. 2005. "Mobilization of the Mosque Network: Organizational Explanations", pp.33-50 in *The Unthinkable Revolution in Iran*. Harvard University Press **Case Study**
- McFaul, Michael. 2007. "Ukraine Imports Democracy: External Influences on the Orange Revolution." *International Security* 32(2): 45-83. **Case Study**
- Özel, Soli. 2014. "A Moment of Elation: The Gezi Protests/Resistance and the Fading of the AKP Project.", pp.7-24 in Umut Özkırımlı (eds.).2014. *The Making of a Protest Movement in Turkey: #occupygezi*. Palgrave Macmillan: London. **Case Study**

November, 24: Thanksgiving

December, 1: Protests around the World (II): Brazil, Chile, East Europe, Sudan

- Baldez, Lisa. 2003. "Women's Movements and Democratic Transition in Chile, Brazil, East Germany, and Poland." *Comparative Politics* 35(3): 253-272 **Case Study**
- Kuran, Timur. 1991. "Now out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48 **Case Study**

- Tønnessen, Liv. 2020. “Sudanese women’s revolution for freedom, dignity and justice continues.” available at [the link](#)

December, 8: Protests around the World (III): China, Tunisia, the United States

- Anita Breuer, Todd Landman and Dorothea Farquhar. 2013 “Social media and protest mobilization: evidence from the Tunisian revolution.” *Democratization* 22(4): 764-792 **Case Study**
- Reny, Tyler T. and Newman, Benjamin J. 2021. “The Opinion-Mobilizing Effect of Social Protest against Police Violence: Evidence from the 2020 George Floyd Protests.” *American Political Science Review* 115(4): 1499-1507 **Case Study**
- Weiss, Jessica Chen. 2013. “Authoritarian Signaling, Mass Audiences, and Nationalist Protest in China.” *International Organization* 67(1): 1-35 **Case Study**