

Copies should be available through the campus bookstore and online booksellers. If you order online **be sure you are getting the correct edition and be sure the book(s) will be delivered in a timely manner!** Other readings may be placed under “Content” on the course D2L website: <http://d2l.kutztown.edu/>

Course Requirements

Required Reading Assignments (20 pts each)	500pts
(Class Introduction	20pts – see below)
(Upload Picture to D2L Dropbox	20pts – see below)
Required Final Exam	250pts
Optional Assignments	50pts each (see below)

Course Grades

A	more than 895pts	D	595-694pts
B	795-894pts	F	less than 594pts
C	695-794pts		

Required Reading Assignments

You are expected to arrive to class on time and come prepared, raise relevant questions or comments, and to participate in any in-class assignments and discussions in an active, thoughtful, and respectful manner. To help you to understand the readings as well as prepare for class lectures, discussion, and activities I will be distributing assignments for you to complete for each day of the course (starting with the second meeting day). I will be checking assignments for completeness and spot checking for satisfactory content – I reserve the right to return any reading assignment as “unsatisfactory.” Essentially, every assignment is pass/no pass. You may resubmit until you reach a “satisfactory” benchmark.

You are required to turn in 25 satisfactory assignments in order to be eligible for a grade higher than C for the course. There are 26 days of assigned readings so you have one built-in “oops”/skip day. You can also earn up to 2 more “oops”/skip days (NOT “extra credit”):

Class Introduction

Go to the “Discussion” tab on D2L then post a short introduction to yourself under “Class Introductions.” Items I’d like you to include are detailed in the topic description. A passing introduction will count as 1 Reading Assignment.

Upload Picture to D2L Dropbox

Go to the “Dropbox” tab on D2L then upload a classroom-appropriate portrait of yourself under the “Picture” folder. This will help me to connect names with faces. If you don’t have a picture to post or need help uploading your picture, please come to office hours. A picture will count as 1 Reading Assignment.

Required Final Exam

The Final Exam will assess to what extent students have met course goals and will be short essay format. ***You are required to complete the final exam in order to be eligible for a grade higher than C for the course.***

Optional Assignments

To earn a grade higher than a C, students have the opportunity to complete as many optional assignments as they like:

- If you have satisfactorily completed all Required assignments and pass the final exam, successfully passing one or two optional assignments can result in a final grade of B.
- If you have satisfactorily completed all Required assignments and pass the final exam, successfully passing three or more optional assignments can result in a final grade of A.

Please note that all required assignments must be satisfactorily completed for the student to receive a C or better grade in the course and that no optional assignments will be accepted if required work is outstanding.

You may submit up to two (2) optional assignments at each turn-in date in the Course Schedule. Those dates are: Mar 14, Mar 28, Apr 11, and May 9. Each optional assignment is pass/no pass. If you don't meet the mark the first time you may do it again (and maybe even again) until you reach the "pass" benchmark. Since you are demonstrating B-level (above average) or A-level (excellent/extraordinary) work, "pass" here means a standard expected of A or B work. Students may redo any assignment as many times as necessary to successfully complete the work.

NOTE: If at any point during the course you find that you are not doing as well as you hoped or expected, you are encouraged to contact me and meet with me immediately; do not wait until the end of the semester.

Course Policies

Absences and Late Work

It is your responsibility to attend and participate in class as well as to ensure materials are submitted properly and on time. Do verify any submissions to the D2L system have in fact uploaded properly. Do not wait until the last minute. That said, I understand that during the semester some students may face obstacles to completing course requirements due to such things as personal illness, computer or internet problems, or family/work responsibilities.

At my discretion I may grant an extension on assignments if students notify me *before* the due date with their request for extra time. **I do not accept unsolicited emailed assignments – late assignments should be submitted to the "Late Box" on D2L.** The Final Exam may be made up only under *unusual* circumstances; as with assignments, students should make an effort to notify me *beforehand* to request approval for a make-up exam. If this is impossible, please contact me by email as soon as possible. Students that make arrangements within a reasonable time frame will receive full credit. Otherwise, an opportunity to earn partial credit may be awarded at my discretion.

If you miss a class session (excused or not), do not ask me for information about the missed class. You should make arrangements with one or more classmates in regard to sharing notes or other information missed because of absences. This makes it a good idea to exchange contact information with fellow students early in the course. I also encourage students to complete as many participation points as possible early in the semester to ensure full credit by the end of the semester.

Academic Honesty

You are responsible for familiarity with the Kutztown University Academic Honesty Policy:
<http://thekey.kutztown.edu/academicHonesty.aspx>

At a minimum, academic dishonesty will result in a failing grade.

Accommodations

If you anticipate the need for reasonable accommodations to meet the requirements of this course (for example, due to disability, physical injury, PTSD, or TBI), please contact the Disability Services Office (215 Stratton) and/or contact me privately so that I can assist you and preserve confidentiality. Please plan to meet with me to discuss accommodations and how my course requirements may affect your ability to fully participate. More information is available at:

<http://www.kutztown.edu/admin/humandiversity/disabilityservices>

Classroom Behavior

It is my policy to maintain a respectful, safe classroom and it is everyone's responsibility to help maintain such an atmosphere. A respectful, safe classroom ensures a positive learning environment in which everyone can explore class ideas fully. Respectful good practices include such things as coming to class on time and turning off cell phone ringers. (It is also good to practice these habits since they will be expected behaviors by most employers and graduate school supervisors.) Distracting or rude behavior may result in you being asked to leave the classroom. Consistently disruptive behavior will result in you being dropped from the course.

We all have different points of view, different personal values, different life experiences, and different personal preferences that we bring with us to the classroom. Course material may challenge attitudes and assumptions, exposing you to ideas that will require you to think critically, and perhaps differently. You may encounter ideas of which you have never heard or that make you feel uncomfortable. Each student has the right to respectfully disagree with an idea, concept, or opinion that is written or expressed by myself or other learners. While disagreement is expected, hostility is not. A climate of tolerance and respect is essential. Harassment, intimidation, or derogatory comments toward any individual or group will not be tolerated and will result in you being dropped from the course.

Extra Credit

Please share any on-campus or off-campus events that relate to sociology (that covers a lot: topics touching on institutions such as the family, education, politics, and the economy, or social categories such as race, class, gender, and sexuality, for example, are likely to be relevant to sociology) and I will be happy to announce such activities in class. I rely on students' knowledge of such activities as one source for extra credit opportunities. Any extra credit opportunities will be announced as such in class and the opportunity to earn extra credit will be available to all students. Do not request individual extra credit for this class.

Extreme Weather

If severe weather becomes an issue, you should check the Kutztown University website or hotline (610-683-4649) for information concerning the campus-wide cancellation of classes. I may also post a specific announcement on D2L.

Questions

If you have questions about this course, please check this syllabus or D2L for answers. If you ask me a question that is answered in the syllabus or on D2L, I will refer you to those sources.

Tentative Course Schedule

Note: I reserve the right to modify the schedule as deemed appropriate during the semester. Some things are bound to change due to class needs, how quickly students grasp material, and class dynamics. Any changes will be announced in the course website “News” section.

WEEK 1

- T Jan 29 Social Movements: Course Introduction
Reading Assignment
Reader, Section 1, Jeff Goodwin & James M. Jasper, “Editors’ Introduction” (pp. 3-7)
D2L – Syllabus, “Introduction to your professor”
D2L Assignment
- Post a picture of yourself under the “Dropbox”
 - Post an introduction to yourself under the “Discussion” tab
- R Jan 31 When and Why Do Social Movements Occur?
Reader, Section 2, Rhoda Lois Blumberg, “The Civil Rights Movement” (pp. 15-23)

WEEK 2

- T Feb 5 When and Why Do Social Movements Occur?
Reader, Section 3, Jo Freeman, “The Women’s Movement” (pp. 24-33)
Reader, Section 4, John D’Emilio, “The Gay Liberation Movement” (pp. 36-41)
- R Feb 7 Who Joins or Supports Movements?
Reader, Section 6, Mancur Olson, “The Free-Rider Problem” (pp.60-65)

WEEK 3

- T Feb 12 Who Joins or Supports Movements?
Reader, Section 7, Doug McAdam, “Recruits to Civil Rights Activism” (pp. 66-74)
- R Feb 14 Who Joins or Supports Movements?
Reader, Section 8, Stephen Cotgrove & Andrew Duff, “Middle Class Radicalism and Environmentalism” (pp.75-83)
Reader, Section 9, Charles Kurzman, “Who Are the Radical Islamists?” (pp.84-90)

WEEK 4

T Feb 19 Who Remains in Movements and Who Drops Out?
Reader, Section 10, Eric L. Hirsch, "Generating Commitment Among Students"
(pp.96-104)

R Feb 21 Who Remains in Movements and Who Drops Out?
Reader, Section 11, Nancy Whittier, "Sustaining Commitment Among Radical
Feminists" (pp.105-116)

WEEK 5

T Feb 26 Who Remains in Movements and Who Drops Out?
Reader, Section 12, Janja Lalich, "True Believers and Charismatic Cults" (pp.
117-127)

R Feb 28 Who Remains in Movements and Who Drops Out?
Reader, Section 13, Bert Klandermans, "Disengaging from Movements" (pp.128-
139)

WEEK 6

T Mar 5 Who Remains in Movements and Who Drops Out?
Reader, Section 14, Kristin Luker, "World Views of Pro- and Anti-Abortion
Activists" (pp.146-158)
Reader, Section 15, Jane J. Mansbridge, "Ideological Purity in the Women's
Movement" (pp.161-166)

R Mar 7 What Do Movement Participants Think and Feel?
Reader, Section 16, Charlotte Ryan & William A. Gamson, "Are Frames
Enough?" (pp. 167-174)

WEEK 7

T Mar 12 What Do Movement Participants Think and Feel?
Reader, Section 17, James M. Jasper "The Emotions of Protest" (pp.175-184)

R Mar 14 How Are Movements Organized?

Reader, Section 19, John D. McCarthy & Mayer N. Zald, "Social Movement
Organizations" (pp.193-210)

FIRST OPTIONAL ASSIGNMENT DUE DATE**WEEK 8**

Mar 18-22 **SPRING BREAK**

WEEK 9

T Mar 26 How Are Movements Organized?
Reader, Section 20, Elisabeth S. Clemens, "Organizational Repertoires" (pp.211-225)

R Mar 28 How Are Movements Organized?
Reader, Section 21, Paul Wapner, "Transnational Environmental Activism" (pp.226-233)
Reader, Section 22, Jackie Smith, "The Transnational Network for Democratic Mobilization" (pp.236-248)

SECOND OPTIONAL ASSIGNMENT DUE DATE**WEEK 10**

T Apr 2 What Do Movements Do?
Reader, Section 23, Saul D. Alinsky, "Protest Tactics" (pp.255-258)
Reader, Section 24, Aldon Morris, "Tactical Innovation in the Civil Rights Movement" (pp.259-263)

R Apr 4 What Do Movements Do?
Reader, Section 25, Mary Bernstein, "The Strategic Uses of Identity by the Lesbian and Gay Movement" (pp.264-278)

WEEK 11

T Apr 9 What Do Movements Do?
Reader, Section 26, Gay Seidman, "Armed Struggle in the South African Anti-Apartheid Movement" (pp.279-292)
Reader, Section 27, Robert J. Brym, "Suicide Bombing" (pp. 295-301)

R Apr 11 What Do Movements Do?
Reader, Section 28, Javier Auyero, "Everyday Life, Routine Politics, and Protest" (pp. 302-310)

THIRD OPTIONAL ASSIGNMENT DUE DATE**WEEK 12**

T Apr 16 How Do Institutions Influence Movements?
Reader, Section 29, J. Craig Jenkins & Charles Perrow, "Farmworkers' Movements in Changing Political Contexts" (pp.317-331)

R Apr 18 How Do Institutions Influence Movements?
Reader, Section 30, Todd Gitlin, "The Media in the Unmaking of the New Left" (pp.333-343)
Reader, Section 31, James Ron, Howard Ramos, & Kathleen Rodgers, "What Shapes the West's Human Rights Focus?" (pp. 345-352)

WEEK 13

T Apr 23 How Do Institutions Influence Movements?
Reader, Section 32, Clifford Bob, “The Quest for International Allies” (pp. 353-361)
Reader, Section 33, Stephen Lerner, “Global Corporations, Global Unions” (pp. 364-370)

R Apr 25 Why Do Movements Decline?
Reader, Section 34, Barbara Epstein, “The Decline of the Women’s Movement” (pp. 376-382)
Reader, Section 35, Joshua Gamson, “The Dilemmas of Identity Politics” (pp.383-392)

WEEK 14

T Apr 30 Why Do Movements Decline?
Reader, Section 36, Charles D. Brockett, “The Repression/Protest Paradox in Latin America” (pp. 393-399)
Reader, Section 37, Ian Roxborough, “Counterinsurgency” (pp. 400-408)

R May 2 What Changes Do Movements Bring About?
Reader, Section 38, William A. Gamson, “Defining Movement ‘Success’” (pp.414-416)
Reader, Section 39, David S. Meyer, “How Social Movements Matter” (pp.417-422)

WEEK 15

T May 7 What Changes Do Movements Bring About?
Reader, Section 40, Darren E. Sherkat & T. Jean Blocker, “The Personal Consequences of Protest” (pp.423-434)
Reader, Section 41, David Naguib Pellow & Robert J. Brulle, “Environmental Justice” (pp. 435-440)

R May 9 Catch-up/Prepare for Final Exam
FINAL OPTIONAL ASSIGNMENT DUE DATE

Section 010: T May 14, 8am-10am – FINAL EXAM

Section 020: R May 16, 11am-1pm – FINAL EXAM