

SOCIAL MOVEMENTS

Sociology 141

Fall 2017

University of California, Berkeley

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M/W 5-6:30pm (277 Cory)

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Monday 12:30 – 1:30

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This course provides an introduction to the **sociology of social movements**. The objective of the course is twofold: to introduce students to the various frameworks, concepts and theories developed by sociologists and other social scientists for understanding the nature and dynamics of social movements; and to do so through exploring actual empirical cases of social movements in 20th and 21st century US history. We begin by examining two major movements in the 1930s, the **Movement of the Unemployed** and the **Labor Movement**. We then focus upon two iterations of the Black Liberation struggle in the 1960s, the **Civil Rights** and **Black Power Movements**, before proceeding to explore some of the “**New Left**” movements they inspired, including: **Draft Resistance**; the **Third World Liberation Front**; the **Chicano Movement**; and the **Gay Liberation Movement**. Finally, we conclude by exploring two major contemporary cases, the **Occupy Movement** and **Black Lives Matter**. Applying various sociological approaches to these cases, we will ask a range of questions about the possibilities for the emergence, organization and strategies/tactics of social movements, as well as consider the range of challenges they face.

8/23 COURSE INTRODUCTION

8/28 Classical & Resource Mobilization Approaches: From the Irrational Crowd to Elite Organization

McAdam, Doug. *Political Process and the Development of Black Insurgency*. Chicago: University of Chicago Press, 1982. Chapters 1 & 2 (Pp. 1-35)

8/30 The Structuring of Protest

Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books, 1978. Chapter 1 (Pp. 1-23)

9/4 NO CLASS

9/6 The Power of Disruption

Piven & Cloward, Chapter 1 & Introduction (Pp. 23–37; xix– xxiv)

9/11 The Movement of the Unemployed

Piven and Cloward, Chapter 2 (Pp. 41 - 64)

In Class Viewing of *1929: The Great Depression* (Roche Productions)

9/13 The Movement of the Unemployed

Piven and Cloward, Chapter 2 (Pp. 64 - 92)

9/18 The Labor Movement

Piven & Cloward, Excerpts of Chapter 3 (Pp. 96-97; 102-115; 120-126; 131-147)

9/20 The Labor Movement

Piven & Cloward, Excerpt of Chapter 3 (Pp. 147-175)

9/25 Political Process Approach

McAdam, Doug. *Political Process and the Development of Black Insurgency*. Chicago: University of Chicago Press, 1982. Chapter 3 (Pp. 36-59)

Blumberg, Rhonda. “The Civil Rights Movement” in *The Social Movements Reader: Cases and Concepts*. Malden, MA: Blackwell Publishing, 2003. (Pp. 15-21)

9/27 The Emergence of the Civil Rights Movement

McAdam, Chapter 7 (Pp. 146-180)

10/2 Tactical Innovation & the Heyday of Black Insurgency

McAdam, Doug. “Tactical Innovation and the Pace of Insurgency” *American Sociological Review* 48, no.6 (1983): 735-754.

10/4 The Civil Rights Movement: Eyes on the Prize

Alinsky, Saul D. "Tactics" in *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage Books, 1971. (Pp. 126-164)

In Class Viewing of *Eyes on The Prize* (PBS)

10/9 Berkeley: From the Civil Rights Movement to the Free Speech Movement

Freeman, Jo. "From Freedom Now! To Free Speech: The FSM's Roots in the Bay Area Civil Rights Movement" in *The Free Speech Movement: Reflections on Berkeley in the 1960s*," edited by Robert Cohen and Reginald E. Zelnick. Berkeley: University of California Press, 2002. (Pp.73-82)

Goldberg, Jackie. "Berkeley's Free Speech Movement: A Prelude" in *The Price of Dissent: Testimonies to Political Repression in America*, edited by Bud Schultz and Ruth Schultz. Berkeley: University of California Press, 2001. (Pp.289-304)

Rosenfeld, Seth. *Subversives: The FBI's War on Student Radicals, and Reagan's Rise to Power*. New York: Farrar, Straus and Giroux, 2012. Excerpt from Ch.14 (Pp.216-225)

10/11 The Milo Debate: Contemporary Distortions of "Free Speech"

Sylvain, Iman. "Op-ed: Yiannopoulos at Cal – Only once the campus was vandalized could they hear our disdain" *Berkeleyside*, February 7, 2017.
(<http://www.berkeleyside.com/2017/02/07/yiannopoulos-cal-campus-vandalized-hear-disdain/>)

Leary, John Patrick. "A defense of the student protest of Charles Murray's speech at Middlebury College" *Inside Higher Ed*, March 7, 2017.
(<https://www.insidehighered.com/views/2017/03/07/defense-student-protest-charles-murrays-speech-middlebury-college-essay>)

Cross, Katherine. "What Liberals Don't Get About Free Speech in the Age of Trump" *The Establishment*, February 7, 2017.
(<https://theestablishment.co/what-liberals-dont-get-about-free-speech-in-the-age-of-trump-5aeadc4e9543#.o9iq8suu0>)

In-Class Viewing of *Berkeley in the Sixties* (1990)

10/16 From "Civil Rights" to "Black Power"

Bloom, Joshua and Waldo E. Martin, Jr. *Black Against Empire: The History and Politics of the Black Panther Party*. Oakland, CA: University of California Press, 2013. Chapters 1 & 2 (Pp. 19-62)

10/18 The Rise of the Black Panther Party for Self-Defense

Bloom and Martin, Excerpts of chapters 3, 4 & 5 (Pp. 65-73; 82-91; 99-105; 107-124)

10/23 Draft Resistance, the “New Left” and COINTELPRO

Bloom and Martin, Excerpts of chapters 5, 6, 7 & 8 (Pp. 126-138; 159-160; 179-215)

10/25 The Third World Liberation Front & the United Front Against Fascism

Bloom and Martin, Excerpts of chapters 12, 13 & Conclusion (Pp. 269-296; 299-301; 390-401)

****Take-home Midterm Exam distributed on 10/25 – DUE Sunday 10/29***

10/30 The Chicano Movement: The Dialectics of Repression

Escobar, Edward J. “The Dialectics of Repression: The Los Angeles Police Department and the Chicano Movement, 1968-1971” *The Journal of American History* (March 1993): 1483-1514.

11/1 The Gay Liberation Movement: Stonewall Uprising

O’Brian, Keegan. “Tearing Down the Walls: The story of the Stonewall Rebellion and the rise of the gay liberation movement” *Jacobin*, August 20, 2015.
(<https://www.jacobinmag.com/2015/08/lgbtq-stonewall-marriage-equality-mattachine-sylvia-rivera/>)

Wolf, Sherry. “Stonewall: The birth of gay power” *International Socialist Review* 63 (January 2009). (<http://isreview.org/issue/63/stonewall-birth-gay-power>)

11/6 The Decline of Coalitions & the Queering of Identity Politics

Stewart-Winter, T. "Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States." *Journal of American History* 102, no.1 (2015): 61-72.

Gamson, Joshua. “Must Identity Movements Self-Destruct? A Queer Dilemma” *Social Problems* 42, no.3 (August 1995): 390-407.

11/8 Occupy Wall Street

Behbehanian, Laleh. 2016. *The Pre-emption of Resistance: Occupy Oakland and the Evolution of State Power*. PhD Dissertation, *University of California, Berkeley*. Chapter 2 (Pp.37-64)

In Class Viewing of *History of an Occupation* (Al Jazeera)

11/13 Occupy Oakland

Behbehanian, Chapter 2 (Pp. 64-96)

11/15 The “Violence” of Resistance

Behbehanian, Preface & Introduction (Pp. xii-xiv; 1-19)

11/20 Black Lives Matter

Taylor, Keeanga-Yamahtta. *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Books, 2016. Ch.6 (Pp.153-190)

11/22 NO CLASS

11/27 The Dialectic of Repression & Resistance: From “Black Power” to “Black Lives Matter”

Murch, Donna. “Ferguson’s Inheritance.” *Jacobin*, August 2015.
(<https://www.jacobinmag.com/2015/08/ferguson-police-black-lives-matter/>)

11/29 CONCLUSION: Legacies of Resistance

****FINAL PAPER DUE Monday 12/11***

GRADE DISTRIBUTION:

15%	Attendance
30%	Pop Quizzes
30%	Midterm Exam
25%	Final Paper

COURSE REQUIREMENTS:

ATTENDANCE:

Class attendance is mandatory. Students are *allotted 2 absences* during the semester for illness or any other personal issues. Any additional absences will result in a grade penalty. It is crucial that all students arrive on time (class will start promptly at 10 minutes after the hour). Please avoid filtering in late as this disrupts the beginning of class. Students should remain for the entirety of class. If there is any reason that a student needs to leave class early, this should be discussed with me beforehand.

REQUIRED READINGS:

Students are expected to *carefully* and *thoroughly* complete all reading assignments *prior to attending class*. All readings listed on the syllabus are included in the **course reader, available at *Replica Digital Ink*** (510 549-9991) at 2138 Oxford Street, located by the Center Street entrance to campus (near the Downtown Berkeley BART station), around the corner from Starbucks. Assigned readings for the first two weeks of class are also available on bCourses for students who wish to finalize their registration status prior to purchasing the course reader.

POP QUIZZES:

To ensure that students keep up with reading assignments, **7 pop quizzes** will be given throughout the course at unannounced times. The quizzes will be quick and short and will assess basic comprehension of the assigned readings. Doing well on the quizzes does not require that you fully understand the readings (we will make sense of them together in class), but it does necessitate reading the assigned texts *fully and carefully*. Out of the 7 pop quizzes given, only **6 will count towards the final grade**. This accommodates for students who miss a pop quiz due to absence (*there are no make-ups for pop-quizzes*). If a student is present for all 7 pop quizzes, the lowest grade will be dropped. (Beware that absences for more than 1 pop quiz will have a negative impact on the final grade.)

MIDTERM EXAM:

The Midterm will be a **take-home examination** that requires students to write short essays that exhibit mastery of the assigned readings. The exam will be distributed in class on 10/25 and students will have 4 days to complete it (**due 10/29**). The best strategy for doing well on the exam is to keep up with readings as they are assigned, clarify your understanding of them in lectures, and take thorough notes that can be easily accessed for the exam. Please beware that the midterm will require students to provide direct citation from the assigned readings for all claims (meaning you will not be able to rely exclusively on lecture notes). Hence, highlighting important passages and making notations in the margins of your reader will prove to be highly advantageous for the midterm examination.

FINAL PAPER:

Rather than a final exam, students will be given the opportunity to write a **5-10 page paper** about any social movement of their choosing. The objective of the paper is to incorporate concepts, arguments and insights from the course into an analysis of your chosen social movement. The final paper is **due on 12/11**.

ACADEMIC INTEGRITY:

All written work must be your own. Any words, or *ideas*, borrowed from another source (even if paraphrased) must be appropriately cited. Any form of plagiarism will result in a failing grade for the course.

SPECIAL ACCOMMODATIONS:

Please notify me immediately if you require any kind of special accommodations for the course. If you are registered with the DSP program, check to make sure that the necessary documentation is sent to me at the beginning of the semester. Please feel free to make an office hours appointment if you would like to discuss any necessary accommodations.