Overview of the Course
The course introduces the origins and gives a brief history of main theories and contemporary sociological approaches to collective behaviour and social movements.

Prerequisite(s)
Six credit units of 100-level SOC.

Course Description
The effect of social movements on social change cannot be overestimated. Throughout the 19th and the 20th centuries, and especially since the 1960s, social movements led to many major social changes, including the vote for women, the 40-hour work week, anti-pollution regulations, control of nuclear weapons, rights of First Nations, same-sex marriage, among many other advances we now take for granted. This course will provide an overview of social movement theories and apply these concepts to case studies in a Canadian and comparative perspective. In readings, assignments, and films, students will learn from social movement practitioners, academic researchers and writers.

This course will encourage students to find out answers to the questions below:
(1) What are collective behaviours and what are social movements (CBSM)?
(2) What are the questions CBSM scholars try to answer?
(3) What methods and theoretical perspectives do scholars adopt in the field of CBSM?
(4) What major theories and findings have CBSM scholars achieved so far?
And finally (5) what do we learn from their curiosity, research methods, theories, and findings?

The course provides knowledge of social movements and extends the discussion into related fields, such as history, political science, social psychology, culture and
religion studies, media and communication studies, strategies and organizational
behavioural studies, and so on. For example, social movements are embedded within
certain political contexts. How do social movements vary between democracies and
autocracies? How does the form of government (e.g., presidential vs. parliamentary,
republic vs. monarchy, two-party system vs. multi-party system) affect social
movement formation? Why in certain cultures, social movement activists adopt their
specific strategies and “repertoire”? Why certain strategies work in some
societies/times, but fail in others?

The course will cover a wide range of social movements, including civil rights
movements, women’s and LGBT movements, indigenous movements, environmental
movements and movements for global justice. In addition to the concerns above which
occur mostly in the North American and Western European settings, we also employ
comparative methods and look at movements elsewhere, such as the student protests
in Asia or the Arab Spring in the Middle East.

Moreover, the course will trace the latest trends in CBSM and examine the effects
of Internet on social movements. For example, we will ask whether and how social
movement mobilization benefits from IM (instant messaging) apps. We will also
consider the role of new technologies in surveillance and policing. These questions will
point to the interactions between technology and society, structure and agency, and
the trade-off between freedom and security. Students from various disciplines will
benefit from and contribute to the class in these discussions.

Textbooks

Suzanne Staggenborg and Howard Ramos. 2015. Social Movements, 3rd
Canadian edition. Toronto: Oxford University Press. [We will call this book S&R]

In addition to the textbook readings, there may be supplementary and optional
readings in some weeks. Additional articles, optional and supplementary readings will
be posted on Blackboard or placed on reserve in the library. Reading the
supplementary readings is not obligatory. Students with a strong interest in relevant
topics can opt to read them on their own time, to further their understanding and
prepare for higher level courses in related fields. Only a very small proportion of the
evaluation will be based on optional materials (less than 5% of the total score).
<table>
<thead>
<tr>
<th>Week of..</th>
<th>Required and Optional Readings</th>
<th>Lecture Topics</th>
<th>Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1 Jan 7,9</td>
<td>Staggenborg and Ramos (2015) Chapter 1</td>
<td>What is a social movement?</td>
<td></td>
</tr>
<tr>
<td>Wk 2 Jan 14,16</td>
<td>S&amp;R Chapter 2</td>
<td>Theories of Social Movements</td>
<td></td>
</tr>
<tr>
<td>Wk 3 Jan 21,23</td>
<td>S&amp;R Ch 3</td>
<td>Issues in the Study of Social Movements and Collective Actions</td>
<td></td>
</tr>
<tr>
<td>Wk 4 Jan 28,30</td>
<td>S&amp;R Ch 4</td>
<td>The Cycle of Protests in the 1960s</td>
<td></td>
</tr>
<tr>
<td>Wk 6 Feb 11,13</td>
<td>Chapters 6</td>
<td>Women and Gender Minority Protests</td>
<td></td>
</tr>
<tr>
<td>U o S Reading Week From Feb 17-23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wk 7 Feb 25,27</td>
<td>Chapter 6 and review of midterm example</td>
<td>Women and Gender Minority Protests</td>
<td></td>
</tr>
<tr>
<td>Wk 8</td>
<td>Mar 3,5</td>
<td>Chapter 7</td>
<td>The LGBT Movement</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>-----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Wk 9</td>
<td>Mar 10,12</td>
<td>Chapter 8</td>
<td>Environmental and Global Justice Movements</td>
</tr>
<tr>
<td>Wk 10</td>
<td>Mar 17,19</td>
<td>Chapter 9</td>
<td>Global Movements for Social Justice</td>
</tr>
<tr>
<td>Wk 11</td>
<td>Mar 24,26</td>
<td>Special topic 1: media and social movements <strong>Readings to be assigned</strong></td>
<td>Media and social movements</td>
</tr>
<tr>
<td>Wk 12</td>
<td>Mar 31, Apr 2</td>
<td>Special topic 2: Protests in Non-Democratic Contexts / Culture Special topic 3: political consumerism <strong>Readings to be assigned</strong></td>
<td>Protests in Non-Democratic Contexts / Culture</td>
</tr>
<tr>
<td>Wk 13</td>
<td>Apr 7</td>
<td>Summary: Chapter 10 of Staggenborg and Ramos (2015).</td>
<td>COURSE PAPER DUE on April 7, TUESDAY CLASS</td>
</tr>
</tbody>
</table>

**Evaluation**

(TOTAL 100%)

1. [ENTIRE SEMESTER] In-class participation 10%

   Students are expected to come to class on a regular basis and be prepared to discuss course material. This grade is based on participation in small group and class discussions, as well as completion of homework activities related to writing research.
questions, operationalizing concepts, writing interview questions, entering data, and analyzing data. A grading rubric with more information about the assessment of this requirement is available on Blackboard.

2. In-class mid-term exam (closed-book) 25%

**Date:** Feb 13  
**Length:** 80 min  
**Description:** An in-class midterm will be held to evaluate students’ comprehension through Chapter 1 to Chapter 5 of the textbook. The exam will consist of 30 multiple choice questions and 1 essay question.

3. Final Exam (closed-book) 40%

**Time and Location TBD**  
**Format:** Multiple Choice Questions, Short Answers and Essay Questions.

4. Course Paper 25%

All students will submit a 6 to 7 pages paper (double-spaced, 12pt, Times New Roman) to the professor. The cover page (optional) and the bibliography page should not be considered part of the paper’s length. Note: Please do not exceed the length since I will NOT read beyond the maximum page. The final paper is due NO LATER than (DUE DATE TO BE ANNOUNCED) at 5 PM.

The citation and references should follow the APA format guide (see https://owl.english.purdue.edu/owl/resource/560/01/).

Students are required to write a term paper that focuses on a social movement incident (e.g., the Oka standoff, Occupy Wall Street, the 1979 Iranian Revolution), organization (e.g., Idle No More, labour unions), ideology (e.g., Anti-Globalization, women rights’ movements, Black Lives Matter), or identity (e.g., First Nations, LGBTQ). After selecting the focus of the paper, you will need to formulate a research question. You should try to answer the question using one or multiple perspectives learned in the course. Students should be aware that using multiple perspectives may lead to a lack of analytical depth. This is something to consider when planning the paper.

The paper should cite 2-4 academic sources (the textbooks do NOT count). Ideally, the references will include 2-3 pieces from the supplementary readings articles
listed below, but you can search for other relevant academic sources. Other works are acceptable if they are selected from well-respected, peer-reviewed sociology journals, such as *Canadian Review of Sociology, Canadian Journal of Sociology, Mobilization, Social Movement Studies, British Journal of Sociology, American Sociological Review, American Journal of Sociology, and Social Forces.*

Use the library and/or Google Scholar to search for and download the articles. Non-academic sources (media reports, blogs, column essays) are not encouraged and not counted; use them only when necessary and after the professor pre-approves them.

**Office Hours**
Office hours (Time and Location as indicated on Page 1) are available for questions and concerns related to academic and administrative issues. *Before visiting, please email the professor to make appointments. It is recommended that you specify your questions and concerns when booking an appointment to make the meeting and discussions more efficient.* Please bring supporting materials that you think may be relevant and helpful (e.g. papers to discuss, tests, assignment drafts, readings that you have questions about).

**Mandatory evaluation elements**
Please note that students will only receive a passing grade in the course if they complete ALL evaluation elements. This includes in-class participation and presentations.

**Grading system**
Grade assignment corresponds to the literal descriptors of academic performance of the University Grading System — available at [http://www.usask.ca/calendar/exams&grades/gradingsystem/](http://www.usask.ca/calendar/exams&grades/gradingsystem/). Final grades reflect these literal descriptors and consist only secondarily of a mathematical conversion of marks into a final grade. All electronic devices including cell phones are prohibited from exams.

**Attendance Expectations**
Students are expected to attend ALL scheduled lectures. Attendance is mandatory, and students who miss one or multiple lectures will get corresponding penalties. You can waive the penalty if you can provide medical notes issued by a doctor and, ideally, inform the professor in advance (in-person or via email).

Students are responsible for all material presented in class. Students who are unable to attend class are responsible for obtaining information about any
announcements that may have been made in class, as well as notes on the material from their classmates. Since a considerable amount of the material discussed in class will not be duplicated in the assigned readings, relying on course readings alone is poor preparation for assignments and exams.

**Deadlines and penalties for late or incomplete work**

Late work will NOT be accepted unless submitted with proper documentation. Similarly, requests for a make-up test will only be granted with proper documentation, such as a doctor’s note indicating a medical situation. Incomplete assignments and tests will be assigned a grade of “0” until acceptable documentation is provided and the work is completed.

Late assignments will be penalized 10% per day. Note that I will not download and print late assignments from PAWS—you will need to make alternate arrangements such as email confirmation to ensure that I receive your work on time.

**Policy on missed exams**

The final exam will be cumulative in a broad, thematic sense, but will place greater emphasis on material learned during the second half of the semester. The mid-term will focus on material learned to that point. Students need to write the make-up tests (only with medical notes from doctor or other documents) will be required to provide their schedule to the professor in a timely manner before or immediately after the in-class writing so that an appropriate date may be chosen. Those who miss the make-up mid-term will forfeit their grade. Missed final exams will be dealt with administratively at the College and/or university level.

**Re-grading policy**

Students who would like an adjudication of their work must submit a 250-word maximum statement, along with the original (marked) copy of their test or assignment, and clearly indicate why they believe their work merits a different mark. This must be done at least 24 hours after the work has been handed back to the student, and can be done up to 10 days after the test or assignment was handed back. Note that a request for re-grading does not guarantee that your mark will be raised; rather, it could result in a lowering of your grade or no grade change.

**Academic honesty and personal integrity**

Be careful to avoid plagiarism. That is, do not copy words from someone else’s writings and present them as your own. If you are quoting, use quotation marks, and give proper references. Plagiarism is a serious academic offense with very heavy
penalties. When in doubt, it is always safer to over-reference—you will not be penalized for that.

The University of Saskatchewan and St. Thomas More College are committed to the principle of Academic Integrity for both faculty and students. Please take note of the following statement:

St. Thomas More College follows the rules regarding Academic Dishonesty as delineated in the University of Saskatchewan Calendar. Of these, plagiarism is a particularly serious offence that involves presenting another person’s writing, ideas or creative work as your own. When quoting, paraphrasing, describing, presenting, summarizing, or translating the work of others, you must acknowledge the source of the information you use, which includes ensuring that the reader can differentiate between your words and the words of others. Sources may come in print, electronic, digital, visual, or oral form, and may be provided by a published author, fellow student, artist, or Internet site. Purchasing a paper is not permitted. It is your responsibility to understand what constitutes plagiarism; when in doubt, consult your professor or see http://www.usask.ca/honesty/.

Penalties for plagiarism range from a grade of “zero” in the assignment, to failing the course, and even suspension from the University for more serious offenses.

Students with special needs
If you are a student who is registered with the Office of Disability Services for Students, you may apply for unique services or arrangements to complete the requirements for this course. Normally, these services will be provided through the DSS office. If you have special needs and are not yet registered with that office, please do so as quickly as possible.


Academic assistance for students
Particularly when preparing your written assignment, you may wish to make use of the following writing and research resources

The University Learning Centre: http://www.usask.ca/ulc/
The University Library: http://library.usask.ca/

Preparation and participation – considering STM’s mission and vision
You are expected to come to class prepared to discuss the week’s readings. This will enable us to have lively discussions and to explore the material fully. Ask questions and be supportive of your fellow students when they speak! I hope that together we can create a classroom climate where everyone feels comfortable sharing their points of view and posing questions, and where we can live out STM’s mission of creating “an inclusive community open to all persons” that supports the “creative discovery of truth and its open dissemination.”
Respectful classroom behaviour

The way you and your classmates behave in class will have a huge impact on how much you learn in this course, and the extent to which you enjoy the classroom experience. An environment of disruption and disrespect spoils it for those who have come to class with a sincere desire to participate and learn and prevents me from delivering my best to students. Respectful behaviour includes (but is not limited to) entering and exiting the classroom discreetly if you are late or must leave early, refraining from chatting amongst others while I am speaking, listening attentively to students’ questions and input, and refraining from using portable electronic devices for anything except direct participation in the class. Students demonstrating disrespectful behaviour will be asked to cease what they are doing and may also be asked to leave the class.

Course web page and E-mail communication

The course web page is found on the Blackboard system (through paws.usask.ca). It will contain relevant course material and will function as a centre for announcements related to the course. Be sure to check your usask.ca email address regularly for updates. When communicating with me by email, please remember to include the course code SOC224.3 in your subject line. Example: “[SOC224.3] Question regarding…”

I ask that all email communication be respectful, concise and written in the way that you would be expected to write in professional situations (i.e. not in text message style).

Note about copyright

St. Thomas More College respects the rights of copyright holders, their legitimate assertions of their rights and any rules that they articulate for the use of their material. Faculty and students have the responsibility to respect the rights of copyright owners, to make themselves aware of federal legislation and to take the steps necessary to ensure that their use of all copyright materials is compliant. Please familiarize yourselves with Copyright Law. You can find relevant information here: http://www.usask.ca/copyright/Copyright-Law.php

YOU WILL BE INFORMED OF ANY UPDATES IN CLASS AND VIA BLACKBOARD ANNOUNCEMENTS. WELCOME TO THE COURSE AND HAVE A GREAT SEMESTER!