Sociology 240 (section 01) :: Social Movements
Grinnell College

Fall 2009
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ARH 102 Office Hours: Tues, Thurs, 1:00 – 2:00 p.m.

1 Course Description

This survey of sociological research investigating social movements focuses on the intentional attempts to effect social change. It explores the processes of recruiting, mobilizing, and maintaining the commitment of individuals in various contexts and causes. While the majority of the scholarly work in this area has focused on Western nations – particularly between 1970 and 1995 – the readings also attempt to expand beyond these geographic and temporal borders. Course participants will have an opportunity to apply these theoretical insights and findings in different contexts, as they explore a social movement of their choice in greater depth.

1.1 Course Objectives

This course has four main objectives:

1. Utilize the key concepts of sociological theories toward explaining the findings from the most important social movement studies.
2. Evaluate the nature of the different types of social movements.
3. Compare and contrast the roles that structural, cultural and leadership aspects play in social movements.
4. Analyze key historical and contemporary social movements in the global society.

We strive to achieve the first two objectives through weekly theoretical readings in the social movement literature. We pursue the latter objectives by examining specific social movements, with a focus on contemporary movements in the United States that still have a bearing on our current lives.

Class sessions will consist of lectures and video presentations. There will be many opportunities for discussion of the various issues brought up during class.

1.2 About This Document

Yes, this is one of the longer syllabi you will receive during your time at Grinnell. In addition to the standard list of required textbooks and weekly reading schedule, it also includes all assignment guidelines and other bits of information you might find useful throughout the semester. Attached at the end you will find grading rubrics that you should submit with your various assignments – you can print out additional copies if necessary from the course’s PioneerWeb (Blackboard) site.

On the next page a handy table of contents should help guide your way.

Syllabus version 1.0, last update 27 August 2009.
1.3 Table of Contents

1 Course Description........................................................................................................1
  1.1 Course Objectives ...................................................................................................1
  1.2 About This Document ...........................................................................................1
  1.3 Table of Contents ..................................................................................................2
  1.4 Textbooks and Readings .......................................................................................2
  1.5 Course Overview ....................................................................................................3
2 Policies, Requirements, and Grading..........................................................................4
  2.1 Disability Accomodations ......................................................................................4
  2.2 Announcements, Correspondence, “Open Door Policy” ........................................4
  2.3 Attendance .............................................................................................................5
  2.4 Classroom Conduct ...............................................................................................5
  2.5 Late Papers, Extensions ........................................................................................5
  2.6 Grading Components ............................................................................................5
3 Important Dates and Assignment Deadlines ..............................................................6
4 Weekly Memos ...........................................................................................................7
  4.1 The “Research Agenda” .......................................................................................8
  4.2 Intended Audience ...............................................................................................8
  4.3 Asking (and Answering) Questions .......................................................................9
  4.4 Memo Responses, Assessments ..........................................................................9
5 Mid-Term Writing Assignment: “Journal Article Review” .........................................10
  5.1 Finding an Article to Review ...............................................................................10
  5.2 Approval of Journal Article .................................................................................10
  5.3 Intended Audience ...............................................................................................10
  5.4 Paper Contents .....................................................................................................10
  5.5 Due Date: Tuesday, 12 October 2009 .................................................................11
6 Final Writing Assignment: Contemporary Social Movements ................................11
  6.1 Paper Options .......................................................................................................12
  6.2 Due Date: Tuesday, 24 November 2009 ..............................................................13
  6.3 Class Presentation ...............................................................................................13
7 General Paper Guidelines and Tips ........................................................................14
8 Course-specific Paper Requirements ......................................................................16
9 ASA Style Guide for Citations and References .......................................................17
  9.1 In-text References ...............................................................................................17
  9.2 References Page Formatting ...............................................................................18
  9.3 Web Page Citations and References ..................................................................19
10 Weekly Schedule (subject to change) ....................................................................20

1.4 Textbooks and Readings

The first page of the “Weekly Schedule” section includes a list of all required textbooks. I also highly recommended the following for your personal library. Though not required for this course, they will provide invaluable help in all of your academic pursuits.
1.5 Course Overview

The topics for the course can be categorized into three major sections, with the last two weeks reserved for student presentations on final research projects:

I. Social Movement Origins

Week 01: Introductions
Week 02: Social Movement Origins
Week 03: Emergence of Social Movements
Week 04: Recruitment and Mobilization

II. Social Movement Identities

Week 05: Organizing and Organizations
Week 06: Framing and Participation Dynamics
Week 07: Collective Identities and New Social Movement Theory

Week 08: Special Topic: Organic Food and New-Wave Cooperatives

III. Pursuit of Social Change

Week 09: Strategies and Tactics
Week 10: Two Institutions: The State and Mass Media
Week 11: Success and Decline
Week 12: Social Movements and Social Change
Week 13: What’s Next?

IV. Final Presentations

Week 14: Final Presentations (I)
Week 15: Final Presentations (II)
2  Policies, Requirements, and Grading

2.1  Disability Accomodations

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Dean for Student Academic Support and Advising, Joyce Stern, located on the 3rd floor of the Rosenfield Center (x3702). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

2.2  Announcements, Correspondence, “Open Door Policy”

All relevant announcements will be posted via a mass email to all class members when appropriate, with a copy posted on the course’s Blackboard site. We’ll assume that we all check email at least once daily during normal business hours: Monday through Friday, from 10 a.m. to 5 p.m., and we always allow for at least 24 hours before expecting a response. (This means that weekend announcements and correspondence will be extremely rare.) Please refrain from sending email attachments to your instructor or colleagues unless you have been requested to do so.

To help reduce everyone’s Inbox bloat, please ask yourself three questions before you sit down to compose a post:

1. Am I angry or upset about this issue?
2. Can this issue wait until our next scheduled class session?
3. Can this issue be more efficiently resolved with a telephone conversation?

If the answer to any of these questions is “yes” then please avoid sending an email. (I ask myself these questions as well before sending any group or individual message.)

In addition to the hours listed at the beginning of this syllabus, I spend a lot of time in my office outside of class sessions. When my office door is open, feel free to stop in. If you have an issue that requires a longer discussion, I might ask that we make an appointment for a later time.

When my office door is closed, then I need some interrupted time to work on my own research or class preparations. Please send me an email if your issue cannot wait until our next class session.

2.3  Attendance

Punctual attendance is required and you are responsible for all material presented in class. Excused absences should be negotiated in advance – contact me as soon as possible if you cannot or did not attend any class session. Unexcused absences lead to a lower grade.
2.4 Classroom Conduct

- Turn off all mobile phones and remove earbuds before entering the classroom.
- Do not email, text, twitter, or surf the web at any time in the classroom.
- Come to class prepared to participate in discussions about the assigned readings.
- Respect the opinions expressed by your colleagues.

2.5 Late Papers, Extensions

In order to receive credit for turning in any late paper or assignment, you must negotiate an extension at least 24 hours in advance. Even if you have received an extension, you must submit the current state of your rough draft by the stated deadline.

2.6 Grading Components

Successful completion of this course requires completing two writing assignments, due prior to the mid-term and Thanksgiving breaks, and twice leading the class discussions. Failing to submit any of the papers will result in failing the course.

2.6.1 Weekly Memos

During the course of the semester you will write two memos in response to the readings assigned for the given week. You can choose the weeks in which to write your memos, but you must write at least one for the readings between Weeks 3 and 7. You must submit the last memo by Week 12. (“Memo Weeks” are indicated in the “Weekly Schedule.”) More information about contents of memos is provided below. Each memo is graded on a scale of 1-10.

2.6.2 Mid-term Paper: Journal Article Review

Prior to the mid-term break, you must submit a 7-10 page analysis of contemporary sociological research related to social movements, examining an empirical article from a peer-reviewed journal. Formal guidelines are provided below, and will be discussed in more detail in class. This paper will be graded on a scale of 1-30.

2.6.3 Final Writing Project and Presentation

Your final project for the course asks you to explore the some specific aspect of a contemporary social movement. Two options for pursuing this are described below. You will share your findings with your colleagues in a 10-minute presentation in the last weeks of class. The final paper is worth 30 points; the presentation is worth 10.

2.6.4 Additional Assignments

At least ten additional minor exercises will be given throughout the term, each worth one point. Many of these will be weekly quizzes on the assigned reading. The failure to complete or turn in any assignment (including a quiz) will result in a one-point demerit.
2.6.5 Final Grade

There are 100 total points to be awarded during the course in the categories described above. Five points will be deducted from your final total for each unexcused absence. Final grades are based on the following components and weights:

- One-point Assignments 10%
- Memos on Weekly Readings 20% (10% + 10%)
- Mid-term Writing Assignment 30%
- Final Writing Assignment 30%
- Final Research Project Presentation 10%

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3 Important Dates and Assignment Deadlines

Please keep track of these due dates, and plan ahead!

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<th>Date</th>
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<td>18 September:</td>
<td>Proposed journal article must be approved by this Thursday.</td>
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<tr>
<td>08 October:</td>
<td>At least one weekly memo must be submitted by this Thursday.</td>
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<td>12 October:</td>
<td>“Journal Article Review” writing assignment due this Tuesday.</td>
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<tr>
<td>14 October:</td>
<td>Proposed final writing project must be approved by this Thursday.</td>
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<td>19 November:</td>
<td>The final weekly memo must be submitted by this Thursday.</td>
</tr>
<tr>
<td>25 November:</td>
<td>Final writing project due this Thursday.</td>
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4 Weekly Memos

This exercise helps focus your attention on the key issues brought up in the weekly readings so that you can discuss them in greater depth during the class sessions.

During the course of the semester you will write two memos in response to the readings assigned for the given week. You get to choose the weeks in which to write your memos, but you can only turn in one per week. You will write these memos before we discuss the readings as a group. Each memo should respond to at least two of the readings assigned for Thursday of that week. You should turn in printed drafts on Thursday before class begins.

For each of the two readings you discuss, include the “research agenda” of the authors (see below) and at least two analytical questions that you attempt to answer as best you can. In your memos you should strive to make a connection between each of your selected readings and some other aspect of your personal intellect: concepts you have learned in this course, content from other courses, or experiences from your personal life.

Each memo should develop an idea and take it to a logical conclusion, typically using 1,000-2,000 words. Don’t waste time with fancy formatting. While the memos can feel somewhat informal, present them as polished drafts. Include a proper bibliography using a consistent format (such as one found in the Chicago Manual of Style) – develop this habit for all of the papers you might write in college courses.

I do not expect, desire, or allow the use of outside sources in the construction of a memo. You may refer to previous work cited by the author of the essay, but do not attempt to find out what others have said about these readings before you provide your own original, independent analysis.

The memo can have a relaxed tone. You don’t need a formal outline or section headings (although you can include them if it helps you to write it), and it doesn’t need to look ready for publication. However…

- Your writing should make sense. This includes complete sentences, and following basic rules of English grammar to help your reader understand your arguments.

- Proofread your memo, and run it throughout a spell-checker before submitting it. Misspelled words distract the reader, and reduce the effectiveness of your writing.

See the “General Paper Guidelines” and “Course-specific Paper Requirements” sections below for more information about formatting and style notes.
4.1 The “Research Agenda”

The memo should include the “research agenda” for each of the two readings you have chosen to examine and analyze. The template for this research agenda comes from chapter 3 (“From Topics to Questions”) of Booth et al’s work The Craft of Research:

- The researcher is studying: [who, what, where, when]
- in order to find out: [why, how, something about the actors]
- in order to better understand: [larger sociological significance]

You should always attempt to construct this agenda immediately after you have finished an essay: this will help make the intentions of an author clearer to you before you begin writing. You could present this research agenda at the beginning of your memo as a separate paragraph, so long as it contains complete sentences. You should attempt, however, to weave it into the text of the memo so that it flows smoother and doesn’t sound stilted, or as if it landed from Mars in the middle of the text. Something like

In his essay “My Secret Life as a Black Man,” Anthony Walton is studying the significance of “cultural markers” and the ability to overcome the exaggerated stereotypes so common in 21st century American culture. He wants to find out if those from different cultures can ever truly comprehend if the overlooked soul of a “black man.” As he recounts some experiences from his personal life history, he attempts to understand how these embellished labels bound African-Americans and limited their “capacity for being whole” (Massey, 133).

Once you understand how to craft a research agenda, you can include the agenda from any article you’ve read into any essay you write for any course you might ever take. This will not only impress your instructor, but will also help you write a clearer essay.

4.2 Intended Audience

Think of the memo as an extension of the intellectual discussions we conduct during our class sessions. They represent another entry in the continued conversation between us on the readings that have been assigned.

When you are writing the memo, however, assume that I am not familiar with any of the outside readings, or that I last reviewed them several months ago. In other words, you have the responsibility to explain some of the specific findings of a particular author (this is why the “research agenda” is so valuable), and you need to occasionally remind me what sociologists mean by the terms “class” or “endogamy” or “global stratification.”

If it helps, imagine that your intended audience does not include your esteemed instructor. Instead, your reader has never taken a sociology course, but seems like a relatively intelligent, engaged, thoughtful individual (like you!) who wants to know what you learned from the readings assigned for this week. You might write imagining how your roommate, your mother, or your favorite high-school teacher will read it.
4.3 Asking (and Answering) Questions

The topics you choose to address in your memo are up to you. I do, however, strongly suggest that you begin your discussion by asking some questions, and then attempt to explore the answers to these questions using the concepts and terms we have already discussed in class, especially those found in the “Glossary” section of the course’s Blackboard website. In some cases providing a quick definition of a sociological term is useful; it lets me know that you understand what it means sociologically, and will help you to better understand and remember the material that you have supposedly read.

Avoid asking questions whose answers are completely obvious, or those that you have no intention of attempting to answer. For example, asking

Why do so many people choose partners based upon their looks?

might lead to an interesting discussion, and you might find competing sociological explanations for this observed phenomenon.

| Why do so many people choose partners based upon their looks? | Why do so many people choose partners based upon their looks? While Macionis doesn’t directly address this issue, in his section about “the pursuit of personal happiness” he points out three different reasons why this might be the case… |

On the other hand, the exact same question can simply lead to a statement about how screwed up society is, as in

| Why do so many people choose partners based upon their looks? | Why do so many people choose partners based upon their looks? I have never understood why they do this, and I think that people would be much happier in the long run if they paid more attention to whether somebody enjoys the same sorts of activities, or has similar values and beliefs… |

In this case, the student did not ask the question intending to address it. While her comments were both interesting and valid, in this course we seek to learn why actors in society don’t always engage in behaviors in their own (or in society’s) best interests.

4.4 Memo Responses, Assessments

At the end of this syllabus you will find a grading rubric for each of the three memos. Please submit this page when you turn in your final draft.

While I'm more interested in content than style, I will occasionally offer suggestions that I think would make it easier for your reader to follow what you're saying. If an argument doesn't make sense to me, I'll let you know.
5 Mid-Term Writing Assignment: “Journal Article Review”

Completing this exercise will lead to a better understanding of the scholarly writing process. You will review an article from a journal listed in the Sociology section, one that explores some aspect of food production, distribution, or consumption.

5.1 Finding an Article to Review

Browse these journals, looking for an “empirical” article published after 1995 that sounds interesting, and read its abstract to confirm that you want to learn more. After you have found an article, read the first page to confirm that you want to spend more time with it.

Important: The article needs to report on original research findings.

5.2 Approval of Journal Article

Once you have found a candidate in jstor.org, click on its “Article Information” link, copy all of the “Bibliographic Info” text, paste it into an email message, and send it to your instructor. Be sure to include the “Stable URL” link in your post. Your article must be approved no later than 18 September 2009 (in Week 04.)

5.3 Intended Audience

Assume that your reader has not yet read the article. You need to provide all relevant information about it so that your reader could discuss it with you further from an informed perspective.

5.4 Paper Contents

After the article has been approved and you have read it two or three times, you will write a 7-10 page review of this article using a technique known as textual analysis.

First, give a brief summary of the article. This should take less than two pages. (Direct quotations should be no longer than one sentence; that is, paraphrase using your own words as much as possible!) Be sure to include all relevant publication information: the title of the article, the authors’ names, the date and the journal in which it appeared. The reader should be able to answer the following questions from your overview:

- What social phenomenon is being explored? What is the research agenda?
- How do the authors explain this social phenomenon? What causes, contributing factors, and/or historical background do they provide?
- What conclusions do the authors draw about the issue being studied?
In the remaining 5 to 8 pages, analyze the article using the following questions as guidelines. Be sure to illustrate using examples from the article, relying primarily on your own words to describe them rather than extended quotations.

- Is their argument well organized?
- What methodologies did the authors employ in their analysis?
- Is their evidence convincing?
- What research done in a way that raises no questions about validity or reliability? Do you have any concerns about the methodology? What might have been done differently that would increase your confidence?
- Are the authors trying to break new ground or simply adding another brick to the wall? (That is, does the article contest past research in this particular field or is it supporting previous scholarship?)
- When do the authors rely on outside authorities to make their claims?

In short, your assignment is to tear the article apart, while re-telling the story the authors presented. Look at how the authors constructed the article, examine both its weaknesses and strengths. For this exercise your focus is on the dual crafts of research and writing: how did the authors put everything together to create a coherent, focused article?

Do not succumb to the temptation to debate the authors. It is easy to get sidetracked if their research is on a controversial topic. In your conclusion you should discuss whether you believe the authors succeeded in writing a clear, readable article, and explain whether or not you feel the authors’ research findings supported their conclusions.

5.5 Due Date: Tuesday, 12 October 2009

The final draft of your paper is due on Tuesday of Week 08. (The paper can be submitted anytime before the due date, of course.) Do not submit your final draft via email; bring a printed version of the paper with you to class. Include the article you analyzed.

6 Final Writing Assignment: Contemporary Social Movements

For this assignment you will explore some aspect of a specific contemporary social movement. You can complete this project using one of the methods listed below. You will have an opportunity to share your findings with your colleagues in the final weeks of class. (Okay, you’re required to do so…)

No matter which option you choose, you must submit a proposal by 14 October 2009 (in Week 08) and have it approved. Your proposal should be as specific as possible, stating not only which assignment you have chosen but also the subject of your research.
6.1 Paper Options

You have two options for completing the final research project. You must declare your option before leaving for fall break (in Week 08).

6.1.1 Independent Research Project Proposal

Note: This option is best suited for those who have already taken Sociology 291, “Methods of Empirical Analysis,” as it requires a specific research design.

In this 12-15-page paper you propose an independent research project that you could reasonably conduct (given the financial, temporal, geographic and other logistical limitations of an undergraduate student) within the next 12 months. You will not, however, actually perform this research.

Your goal involves crafting a coherent and compelling rationale for studying a particular research question. The paper you write will resemble the prelude found in most published articles appearing in peer-reviewed journals that report on empirical research. These typically begin with a social puzzle that leads to an interesting question, then include a literature review, and finally describe how you would collect and/or analyze empirical data that would help answer the question. Your proposal should have a strong theoretical component, as informed by your previous coursework. This paper could form the basis of an honors project at a later date.

If you choose this option, you will be randomly assigned to a small (3-4 person) group in which you should circulate drafts. You should invite me to one of your feedback sessions before the paper is due. (Tip: I like pizza.)

6.1.2 Small Group Research on Specific Social Movement

The study of social movements focuses on collective behavior. To complete this assignment, you will have to learn how to work collaboratively with your colleagues to achieve the goal of completing a research paper. Working in small groups (3-4 people), you will research a contemporary social movement. You will each explore individual components of the movement, explore it in greater depth, and then combine your findings into a single co-authored research paper, between 35 and 50 pages in length.

If you choose this second option, I will randomly assign you to a group. Each group will have to then choose a movement to research. After you have selected a topic, please invite me to one of your group brainstorming meetings. (Tip: I still like pizza.)

Should your individual attempts to deal with group dynamic conflicts fail to address your concerns, please contact me so that I can intervene. You will all have an opportunity to raise “free-rider” issues when you submit your final draft.

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1 Inspired by Jennifer Eichstedt, Humboldt State University.
Topics that will need to be covered for each movement include:

- History/time line of the movement
- What social movement organization evolved around the movement?
- What resources did the movement create and/or use?
- In what ways did movement participants/leaders frame “the problem”?
- How did this movement develop collective frames to discuss these issues?
- Were movement “identities” important for those who participated?
- What practices of resistance (or “repertoires”) were employed?
- What are the main actions/activities that groups engaged in?
- How did those in power respond to the movement?
- How did the state affect the structure of the movement?

Finally, how has the social movement "succeeded" in some ways? How has it "failed"? Notice that to answer this a question you are going to have to think about what constitutes success and failure.

No single-authored paper could (or is expected to) address all of these issues given the limitations of a one-semester introductory course on social movements. As a group, however, you should attempt to cover as many of these aspects as possible in your collective paper submission. The method you use to assign the individual topics is up to you. All group members will receive the same score for the final submission.

6.2 Due Date: Tuesday, 24 November 2009

The final draft of each paper is due on Tuesday of Week 13. (The paper can be submitted anytime before the due date, of course.) Do not submit your final draft via email; bring a printed version of the paper with you to class.

6.3 Class Presentation

The last weeks of the course are devoted to the final presentation of your research projects. Each of you shall have 10 minutes to share with your colleagues what you have learned. Presentations can include graphics, but no time-based video component.

For those who are working in groups:

As a group you will need to present a cohesive and comprehensive presentation. Formulate a group outline and structure so that that presentation flows. Each group member, however, must present on the information that s/he researched – each member has 10 minutes for his/her section.
7 General Paper Guidelines and Tips²

The following suggestions apply to all writing assignments you submit for this course. In fact, most of them would be applicable to any academic writing you might undertake in your career.

• The first time that you mention an author, provide the full name, as in

In the final essay, “The Presentation of Self in Everyday Life,” author Erving Goffman studies both controllable and uncontrollable reactions that one can observe when two people first encounter each other for the first time.

• Subsequent references to the author can use the last name only, or more general references. Examples include

Williams states...
Booth et. al. refer to...
The authors cite previous studies…
The researcher examined data collected by…

• Citations allow the reader to look up the source if desired. One common convention is (Author, Year:Page) or just (Author, Year) in the body of the text. For example,

At a young age, children of “street” oriented families learn to fend for themselves using physical aggression, whereas “decent” oriented families teach other methods of going about solving the situation (Anderson, 1994).

sufficiently informs your reader that you got the idea from a specific article that one could look later if desired. Use the same treatment for actual quotations, as in

Family is the main influence determining a child’s response to life situations: “The family also gives children a social position in terms of race, religion, ethnicity and class. In time, all these elements become part of a child’s self-concept” (Macionis, 2008:125).

• Include all works cited in a bibliography at the end of your paper, using whatever consistent style you choose (In sociology courses, follow the ASA style guidelines.)

• Journal and book titles should be formatted in italics, while the names of articles chapters and should be surrounded with quotation marks, as in


² Many thanks to Judith Hunter of Grinnell College’s Writing Lab, who not only reviewed and improved upon these suggestions, but endorsed them as well.
Pay attention to your use of tense, particularly past and present. In general, we refer to the empirical activities of specific research projects in the past tense, as in

Bender and Cadge interviewed 12 Catholic nuns who had attended the conference at a Buddhist temple in California.

You can, however, discuss an author’s conclusions in either present or past tense. Use of the present tense often subtly suggests that the findings are still relevant,

Bender and Cadge assert that such interreligious dialogues help shape American’s perceptions of Buddhism.

while those in the past tense might indicate that this is how we used to interpret social phenomena, or might precede a contemporary critique:

Bender and Cadge identified three ways in which the nuns understood the Buddhist tradition, in terms of form (practices) versus content (teachings).

That’s not a hard and fast rule, but choose your tense purposefully and – most importantly – use the present and past tenses consistently throughout your analysis.

Beware of the passive voice! Note that the tightest (and often most descriptive) writing often makes minimal use of these words as helping verbs:

is am are was be been were

Always include the actor performing the action whenever possible when constructing your sentences, in order to avoid receiving the comment “By whom?” For example,

They were encouraged to confront their own prejudices.

is not nearly as informative as

The conference organizers encouraged them to confront their own prejudices.

or

The church doctrines encouraged them to confront their own prejudices.

One last tip, which some of you might find silly, can really serve as a useful tool to help you become a better writer:

Before you submit your memo (or your final paper, or any piece of writing for any class), find a quiet place and read it out loud, from beginning to end, in a normal speaking voice at a normal speed. You will often catch errors or awkward sentence constructions when you do this, and you’ll end up with a more polished final product.
8 Course-specific Paper Requirements

• Be sure to acknowledge in a footnote all individuals who helped you construct, draft, or revise your submission. Grinnell College has an excellent Writing Lab, and I encourage you to make use of its resources as you see fit.

• Unattributed verbatim quotations (i.e. passages written by any author that you present as your own original thoughts) fall under the definition of plagiarism. Do not plagiarize! Plagiarism can result in you failing the course.

• There is no need to present a cover sheet with any of your papers. Just include the standard submission data at the top of the first page, as in

Steven Tepper  
Sociology 111  
21 September 2009

Memo #1: Socialization

• Present all final drafts in 12-point Times font. Double-space the text, and use 1-¼ inch margins on all sides. Include page numbers on each sheet. (You should follow these guidelines for all of your academic work, actually, unless your professor specifically requests otherwise.)

• I encourage double-sided (front and back) printing whenever possible. I’m not a big fan of colored ink or fancy paper.

• Bind your paper using a staple; don’t ever do that annoying bendy corner thing.

• At the end of this syllabus you will find a grading rubric for each writing assignment. Write your name at the top of this sheet, but don’t fill in anything else. Additional copies of the grading rubrics are available on the course’s website.

• Attach the grading rubric for each paper using a paperclip, with the grading rubric in front of your paper. Don’t staple the rubric to your paper.

• Include any additional materials behind your paper, attached with the paperclip.

When I respond to a writing assignment,

✓ means that you provided information or an argument I had hoped to find.

! means that I found this passage or point interesting.

? means something is questionable, or doesn’t make sense to me.  
(A squiggly underline beneath a passage means the same thing.)

I reserve giving full credit on any assignment only for truly exceptional work.
9 ASA Style Guide for Citations and References

Most of your instructors within the Department of Sociology request that you adhere to the “ASA” style guidelines for citations and references. This refers to publishing standards promoted by the American Sociological Association, the professional organization of which most of your professors are members. The ASA has adopted a uniform system for identifying works cited in the articles published under its auspices.

You will find several links to ASA style guidelines in this course’s PioneerWeb site, but this section includes some of the most commonly used formats.

9.1 In-text References

If the author’s name is in the text, put the date in parentheses:

When Duncan (1959) studied...

If the author’s name is not in the text, enclose last name and year in parentheses:

When these relationships were studied (Gouldner 1963)...

Pagination follows the year of publication after a colon:

As tabulated by Kuhn (1970:41) the results show...

For joint authors, give both last names:

(Martin and Bailey 1988)...

For three authors, give all last names in the first citation in the text; afterwards use the first name and et al.; for four or more names, use the first author’s last name plus et al.:

(Carr, Smith, and Jones 1962) ... (Carr et al. 1962) ...

For institutional authorship, supply minimum identification from the beginning of the complete citation:

(U.S. Bureau of the Census 1963:117)...

Separate a series of references with a semicolon and alphabetize:

(Burgess 1968; Marwell et al. 1971)...

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9.2 References Page Formatting

References follow the text in a separate section labeled “References.” All references should be double-spaced and use a hanging indent. All references cited in the text must be listed; similarly, only list references in the References section that have appeared somewhere in the preceding text.

List all references in alphabetical order. The name of the primary author should be listed as LAST, FIRST, while all additional authors should be listed as FIRST LAST. Keep in mind that you should construct the in-text citations so that your reader can easily find the full bibliographic information in the References list.

The examples below cover the most common types of references.

Books

Author(s). Year [Year Originally Published]. *Book Title*. Place Published: Publisher.


Sections from a Book (such as chapters from edited anthologies)

Author(s). Year [Year Originally Published]. “Title of Article.” Page Numbers in *Title of Collection*, edited by Editor. Place Published: Publisher.


Scholarly Journal Articles

Author(s). Year. “Title of Article.” *Journal Title*. Volume:Issue:Pages.


Magazine and Newspaper Articles

Author(s). Year. “Title of Article.” *Magazine Title*. Month Day, Year, Page Numbers.


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4 Yes, I know that these aren’t presented using double-spaced formatting.
9.3 Web Page Citations and References

At present the conventions for citing webpages are in flux, and are guided more by general principles rather than hard and fast rules. One cautionary note:

Wikipedia should never appear as a source in an academic paper. Never, ever^5.

Any paper that mentions Wikipedia shall be immediately returned. The rationale here is quite simple: in sociology (and most other academic disciplines) we strive to identify and utilize credible sources of information. The standard we generally adopt accepts publications that have been subject to a process of “peer review” in which other scholars in the relevant academic discipline have vetted the work.

The general principles for citing webpages include the following:

1. In general, we attempt to cull from the webpages the standard information used in journal/newspapers references.

2. The first entry in the bibliography should be the author’s name. If this is not available use the publishing organization (i.e. website sponsor). If you cannot determine either of these items, use the title of the webpage but also reconsider the veracity of the source.

3. At the end of the bibliographic entry always include the date you retrieved the website and the url.

Some examples:


For more information and examples, consult some of the links found in the course’s PioneerWeb page. In addition to the printed version of the ASA Style Guide (2007) available in Burling Library, you could also consult


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^5 The sole exception, of course, is a paper that examines Wikipedia as a social phenomenon, and uses particular pages as a data source. This, however, does not actually violate the strongly worded “never” clause because in this case you are not using articles on the website as sources for intellectual information.
10 Weekly Schedule (subject to change)

Each week addresses a different aspect of social movements treated in various ways by sociologists. Readings will include theoretical and empirical works, journal articles and book excerpts.

These four required texts are available at the Grinnell College bookstore, and are on reserve at Burling Library. Specific readings in the weekly schedule can be found according to the following keys:


Additional readings can be found on electronic reserve through

PW PioneerWeb (Blackboard)

Week 01: Introductions

Our first week is one of introductions: we meet each other for the first time, and discuss what we hope to accomplish in this course.

08/27 Thursday –

!! Introductions – no readings assigned.
Week 02: Social Movement Origins

We begin our study of social movements by first attempting to define exactly what social scientists mean by this term. We turn to three sets of scholars to help establish the framework and categories: David Meyer; Charles Tilly and Lesley Wood; and Jeff Goodwin and James Jasper.

Here’s one working definition:

A social movement is an organized, sustained, non-institutional challenge to power or authority.

While this is not a course on revolutions and rebellions – especially since they don’t seem to come around so often anymore – at one time these represented “classic” examples of social movements and captured the attention of many prominent scholars of collective behavior. Most of the later readings deal with protesting ideologies that have more limited but still very meaningful aims.

Readings and Assignments

09/01 Tuesday – Attempts to Explain Why and When


   (From Theory and Society 33: 417-441.)


09/03 Thursday – A Brief Overview of Revolutions and Rebellions


Week 03: Emergence of Social Movements

Why do social movements occur at some times but not others? As McCarthy and Zald will point out later, the presence of grievances has very little explanatory potential because many individuals/groups have harbored unaddressed complaints for years (or generations or centuries), and yet no true social movement emerged until relatively recently. How can we explain why the Civil Rights era took place in the 1950s rather the 1930s or the mid-seventeenth century?

Tuesday’s readings examine three of the most prominent Western social movements of the later twentieth century. On Thursday we consider the role that political opportunities play in the timing of specific movement events.

Readings and Assignments (memo week)

09/08 Tuesday – Idiosyncratic Origins?


09/09 Thursday – Political Opportunities


Week 04: Recruitment and Mobilization

The origins of social movement research lie in the study of collective behavior. Up until the 1960s, the question typically asked by scholars went something like “what’s wrong with these people?” For a variety of reasons that we will discuss in class, the orientation of many social scientists took a much more normative stance than they might have realized. The principle question about social movement activists wondered “what is right with these people?”

Without explicitly stating that challenging power is always a good activity leading to a more civil society, we are interested (completely dispassionately, of course) in how individuals become involved in social movements. In particular, we will look at the role that social networks play in this process. Mancur Olsen takes a slightly different approach, asking why some people do not get involved in these movements.

Readings and Assignments (memo week)

09/15 Tuesday – Social Networks

MS McAdam, Doug and Ronnelle Paulsen. 1993. “Specifying the Relationship Between Social Ties and Activism.” (From American Journal of Sociology 99:640-667.)

09/17 Thursday – Free Rider Issues

!! (Friday, 09/18) Last day to drop a course without transcript entry.
(Friday, 09/18) Last day to change to or from S/D/F grading.
(Friday, 09/18) Last day to change a course from credit to audit or audit to credit.
!! Approval of journal article must be done by today!
Week 05: Organizing and Organizations

As scholars began adopting different approaches to the study of social movements, they borrowed some of the theoretical frameworks of organizational sociologists and economists. McCarthy and Zald helped usher in this new paradigm by examining the primary role that social movement organizations played in processes of social change. We now refer to this body of literature as “resource mobilization,” semantically shifting the focus from an individual’s ideology to the various forms of capital that s/he could bring to a movement.

Readings and Assignments (memo week)

09/22 Tuesday – Social Movement Organizations


09/24 Thursday – Organizational Change


Week 06: Framing and Participation Dynamics

In the 1980s, in an explicit response to this new focus on organizations and economics, a new generation of scholars attempted to bring the individual back to the fore. Theories of “framing” still acknowledge an agents – such as organization but more likely leaders within these organizations – but look explicitly at how they craft messages and convey them to potential followers. Many of these studies at least touch the border of social psychology, and provide new empirical challenges.

Remember, you must turn in at least one memo on the weekly readings by next Thursday.

Readings and Assignments (memo week)

09/29 Tuesday – Theories of Framing


10/01 Thursday – Commitment Issues


Week 07:   Collective Identities and New Social Movement Theory

While theories of framing still kept social movement organizations as central players, issues of collective identities gave even more attention to the perspective of the individual participants. This took place in part because so many of the contemporary social movements seemed to focus on obtaining legitimization for these identities.

Guidelines for the final writing project will be discussed in class on Tuesday, and the paper will be due in about seven weeks (at the beginning of Week 13). By Thursday you have to at least select the project you want to pursue. You must submit a more formal proposal for your final research project for approval by Thursday, 15 October.

Remember, you must turn in at least one memo on the weekly readings by this Thursday.

Readings and Assignments (memo week)

10/06      Tuesday – Collective Identities


10/08      Thursday – New Social Movement Theory

!!   You must select one of the two final project options by today.


Week 08: Special Topic – Organic Food and New-Wave Cooperatives

We’ve covered a lot of ground over the last six weeks. Tuesday’s session will attempt to apply some of these theories and findings in the study of organic food and new-wave cooperatives. Unlike most of our previous meetings, this one will take more of a lecture/presentation format.

Your proposed research/writing project must be approved before you leave for fall break. The logistics for this shall be discussed in greater detail in class.

Readings and Assignments

10/13 Tuesday –

!! “Journal Article Review” writing assignment due
PW To be announced.

10/15 Thursday –

!! Proposal for final research/writing project must be approved by today.
• TBD
Week 09: Strategies and Tactics

Welcome back!

This week we look at some of the strategies and tactics utilized by social movements. One challenge facing activists is the long-standing paradox that as soon as a particular technique finds success it tends to be replicated so often that it is no longer effective. Even so, many of the underlying principles of protest appear timeless.

On Thursday we meet in Burling Library for a special visual presentation by Kay Wilson, the curator of the Print and Drawing Study Room.

Readings and Assignments (memo week)

10/27 Tuesday –


10/29 Thursday –

!! This class session takes place in the Print and Drawing Study Room, in the lower level of Burling Library. Our time is limited, be sure to come on time and leave all food and beverages behind.

Week 10:  Two Institutions: The State and Mass Media

As is true for individual, groups and organization, social movements exist within a society structured by major institutions. This week we examine two of these, the state and the media.

Readings and Assignments (memo week)

11/03  Tuesday – The State


11/05  Thursday – Mass Media

!! (Friday, 11/06) Last day to withdraw from a course with W transcript entry.
Week 11: Success and Decline

Before we ask what happens when social movements succeed, why have to determine what we mean by “success.” How can we measure it? How do we know when a social movement ceases to exist without having achieved its goals?

Readings and Assignments (memo week)

11/10 Tuesday –


11/12 Thursday –

Week 12: Social Movements and Social Change

As we near the end of the structured reading assignments, we consider how social movements affect other parts of society. That is often one of their goals, no? In many cases these movements have explicit goals of changing public policy (as opposed to changing cultural beliefs.) Social movements can often effect change in other areas, helping to illustrate Robert Merton’s concept of unintended consequences.

Reminder: the final writing project is due next Thursday, 25 November!

This is the last week in which you can complete the “memo” assignment.

Readings and Assignments (memo week)

11/17 Tuesday – Influencing Social Policy


11/19 Thursday – Beyond Public Policy


Week 13: What’s Next?

In our abbreviated Thanksgiving Break week, we end our readings with two works that started our semester. What do you think the future holds for the social movements to which you might adhere? Will we ever obviate the need for social movements?

Final drafts of your final research project are due on Tuesday.

Readings and Assignments

11/24 Tuesday –


11/26 Thursday — Thanksgiving Day

!! No Class!
Week 14:  Final Presentations (I)

The end is near! (At least for this course…)

______________________________

12/01  Tuesday –

______________________________

12/03  Thursday –

______________________________

Week 15:  Final Presentations (II)

______________________________

12/08  Tuesday –

______________________________

12/10  Thursday –

______________________________

Week 16:  Final Examination Week

No final examination for this course.

______________________________

!!  Final grades due from faculty on Wednesday, 30 December
### Final Presentation of Research Project

<table>
<thead>
<tr>
<th>Points: _____ / 10</th>
<th>Grade: _____</th>
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1. _____ Clearly stated research agenda  
   _____ Remaining sections of presentation foreshadowed in introduction  
   _____ Coherent structure of presentation; logical transitions between sections

2. _____ Content of presentation accurate, informative  
   _____ Research obviously related to sociological analysis  
   _____ Factual data helped to raise/address larger theoretical issues

3. _____ Presentation recognized presence of audience, not simply reading a paper  
   _____ (optional) Accompanying visual slides easy to follow  
   _____ (optional) Presentation did not simply read slide materials verbatim  
   _____ (optional) Slides enhanced presentation rather than distracted audience

4. _____ Conclusion explained relevance of research beyond specific project

5. _____ Adhered to time guidelines (8-10 minutes)  
   _____ Responded to questions in respectful, thoughtful, informed manner

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**Key:**

- !! – **excellent**
- + – **above average**
- √ – **satisfactory**
- - – **could use improvement**
- 0 – **missing**
Independent Research Project Proposal  

Points: ______ / 30  
Grade: ______

1. ______ Clearly stated research agenda
   ______ Summary explained historical background, rationale for this study
   ______ Remaining sections of paper foreshadowed in introduction
   ______ Coherent structure of essay; logical transitions between sections

2. ______ Literature review presented theoretical perspectives used to explain issue
   ______ Literature review described previous empirical work in this area
   ______ Original research question became more interesting after review

3. ______ Original research design clearly articulated
   ______ Succinctly described independent and dependent variables
   ______ Specific method supported as best way to examine social phenomenon
   ______ Addressed issues of concept validity, data reliability
   ______ Proposed research appeared logistically feasible

4. ______ Conclusion explained relevance of research beyond specific project

5. ______ Good prose style, proper use of English grammar
   ______ Accurate punctuation; minimal typos or misspelled words
   ______ Proper citations; included bibliography using consistent format
   ______ Adhered to formatting guidelines stated in syllabus

Key:

!! – excellent
+ – above average
√ – satisfactory
- – could use improvement
0 – missing
Collaborative Group Research Paper  
Points: _____ / 30  Grade: _____

1. _____ Clearly stated research agenda  
   _____ Primary differences between the two food forms clearly delineated  
   _____ Remaining sections of paper foreshadowed in introduction  
   _____ Coherent structure of essay; logical transitions between sections

2. _____ Food product described in larger agribusiness context  
   _____ Historical development of food as a commodity explored  
   _____ Each form traced along specific commodity chain to original producer  
   _____ Price mark-up/profit margin provided for each node (bonus points!)

3. _____ Social actors identified at each transaction node  
   _____ Social relations between actors explored in at least one transaction  
   _____ Social history of actors explored in at least one transaction

4. _____ Major differences beyond initial distinction examined in conclusion  
   _____ Discussed relevance of this project to better understanding society

5. _____ Good prose style, proper use of English grammar  
   _____ Accurate punctuation; minimal typos or misspelled words  
   _____ Proper citations; included bibliography using consistent format  
   _____ Adhered to formatting guidelines stated in syllabus

Key:   !! – excellent  
       + – above average  
       √ – satisfactory  
       - – could use improvement  
       0 – missing
Collaborative Group Research Paper

Please submit this brief questionnaire the same day your final paper is due.

Your candid and truthful evaluations are requested. These evaluations will not affect the final grade of you or your colleagues. Large discrepancies may result in individual or collective meetings to determine how the group dynamics affected the final product. Please note that this questionnaire has two sides, and that you should be evaluating yourself as well as your colleagues.

1. The quality of participation of each group member

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<th>Average</th>
<th>Outstanding</th>
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2. The level of work contributed by each member toward the final product

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<th>Average</th>
<th>Outstanding</th>
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3. Cooperation shown by each member to form a smoothly working group

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<th>Poor</th>
<th>Average</th>
<th>Outstanding</th>
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4. What grade would you assign to each member of your group?

<table>
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6 My thanks to Karla Erickson, who provided a template for this evaluation form.
5. What were your specific contributions to this paper?

6. Do you feel that you were a valuable member of this group? Why or why not?

7. Did any other members of your group fail to live up to your expectations?

8. Please provide any additional comments you may have concerning the group researching/writing process. What did you like? What would you have done differently had you been the instructor?
Journal Article Review Paper

1. _____ Clearly stated research agenda of author and publication information
   _____ Summary explained historical background, rationale for this study
   _____ Overall conclusions of author described well (in 2 pages or less)

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Textual analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Critiqued author’s organization, including tables and graphics
   _____ Explained author’s data and methodology
   _____ Succinctly described independent and dependent variables
   _____ Critiqued validity of the variables’ conceptual operationalization
   _____ Critiqued reliability of author’s evidence

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions
   _____ Discussed relevance of author’s findings

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Adhered to formatting guidelines stated in syllabus

Key:     !! – excellent
        + – above average
        √ – satisfactory
        - – could use improvement
        0 – missing
Memo #2  

Points: _____ / 10  Grade: _____

1. _____ Clearly stated research agenda of each author
   _____ Each article summarized (for unfamiliar reader) in 2-3 paragraphs

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Analysis of each article grounded by at least two specific questions
   _____ Analysis illustrated specific sociological concepts
   _____ Explored larger issues beyond article’s empirical content
   _____ Made connections between articles and some aspect of personal intellect
   _____ Discussed author’s contributions to understanding of social movements

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Proper citations; included bibliography using consistent format
   _____ Adhered to formatting guidelines stated in syllabus

Key:

  !  –  excellent
  +  –  above average  
  ✓  –  satisfactory
  -  –  could use improvement
  0  –  missing
Memo #1

Points: _____ / 10  Grade: _____

1. _____ Clearly stated research agenda of each author
   _____ Each article summarized (for unfamiliar reader) in 2-3 paragraphs

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Analysis of each article grounded by at least two specific questions
   _____ Analysis illustrated specific sociological concepts
   _____ Explored larger issues beyond article’s empirical content
   _____ Made connections between articles and some aspect of personal intellect
   _____ Discussed author’s contributions to understanding of social movements

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Proper citations; included bibliography using consistent format
   _____ Adhered to formatting guidelines stated in syllabus

Key:

!! – excellent
+  – above average
√  – satisfactory
-  – could use improvement
0  – missing