Social Movements and Protests
POL 345U
Spring 2024

Harrison Hall 210
Tues & Thurs 8:30 AM — 9:50 AM

Instructor:	Dr. Kevin Reuning (ROY-ning)
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Course Website:	Canvas
Office:	Harrison Hall 222
Office Hours:	1 — 3 PM Monday
	12 — 2 PM Thursday
Schedule appointments:	https://calendly.com/reuning

Course Description

The purpose of this course is to better understand social movements. Social movements are a critical component of modern governance. We will analyze how movements form, who participates in social movements, what they do, and how they can be successful. Although the focus will be on American social movements we will not be limited to that.

Student Learning Objectives

1. Students will be able to define what social movements are and explain theories for their mobilization.
2. Students will demonstrate evidence-based reasoning by writing a paper on a particular social movement and using evidence to argue how this movement fits into the theories we study.
3. Student will critically assess the methodologies used to study social movements and when particular methods are and are not appropriate.
4. Students will be able to explain the mobilization of contemporary social movements using the theories that we discuss in class.
5. Students will be able to explain the role of social movements in a modern democracy and evaluate the normative implications of their impact.

Required Books

- Chong, Dennis. 1991. *Collective Action and the Civil Rights Movement.* University of Chicago Press. ISBN: 9780226104416

Course Policies

Respect

This course will discuss and tackle issues where opinions can differ, and where opinions can be strongly held. We will do so with respect for all members of the class, in a way that everyone feels welcome to share and discuss. It is also important to remember that this is a *political science* class, not a discussion of politics. We will be discussing how movements mobilize around a variety of issues, but we will not, necessarily, be discussing our own opinions on the issues. I do

not expect anyone to be detached from the subject matter, as these are important subjects, but I do expect everyone to remain focused on the goals of the class: understanding how and why people engage in contentious politics.

Preparation
This is a 300 level courses and so you will be expected to do the readings for the day prior to coming to class along with doing the canvas activity. In addition, given the nature of the course, I expect you to be aware of current events. Class discussion will revolve around translating what we have been discussing in class to social movements, including contemporary movements. As such, you will be better prepared to participate if you are aware of what is happening.

Technology
In class you are expected to be focused on what is going on within the class. You may use a laptop to take notes or review materials during class. If laptops become a distraction I have the right to change this policy.

Email Policy
I will check email between 8am and 6pm, and will try to always respond to any contact within 24 hours. Although I do not expect formality in email communications, I do expect you to respect that emails are not a costless act. In addition, just as I am responsive to email you must be responsive to email as well. Email is how the world runs.

Grade Distribution and Assignments

Item	Percentage
Weekly Quizzes (10 best quizzes)	25 %
Attendance and Activities	10 %
Movement Analysis Project	
Movement Timeline	15 %
Movement Success	15 %
Macro Application 15	%
Final Paper	20%

Weekly Quizzes
There will be short Canvas quizzes every week that will be graded on a 5 point scale. You will have 25 minutes to complete the quiz, and will often be given time in-class to complete them. The purpose here is not necessarily to judge what you have learned but to make sure you are engaged in the weeks readings and discussions. Your two lowest quizzes will be dropped. **Quiz will need to be completed by Sunday at midnight.**

Movement Analysis Project
For this class you will select a social movement that you will analyze. You will work spend most of the semester collecting data about this movement. The data will be collected based on a series of assignment (see below). At the end of the semester you will put this information together into a final paper that will provide a history and analysis of your movement.

Selecting a Historical Movement
You will be given a list of potential movements to pick from and complete a project about it.

1. **Movement Timeline** You will put together a timeline of your movement, writing a paragraph about each "event." This will include citations to academic (and related) sources.

2. **Movement Success** You will answer a variety of questions about when the movement was at its "peak" (this will be defined in a variety of ways).

3. **Macro Theory Application** You will pick a theory for the social movement you are studying and again answer several questions about that theory and your movement.

4. **Final Paper** You will use the information from the previous assignments to put together an analysis of your movement. You will answer the question "How well does theory X explain movement Y?"

The final combined paper is **due on the day our final is scheduled**. You will take the pieces you put together and combine them into a single cohesive paper outlining the history of the movement. and the analysis of that history. You will also provide a 1 page coversheet explaining what changes you have made.

Attendance and Activities
I will take attendance in this course as previous student feedback has made it clear that this is necessary. Each class day will be counted as 2.5 points. Every student will get 2 free absences, without any questions asked. These will be applied to the first 2 absences.

Throughout the semester we will work on in-class activities. You will be graded in your participation in these activities. If you miss class you need to check the modules on canvas. I will post any activity we did there and you will be expected to submit it in an email to me within a week of the class you missed. These assignments will be worth 5 points total (equivalent to a week's worth of attendance).

If, for whatever reason, you cannot attend class for 2 or more weeks in a row you will be expected to contact me to work out a schedule. **If you do not contact me within the first 2 weeks you miss class, you will not be able to receive any credit on the assignments you missed.**

Extra Credit
I will provide several extra credit opportunities throughout the semester and will announce them in class and on Canvas.

Late work policy
In order to receive a deadline extension you should contact me more than 24 hours before the deadline. If an assignment is turned in late without an extension but within 24 hours of the due date, your grade will decrease by 5 percentage points (a 95% would become a 90%). For every additional 24 hours after this it loses another 5%.

If you miss a weekly quiz and have not contacted me ahead of time then you will receive 0 on it. There will be **no exceptions** to this.

Letter Grade Distribution

>= 93.00	A	73.00 – 76.99	C
90.00 – 92.99	A-	70.00 – 72.99	C-
87.00 – 89.99	B+	67.00 – 69.99	D+
83.00 – 86.99	B	63.00 – 67.99	D
80.00 – 82.99	B-	60.00 – 62.99	D-
77.00 – 79.99	C+	<59.99	F

Generative AI (ChatGPT, etc)

The basic question to ask over when you can and cannot use AI is whether your use of AI supplements what you have done or if it replaces what you have done. Below I provide some examples of **good** and **bad** uses of AI and a philosophical explanation of why this distinction is important. **For this course, bad uses of AI count as academic integrity violations.**

Good use of AI	Bad use of AI
• Checking for grammar or spelling.	• Rewriting whole sections of your paper.
• Creating catchy titles.	• Generating an argument in its entirety.
• Checking code, asking questions of how code works.	• Writing all the code you need for an assignment.
• Formatting citation.	• Generating citations.

Philosophy

Generative AI is a powerful tool but there are two important reasons for why you shouldn't use AI for the "bad uses" above. First, in order to learn you need to actually complete tasks. By completing these tasks you can build up basic skills that you can then use to do things that AI tools cannot do. For example, I can find information online that AI tools cannot find because I have a lot of experience finding more basic things.

Second, AI tools have a lot of flaws. These flaws are noticeable to experts but not to beginners. You will only be able to work past these flaws though if you practice things on your own without using AI. For example, AI is very good at making confident claims without any real evidence or support for those claims. You need to learn how to provide evidence for a claim so you don't fall for this.

As a final note, Generative AI often makes mistakes. It can generate fake citations, make impossible claims, and simply write vague nonsense. These are all things that will lead you to lose points whether or not AI is the source of the writing.

Academic Integrity

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise of judgment and the acceptance of personal responsibility.

Miami demands the highest standards of professional conduct from its students, faculty, and staff. As a community of scholars, our fundamental purpose is the pursuit of knowledge. Integrity in research and creative activities and in academic study is based on sound disciplinary practices and expectations, as well as a commitment to the values of honesty and integrity.

Any student caught committing academic dishonesty will, at a minimum, receive a 0 for the assignment at hand. For more information on academic dishonesty and potential punishments visit `http://MiamiOH.edu/integrity`.

Disability Services

If you are a student with a physical, learning, medical and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact the Office of Student Disability Services at 529-1541 (V/TTY), located in the Shriver Center, Room 304.

Course Outline

January 29 and February 1 Introduction to Class and Political Science

No Reading

What are Social Movements? What do they look like?
February 6 and 8 What is a Social Movement

– Read: Chapter 2 of *Theories of Political Protest and Social Movements* by Karl-Dieter Opp

February 13 and 15 Repertoires of Contention

Select social movements by midnight on February 15

– Taylor, V. and Van Dyke, N., 2004. "Get up, stand up": Tactical repertoires of social movements." *The Blackwell companion to social movements*, pp.262-293.

Why do individuals get involved in social movements?
February 20 and 22 The Free Rider Problem

– Chong, Chapter 1 & 2

February 27 and 29 Selective Incentives

– Chong, Chapter 3 & 4

What leads to new social movements appearing or old social movements re-energizing?

March 5 and 7 Macro Theories, Strain and Breakdown, and Reading Academic Writing

- **Movement Timeline Due March 7th at midnight**
- Caren, N., Gaby, S. and Herrold, C., 2017. "Economic breakdown and collective action." Social Problems, 64(1), pp.133-155.

March 12 and 14 Resource Mobilization

- Cress, Daniel M. and David A. Snow. 1996. "Mobilization at the Margins: Resources, Benefactors, and the Viability of Homeless Social Movement Organizations" *American Sociological Review* 61(6):1089-1109.

March 19 and 21 Political Opportunity Structure

- Williams, Dana W. and Matthew T. Lee. 2012. "Aiming to Overthrow the State (Without Using the State): Political Opportunities for Anarchist Movements." *Comparative Sociology* 11:558-593.

March 26 and 28 Spring Break

No Class

April 2 and 4 Framing Theories

- **Movement Success Due April 4th at midnight**
- Michelle S. Phelps, Anneliese Ward, Dwjuan Frazier. 2021. "From Police Reform to Police Abolition? How Minneapolis Activists Fought to Make Black Lives Matter." *Mobilization: An International Quarterly,* 26(4):421-441.
- No class on April 4th (I think)

April 9 and 11 Policing of Protests and Repression

- Koerth, Maggie and Jamiles Lartey 2020. "Why So Many Police Are Handling the Protests Wrong." *The Marshall Project*, June 1. https://www.themarshallproject.org/2020/06/01/why-so-many-police-are-handling-the-protests-wrong
- Earl, Jennifer, Thomas V. Maher, and Jennifer Pan. 2022. "The digital repression of social movements, protest, and activism: A synthetic review." *Science Advances* 8(10).

Who actually protests and what happens to them?

April 16 and 18 Who Participates in Social Movements?

Macro Theory Application due April 18th at midnight

- Munson, Ziad. 2010. "Mobilizing on Campus: Conservative Movements and Today's College Students" *Sociological Forum*. 25(4):769-786.

April 23 and 25 Participation: Consequences and Leadership

- Vestergren, S., Drury, J. and Chiriac, E.H., 2017. The biographical consequences of protest and activism: A systematic review and a new typology. Social Movement Studies, 16(2), pp.203-221.
- Ganz, M. and McKenna, E., 2018. Bringing leadership back in. The Wiley Blackwell companion to social movements, pp.185-202.

Contemporary Discussions of Movements

April 30 and May 1 Does the Internet Matter?

– Rohlinger, Deana A. and Leslie A. Bunnage. 2018. "Collective Identity in the Digital Age: Thin and Thick Identities in MoveOn.Org and the Tea Party Movement." *Mobilization* 23(2):135-157.

May 7 and 9 Antifa and the White Power Movement

– White Power Movement

* Listen to or or read the transcript of this interview: Rise of the White Power Movement with Kathleen Belew

– Antifa

* Copsey, Nigel. 2018. "Militant Antifascism: An Alternative (Historical) Reading." *Society* 55:243–247.

Finals Week Final Paper

Final paper due at midnight on final exam day

Additional Resources

• Howe Writing Center: http://miamioh.edu/hcwe

• Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to call Student Counseling Service (513-529-4634). For emergencies outside of business hours, the Community and Counseling and Crisis Center (844-427-4747) has a 24-hour hotline.

• Students come to Miami from a variety of economic backgrounds. If you are having financial trouble I urge you to make use of the services available through Miami Cares Resources: https://www.miamioh.edu/emss/offices/student-success-center/miami-cares/index.html