

Political Science 597 Contentious Politics¹ Fall 2020

Tuesdays 1:00 p.m. – 4:00 p.m. Zoom

Prof. Lee Ann Banaszak
Remote only

Office Hours: W 2 p.m.- 4p.m.
and by appointment
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COURSE DESCRIPTION

Social movements, protest, revolutions, contentious politics: despite the differing labels these phenomena are often explored by a cohesive group of scholars. This course explores the nature of these forms of political behavior. We will look at the major theories that sociologists and political scientists have created to explain the mobilization and outcomes of social movements. How do we explain why people participate in protest or other types of social movements? Why is it that some people never revolt although observers would say they are as bad off as others that do? What sorts of factors determine the tactics people will use once they decide something must be done? Can governments repress revolutions or social movements? What determines whether a social movement or revolution is successful? We will also critically assess theories and concepts. Are these theories and concepts well defined? What are the mechanisms by which they operate and the scope conditions where they are found? How can we best assess competing theories?

In examining these questions, we will read theoretical works, quantitative studies comparing many different social movements and case studies of particular social movements and revolutions comparatively but also in the United States. By the end of this course, you should have a good grasp of the theoretical debates about social movements, the methods which have been used to study social movements, and you will have cursory knowledge of several different revolutions and social movements ranging from the East German 1989 revolution to the American women's movement. You should also be able to employ this knowledge in developing your own research.

REQUIRED READINGS.

We will be reading selections from books and numerous articles. I have copies that I will make available via CANVAS. Students may also have to acquire supplementary readings on their own.

COURSE REQUIREMENTS AND GRADES.

¹ This syllabus is a living document, and is subject to change. In particular, I reserve the right to change readings and topics to reflect the interests of our class. I will announce when a change in syllabus occurs. This particular draft has not been proofread and likely contains errors; I will let you know when the true draft is up.

Student Responsibilities: The class will meet Tuesday from 1:00 p.m. to 4:00 p.m. This course will be in seminar format which means that each individual student is responsible for completing the readings prior to the class meetings, and for contributing to the discussion of the material. For this reason, participation in class discussion is a significant portion of your final grade.

Grades: Grades will be determined using the following criteria:

a) Class Participation and weekly discussion questions	20%
b) Supplementary reading paper and presentation	15%
c) Pre-proposal with annotated bibliography	10%
d) Presentation of initial proposal draft	10%
e) Final proposal draft	35%
f) Review of other proposals	10%

- a) Class Participation: As a seminar class, participation is essential to the success of this class. For that reason, except in case of serious illness, you are expected to participate in each and every class. Remote Attendance is mandatory and after the first unexcused absence, students will have their grade reduced for every additional absence. If you are so ill that you cannot participate remotely please let me know prior to class. Those participating remotely must have their video feed on at all times. Participation is graded on a weekly basis based on the discussion questions submitted by the student (see b) and your contributions to the class discussion. Contributions to the class discussion are assessed by both the frequency to which you contribute to the discussion and the degree to which your comments contribute to the overall quality of the class discussion. Contributions to the class discussion require understanding the readings and being conversant in the theory and methods presented by each author. To allow opportunities for everyone to participate, I will sometimes (respectfully) call on people or cut people off to allow participation from a wider range of participants.
- b) Weekly Discussion Questions: Learning to develop good discussion questions is a great asset for teaching any subject. For that reason, each week you are required to submit to me 5 questions with which we should frame our discussion. **These are due by 8:30 a.m. of the day of class.** Only 1-2 of these should be focused on single readings and as the class advances you should aim to write questions that reach across the weeks, and major themes of the course. Questions will be graded on their centrality to the class material and their quality as a discussion questions. If you are unsure what constitutes a good discussion question see <https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>.
- c) Supplemental Reading Presentations and Critical Review Essays: You should sign up to present a supplementary work and write a critical review essay in one of the weeks of the semester. In this week you will write a written a six to eight page critical review of the work (due to the CANVAS drop box before class) and give a ten to fifteen minute presentation to the other students. Both the presentation and the critical review essay should outline the significant theoretical or empirical contributions, explains how it fits

into the larger debates in the literature, and discusses the theoretical, empirical, and policy/normative implications of the research.

In any particular week, supplemental readings will either be already assigned or chosen in consultation with me. During these presentations, the professor will act as a "panel chair," indicating the time that has passed in the presentation, and because students in the audience will be expected to know enough about the reading to include it in the discussion that follows, your fellow students will also be asking questions if they need more information or require something to be clarified. Presenters will be graded on the accuracy, clarity, and completeness of their presentations, as well as their understanding of the major theoretical and empirical contributions of the work (see how to read an article below).

Critical Review Essays: You are expected to write a six to eight page (double-spaced) critical review essay of the supplemental reading you present. **These papers are due by 8:30 a.m. on the day the class meets. You must choose the days in advance by signing up on the google doc and you must choose the text in consultation with me.** A critical review essay places examines a texts contribution to the larger field and uses the text to discuss where a field is going or should go. Such an essay provides the reader with an overview of the most significant points raised by the author but also devotes at least as much space to a critical discussion of the text. Critical review essays are often published in the form of book reviews or overview pieces of the discipline (see the Tarrow piece in week 1, and the Fearon and Laitin piece in Week 12. I'll provide other published examples in the Resources Module). The best critical review essays provide critical examinations of readings with an understanding of how they contribute to the literature, focus on larger questions of concept definition, theoretical mechanisms, scope questions or major issues of research design rather than questions of statistical estimation, acknowledge theoretical or methodological achievements and weaknesses that might lead to future research, or consider the usefulness of the theoretical or methodological approach in understanding other political phenomena. A good rule of thumb is that only a half of your words should be devoted to summary while the other half should develop the critical discussion. I highly recommend that as you write you review some critical review essays for form and that you utilize Andrew Polsky's (former editor of *Polity*) excellent description of a critical review essay (see Resources Module).

- d) Pre-proposal with Annotated Bibliography: a research description of your research proposal of 1000-1500 words and an additional annotated bibliography of at least 10 works relevant to the research project (not including readings assigned in class) is **due Tuesday October 20th by midnight**. Grades will be assessed based on the thoroughness of the research on related literature, the quality of the annotated bibliography (describing how the pieces fit into theory and substantive interests), and the overall contribution of the research to the fields of social movements, comparative politics, American politics, and/or International Relations.
- e) Research Proposal: You are required to write one research proposal paper and present this proposal to the class. These papers are due **Tuesday, December 1st by noon in Canvas**. Because papers will be distributed to fellow students for review, only titles

should appear on your submissions and late papers will be penalized a grade level (e.g. from B+ to a B)!! **Students will receive initial paper grades on Wednesday December 9th.** Those students wishing to increase their grade have the option of rewriting according to the comments they receive as long as the paper is returned by Wednesday December 16th by midnight. Resubmissions are uploaded to the same canvas assignment box as the originals.

- f) Proposal reviews: You will be required to provide written reviews on three other students' research proposals. You will be expected to review the proposal like an evaluator using the criteria provided by NSF. You will be graded on the care and clarity of your reviews. **These are due at 5 p.m. on Tuesday December 8th by 9 am.**

COVID AND ZOOM POLICIES

I recognize that this is an usual semester and so my goals are to 1) keep everyone safe and healthy while 2) providing you with the same quality class as you would have gotten if we were meeting in a seminar room. This is a remote synchronous class; all class sessions will be on zoom and my office hours will also be on zoom. I am willing to meet in person if you would like but if we do then you **MUST** wear a mask appropriately (i.e., covering both your mouth and nose) during any in person meeting. As a reminder, masks have been provided for students, faculty, and staff, and everyone is expected to wear one while on campus or out in the community. All students, faculty and staff are also expected to maintain social distancing (i.e., maintain at least six feet of space between individuals) when possible. If we meet in person, we will use assigned seating to help maintain the appropriate distance for our safety. It is also important to follow related guidance communicated by the University and via public postings/signage related to directional traffic flow and maximum occupancy of spaces when visiting all public buildings.

To facilitate class discussion and help build class community, I strongly encourage you to use a web camera during our class sessions. If you need access to this technology please let me know. We know that

SEMINAR DISCUSSIONS

The point of seminar discussions is to allow us to work through difficult readings, to connect them to various bodies of works (e.g. the social movement literature, comparative politics paradigms, democratization literature), to gain a sense of the theoretical and methodological state of the literature, and to brainstorm on potential future research projects. When reading, you should focus on the major theoretical and empirical issues. The questions below represent questions that you should be able to answer about every reading we do in class. You should use these to start thinking about a specific reading.

1. What "why" question motivates the research and why is it interesting substantively and/or theoretically? Does the work principally generate ideas, test causal hypotheses, develop theory, or some combination of these?

2. What literatures does this question speak to and what contributions does the article make to these literatures?
3. What theoretical contributions does the article make? What causal mechanisms does the author propose? What alternative mechanisms are suggested by the literatures in which the author works? What hypotheses if any are tested and how are they connected to the theoretical contribution?
4. What are the units of analysis and operationalization of the theoretical constructs? What research design does the author employ? How do these fit with the why question?
5. What are the major research findings of the article and what contribution do they make to the literatures the author is speaking to? How does this reading advance our understanding of contentious politics broadly?
6. What future research might flow from the major conclusions of the literature? Can you suggest a further or better way to evaluate the author's claims or improvements to the theoretical contribution?

Tentative Schedule and Readings

Week 1 8/25 Introduction and what are we studying

- 1) Diani, Mario. 1992. "The Concept of Social Movement." The Sociological Review 40(1): 1-25.
- 2) Klandermans, Bert and Conny Roggeband. 2009. "Introduction." In *Handbook of Social Movements Across Disciplines*. Springer Science and Business Media: 1-12.
- 3) Tarrow, Sidney. 2015. "Contentious Politics." In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani . DOI: 10.1093/oxfordhb/9780199678402.013.8

Week 2 9/1 A Week of Golden Oldies

- 1) Buechler, Steven M. 2013. "Strain and Breakdown Theories." In David Snow; Sarah Soule, and Hanspeter Kriesi, editors. *The Wiley Blackwell Companion to Social Movements*. Oxford, UK: Blackwell.
- 2) Muller, Edward. 1985. "Income Inequality, Regime Repressiveness, and Political Violence." American Sociological Review 50: 47-61.
- 3) McCarthy, John D. and Zald, Mayer. 1977. "Resource Mobilization and Social Movements: A Partial Theory", American Journal of Sociology, Vol. 82, No. 6 (May), pp. 1212-41

- 4) Kitchelt, Herbert. 1986. "Political Opportunity Structure and Political Protest: Anti-Nuclear Movements in Four Democracies. *British Journal of Political Science*, 16, pp. 57-85.
- 5) Snow, David; E. Burke Rochford, Jr.; Steven K. Worden; and Robert Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation." *American Sociological Review* 51: 464-481

Other Important Classic Readings

Strain/Breakdown:

Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton University Press: Princeton.

Gurr, Ted Robert. 1968. "A Causal Model of Civil Strife: A Comparative Analysis using New Indices", *American Political Science Review*, Vol. 62, # 4 (December 1968), pp. 1104-1124.

Smelser, Neil J. 1963. *Theories of Collective Behaviour*. New York: Free Press of Glencoe.

Huntington, Samuel. 1968. *Political Order in Changing Societies*. New Haven: Yale University Press.

Kornhauser, William. 1959. *The Politics of Mass Society*. New York: The Free Press.

Resource Mobilization:

Gamson, William A. 1990. *The strategy of social protest. Second edition*. Homewood, IL: Dorsey.

Jenkins, J. Craig. 1983. "Resource Mobilization Theory and the Study of Social Movements", *Annual Review of Sociology*, Vol. 9, pp. 527-553.

Oberschall, Anthony. 1973. *Social Conflicts and Social Movements*. Englewood Cliffs, NJ: Prentice Hall.

*Tilly, Charles. 1979. *From Mobilization to Revolution*. Reading, MA: Addison-Wesley.

Zald, Mayer N. and McCarthy, John. eds. 1979. *The Dynamics of Social Movements*. Cambridge MA: Winthrop Publishers.

*Zald, Mayer and Roberta Ash. 1966. "Social Movement Organizations: Growth, Decay and Change", *Social Forces* 44(March): 327-40.

Political Opportunity:

*Brockett, Charles D. 1991. "The Structure of Political Opportunities and Peasant Mobilization in Central America." *Comparative Politics* 23: 253-274

McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency, 1930-1970*. Chicago: University of Chicago Press.

Amenta, Edwin and Zylan, Yvonne. 1991. "Political Opportunity, the New Institutionalism and the Townsend Movement." *American Sociological Review* 56(2): 250-265.

Framing:

Snow, D.A. and Benford, R.D., 1992. Master frames and cycles of protest. *Frontiers in social movement theory*, 133, p.155.

Snow, David and Robert Benford. 1988. "Ideology, Frame Resonance, and Participant Mobilization." *International Social Movement Research* 1: 197-217.

Benford, R.D., 1993. Frame disputes within the nuclear disarmament movement. *Social forces*, 71(3), pp.677-701.

Benford RD, Hunt SA. Dramaturgy and social movements: The social construction and communication of power. *Sociological inquiry*. 1992 Jan;62(1):36-55.

Week 3 9/8 Political Opportunity Structure and Political Context

- 1) Cornell, A. & Grimes, M. 2015. "Institutions as Incentives for Civic Action: Bureaucratic Structures, Civil Society, and Disruptive Protests." *Journal of Politics* 77(3): 664-678.
- 2) Inclán, María de la Luz. 2008. "From the ¡Ya Basta! to the Caracoles: Zapatista Mobilization under Transitional Conditions." *American Journal of Sociology* 113 (5) (March 1): 1316-1350.
- 3) Meyer, David S. and Debra C. Minkoff, "Conceptualizing Political Opportunity," *Social Forces* 82 (June 2004) 4:1457-1492.
- 4) Trejo, Guillermo. 2014. "The Ballot and the Street: An Electoral Theory of Social Protest in Autocracies". *Perspectives on Politics* 12(2): 324-352.
- 5) McAdam, D. and Tarrow, S., 2010. Ballots and barricades: On the reciprocal relationship between elections and social movements. *Perspectives on Politics*, pp.529-542.

Recommended Readings:

Almeida, Paul. 2014. *Mobilizing Democracy: Globalization and Citizen Protest*. Johns Hopkins University Press.

Amenta, Edwin; Kathleen Dunleavy; and Mary Bernstein. 1994. "Stolen Thunder? Huey Long's 'Share our Wealth', Political Mediation and the Second New Deal." *American Sociological Review*, 59(5): 678-702.

Banaszak, Lee Ann. 2010. *The Women's Movement Inside and Outside the State*. Cambridge: Cambridge University Press.

Keck, M.E. and Sikkink, K., 2014. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press.

Koopmans, Ruud. 1999. "Political. Opportunity. Structure: Some Splitting to Balance the Lumping." *Sociological Forum* 14(1): 93-105.

Kriesi, H., Koopmans, R., Dyvendak, J.W. and Giugni, M., 1995. *New social movements in Europe: A comparative analysis*. University of Minnesota Press.

Kurzman, Charles. 1996. "Structural Opportunity and Perceived Opportunity in Social Movement Theory: The Iranian Revolution of 1979." *American Sociological Review* 61:153-170.

McCarthy, John D; Britt, David and Wolfson, Mark. 1991. "The Institutional Channeling of Social Movements by the State in the United States." *Research in Social Movements, Conflicts and Change*_13. JAI Press. Pp.45-76.

Schock, Kurt. 1999. "People power and political opportunities: social movement mobilization and outcomes in the Philippines and Burma." *Social Problems*_46(3): 355-75.

Sawyers, Traci M. and David S. Meyer. 1999. "Missed opportunities: social movement abeyance and public policy." *Social Problems*_46(2):187-206.

Meyer, David S. and Tarrow, Sidney. 1998. *The Social Movement Society*. Boulder: Rowman and Littlefield.

McAdam, D.T. and Tarrow, S., and Tilly, C. 2001. *Dynamics of Contention*. Cambridge: Cambridge University Press.

*Tarrow, Sidney. 1989a. *Democracy and Disorder: Protest and Politics in Italy 1965-1975*. Oxford: Clarendon Press.

Week 4 9/15 Movement Organizations and Resources

- 1) Rohrschneider, R. and R. Dalton. 2002. "A Global Network? Transnational cooperation among Environmental Groups." *Journal of Politics* 64(2): 510-533.
- 2) Andrews, Kenneth, and Michael Biggs. 2006. "They Dynamics of Protest Diffusion: Movement Organizations, Social Networks, and News Media in the 1960 Sit-Ins." *American Sociological Review* 71:752-777.

- 3) Amenta, E., Caren, N., Olasky, S. J., & Stobaugh, J. E. (2009). All the movements fit to print: Who, what, when, where, and why SMO families appeared in the New York Times in the twentieth century. *American Sociological Review*, 74(4), 636-656.
- 4) Wang, D.J., Rao, H. and Soule, S.A., 2019. Crossing categorical boundaries: A study of diversification by social movement organizations. *American Sociological Review*, 84(3), pp.420-458.
- 5) Kim, Hyojoung and Steven Pfaff. 2012. "Structure and Dynamics of Religious Insurgency: Students and the Spread of the Reformation." *American Sociological Review* 77:2

Recommended Readings:

Beissinger, Mark R., "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions," *Perspectives on Politics* 5, no. 2 (2007): 259-276.

Crossley, Nick, Gemma Edwards, Ellen Harries, and Rachel Stevenson. "Covert social movement networks and the secrecy-efficiency trade off: The case of the UK suffragettes (1906–1914)." *Social Networks* 34, no. 4 (2012): 634-644.

Diani, Marco and Doug McAdam. 2003. *Social movements and networks: Relational approaches to collective action*. Oxford University Press.

Dixon, M. and Martin, A.W., 2012. We can't win this on our own: Unions, firms, and mobilization of external allies in labor disputes. *American Sociological Review*, 77(6), pp.946-969.

Edwards, G., 2014. Infectious innovations? The diffusion of tactical innovation in social movement networks, the case of suffragette militancy. *Social Movement Studies*, 13(1), pp.48-69.

Jenkins, J. Craig and Perrow, Charles. 1977. "Insurgency of the Powerless: Farm Worker Movements (1946-1972)", *American Sociological Review*, Vol. 42 (April), pp. 249-268.

Kriesi, Hanspeter. 1996. "The Organizational Structure of New Social Movements in a Political Context." In McAdam, McCarthy and Zald's *Comparative Perspectives on Social Movements*. Pp. 152-184.

Lu, Yao and Ran Tao. 2017. "Organizational Structure and Collective Action: Lineage Networks, Semiautonomous Civic Associations, and Collective Resistance in Rural China." *American Journal of Sociology* 122:1726-1774.

Martin, Andrew W., "Resources for Success: Social Movements, Strategic Resource Allocation, and Union Organizing Outcomes," *Social Problems* 55, no. 4 (November 1, 2008): 501-524.

Minkoff, D., 1995. *Organizing for equality: The evolution of women's and racial-ethnic organizations in America, 1955-1985*. Rutgers University Press.

Minkoff, D.C., 1997. The sequencing of social movements. *American Sociological Review*, pp.779-799

Minkoff, D., Aisenbrey, S. and Agnone, J., 2008. Organizational diversity in the US advocacy sector. *Social Problems*, 55(4), pp.525-548.

Murdie, A., & Peksen, D. 2015. Women and Contentious Politics: A Global Event-Data Approach to Understanding Women's Protest. *Political Research Quarterly*, 68(1), 180-192.

Piven, F.F. and Cloward, R., 2012. *Poor people's movements: Why they succeed, how they fail*. Vintage.

Schumaker, Paul. 1975. "Policy Responsiveness to Protest-Group Demands". *Journal of Politics*, 41:488-521.

Walker, Edward T., Andrew W. Martin, and John D. McCarthy. "Confronting the state, the corporation, and the academy: The influence of institutional targets on social movement repertoires." *American Journal of Sociology* 114, no. 1 (2008): 35-76.

Week 5 9/22 Social Movement Framing and Discourse

- 1) Ferree, Myra Marx. 2003. "Resonance and Radicalism: Feminist Framing in the Abortion Debates of the United States and Germany." *American Journal of Sociology* 109:304-344.
- 2) Polletta, F., 1998. "It was like a fever..." narrative and identity in social protest. *Social problems*, 45(2), pp.137-159.
- 3) Bail, Christopher. 2012. "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks." *American Sociological Review* 2012 77: 855.
- 4) Armstrong, Elizabeth and Suzanna Crago. 2006. "Movements and Memory: The Making of the Stonewall Myth." *American Sociological Review* 71(5):724-751.
- 5) Vasi, I.B., Walker, E.T., Johnson, J.S. and Tan, H.F., 2015. "No fracking way!" Documentary film, discursive opportunity, and local opposition against hydraulic fracturing in the United States, 2010 to 2013. *American Sociological Review*, 80(5), pp.934-959.

Recommended Readings:

Bail, Christopher. 2015. *Terrified: How Anti-Muslim Fringe Organizations Became Mainstream*. Princeton: Princeton University Press.

Benford, R.D. and Snow, D.A., 2000. Framing processes and social movements: An overview and assessment. *Annual review of sociology*, 26(1), pp.611-639.

Carroll, W.K. and Ratner, R.S., 1996. Master framing and cross-movement networking in contemporary social movements. *The Sociological Quarterly*, 37(4), pp.601-625.

Ferree, Myra Marx; William Gamson, Jürgen Gerhards, and Dieter Rucht. 2002. *Shaping Abortion Discourse: Democracy and the Public Sphere in Germany and the United States*. Cambridge: Cambridge University Press.

Gerhards, J. and Rucht, D. 1992. "Mesomobilization: Organizing and Framing in Two Protest Campaigns in West Germany", *American Journal of Sociology* 98: 555-95.

Koopmans, Ruud and Suzanne Olzak. 2004. "Discursive Opportunities and the Evolution of Right-Wing Violence in Germany." *American Journal of Sociology* 110(1): 198-230.

McAdam, Doug. "The Framing Function of Movement Tactics: Strategic Dramaturgy in the American Civil Rights Movement." In McAdam, McCarthy and Zald's *Comparative Perspectives on Social Movements*. Pp. 338-355.

Moaddel, Mansoor. 1992. "Ideology as Episodic Discourse: The Case of the Iranian Revolution", *American Sociological Review*, 57 (June): 353-379.

Polletta, Francesca. 2002. *Freedom is an Endless Meeting: Democracy in American Social Movements*. Chicago: University of Chicago.

Rohlinger, D.A., 2015. *Abortion politics, mass media, and social movements in America*. Cambridge University Press.

Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." *American Sociological Review* 51: 273-286.

Williams, Rhys. 2004. "The Cultural Contexts of Collective Action: Constraints, Opportunities and the Symbolic Life of Social Movements. In David Snow; Sarah Soule, and Hanspeter Kriesi, editors. *The Blackwell Companion to Social Movements*. Oxford, UK: Blackwell. Pp. 91-115.

Week 6 9/29 Ethics and Methods in Social Movement Research

Ethics in Social Movement Research

1) Wood, Elizabeth Jean. 2006. "The Ethical Challenges of Field Research in Conflict Zones." *Qualitative Sociology* 29:373–386.

2) Milan, Stephan. 2014. "The Ethics of Social Movement Research." In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. Oxford: Oxford University Press. Pp. 446-464.

Methodological Choices

- 3) Minkoff, D.C., 2002. "Macro-organizational analysis." In Klandermans, B. and Staggenborg, S. eds., *Methods of social movement research*. Minneapolis: University of Minnesota Press. Pp.260-285.
- 4) Hutter, Sven. 2014. "Protest Event Analysis and Its Offspring." In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta. Oxford: Oxford University Press. Pp. 335-367.
- 5) Van Stekelenburg, J., Walgrave, S., Klandermans, B. and Verhulst, J., 2012. Contextualizing contestation: Framework, design, and data. *Mobilization: An International Quarterly*, 17(3), pp.249-262.

Recommended Readings:

della Porta, Donatella. 2014. *Methodological Practices in Social Movement Research*, edited by. Oxford: Oxford University Press.

Hug, S. and Wisler, D., 1998. Correcting for selection bias in social movement research. *Mobilization: An International Quarterly*, 3(2), pp.141-161.

Lewis, A.G., 2012. Ethics, activism and the anti-colonial: Social movement research as resistance. *Social Movement Studies*, 11(2), pp.227-240.

Ortiz, D., Myers, D., Walls, E. and Diaz, M.E., 2005. Where do we stand with newspaper data?. *Mobilization: An International Quarterly*, 10(3), pp.397-419.

Walgrave, S., Wouters, R. and Ketelaars, P., 2016. Response problems in the protest survey design: Evidence from fifty-one protest events in seven countries. *Mobilization: An International Quarterly*, 21(1), pp.83-104.

Week 7 10/6 Mobilization: Why Individuals Participate

And Methodology continued

- 1) Walgrave, S., Wouters, R. and Ketelaars, P., 2016. Response problems in the protest survey design: Evidence from fifty-one protest events in seven countries. *Mobilization: An International Quarterly*, 21(1), pp.83-104.
- 2) Reuning, Kevin and Lee Ann Banaszak. Forthcoming. "Measuring Protest for Comparisons: Multi-Dimensional Scaling of Action, Message, and Community" *Mobilization: An International Quarterly*

Understanding Individual Mobilization

- 3) Van Stekelenburg, J. and Klandermans, B., 2013. The social psychology of protest. *Current Sociology*, 61(5-6), pp.886-905.

- 4) Javeline, Debra. 2003. "The Role of Blame in Collective Action: Evidence from Russia." *American Political Science Review* 97:1 (February), pp. 107-121.
- 5) Inclán, M. and Almeida, P.D., 2017. Ritual demonstrations versus reactive protests: Participation across mobilizing contexts in Mexico City. *Latin American Politics and Society*, 59(4), pp.47-74.

Recommended Readings:

*Barnes, Samuel; Max Kaase, et al. 1979. *Political Action: Mass Participation in Five Western Democracies*. Beverly Hills CA: Sage Publications.

Beissinger, Mark. 2013. "The Semblance of Democratic Revolution: Coalitions in Ukraine's Orange Revolution." *The American Political Science Review* 107 (3): 574–92.

DeNardo, James, D., 1985. *Power in Numbers: The Political Strategy of Protest and Rebellion*. Princeton: Princeton University Press.

Heaney, M. T. & Fabio Rojas. 2011. "The Partisan Dynamics of Contention: Demobilization of the Antiwar Movement in the United States, 2007-2009." *Mobilization*, 16(March): 45-64.

Jennings, Kent. "Generation Units and the Student Protest Movement in the United States: An Intra- and Intergenerational Analysis," *Political Psychology*, 23 (June, 2002), 303-24.

Klandermans, Bert. 1997. *The Social Psychology of Protest*. Oxford: Blackwell.

White, Robert. 2010. "Structural Identity Theory and the Post-Recruitment Activism of Irish Republicans: Persistence, Disengagement, Splits, and Dissidents in Social Movement Organizations." *Social Problems* 57(3): 341-370.

Tullock, Gordon. 1971. "The Paradox of Revolution", *Public Choice*, Vol. XI (Fall), pp. 89-99.

Olson, Mancur. 1971. *The Logic of Collective Action*. Cambridge: Harvard University Press.

Oliver, Pamela; Gerald Marwell; and Ruy Teixeira. 1985. "A Theory of the Critical Mass. I. Interdependence, Group Heterogeneity, and the Production of Collective Action." *The American Journal of Sociology*, 91(3): 522-556.

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

*Granovetter, Mark. 1978. "Threshold Models of Collective Behavior", *American Journal of Sociology*, 83(6):1420-1443.

Opp, Karl-Dieter and Gern, Christiane. 1993. "Dissident Groups, Personal Networks, and the East German Revolution of 1989." *American Sociological Review* 58(5):659-680.

Opp, Karl-Dieter. 1989. *The Rationality of Political Protest. A Comparative Analysis of Rational Choice Theory*. Boulder: Westview.

Popkin, Samuel. 1979. *The Rational Peasant: The Political Economy of Rural Society in Vietnam*. Berkeley: University of California Press.

Schussman, Alan and Sarah Soule. 2005. "Process and Protest: Accounting for Individual Protest Participation." *Social Forces* 84(2): 1083-1108.

Taylor, Michael, ed. 1988. *Rationality and Revolution*. Cambridge University Press: Cambridge.

Knoke, David and James R. Wood. 1981. *Organization for Action: Commitment in Voluntary Associations*. New Brunswick: Rutgers University Press.

Week 8 10/13 Project proposal meetings

Week 9 10/20 Explaining Movement Outcomes: States and State Policies

- 1) Amenta, Edwin; Neal Caren; Elizabeth Chiarello; and Yang Su. 2010. "The Political Consequences of Social Movements," *Annual Review of Sociology* 36, no. 1 (June 2010): 287-307.
- 2) Boehm, Timo. 2015. "Activists in Politics: The Influence of Embedded Activists on the Success of Social Movements." *Social Problems* 62 (4): 477-498.
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Week 10 10/27 Movement Outcomes: Affecting the Individual

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Week 11 11/3 Research Day

Week 12 11/10 Identity, Culture and Emotion

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- 2) Einwohner, Rachel. 2006. "Identity Work and Collective Action in a Repressive Context: Jewish Resistance on the 'Aryan Side' of the Warsaw Ghetto." *Social Problems* 53 (1) (February 1): 38-56.
- 3) Wood, Elizabeth Jean. 2001. "The Emotional Benefits of Insurgency in El Salvador." In *Passionate Politics: Emotions and Social Movements*, edited by Jeff Goodwin, James Jasper, and Francesca Polletta. Chicago: University of Chicago Press. Pp. 267-281.
- 4) Bail, Christopher A., Taylor W. Brown, and Marcus Mann. 2017. "Channeling Hearts and Minds: Advocacy Organizations, Cognitive-Emotional Currents, and Public Conversation," *American Sociological Review* 82(6):1188-1213.

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Week 13 11/17 Repression

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- 3) Davenport, Christian. 2005. "Understanding Covert Repressive Action: The Case of the U.S. Government Against the Republic of New Africa." Journal of Conflict Resolution 49:120.
- 4) Moore, Will. 1998. "Repression and Dissent: Substitution, Context, and Timing." American Journal of Political Science 42(3): 851-873.
- 5) King, Gary; Jennifer Pan, and Margaret Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression" American Political Science Review, 107(2):326-343.

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Chenoweth, E. and Lawrence, A., 2010. *Rethinking violence: states and non-state actors in conflict*. MIT press.

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Week 14 12/1 Proposal Presentations

Week 15 12/8 Proposal Presentations

Academic Integrity and Academic Dishonesty

Along with the Department of Political Science, the College of the Liberal Arts and the University, I take violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students who are uncertain about proper citation are responsible for checking with their instructor.

Lying to the instructor or purposely misleading any Penn State administrator shall also constitute a violation of academic integrity.

In cases of any violation of academic integrity it is the policy of the Department of Political Science to follow procedures established by the College of the Liberal Arts. More information on academic integrity and procedures followed for violation can be found at: http://www.la.psu.edu/CLA-Academic_Integrity/integrity.shtml.

Disabilities

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell me as soon as possible. Reasonable accommodations will be made for all students with disabilities, but it is your responsibility to inform me early in the semester. Do not wait until just before an exam to decide you want to inform the instructor of a learning disability; any accommodations for disabilities must be arranged well in advance.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses](https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/)
(<https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational Equity and Bias

Penn State University has adopted a “[Protocol for Responding to Bias Motivated Incidents](http://equity.psu.edu/reportbias/reports/protocol-for-responding-to-bias-motivated-incidents)” (<http://equity.psu.edu/reportbias/reports/protocol-for-responding-to-bias-motivated-incidents>) that is grounded in the policy that the “University is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others.” That policy is embedded within an institution traditionally committed to [academic freedom](https://guru.psu.edu/policies/OHR/hr64.html) (<https://guru.psu.edu/policies/OHR/hr64.html>) Bias motivated incidents include conduct that is defined in University [Policy AD 91: Discrimination and Harassment, and Related Inappropriate Conduct](https://guru.psu.edu/policies/ad91.html) (<https://guru.psu.edu/policies/ad91.html>). Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately by doing one of the following:

- * Submit a report via the [Report Bias webpage](http://equity.psu.edu/reportbias/) (<http://equity.psu.edu/reportbias/>)
- * Contact one of the following offices:

University Police Services, University Park: 814-863-1111
Multicultural Resource Center, Diversity Advocate for Students: 814-865-1773
Office of the Vice Provost for Educational Equity: 814-865-5906
Office of the Vice President for Student Affairs: 814-865-0909
Affirmative Action Office: 814-863-0471