

SOC 336U: SOCIAL MOVEMENTS

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Time and Day: Asynchronous on Canvas/Remote

Group Office Hours: T 9:30-10:00 am
Individual Office Hours: [T 12:00-1:00 pm by appointment](#)
TA's Office Hours: [T 2-4 pm by appointment](#)
Office hours via Zoom (click on Zoom link in Canvas)

CATALOG DESCRIPTION

Formation, dynamics, and outcomes of social movements. Examination of the effects of circumstances, strategies, and alliances on the outcomes of social movements, including their impact on politics and society.

COURSE DESCRIPTION

We will begin the course by discussing key concepts that you should be able to show you understand well by the end of the term. These include protests, counter-protests, and social movements. You will have an array of materials to read and view that will acquaint you with these terms as well as how social movements begin, how they decline, and how and why people participate in them. We will discuss both historical and contemporary events to help you gain a grasp of these events because they can shed light on how such events may take place in the future and the responses to them.

To help you understand the concepts mentioned above, you have assigned readings, discussion posts and responses, videos, exams, and occasionally, music. These will help you to stay on track by managing your time according to a schedule. You are expected to show your understanding of social movement concepts and theories by completing assignments and engaging in weekly discussions in the course modules. It may help you to take notes when reading or viewing videos. You may find them of use when completing the assignments.

There are a number of learning outcomes (LOs) associated with the course. These are Sociology Department, University Studies, and Community Studies Cluster outcomes. There are also the Student Learning Outcomes which outline the skills that I expect you to acquire. You will note that there is some overlap. The course LOs are provided to show you what you will be learning over the course of the term. I think you will find this information useful so please take the time to review it.

COURSE GOALS AND LEARNING OUTCOMES

The goal of this course is to teach you how to apply sociological concepts and theories and to engage in critical thinking and critical viewing about social movements. Additionally, there are four Learning Outcomes (LOs) for Sociology courses that are included in this course:

- LO 1: Learn about theoretical frameworks, theories, and concepts
- LO 2: Learn about other scholars' sociological empirical research
- LO 3: Learn how to collect and analyze data using sociological research methods (e.g. surveys, interviews, ethnography, content analysis)
- LO 4: Learn about inequality through a sociological lens

STUDENT LEARNING OUTCOMES

- Upon completion of this course, all students will have either acquired or begun to:
- Develop the ability to discuss sociological issues/concepts in social movements and apply the theoretical processes that underlie them.
- Apply their knowledge of the course material by adequately and appropriately responding to essay assignments, discussion prompts, and exam questions.
- Enhance their ability to hear and understand the strengths and weaknesses in the arguments of others and in one's own, as well as being able to defend their arguments.
- Through the process of writing assignments, refine their individual writing skills.
- Be able to critique their writing strengths and weaknesses.
- Gain the ability to engage in critical thinking using the course materials and in completing assignments.
- Ability to show knowledge of sociological theory through course assignments.
- Show they can adequately cite their work in either American Sociological Association (ASA) Style format or other format used in each student's discipline consistently when submitting writing assignments.

THE COURSE MATERIALS

Required Text (available through bookstore):

Staggenborg, Suzanne. 2022. *Social Movements* 3rd ed. New York: Oxford University Press.

Any additional materials will be available in the weekly modules on the course website.

The materials have been selected after consideration of their content and although we may be covering social movements that many of you have probably never heard of and/or have never seen, they will add to your understanding of the broad range of issues that may result in protest or the building of a social movement. This makes it all the more imperative that you take notes when reading or watching instructor-created videos or any assigned films. Pay attention to the events being discussed and how they are placed into a historical, social, and political context. If you have questions, bring them up when you are posting your weekly discussions (more on this on page 6) or in the "I Have a Question!" discussion box on Canvas.

There may be times when we will be reading or watching or reading material that may be uncomfortable. If you feel it necessary to take a breather, please do so. Nonetheless, each student is responsible for viewing and reading the assigned materials.

While it is true that readings and videos may be difficult at times, everyone is bound to find something that piques their interest so that they feel comfortable participating in review and reflection discussions and when completing assignments. Using course readings drawn from a variety of disciplines, you will learn how to apply and understand them sociologically. It is important to participate in submitting posts and completing the assignments because they can help you to better grasp and gain deeper insight into the material. I have noticed that those who consistently participate in online discussions AND submit the course assignments on time do better in my courses than those who do not. Students also do better if they learn to take suggestions in the manner intended and not as personal attacks.

HOW MUCH TIME SHOULD I PUT INTO THE COURSE?

In the hectic world we live in today, we are hard-pressed to find someone who is not busy, however, that does not mean that there are no expectations regarding how much work should go into each course. If you are using your time wisely (turn off the cellphone and get off of TikTok!) you can complete the work in a reasonable amount of time. Each film has the running time included. For the readings, I have taken into consideration how much time it takes on average to read or listen to them.



[PSU's Academic Planning page](#) proposes that the amount of time allotted for classroom instruction and out-of-class work for a 4-credit course breaks down to about 4 hours of instruction per week and 8-12 of out-of-class time per week which includes studying, reading, and assignments. It may seem like a lot, but managing time using a calendar or alarm can help determine when there are periods when there is a lot to do and times when there is less to do. The course calendar and to-do list on Canvas show when assignments are due.

The course materials will be available in sections. So, while it is possible for you to do some of the material in advance or according to your own schedule, others, such as the weekly discussion posts will need to be submitted each week.

PSU DISABILITY STATEMENT

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. I have already been notified by DRC if you receive accommodations. If you have or think you may have, a disability that may affect your work in this class and believe accommodations are required, contact the [PSU Disability Resource Center](#) site to schedule an appointment and initiate a conversation about reasonable accommodations. You may also contact the DRC by calling 503-725-4150 or via email drc@pdx.edu.

PSU IX REPORTING OBLIGATIONS

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on [PSU's Sexual Misconduct Response](#) site or you may call a confidential IPV Advocate at 503-725- 5672.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX

Coordinator, or the Office of Affirmative Action. For more information about Title IX, please visit the [PSU Sexual Assault Student Code of Conduct](#) site.

EXPERIENCING PROBLEMS THAT MIGHT IMPACT YOUR PERFORMANCE IN THIS CLASS?

Please be sure to let me know if you begin to encounter problems understanding the material. If you need assistance, ask for it. Do not feel you are alone. There is help available. If you are dealing with a matter that requires your professors to be notified or where you need help and need to talk to someone on the CARE Team, contact the [Dean of Student Life](#) for assistance. They are located at 433 Smith, by phone at 725-4422, or by email at askdos@pdx.edu. There are deadlines for requesting permission for a late withdrawal and they are only given for extenuating circumstances. However, prior to this deadline, there is the ability to withdraw from a course without permission. Deadlines are on the [Office of the Registrar website](#).

SOME RULES OF THE ROAD

Please refer to me as either “Dr. Jackson” or “Prof. Jackson”. You can always reach me during online office hours or by email. You may leave a message on my voicemail which will come to me via email. It is rare that I will not be available during scheduled office hours. If something comes up, I will post a message under Announcements on Canvas or through email.

- Adhere to all deadlines. Use a calendar (hard copy or electronic) to help keep you organized. This is especially important because I do not accept late assignments. Submit assignments early if you believe you will have a problem conforming to deadlines. If you are not checking in to the course site regularly, you will likely miss announcements or assignments. I do not offer extra credit. If you miss an assignment, you have missed it.
- Professors are asked to report students’ progress midway through the term to the Registrar’s Office and I will be responding to their request for all undergraduate students. In addition, progress reports will be sent to Student athletes or students in the TRIO Student Support Services program.
- Ethical and professional behavior is standard in all classroom settings (face-to-face and remote). Students must adhere to the university’s academic honesty policy and to the professional standards required in all courses in the Department of Sociology.
- If you are a student who is already receiving accommodations through the Disability Resources Center (DRC), I have this information. If you require accommodations but have not requested them, please contact DRC immediately. The course videos, while not always correct, have captions.
- If you do not understand a word or phrase I am using in the course videos, assignments, or elsewhere on the course site, please ask. Someone else probably is wondering the same thing! - Get help when you need it. Do not ignore a problem because you feel embarrassed. If you have trouble with note-taking or writing papers, please visit the Writing Center for help. See the Helpful Resources link on Canvas.
- I expect you to do well in the course and you should expect to do well too. I have years of experience as a professor. If I recommend that you do something (i.e., edit your work before submitting it, write more, read the comments provided in graded assignments and/or rubrics, read more, participate more frequently, etc.), it is because I believe it will help you, not because I am mean or do not like you (it is sad that I have to add this, but it is usually these two that students use to make themselves feel better, but not only are these untrue, they are not helpful). Try to adjust your habits so you are more productive. I want you to be successful not only in this course but in any course.
- I have had countless students over the years. I have heard everything. Do not hesitate to see me if you are having a problem with the class. If you need help with things issues that are not related to the

class, please seek help from your advisor, the counseling office, DRC, your coach, or whoever is there to assist you. If you want advice about applying to graduate school, looking for internships, etc., please feel free to contact me.

OFFICE HOURS – GROUP and ONE-ON-ONE OPTIONS

✓ The **group office hour** is just that, an open format that gives you an opportunity to discuss topics that you might be stuck on. The day and times are at the top of the syllabus. The link to group office hours is on Canvas in the calendar. Office hours are not mandatory and students in asynchronous courses rarely take advantage of them, but I offer them to those who want or need them (I may ask you to see me if you appear to be struggling with the material or are missing multiple assignments). You have the option of turning your camera off or on (I tend to have my camera off) and for some students, this is a better option if their Wi-fi is inconsistent. There is also a chat box option for you to type your questions if you do not want to speak in the meeting. Meetings and office hours, although on Zoom, are not recorded.

✓ **One-on-one office hours** give students an opportunity to discuss anything of a more private nature (i.e., DRC-related, confusion about an assignment, clarification about a grade, individualized ideas for how to study and prepare for writing assignments, advising, and other types of personal concerns or issues). You can request a one-on-one appointment in one of the available slots as noted at the top of the syllabus. I will send you a confirmation once you have requested your appointment. Although these time slots are limited, if you need more time, we may be able to expand our meeting if no one else is scheduled in the next time slot.

TECHNOLOGY

Your enrollment in this course is because you are eager to learn the material and complete the requirements for your degree. If you have Wi-fi limitations, please consider whether the course will work for you given its asynchronous format and required instructor videos and assigned film viewings. In order to address concerns about technology, you have deadlines to complete the work but do not wait until the last minute. Submitting assignments early is a much better tactic than waiting five minutes before you hit the upload or send button. [See Timeliness below for more on this topic.]

TIMELINESS

Early assignments are not penalized, but late assignments are heavily penalized. Thus, you are encouraged to start assignments early and submit them early on Canvas where indicated. If you need a “nudge” to get you to focus on writing, I highly recommend [Focusmate.com](https://www.focusmate.com) and [TomatoTimer.com](https://tomatotimer.com), writing and time management accountability sites. You should also watch Tim Urban’s TED Talk video, [Inside the Mind of a Master Procrastinator](https://www.ted.com/talks/tim_urban_the_procrastinator). It is entertaining and the speaker makes some very good observations. All of the above can be found on Canvas.



COURSE REQUIREMENTS AND DUE DATES (Read carefully!)

The distribution of the course assignments allows each student to know where they stand during the semester. Please review the course calendar on Canvas for the due dates. They are also in the syllabus (both the PDF syllabus and the electronic syllabus on Canvas) and on the To-Do list on the right side of the page on Canvas. **The assignments total 100 points.** This is important to understand as some students may erroneously and needlessly panic because they are assuming this is the same as percentages. It is not. Maximize your point

earnings by completing the non-mandatory “Point Pond” assignments (described on the next page). These provide a “cushion” for missed points or assignments during the term.

I aim to help you optimize your grade by assigning you projects that are small weekly ones and those where you submit small assignments throughout the semester rather than relying on one or two large projects to determine your final grade. While there are minimum page requirements, keep in mind that **content matters as much as quantity**. If you tend to do a job that is last-minute, superficial when it comes to delving into the content, or you are weak in your analysis, it will show. It will particularly stand out if you have peers who are doing a deeper analysis of the course materials.

Weekly Discussions - 25 points

During the term, you will be responding weekly to questions or comments found under *Discussions* in Canvas and responding to a post by a peer. The purpose of these is to have you digest the material by reviewing and reflecting upon it. These weekly posts may be helpful in preparing for the exams, writing the essay, and digesting the material. The discussions involve providing one weekly post that is 500 words minimum (due on Saturday by midnight) and one “substantive” post that answers or asks a question about a post by a peer. The peer response post is a way for you to have a conversation with someone from the class who perhaps made a poignant observation about the readings or one of the videos or podcasts. Perhaps the individual said something that you disagreed with or perhaps agreed with unequivocally. In either case, responses should not be superficial, but meaningful. The TA and I will often make responses to your posts to congratulate you on your insight or thoughtful comments, encourage you to write more, ask questions, or simply let you know we enjoyed reading them. **Tip! Try to avoid waiting until the last minute to post. You will not receive full credit for extremely brief or weak responses.**

Two Exams - 50 points

Participation in the discussions can contribute to your understanding of the material. However, there are other assignments you will be given to help you learn the material. Exams are opportunities to stay engaged, check your understanding of the material, and ensure you are not falling behind. There are two exams, worth 25 points each. These will be due at the end of **Weeks 4 and 7**. The exams will consist of short essays, true-false, matching, and multiple-choice questions. The exams may also be useful in completing the final project assignment.

Final Project Assignment - 25 points

There is a two-part final project assignment worth a total of 25 points *due by midnight on Thursday, December 8*. This will be a 10-page paper (excluding the reference page) and a video (5 minutes) that shows the highlights of your paper. There is a specific purpose for this assignment. It is to help you show you understood and can apply the material learned over the term. Detailed instructions on the assignment will appear on Canvas week five which gives you ample time in which to begin and finish. You are encouraged to attend group office hours if you need help with this assignment. **Tip! Carefully read the instructions and the rubric on Canvas for the essay assignment so that you understand how it will be graded.**

“Point Pond” – Non-mandatory Assignments

There are opportunities to earn extra points (they vary in frequency and points) during the term by completing low-stakes non-mandatory assignments. This is what I consider to be the fairest way to offer “extra credit.”

GRADE SCALE

A+*	97-100 points	C+	77-79 points	F	59-0 points
A	94-96 points	C	74-76 points		
A-	90-93 points	C-	70-73 points		
B+	87-89 points	D+	67-69 points		
B	84-86 points	D	64-66 points		
B-	80-83 points	D-	60-63 points		

*Unfortunately, Banner does not accept A+ grades, but you should nonetheless know where you stand if at the top range.

COURSE OUTLINE

In addition to the course readings, there are also videos created by the professor that must be reviewed. Most weeks there will be an additional video to help you understand the movement or concepts discussed. These will be updated in the course [Syllabus](#) and [Modules](#) on Canvas if the need arises. Please note the assignment due dates for each week. Check Canvas weekly for possible non-mandatory Point Pond Assignments

Week 1: What is a Social Movement?

- Staggenborg, Chapter 1: Introduction
- View the Instructor Video
- Submit weekly posts

Week 2: Social Movement Theories

- Staggenborg, Chapter 2: Theories of Social Movements and Collective Action
- View the Instructor Video
- [The Civil Rights Movement](#) (1 h 24 m) *See segments 12, 13, 14, 15, and 17, and 25 (about 12-13 m)*
- Submit weekly posts

Week 3: Social Movement Organizations, Campaigns, and the Role of the Media

- Staggenborg, Chapter 3: Issues in the Study of Social Movements and Collective Action
- View the Instructor Video
- [Klansville USA](#) (52 m 39 s)
- Submit weekly posts

Week 4: Movements of the 1960s and Contemporary Movements

- Staggenborg, Chapter 4: The Protest Cycle of the 1960s and Beyond
- View the Instructor Video
- [Black Panther](#) (14 m 49 s) *Note: there is a blinking image 1 minute into the video*
- [AIM Documentary 1970s](#) (54 m 48 s)
- Submit weekly posts
- FIRST EXAM DUE BY MIDNIGHT SATURDAY

Week 5: Waves and Tributaries of the Women's Movement

- Staggenborg, Chapter 5: The Women's Movement
- View the Instructor Video
- [Women's Rights: Finding a Voice](#) (21:15)
- Submit weekly posts
- FINAL PAPER ASSIGNMENT INSTRUCTIONS POSTED ON CANVAS

Week 6: Gay Rights, the Politics of Equality

- Staggenborg, Chapter 6: The LGBTQ Movement
- View the Instructor Video
- [After Stonewall: America's LGBT Movement](#) (1 h 26 m)
- Submit weekly posts

Week 7: From People to the Environment

- Staggenborg, Chapter 7: The Environmental Movement
- View the Instructor Video
- [Earth Day](#) (View segments 23-37, about 42 m)
- Submit weekly posts
- SECOND EXAM DUE BY MIDNIGHT SATURDAY

Week 8: Right-Wing and Conservative Movements

- Staggenborg, Chapter 8: American Right-Wing Movements
- View the Instructor Video
- [American Patriot](#) (53 m)
- Submit weekly posts

Week 9: Mobilizing Global Movements

- Staggenborg, Chapter 9: Global Movements for Social Justice
- View the Instructor Video
- [Ten Years After the Arab Spring, Democracy Remains Elusive in Egypt](#) (6 m 56 s)
- [Women's Rights](#) (26 m)
- Submit weekly posts
- ESSAY ASSIGNMENT

Week 10: How Social Movements Create Social Change

- Staggenborg, Chapter 10 Conclusion: Social Movements and Social Change
- View the Instructor Video
- Submit weekly posts

Finals week

FINAL PROJECT DUE BY MIDNIGHT, THURSDAY, DECEMBER 8