“Social Movements and Political Protests” explores the nature of people power and processes of efforts to bring about social and political change. It examines successes and failures primarily from a sociological perspective looking at what mobilizes people to act, the strategies and tactics of movements, and the conditions that promote or inhibit social change. We will examine the major sociological theories and look at a wide range of movement types and themes, with an emphasis on nonviolent civil resistance.

**TEXTS**


Collection of articles available on Blackboard.

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**Course Calendar: Overview**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>25 Feb.-4 Mar</td>
<td>i. Soc of Movements &amp; Protest</td>
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<tr>
<td>6-11 Mar.</td>
<td>ii. Theory/collective behavior</td>
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<tr>
<td>13-Mar</td>
<td>Resource Mobilization theory</td>
<td>Choose a movement</td>
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<tr>
<td>18-Mar</td>
<td>Political Opportunity theory</td>
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<tr>
<td>20-Mar</td>
<td>Frame /analysis</td>
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<tr>
<td>25-Mar</td>
<td>Protest Demonstrations</td>
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<td>27 Mar.-1 Apr</td>
<td>Nonviolent Civil Resistance</td>
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<tr>
<td>3-8 April</td>
<td>iii. Strategic thinking</td>
<td>Quiz 1 due</td>
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<tr>
<td>10-Apr</td>
<td>iv. Cases-revolutions</td>
<td>Proposals due</td>
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<tr>
<td>15-17 Apr</td>
<td>Human, Civil Rights Movements</td>
<td>Presentations begin</td>
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<tr>
<td>22-Apr</td>
<td>Environmental Movements</td>
<td>Extra credit 1 due</td>
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<td>24-Apr</td>
<td>Identity Movements</td>
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<tr>
<td>29-Apr</td>
<td>Terrorist/Guerilla Movements</td>
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<td>6-May</td>
<td>Peace Movements</td>
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<td>8-May</td>
<td>Cultural-religious Movements</td>
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<tr>
<td>13-May</td>
<td>Women’s rights</td>
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<tr>
<td>15-May</td>
<td>GLBTQ rights</td>
<td>Quiz 2 due</td>
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<tr>
<td>20-May</td>
<td>Labor Movements</td>
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<td>22-May</td>
<td>Grassroots community Movements</td>
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<td>27-May</td>
<td>Globalization Movements</td>
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<tr>
<td>29 May–3 June</td>
<td>v. Nonviolent World</td>
<td>Research papers due</td>
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<tr>
<td>5-Jun</td>
<td>last class</td>
<td>Extra credit 2 due</td>
</tr>
<tr>
<td>Monday 17 June</td>
<td>(GMUK scheduled final exam)</td>
<td>Quiz 3 due</td>
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</table>
### i. The Sociology of Social Movements and Political Protest

**25 Feb.**


Ackerman and DuVall, *A Force More Powerful*, 1-9, 469-505.

Film: Steve York, “Bringing Down a Dictator”


**March 4th**


### ii. Theoretical Dimensions

**6-11 March**

**Collective Behavior**


**13 March**

**Choose a Movement**

*Resource Mobilization*


Film: “A Force More Powerful,” episode on the US civil rights movement, “We Were Warriors”

**25 March**

**Protest Demonstrations**

Stefaan Walgrave, and Joris Verhulst, “Government Stance and Internal Diversity of Protest: A Comparative Study of Protest against the War in Iraq in Eight Countries.” *Social Forces* 87(3), March 2009: 1355-1387

**27 March - 1 April**

**Nonviolent Civil Resistance**


Popovich et al., *A Guide*, pp. 6-79

Film: “A Force more Powerful” Episode on Norway’s resistance to the Nazis

### iii. Strategic Thinking in Social Movements

**2-3 April Quiz 1**

**3 April**

*Strategic Thinking in Social Movements*

Popovich et al., *A Guide*, pp. 81-239

**8 April**

**Repression Management**

Lester Kurtz and Lee Smithey, *The Paradox of Repression*, “Introduction” and “Smart Repression”
iv. Case Studies

10 April Research Proposals Due

Pro-Democracy Movements and Revolution
Richard Attenborough’s film “Gandhi”
Ackerman and DuVall, A Force More Powerful, 61-111 (India); 335-95 (South Africa, Philippines)

15 April (Presentations begin: schedule will change depending on which topics are chosen)

15 April
Human Rights and Civil Rights Movements
Ackerman and DuVall, A Force More Powerful, 305-33 (American civil rights).

17 April
Available online 2-Sep-10 at http://muse.jhu.edu/journals/human_rights_quarterly/v017/17.4bielefeldt.html

22 April
Environmental Movements

24 April
Identity Movements
Sidney Tarrow, Paradigm Warriors: Regress and Progress in the Study of Contentious Politics.” Sociological Forum 14 (No. 1, 1999): 71-77
Ackerman and DuVall, A Force More Powerful, 397—420 (Palestine)
Film: “A Force more Powerful” Episode on the anti-apartheid movement in South Africa

29 April
Terrorism and Armed Insurgency Movements
Ackerman and DuVall, A Force More Powerful, 457-68

8 May
Peace Movements

13 May
Cultural and Religious Movements
Ackerman and DuVall, A Force More Powerful, 207-39 (Denmark)
15 May
Women’s Movements

20 May
Gay/Lesbian/Bisexual/Transsexual Rights Movements

Labor Movements
Ackerman and DuVall, A Force More Powerful, 113-174 (Poland)
L. Olsson, “History of Labor Movements,”

22 May
Grassroots Community Movements

27 May
Globalization Movements

v. Shaping a Nonviolent, Just, Peaceful World?

29 May

3 June Research Paper Due

5 June Last Class
o Number of people – core, frequent participants, occasional participants, mailing list only
  ● Brief history
  ● Mission and goals
  ● Strategies and Tactics
  ● Current actions
3) **Presentation** (due on the date your movement type is discussed in class)
   a. Synthesize information obtained from interviews, participant observation, and documents research
   b. Present in class (ca. 10 minutes)
4) **Written paper Due 3 June on the Blackboard assignments site**
   Undertake a **Strategic Estimate** for the movement you are studying
   a. Use the Strategic Estimate outline in the Canvas Core Curriculum, especially pp. 183-203.
   b. See the Guide and Checklist on Blackboard

**REFLECTION PAPERS**

Reflection papers are **due on Fridays almost weekly** for a minimum of 10 (during the 15 weeks of the semester). Although you will get some feedback, your grade for this assignment will be based on the following scale:

- 10+ papers  A
- 8-9 papers   B
- 6-7 papers   C
- 4-5 papers   D

These reflections should provide analysis of class readings and discussions, as well as scholarly sources related to your final research paper. Some of them may therefore be incorporated into that paper at the end of the term, especially those related to the movement that you are studying and the sources for your background research. **The last reflection paper is due on the last class day, 5 June.**

**CLASS PRESENTATIONS**

Share your research with others in the class in a 10-minute presentation to the class that provides basic information about the movement you are studying - its purpose, membership, strategies and tactics. These presentations will be scheduled in synch with the movement topics in the syllabus.

**EXTRA CREDIT OPTIONS**

Participants are encouraged to do a maximum of two extra credit projects which give you a chance to explore sources and experiences we do not have time to cover formally in the course -- and to improve your grade.

Most projects should take the form of a short paper that analyzes (rather than simply summarizes) speeches, films, books, articles, or other events appropriate to the course. You are especially encouraged to undertake interviews or attend religious or cultural events from cultures other than your own. Papers should provide a critique and application of issues and ideas discussed in the course. Readings, films, etc. that are an assigned part of the course are not, of course, acceptable for extra credit.

**DUE DATES:** 4/22, 6/5

You may, or course, turn them in prior to the due dates.

**LENGTH:** Papers should be typewritten, if possible, and **1,000-1,500 words in length** (ca. 4-6 pages, 250 words/page).

**GRADING:** You will be given 3-5 points on a 100-point scale for each paper that meets the requirements of the assignment. The points will be added to an exam score.

**ACADEMIC INTEGRITY**

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**GMU EMAIL ACCOUNTS**

Students must activate their GMU email accounts to receive important University information, including messages related to this class.

**OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) http://ods.gmu.edu.
FREE SPEECH/VIOLENCE-FREE ZONE: The classroom should be a space where everyone and their ideas are respected. All participants should speak and act freely in the classroom, but with respect for others and the standards of academic pursuit of truth. As a faculty member, I am required by university policy to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea's Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea student counselor, please see https://masonkorea.gmu.edu/mksa/services/counseling/ for more information. For more information about what Title IX is, please see https://masonkorea.gmu.edu/mksa/services/tix/.

OTHER USEFUL CAMPUS RESOURCES

ACADEMIC RESOURCE CENTER
The Academic Resource Center, GMUK is in the business of looking at your papers and problems to improve your academic achievement in the area of Writing, Mathematics, Accounting, Statistics, and Economics. You are invited to utilize the faculty and student tutor services at a variety of stages in your academic activities, checking to see that your project specifically meets the directions specified by your instructor. While tutors are helping you in your writing or projects, they do help you become conscious of particular error patterns that emerge in your work.

For more information, please contact Professor Eunmee Lee, director of the Academic Resource Center (elee45@gmu.edu, office #638).

UNIVERSITY LIBRARIES
Access the George Mason University library resources at http://library.gmu.edu/ and the IGC library at http://lib.igc.or.kr/. See the sociology subject guide and contact information for our librarian, Andrew Lee, at https://infoguides.gmu.edu/sociology

COUNSELING AND PSYCHOLOGICAL SERVICES
A counselor is available free of charge for students - see information online at https://masonkorea.gmu.edu/wellness/counseling/

UNIVERSITY POLICIES

The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct.