

# SOCIOLOGY 626: SOCIAL MOVEMENTS

Fall 2020

Instructor: Dr. Anna Paretskaya

Class meetings: Monday, 2:30–5:00 PM, Noland Hall, Room 132

Office Hours:

Monday, 12:30–1:30 PM, <https://us.bbcollab.com/guest/e71f3e6527914fd2bb2ef8ec23319bd5>

Thursday, 11:30 AM–12:30 PM,

<https://us.bbcollab.com/guest/d65dd12a2d5d4703b5461430aa514a66>

or by appointment

Email: [aparetskaya@wisc.edu](mailto:aparetskaya@wisc.edu)

*Men make their own history, but they do not make it as they please; they do not make it under self-selected circumstances, but under circumstances existing already, given and transmitted from the past.*

Karl Marx, “The Eighteenth Brumaire of Louis Bonaparte,” 1852

**Course description:** Role of social structure, authorities and movement participants, and leadership in the origins, mobilization, participation, strategy and tactics, and potential for success of social movements.

**Credits:** 3

This class meets for two 75-minute class periods each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 3 hours out of classroom for every class period.

**Requisites:** Intro Soc course (SOC/C&E SOC 140, 181, 210, or 211) or Soc/Asian American 220 or Soc/Community Environmental SOC/C&E SOC 357 or equivalent

**Course Designation:** Breadth – Social Science; Level – Advanced; L&S Credit – Counts as Liberal Arts and Science credit in L&S; Grad 50% – Counts toward 50% graduate coursework requirement

**Instruction mode:** Classroom instruction

## Course overview and goals

On the heels of growing political activism, especially among young people, this course will provide an overview of research on collective protest and social movements. On the examples of historical and contemporary protest movements, we will investigate when and how people band together to promote or resist social change. The course will address several key questions, including: Where do movements come from? Who participates in them? What challenges do social movements face? How are they shaped by their political, social, and cultural environment? And what are their consequences—for individuals, institutions, and state policies? Why, how, and to whom do social movements matter?

More specifically, in the course of the class we will study various historical and contemporary social movements in the United States but also around the world. Together, these examples that we will examine through a sociological lens will inform our understanding of what constitutes collective action and what social movements are and do. We will also learn how sociologists study movements, what methods they use and to what end, and how they analyze and theorize about social movements. Furthermore, we will think and talk about how facts, concepts, and theories learned in such a class can help those who are interested in contributing to social change get involved in collective action, developing tools that can be useful within and outside of the classroom.

## **Required texts**

There is no textbook for this class. All readings are posted on Canvas.

Readings marked on the syllabus with the dagger symbol (†) are required for graduate and honors students but only recommended for undergrads.

## **Course requirements, assignments, and grades**

This is an advanced undergraduate class that is also suited for graduate students beginning the work in this field. The class will mostly proceed as a discussion-centered seminar. Everybody is expected to contribute to the discussion in each class in a way that is informed by the readings. Therefore, please do the readings before class. The readings are listed in the order I recommend doing them.

Obviously, if you aren't in class, you can't contribute to the discussion and receive participation credit. Therefore, I expect everyone to attend all classes (to be on time and stay for the duration of class) unless there are serious extenuating circumstances, of which you should inform me right away.

Written assignments will be somewhat different for undergraduate and graduate students. Specific instructions for all assignments will be posted on Canvas, at least 2 weeks before due dates.

The grading scale for the course is as follows: A = 94–100, AB = 89–93.99, B = 84–88.99, BC = 79–83.99, C = 70–78.99, D = 60–69.99, F = below 60.

### Undergraduate students will write and submit:

- a) 10 “reading journals” (on Canvas, due by 1:30 PM on the day readings are assigned for)
- b) two interviews about activism (a two-step assignment consisting of data collection and a 5–6-page (double-spaced) paper);
- c) an analysis of media coverage of a contemporary social movement (5–6 double-spaced pages);
- d) a strategy memo for a historical or contemporary social movement of their choice (4–5 single-spaced pages); students will present drafts of these memos in class during the last week of the semester.

Grade breakdown for undergraduate students

Attendance	5 points	Ongoing
Participation	10 points	Ongoing
Reading journals	15 points (10 x 1.5)	Ongoing
Interviews	20 points	October 4, October 18
Media analysis	20 points	November 22
Final project presentation	5 points	November 30, December 7
Strategy memo	25 points	December 16

Graduate students and undergraduate honors students will write and submit:

- a) 10 “reading journals” (on Canvas, due by 1:30 PM on the day readings are assigned for)
- b) a review of two films about the same movement;
- c) a book review; if you pick a book published in 2018 or later and the review is well written, I can help you place the review in a journal (but credit will be given regardless of the success with publishing the review);
- d) a final paper (12–20 pages long); you will need to submit a one-page prospectus in November.

Grade breakdown for graduate and honors students

Participation	10%	Ongoing
Reading journals	10% (10 x 1)	Ongoing
Films review	20%	October 4
Book review	20 %	November 8
Final paper prospectus	5%	November 22
Final paper	35%	December 16

Late work is accepted at my discretion; under no circumstances will extensions be given post factum, i.e. after due date passes.

**Classroom community**

We come to the classroom with varied experiences and sources of information. This is one of our greatest resources, but it can also present challenges. In the spirit of an inclusive pedagogy, I request the following of you as well as myself:

- 1) Respect the experiences of everyone in the classroom. Our gender, race, sexual orientation, religion, political affiliation, social class, etc. intersect to impact how we are treated by society as well as what we have learned in our lives.
- 2) Work to identify misinformation in a humane way. We can argue about the merits of an idea, but let’s not attack each other for holding such ideas.
- 3) With #2 in mind, we do have an obligation to correct misinformation, to actively combat myths and stereotypes, and to pursue an end to injustice.
- 4) Maintain confidentiality when asked.

## **Office hours and email**

I hold regular office hours and will also be happy to see you by appointment at other times if you cannot make the office hours. You are welcome to come talk to me about the readings, assignments, sociology in general, or any other things I can be helpful with.

You also can use email to communicate with me (please DO NOT communicate with me through Canvas). I will try to respond to messages promptly, but you should always allow 24 hours (and up to 48 during weekends) for my replies. Therefore, do not wait till the last minute with a pressing question or an important concern! Emails should be limited to questions of clarification that can be answered in a sentence or two. For anything requiring a detailed response or a back-and-forth dialogue, please attend my office hours.

## **Peer communication**

For some types of questions (like due dates or how to use the course website) or to obtain notes for a missed class it is often best to check with a peer first. (And I am always happy to step in if fellow students can't answer your questions.) Please exchange contact information with two students sitting near you on the first day.

## **Pandemic-related students' rules, rights & responsibilities**

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

Please familiarize yourselves and comply with the **UW-MADISON BADGER PLEDGE** (<https://smartrestart.wisc.edu/badgerpledge/>).

### *Face coverings*

Everybody is **required to wear appropriate and properly fitting face coverings** while present in any campus building unless working alone in a laboratory or office space. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center (<https://mcburney.wisc.edu/>) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### *Quarantine or isolation due to COVID-19*

Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19.

Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### **Academic honesty**

I consider plagiarism and cheating more generally to be very serious offenses; academic misconduct of any sort will not be tolerated. If you have any questions about what constitutes academic misconduct, how to avoid it, and how the university handles it, consult the Office of Student Conduct & Community Standards

(<https://conduct.students.wisc.edu/misconduct/academic-integrity/>). University's Writing Center also has a lot of helpful information regarding plagiarism, in particular in *The Writer's Handbook* (<https://writing.wisc.edu/handbook/assignments/quoting/sources/>). You are expected to be familiar with these guidelines before you submit any written work in this course; lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Any instance of misconduct will be dealt with strictly according to university policy.

All submitted assignments (including quiz answers) will be run through Turnitin.com to check for originality.

### **Electronics**

I do not allow audio or video recording of lectures without my written permission. Under no circumstances can students post audio or video recordings on the internet.

I allow the use of computers in this class for taking notes and consulting with the readings. However, I trust that everybody will refrain from texting, being on Twitter, Facebook, Instagram, Tinder and such, emailing, visiting random websites, or any other activity unrelated to this class.

Make sure your phones are **on silent** (not vibrate) and **put away**.

### **Special considerations**

Students who require special accommodations due to disabilities, religious observances, or participation in athletic events need to let me know about them as early as possible, preferably before the end of the second full week of the semester.

### **Departmental notice of grievance and appeal rights**

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the department chair ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu) or in person in 8128 Sewell Social Sciences Building).

## Departmental learning objectives

Beyond the specific substantive and methodological content this course covers, I have designed it to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Conduct research and analyze data (quantitative or qualitative).* Although professional-quality research requires graduate-level training, we expect that all undergraduate students taking sociology courses will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
- *Critically evaluate published research.* Students in sociology classes will be able to read and evaluate published research.
- *Communicate skillfully.* In sociology classes students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critically think about society and social processes.* Students taking sociology courses can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See things from a global and historical perspective.* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences across space and time. They understand the ways events and processes in one place and time are linked to those happening in other places and times.

**I reserve the right to make any changes to the syllabus as deemed necessary over the course of the semester, with proper advance notice, of course.**

## Class Schedule

### September 14—How do we study social movement?

#### Readings:

- 1) Marc Edelman, “Social Movements: Changing Paradigms and Forms of Politics,” *Annual Review of Anthropology* (2001) vol. 30, pp. 285–317
- 2) James M. Jasper, “Social Movement Theory Today: Toward a Theory of Action?” *Sociology Compass* (2010) vol. 4, no. 11, pp. 965–976
- 3) Gemma Edwards, “Introduction: Conceptualizing Social Movements” (selections, 7 pp.)
- †4) Charles Tilly, “Theories and Descriptions of Collective Action,” chap. 2 in *From Mobilization to Revolution* (New York: McGraw-Hill, 1978), pp. 12–51

### September 21—Why and how do social movements emerge?

#### Readings:

- 1) Doug McAdam, “Resource Mobilization: A Deficient Alternative,” chap. 2 in *Political Process and the Development of Black Insurgency, 1930–1970* (Chicago: University of Chicago Press, 1982), pp. 20–35
- 2) Doug McAdam, “The Political Process Model,” chap. 3 in *Political Process and the Development of Black Insurgency, 1930–1970* (Chicago: University of Chicago Press, 1982), pp. 36–59

- 3) Rhoda Lois Blumberg, “The Civil Rights Movement” (selections, 6 pp.)
- 4) Jo Freeman, “The Women’s Movement” (selections, 9 pp.)
- †5) Doug McAdam, “The Classical Model of Social Movements Examined,” chap. 1 in *Political Process and the Development of Black Insurgency, 1930–1970* (Chicago: University of Chicago Press, 1982), pp. 1–19
- †6) Charles Kurzman, “Structural Opportunity and Perceived Opportunity in Social-Movement Theory: Evidence from the Iranian Revolution of 1979,” *American Sociological Review* (1996) vol. 61, no. 1, pp. 153–170
- †7) David Snyder and Charles Tilly, “Hardship and Collective Violence in France, 1830 to 1960,” *American Sociological Review* (1972) vol. 37, no. 5, pp. 520–532
- †8) James Chowning Davies, “The J-Curve and Power Struggle Theories of Collective Violence,” *American Sociological Review* (1974) vol. 39, no. 4, pp. 607–610

### **September 28—Who joins social movements, how and why? Networks, ideology, biography**

- 1) Doug McAdam, “Recruitment to High-Risk Activism: The Case of Freedom Summer,” *American Journal of Sociology* (1986) vol. 92, no. 1, pp. 64–90
- 2) Jocelyn Viterna, “Pulled, Pushed, and Persuaded: Explaining Women’s Mobilization into the Salvadoran Guerrilla Army,” *American Journal of Sociology* (2006) vol. 112, no. 1, pp. 1–45
- 3) Sharon Erickson Nepstad, “Biography and Recruitment Receptivity,” chap. 4 in *Convictions of the Soul: Religion, Culture, and Agency in the Central American Solidarity Movement* (New York: Oxford University Press, 2004), pp. 76–94
- †4) Bert Klandermans and Dirk Oegema, “Potentials, Networks, Motivations, and Barriers: Steps toward Participation in Social Movements,” *American Sociological Review* (1987) vol. 52, no. 6, pp. 519–532
- †5) Michael Wood and Michael Hughes, “The Moral Basis of Moral Reform: Status Discontent vs. Culture and Socialization as Explanations of Anti-Pornography Social Movement Adherence,” *American Sociological Review* (1984) vol. 49, no. 1, pp. 86–99
- †6) Ruth Milkman, Stephanie Luce, and Penny Lewis, “Changing the Subject: A Bottom-Up Account of Occupy Wall Street in New York City,” The Murphy Institute, City University of New York, 2012

**October 4 (Sunday), by 12 PM—Due date for:**  
**Undergraduate students: interviews “raw” data**  
**Graduate and honors students: films review**

### **October 5—Who stays out, who leaves, who becomes an activist?**

- 1) Mancur Olson, “The Free-Rider Problem” (selections, 5 pp.)
- 2) Elisabeth Jean Wood, “The Emotional Benefits of Insurgency in El Salvador,” chap. 15 in *Passionate Politics: Emotions and Social Movements*, ed. by Jeff Goodwin, James M. Jasper, and Francesca Polletta (Chicago: University of Chicago Press, 2001), pp. 267–281
- 3) Bert Klandermans, “Disengaging from Movements” (selections, 10 pp.)
- †4) Pamela Oliver, “‘If You Don’t Do It, Nobody Else Will’: Active and Token Contributors to Local Collective Action,” *American Sociological Review* (1984), vol. 49, no. 5, pp. 601–610
- †5) Nancy Whittier, “Changers and the Changed: Radical Feminists in the Reagan Years,” chap. 3 in *Feminist Generations: The Persistence of the Radical Women’s Movement* (Philadelphia, PA: Temple University Press, 1995), pp. 80–115

Film in class: *Eyes on the Prize*, “Part 3: Ain’t Scared of Your Jails” (55mins)

**October 12—How are movements organized? + Movements’ digital tools**

- 1) William Finnegan, “After Seattle,” *The New Yorker*, April 17, 2000, pp. 40–51
- 2) Suzanne Staggenborg, “The Consequences of Professionalization and Formalization in the Pro-Choice Movement,” *American Sociological Review* (1988) vol. 53, no. 4, pp. 585–606
- 3) Jen Schardie, “Moral Monday Is More Than a Hashtag: The Strong Ties of Social Movement Emergence in the Digital Era,” *Social Media + Society* (2018) January–March, pp. 1–13
- 4) Jen Schardie, “The Digital Activism Gap: How Class and Costs Shape Online Collective Action,” *Social Problems* (2018) vol. 65, no. 1, pp. 51–74
- †5) John D. McCarthy and Mayer N. Zald, “Social Movement Organizations” (selections, 16 pp.)
- †6) Elisabeth S. Clemens, “Organizational Repertoires” (selections, 12 pp.)
- †7) Elisabeth S. Clemens, “Organizational Form as Frame: Collective Identity and Political Strategy in the American Labor Movement, 1880–1920,” chap. 9 in *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*, ed. by Doug McAdam, John D. McCarthy, and Mayer N. Zald (New York: Cambridge University Press, 1996), pp. 205–226
- †8) Malcolm Gladwell, “Small Change: Why the Revolution Will Not Be Tweeted,” *The New Yorker*, October 4, 2010, pp. 42–49
- †9) Elena Pavan, “The Integrative Power of Online Collective Action Networks beyond Protest: Exploring Social Media Use in the Process of Institutionalization,” *Social Movement Studies* (2017) vol. 16, no. 4, pp. 433–446

**October 18 (Sunday) by 12 PM—Due date for:  
Undergraduate students: interviews analysis**

**October 19—What do movements do? Repertoires, strategies, tactics**

- 1) Doug McAdam, “Tactical Innovation and the Pace of Insurgency,” *American Sociological Review* (1983) vol. 48, no. 6, pp. 735–754
- 2) Saul D. Alinsky, “Protest Tactics” (selections, 4 pp.)
- 3) David S. Meyer, “The Strategy and Tactics of Social Protest,” chap. 5 in *The Politics of Protest: Social Movements in America*, 2<sup>nd</sup> ed. (New York: Oxford, 2015), pp. 101–125
- 4) Anya M. Galli, “How Glitter Bombing Lost Its Sparkle: The Emergence and Decline of a Novel Social Movement Tactic,” *Mobilization: An International Quarterly* (2016) vol. 21, no. 3, pp. 259–281
- †5) Ruud Koopmans, “The Dynamics of Protest Waves: West Germany, 1965 to 1989,” *American Sociological Review* (1993) vol. 58, no. 5, pp. 637–658

**October 26—Movements’ cultural performances**

- 1) Verta Taylor, Katrina Kimport, Nella Van Dyke, and Ellen Ann Andersen, “Tactical Repertoires: Same-Sex Weddings” (selections, 14 pp.)
- 2) John L. Hammond, “Carnival against the Capital of Capital: Carnavalesque Protest in Occupy Wall Street,” article manuscript
- 3) Sarah Freeman-Woolpert, “Why Nazis Are So Afraid of These Clowns,” *Waging Non-Violence*, August 25, 2017 (<https://wagingnonviolence.org/feature/nazis-afraid-clowns/>)



- 4) Robert Futrell, Pete Simi, and Simon Gottschalk, “Understanding Music in Movements: The White Power Music Scene,” *The Sociological Quarterly* (2006) vol. 47, no. 2, pp. 275–304
- †5) Anna Paretskaya, “This Is What Democracy Sounds Like: Protest Performances of the Citizenship Movement in Wisconsin and Beyond,” *Social Movement Studies* (2015) vol. 14, no. 6, pp. 635–650
- †6) Vincent J. Roscigno and William F. Danaher, “Media and Mobilization: The Case of Radio and Southern Textile Worker Insurgency, 1929 to 1934,” *American Sociological Review* (2001) vol. 66, no. 1, pp. 21–48
- †7) Steven Pfaff and Guobin Yang, “Double-Edged Rituals and the Symbolic Resources of Collective Action: Political Commemorations and the Mobilization of Protest in 1989,” *Theory and Society* (2001) vol. 30, no. 4, pp. 539–558

### **November 2—Frames and framing + Social movements and the media**

- 1) Robert Benford and David Snow, “Framing Processes and Social Movements: An Overview and Assessment,” *Annual Review of Sociology* (2000) vol. 26, pp. 611–639
- 2) Edwin Amenta, Neal Caren, Sheera Joy Olasky, and James E. Stobaugh, “Movements in the Media” (selections, 12 pp.)
- 3) Pamela E. Oliver and Gregory M. Maney, “Political Processes and Local Newspaper Coverage of Protest Events: From Selection Bias to Triadic Interactions,” *American Journal of Sociology* (2000) vol. 106, no. 2, pp. 463–505
- 4) Dominique Wisler and Marco Giugni, “Under the Spotlight: The Impact of Media Attention on Protest Policing,” *Mobilization: An International Quarterly* (1999) vol. 4, no. 2, pp. 171–187
- †5) Robert Benford, “Frame Disputes within the Nuclear Disarmament Movement,” *Social Forces* (1993) vol. 71, no. 3, pp. 677–702

### **November 8 (Sunday) by 12 PM—Due date for: Graduate and honors students: book review**

### **November 9—Disruption and violence**

- 1) Frances Fox Piven and Richard A. Cloward, “The Structuring of Protest,” chap. 1 in *Poor People’s Movements: Why They Succeed, How They Fail* (New York: Random House, 1977), pp. 1–40
- 2) Gay Seidman, “Armed Struggle in the South African Anti-Apartheid Movement” (selections, 11 pp.)
- †3) Sharon Erickson Nepstad, “PART ONE: Nonviolent Revolts against Socialist Regimes,” in *Nonviolent Revolutions: Civil Resistance in the Late 20th Century* (New York: Oxford University Press, 2011), pp. 21–55

Film in class: *If a Tree Falls...: A Story of the Earth Liberation Front* (1hr 25mins)

### **November 16—Movements’ outcomes**

- 1) David S. Meyer, “The Policy Connection: How Movements Matter,” chap. 10 in *The Politics of Protest: Social Movements in America*, 2<sup>nd</sup> ed. (New York: Oxford, 2015), pp. 227–250
- 2) Omar Wasow, “Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting,” *American Political Science Review* (2020) vol. 114, no. 3, pp. 638–659

†3) Donatella Della Porta and Mario Diani, “Social Movements and Democracy,” chap. 9 in *Social Movements: An Introduction* (Malden, MA: Blackwell, 2006), pp. 223–249

†4) Verta Taylor, “Social Movement Continuity: The Women’s Movement in Abeyance,” *American Sociological Review* (1989) vol. 54, no. 5, pp. 761–775

**November 22 (Sunday) by 12 PM—Due date for:**

**Undergraduate students: media analysis**

**Graduate and honors students: final paper prospectus**

**November 23—Movements’ outcomes (continued)**

1) Jennifer Earl, “The Cultural Consequences of Social Movements,” chap. 22 in *The Blackwell Companion to Social Movements*, ed. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi (Malden, MA: Blackwell, 2004), pp. 508–530

2) Marco Giugni and Maria Grasso, “The Biographical Impact of Participation in Social Movement Activities: Beyond Highly Committed New Left Activism,” chap. 4 in *The Consequences of Social Movements*, ed. by Lorenzo Bosi, Marco Giugni, and Katrin Uba (Cambridge: Cambridge University Press, 2016), pp. 85–105

†3) David S. Meyer and Nancy Whittier, “Social Movement Spillover,” *Social Problems* (1994) vol. 41, no. 2, pp. 277–298

Film in class: *United in Anger: A History of Act Up* (1hr 33mins)

**November 30, December 7—Presentations of final projects (in class)**

**December 16 (Wednesday) by 5:00 PM—Due date for:**

**Undergraduate students: strategy memo**

**Graduate and honors students: final paper**

## LIST OF BOOKS TO CHOOSE FROM FOR BOOK REPORTS/BOOK REVIEWS

(most of these books are available—either as hard copies or electronically—through UW–Madison libraries)

Carol Giardina, *Freedom for Women: Forging the Women's Liberation Movement, 1953–1970*. University Press of Florida, 2010

William Roy, *Reds, Whites, and Blues: Social Movements, Folk Music, and Race in the United States*. Princeton University Press, 2010

Pete Simi and Robert Futrell, *American Swastika: Inside the White Power Movement's Hidden Spaces of Hate*. Rowman & Littlefield Publishers, 2010

Catherine Corrigan-Brown, *Patterns of Protest Trajectories of Participation in Social Movements*. Stanford University Press, 2011

Drew Halfmann, *Doctors and Demonstrators: How Political Institutions Shape Abortion Law in the United States, Britain, and Canada*. University of Chicago Press, 2011

Theda Skocpol and Vanessa Williamson, *The Tea Party and the Remaking of Republican Conservatism*. Oxford University Press, 2011

Kathleen Blee, *Democracy in the Making: How Activist Groups Form*. Oxford University Press, 2012

Nancy Jean Davis and Robert V. Robinson, *Claiming Society for God: Religious Movements and Social Welfare in Egypt, Israel, Italy, and the United States*. Indiana University Press, 2012

Guillermo Trejo, *Popular Movements in Autocracies: Religion, Repression, and Indigenous Collective Action in Mexico*. Cambridge University Press, 2012

Gilbert Achcar, *The People Want: A Radical Exploration of the Arab Uprising*. University of California Press, 2013

David Cunningham, *Klansville, U.S.A.: The Rise and Fall of the Civil Rights–Era Ku Klux Klan*. Oxford University Press, 2013

Angelique Haugerud, *No Billionaire Left Behind: Satirical Activism in America*. Stanford University Press, 2013

Isaac William Martin, *Rich People's Movements: Grassroots Campaigns to Untax the One Percent*. Oxford University Press, 2013

Samuel A. Greene, *Moscow in Movement: Power and Opposition in Putin's Russia*. Stanford University Press, 2014

Edward T. Walker, *Grassroots for Hire: Public Affairs Consultants in American Democracy*. Cambridge University Press, 2014

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

Michael T. Heaney and Fabio Rojas, *Party in the Street: The Antiwar Movement and the Democratic Party after 9/11*. Cambridge University Press, 2015

Daniel Schlozman, *When Movements Anchor Parties: Electoral Alignments in American History*. Princeton University Press, 2015

Tianna S. Paschel, *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton University Press, 2016

Erica Simmons, *Meaningful Resistance: Market Reforms and the Roots of Social Protest in Latin America*. Cambridge University Press, 2016

Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*. Haymarket Books, 2016

Ralph Armbruster-Sandoval, *Starving for Justice: Hunger Strikes, Spectacular Speech, the Struggle for Dignity*. University of Arizona Press, 2017

Alison Dahl Crossley, *Finding Feminism: Millennial Activists and the Unfinished Gender Revolution*. NYU Press, 2017

Neil Ketchley, *Egypt in a Time of Revolution: Contentious Politics and the Arab Spring*. Cambridge University Press, 2017

Zeynep Tufekci, *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press, 2017

Chris Zepeda-Millán, *Latino Mass Mobilization: Immigration, Racialization, and Activism*. Cambridge University Press, 2017

Jonathan S. Coley, *Gay on God's Campus: Mobilizing for LGBT Equality at Christian Colleges and Universities*. Chapel Hill: University of North Carolina Press, 2018

Martin Duberman, *Has the Gay Movement Failed?* University of California Press, 2018

Konstantinos Eleftheriadis, *Queer Festivals: Challenging Collective Identities in a Transnational Europe*. Amsterdam University Press, 2018

Diana Fu, *Mobilizing without the Masses: Control and Contention in China*. Cambridge University Press, 2018

James M. Jasper, *The Emotions of Protest*. University of Chicago Press, 2018

Monica M. White, *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement*. University of North Carolina Press, 2018

Robert Braun, *Protectors of Pluralism: Religious Minorities and the Rescue of Jews in the Low Countries during the Holocaust*. Cambridge University Press, 2019

T. V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Present*. University of Minnesota Press, 2019

Rory McVeigh and Kevin Estep, *The Politics of Losing: Trump, the Klan, and the Mainstreaming of Resentment*. Columbia University Press, 2019

Jen Schradie, *The Revolution That Wasn't: How Digital Activism Favors Conservatives*. Harvard University Press, 2019

Heather McKee Hurwitz, *Are We the 99%? The Occupy Movement, Feminism, and Intersectionality*. Temple University Press, 2020

**LIST OF FILMS TO CHOOSE FROM FOR FILM REVIEWS** (the list is far from exhaustive; if you know of another film that you would like to write about, please let me know)

Documentary films:

*Harlan County, USA* (1976; American workers' movement)

*Union Maids* (1976; American workers' movement)

*The War at Home* (1979; anti-Vietnam War protests at UW-Madison)

*Before Stonewall* (1984; American gay rights movement)

*The Times of Harvey Milk* (1984; American gay rights movement)

*Eyes on the Prize*, multiple episodes (1987; American civil rights movement)

*Berkeley in the Sixties* (1990; American student/free speech movement)

*Freedom on My Mind* (1994; American civil rights movement)

*Ballot Measure 9* (1995; American gay rights movement)

*The Gates of the Heavenly Place* (1995; Chinese student protests in 1989)

*One Woman, One Vote* (1995; women's suffrage movement)

*Earth Days* (2009; environmental movement in the US)

*Let Freedom Sing: How Music Inspired the Civil Rights Movement* (2009; American civil rights movement)

*Revolution in Cairo* (2011; the Arab Spring)

*Elemental* (2012; environmental movement)

*The Square* (2013; the Arab Spring)

*She's Beautiful When She's Angry* (2014; American feminist movement)

*The Hunting Ground* (2015; anti-sexual assault campus movement)

*Stay Woke: The Black Lives Matter Movement* (2016; Black Lives Matter)

*Whose Streets?* (2017; Black Lives Matter)

Fiction films:

*Viva Zapata!* (1952; Mexican peasants movement, late 19<sup>th</sup>–early 20<sup>th</sup> centuries)

*Salt of the Earth* (1954; American workers' movement, 1951)

*The Organizer* (1963; Italian workers' movement, late 19<sup>th</sup> century)

*La Chinoise* (1967; radical student movement in France, 1968)

*Jonah Who Will Be 25 in the Year 2000* (1976; French student and workers' movements, 1968)

*Norma Rae* (1979; American workers' movement, ~1970s)

*Matewan* (1987; American workers' movement, 1920s)

*Bread and Roses* (2000; "Justice for Janitors," mid-1980s)

*Iron Jawed Angels* (2004; American women's suffrage movement, 1910s)

*Milk* (2008; American gay rights movement, 1970s)

*Selma* (2014; American civil rights movement, 1960s)

*Suffragette* (2015; British women's suffrage movement, 1910s)

*Imperium* (2016; US White supremacist movement)