Meeting Times: Thursdays, 1:35-2:25 p.m. Eastern Time
Location: Pre-recorded lectures + Zoom (check myCourses for the lectures and recurring Zoom link)

Professor: Barry Eidlin (barry.eidlin@mcgill.ca)
Office Hours: Tue. 2:00–4:00 p.m.
Make appointment at https://calendly.com/eidlin/office-hours

TA: Charlotte Gaudreau-Majeau (charlotte.gaudreau@mail.mcgill.ca)
Office Hours: TBA

Land acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

COURSE OBJECTIVES

This course introduces students to the theoretical analysis of collective protest and social movements. It addresses several key questions, including: Why are people usually quiescent in the face of oppression and exploitation? Why and how do social movements nonetheless arise? What challenges do they face? And why do movements win or lose? The course will address these questions (and others) first through an introduction to some of the foundational texts surrounding questions of collective action, and then by examining three case studies of social movements: 1) the U.S. workers’ movement, focusing particularly on the 2018 teachers’ strike wave; 2) the U.S. civil rights movement, and 3) the “second wave” U.S. feminist movement in the 1960s and 70s. The twin goals of this course are to understand these particular movements better, and to master a variety of general ideas, concepts, and hypotheses for understanding a wide range of popular movements, past, present, and future.

CLASS STRUCTURE, CULTURE, AND STANDARDS OF BEHAVIOR

This course will be conducted remotely in its entirety. There will be no in-person meetings or activities. Below, I describe the core components of the course, as well as the general weekly process for the course. Please note that changes in this process as well as the syllabus as a whole (including assignments and grading) may become necessary during the course as I am adjusting to the new situation just as you are.
I understand that the remote learning process can pose additional challenges for individual students. The teaching assistant and I will do our best to accommodate you. For this purpose, it is essential that you contact me or the TA about challenges you might face as early as possible. Please do not contact us at the last minute about foreseeable problems.

**Course Components**

**Readings** offer you the chance to grapple with some of the fundamental questions and challenges surrounding processes of social mobilization and organization. You should do the assigned reading before watching the relevant lecture recording.

There is no textbook for the course, as a textbook would imply a sense of order and consensus in the study of social movements that does not exist. In real life, the study of social movements, like social movements themselves, is contested and messy. Instead of a textbook, I am assigning to you some foundational texts related to problems of social mobilization, along with readings that explore our three case studies in depth. My goal is not to give you a comprehensive overview of social movements as a whole. Rather, I want to have you grapple with some of the key problems at the heart of the study of social movements, and develop the conceptual tools you need to analyze and understand other social movements you may encounter or participate in.

As such, I have assigned three books, each of which deals with one of the case studies: *Red State Revolt: The Teachers' Strike and Working-Class Politics* by Eric Blanc, *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006, Third Edition* by Manning Marable, and *Freedom for Women: Forging the Women's Liberation Movement, 1953-1970* by Carol Giardina. These are available through various online retailers, including www.abebooks.com, if you would like to purchase hard copies. However, I have also uploaded PDFs or ebooks of each of these to our course page on myCourses. Please note that it is important to get the third edition of the Marable book, as it includes new material that is not in previous editions.

The remainder of the course readings are either articles or extracts from books. I have uploaded PDFs of these readings to myCourses as well.

Additionally, I have included a list of recommended supplementary readings at the end of this syllabus. These will be useful for your final paper projects, which will involve delving more deeply into one of the course’s three case studies.

**Lectures** will explore the core theoretical and empirical questions at the heart of the study of social movements. These will all be pre-recorded and available for viewing on the course website under “Lecture Recordings.” You are responsible for all material discussed in lectures, as well as any announcements made there.

**Weekly course meetings** will provide you with an opportunity to discuss the readings and lectures with me in a live, unstructured environment. They will also offer you a space to connect with me and your fellow students, at a time when human connection is in short supply. These meetings are
optional, and will be held at the regularly scheduled class time on Thursdays. For the weeks where there is a conference listed on the syllabus, the TA will also be available for a course meeting at the regularly scheduled class time on Fridays.

You will be able to sign into both meetings using the Zoom tab on the myCourses homepage. For those unable to attend, they will be recorded. Before attending the weekly course meeting(s), you should watch all pre-recorded lectures and do the readings. If you cannot attend the weekly course meetings, you can ask questions about the readings and lectures on the MyCourses discussion board.

“**Friday Films**”: Understanding the context and dynamics of social movements often involves immersing yourself in the texture and rhythms of the movements themselves. Film is an important medium for capturing this more gut-level understanding of social movements. To that end, I have put five films on the syllabus, each of which relates to the course material in a particular week. I have included YouTube links where available, or uploaded the film to myCourses (under “Lecture Recordings”). These are optional, but highly recommended for engaging with the social movements we’re studying in a way that the readings cannot capture.

**Usual Weekly Schedule**

Most weeks, your study process will involve the following steps:

1. **Read the assigned readings.** They are all available on myCourses under the “content” tab. However, after the end of add/drop period (Friday, January 22), you must read the assigned readings on Perusall, a peer-based online reading tool. Perusall enables you to discuss the readings together with other students. Please note that engaging the readings on Perusall is a course requirement and will constitute part of your grade (see “Exams and Assignments”).

2. **Watch the lecture(s) for the week.** The lectures are designed to be watched after you have completed the respective readings. They are available under the “lecture recordings” tab.

3. **If you can and wish, attend the weekly course meeting via Zoom.** Again, this meeting will take place during class time on Thursdays

4. **If you can and wish, and one is scheduled, attend the TA-led course meeting via Zoom.** Again, these meetings will take place during class time on Fridays, when scheduled.

**Exams and Assignments**

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.
Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).

Your performance in class will be evaluated over the course of the semester with the help of five main assignments. These will test your ability to grapple with the central questions of the course and apply them to one of the three case studies we will examine over the course of the semester. They will include:

1. **Two in-class exams**, one on **February 18**, and one on **April 16**. The exams will cover all course content, including the material covered in the readings and lectures. They may consist of multiple choice, short answer, and essay questions. The first exam will cover the first half of the semester, and the second exam will cover the second half of the semester (i.e. the second exam will not be cumulative, although it will be impossible to do well on the second exam without having absorbed the material from the first half of the course).

2. **Your Perusall reading grade.** After the end of add/drop period (Friday, January 22), you will be required to engage the course readings by using Perusall, a browser-based, collaborative reading tool. Perusall enables you to discuss the readings together with other students. Perusall will grade your reading engagement on a pass/fail basis for each single reading. It considers the quantity and quality of comments and the degree to which your comments engage and also inspire other students.

   In order to receive credit for completing a reading, you have to a) complete the reading in full before the course meeting for which I have assigned it (deadline: 1:30 p.m. Eastern Time), and b) engage the reading by substantially commenting on passages, asking pertinent question, and addressing the comments and questions that other students have logged. Note that you won’t receive credit if you complete your reading late or if you do not substantially engage the reading by logging comments on questions on Perusall.

   At the end of the course, your overall Perusall reading grade will be the simple average of your pass/fail grades for each assigned reading. For example, if I had assigned only four readings and you would have received credit for three readings, your reading grade would be 75%.

3. **A research proposal**, using theories discussed in class to analyze in depth an aspect one of the three case studies we examine in class, due on MyCourses on **FEBRUARY 5**.

4. **A first draft of your research paper** analyzing in depth an aspect of one of the three case studies (10 pages maximum), due on MyCourses at 11:59 p.m. on **MARCH 12**.
5. **A final draft of your research paper** analyzing in depth an aspect of one of the three case studies (8-10 pages maximum), due on MyCourses at 11:59 p.m. on **APRIL 19**.

**Grading**

Your final grade will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (two total, 15% each)</td>
<td>30%</td>
<td>February 18, April 16</td>
</tr>
<tr>
<td>Perusall Reading Grade</td>
<td>20%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Research proposal</td>
<td>10%</td>
<td>February 5</td>
</tr>
<tr>
<td>First draft of research paper</td>
<td>10%</td>
<td>March 12</td>
</tr>
<tr>
<td>Final draft of research paper</td>
<td>30%</td>
<td>April 19</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE ON GRADING:** Your preliminary paper/policy proposal and first complete draft of your research proposal will be graded by double-blind peer review, using an online software package called Peergrade (www.peergrade.io). Peer-review is the main form of evaluation in the real world of scholarly research, not to mention grant proposals, business plans, and more. This will give you an introduction to how that process works.

That means that, in addition to submitting your own work, you will be responsible for evaluating and providing constructive criticism on three of your classmates’ work. “Double-blind” means that you will not know the identity of the students whose work you will be evaluating, and the students whose work you will be evaluating will not know your identity. It also means that for the preliminary and first draft of your policy proposal, your grade will consist of three components: 1) the quality of your assignment, as judged by **THREE** of your peers (50%); 2) the quality of the peer evaluations you provide for **THREE** of your classmates (40%); and 3) whether you complete all three parts of the assignment (submitting your own work, evaluating the work of three of your classmates, and evaluating the quality of the three reviews of your work that you receive from your classmates) on time (10%).

For the preliminary proposal and first draft, you will have **ONE WEEK** to read and evaluate three of your classmates’ assignments, using the Peergrade software. **IF YOU DO NOT SUBMIT YOUR PEER REVIEWS, YOU WILL NOT RECEIVE A GRADE FOR THAT ASSIGNMENT.**

Your final papers/policy proposals will be graded by me and your TAs, with the full grade consisting of our evaluation of the quality of your research and writing.

I will provide more details on the peer review process and the overall assignment in class.

*** If you experience a significant situation that affects your ability to complete the work in this class in a timely fashion **DO NOT DELAY IN DISCUSSING THE PROBLEM WITH ME.**
Procedure for appealing grades. To appeal a grade on the research project or the exams please follow this procedure:

1) Within **10 working days** after the project or exam is handed back to you, write a note explaining why you think your grade should be changed. One or two paragraphs should be sufficient to argue the merits of your case.

2) Make an appointment to meet with the TA during office hours, during which time your TA will explain her decision about your appeal. If you cannot meet your TA during office hours, your TA will respond to you via email.

3) If you are not satisfied with your TA’s decision and reasoning, within **10 working days** of receiving your TA’s decision, make an appointment to meet the professor, who will evaluate the TA’s decision. After that, students are entitled to a re-read or re-assessment by a professor not teaching the course should they request it.

**Academic honesty:** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

According to a recent U.S. national survey (the National Study of Youth and Religion Wave 2), 50% of college students reported cheating at least once in the previous year and 18% reported more frequent cheating. It is a mathematical certainty that some members of our class will try to cheat at some point during the semester. In fairness to students who are honest, those who are detected cheating will be dealt with as severely as University policy allows. Cheating includes, but is not limited to, using notes or written or electronic materials during an exam or quiz; copying another person’s quiz or research project; allowing someone to copy your quiz or research project; having someone take a quiz for you; or plagiarizing any written assignment. Any suspected cheating will be immediately reported to the Office of the Dean of Students. Note that to support academic integrity, your assignments may be submitted to text-matching software to check for plagiarism.

**Recording of live sessions**

To make lectures and other course sessions accessible to students who cannot attend class, I will record course meetings. You will be notified through a ‘pop-up’ box in Zoom that a session is being recorded. By remaining in the session, you agree to the recording, which implies that your image, voice, and name may be disclosed to classmates and that recordings will be made available in MyCourses to students registered in the course.
Copyright and the reproduction of course material

Instructor-generated course materials (e.g., lectures, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without the explicit permission of the instructor. Specifically, you may not reproduce or place in the public domain lecture and course session recordings. Note that infringements of copyright can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

Accommodations

If you require special accommodations for this class, please let me know as soon as possible. You are never required to tell me personal information; however, if you are having problems that affect your ability to attend, participate, or keep up with the workload in this class, please don’t wait until right before the exams to ask for help, and don’t just disappear. I may be able to help you or direct you to someone else who can help you.

The McGill Office for Students with Disabilities (514-398-6009, https://www.mcgill.ca/osd/office-students-disabilities) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Absences

Given the current global pandemic, I have restructured this course to accommodate students’ varied situations. Part of this involves being flexible with class participation. It is up to you to decide whether you want to attend weekly course meetings or not, or watch all the lectures. However, please note that exams and exercises will test not only the readings but may also include material covered only during course meetings and lectures.

Respect

Please be respectful of yourself, your peers, and me. In this world of virtual learning, this means writing respectful comments on the class discussion board and in the Perusall reading comments. I will also discuss how to be respectful when evaluating your peers’ work when we get to that point in the semester. Also, if you make an office hours appointment with me, please show up. If you cannot come, send me an email letting me know ASAP.

Online Communication and Email

Since the course takes place online, it is essential that you regularly check the myCourses announcements and your email for course-related messages from me and the TA.

I am not always available via email. I will usually be able answer your email within 24 hours (except on weekends). Please do not expect an immediate response to your emails.
If you have questions, ask them during course meetings or post them on the myCourses discussion boards. Do this instead of emailing me or the teaching assistant. This way, all students can benefit from your question and our answer. If you don’t receive a reply from us on myCourses within 48 hours, you may email us.

Always consult the syllabus for relevant information before posting questions or emailing us. If the answer to your question is on the syllabus, we reserve the right to ignore your query.

When communicating with me, please write your emails to me like you would write an email to a work colleague. Emails should have a proper greeting (Hi, Hello, Dear, Greetings, etc.) followed by my name (you may call me Dr. Eidlin, Professor Eidlin, or Barry. “Mr. Eidlin” is not an appropriate form of address. Also, while we’re on the subject, NEVER refer to your female professors as “Ms.,” “Mrs.,” or “Miss”). The body of your email should be written in complete sentences, using standard English grammar and spelling (i.e. not in “text speak”), and should use a respectful, professional tone. Please be sure to sign your emails with at least your first name. It can be hard to tell who the email is from if you do not sign it.

**Questions**

You can approach me with questions at any time. My preference is to answer questions in the online discussion board or in online office hours – this format is best for avoiding misunderstandings (which are common via email or when conversations are rushed). I am also available to answer quick questions via email (allow up to 24 hours to respond, longer if on the weekend). If at any time you feel that what I am doing is not advancing your learning, please let me know (in a respectful manner) – I want each and every one of you to feel safe and to learn, so please let me know if that is not happening.
COURSE OUTLINE

Week 1

January 7: Course introduction: logistics, syllabus, overview. What are social movements, and why should we care about them?  
Reading: Course syllabus

January 8: Justice, social protest, and the law  
Reading: King, Jr., Martin Luther. 1963. Letter from a Birmingham Jail.

Week 2

January 12: Class Conflict and Social Change  
Reading: Marx and Engels, The Communist Manifesto, part 1 (Bourgeois and Proletarians)

January 14: Party and Class/Organizers and Organized  
Reading: Marx and Engels, The Communist Manifesto, part 2 (Proletarians and Communists)

January 15: Film, The Young Karl Marx

Week 3

January 19: Social Movements and the Paradox of Organization—I  

January 21: Social Movements and the Paradox of Organization—II  

January 22: CONFERENCE 1 (TA-LED CHECK-IN MEETING)

[NOTE: January 22 is the add/drop deadline]
Week 4

(PERUSALL READING ENGAGEMENT BEGINS)

January 26: Barriers to Mobilization—An Incentive Model—I

January 28: Barriers to Mobilization—An Incentive Model—II
Reading: Olson, The Logic of Collective Action, Chapter 1, Sections E-F and Chapter 2 (pp. 36-65).

January 29: CONFERENCE 2 (TA-LED CHECK-IN MEETING)

Week 5

February 2: Barriers to Mobilization—A Class Conflict Model—I

February 4: Barriers to Mobilization—A Class Conflict Model—II
Reading: Offe and Wiesenthal, “Two Logics of Collective Action”

February 5: CONFERENCE 3 (TA-LED CHECK-IN MEETING)

(RESEARCH PROPOSAL (2-3 PAGES) DUE ON FEBRUARY 5 AT 11:59 P.M.)

Week 6

February 9: Barriers to Mobilization—Power and Hegemony—I

February 11: Barriers to Mobilization—Power and Hegemony—II
Reading: Gaventa, Power and Powerlessness, Chapter 7: pp. 165-201.

February 12: CONFERENCE 4 (TA-LED CHECK-IN MEETING)

(PEER EVALUATIONS OF RESEARCH PROPOSALS DUE ON FEBRUARY 16 AT 11:59 P.M.)
**Week 7**

February 16: Exam #1 review session

February 18: Exam #1

February 19: Film, “Harlan County, USA”

*(BACK EVALUATIONS OF RESEARCH PROPOSAL REVIEWS DUE ON FEBRUARY 19 AT 11:59 P.M.)*

**Week 8**

February 23: The U.S. Labour Movement—The 2018 Teachers’ Strikes  

February 25: The U.S. Labour Movement—The 2018 Teachers’ Strikes  
**Reading:** Blanc, Eric. 2019. *Red State Revolt: The Teachers’ Strike Wave and Working-Class Politics.* New York: Verso, Chapter 2 (NOTE: This is long)

February 26: Film, TBA

****READING WEEK: MARCH 1—MARCH 5****

**Week 9**

March 9: The U.S. Labour Movement—The 2018 Teachers’ Strikes  

March 11: The U.S. Labour Movement—The 2018 Teachers’ Strikes  

March 12: Live meet the author discussion with Eric Blanc (will also be recorded for later viewing).

*(FIRST DRAFT OF RESEARCH PAPER (10 PAGES MAX.) DUE ON MYCOURSES ON MARCH 12 AT 11:59 P.M.)*
**Week 10**

March 16: The U.S. Civil Rights Movement: Background and Origins  

March 18: The U.S. Civil Rights Movement: Ascendancy, Zenith, and Decline  
**Reading:** Manning Marable, *Race, Reform, and Rebellion*, chapters 4-6


*(PEER EVALUATIONS OF RESEARCH PAPER DRAFTS DUE ON MARCH 23 AT 11:59 P.M.)*

**Week 11**

March 23: The U.S. Civil Rights Movement: Retreat  
**Reading:** Manning Marable, *Race, Reform, and Rebellion*, chapters 7-8

March 25: The U.S. Civil Rights Movement: Legacies  
**Reading:** Manning Marable, *Race, Reform, and Rebellion*, chapters 9-10

March 26: CONFERENCE 5 (TA-LED CHECK-IN MEETING)

*(BACK EVALUATIONS OF RESEARCH PAPER DRAFT REVIEWS DUE ON MARCH 26 AT 11:59 P.M.)*

**Week 12**

March 30: Second-Wave Feminism in the U.S.: History and Origins  

April 1: Second-Wave Feminism in the U.S.: Development and Diffusion  
**Reading:** Giardina, *Freedom for Women*, Chapters 9-11, Epilogue

April 2: GOOD FRIDAY—NO CLASS

**Week 13**

April 6: Second-Wave Feminism in The U.S.: Lessons for Today  
April 8: Film, “She’s Beautiful When She’s Angry”

April 9: CONFERENCE 6 (TA-LED CHECK-IN MEETING)

**Week 14**

April 13: Wrap-Up

April 15: NO CLASS (MONDAY SCHEDULE) (I will schedule an optional review session)

April 16: Exam #2

**(FINAL RESEARCH PAPER DUE ON MYCOURSES ON MONDAY, APRIL 19, AT 11:59 P.M.)**
Supplementary Readings

For your research project, you will be expected to investigate in depth a problem related to one of the four case studies we examine over the course of the semester (U.S. and Canadian labour movements, the U.S. civil rights movement, and the U.S. feminist movement). This will require doing reading and research beyond the assigned course materials. Below I include a small, completely unrepresentative sampling of additional materials related to the three case studies. These materials can provide a useful starting point for your own research. They are not sufficient for your research project. You must find additional sources of your own.

Civil Rights


Feminism

Labour


