

**Collective Behavior (331:001)**  
**Department of Sociology**  
**University of New Mexico**  
**Fall 2009**

Instructor: Professor Wayne A. Santoro  
Office: 1106 Social Sciences Building  
Office phone: 7-1849  
e-mail: [wsantoro@unm.edu](mailto:wsantoro@unm.edu) (do not use WebCT email)  
Sociology Department: 1103 Social Sciences Building (277-2501 to leave messages)  
Office hours: 11:00 am - 12:00 pm (Thursday); 3:00-4:00 pm (Thursday) and by appointment  
Classroom: 104 Education Classrooms (Educ)  
Class time and day: 12:30-2:45 pm Tuesday & Thursday

## INTRODUCTION AND COURSE GOALS

### OVERVIEW

The purpose of this course is to broaden our understanding of social movements in the United States. To accomplish this, we discuss a wide array of topics including the emergence of social movements, why people join social movements, the construction of collective identity, gender and social movements, government repression against social movements, and the outcomes of social movements. Most of our discussions will focus on the Chicano and African American civil-rights movements. Among the other movements we will discuss include the women's movement, the lesbian and gay rights movement, the Ku Klux Klan and racist movements, American Indian movement, and the animal rights movement.

### GOALS

1. To become familiar with historical facts concerning social movements.
2. To become familiar with theories helping to explain social movement processes.
3. To gain a greater appreciation for the role of social movements in US society.

### REQUIRED READINGS

Students should expect to spend six hours per week preparing for class sessions. The readings (as well as lecture overheads) are available on WebCT.

- to access WebCT: log into *myunm* using your NetId and password, click on the *my courses* tab, and then click on *SOC 331*.
- students should download the readings as soon as possible. Waiting until the day before the test to download articles is strongly discouraged.
- students are encouraged to put all of the readings in a three-ring binder to facilitate organization.

## **COURSE REQUIREMENTS**

1. There are three exams. Tests will cover material from lectures, class discussions, videos, and readings. Typically, 90% or more of each exam consists of multiple choice questions with the remainder being essay/short answer questions. Students are responsible for all assigned readings, even if they are not discussed in class.

Exams are not curved.

Make-up policy. Students are allowed to miss one exam – a second exam missed cannot be made up. Students who miss an exam must wait three weeks after the original test date before taking the make-up exam. After three weeks have passed, the student needs to set-up with my consent a time and date for the make-up exam. I must be present during the make-up exam, and this typically means taking the make-up exam during my office hours. Students who fail to show up for the alternate exam (for what ever reason) will receive a score of zero on the missed exam. Students who miss exam 3 will receive an incomplete for this course and must take a make-up during the next semester following the same procedures. Students who fail to make-up exam 1 or 2 before the last day of class (12/10/2009) will receive a score of zero for the missed exam.

In the unlikely event that weather conditions cause the cancellation of classes/closure of the university during the scheduled exam 3 test date, the test will be rescheduled to be taken during finals week. Consult the University for designated final exam day/time.

2. Extra-credit. Each exam has an assigned extra reading(s) (articles on WebCT). Students may receive extra-credit on the exam for correctly answering questions over these additional readings. There is the possibility of additional extra-credit opportunities. In the past, these have included attending non-classroom lectures on social movement topics, attending a social movement protest event, and watching a documentary on a social movement. Typically students must write a short report (2-3 typed pages) on the movement “event” and excellent papers receive about 2-3% extra-credit, depending upon the assignment.

3. Students may have “effort” points added onto their final class grade for those who demonstrate a deep commitment to learning and excelling in this class. Criteria for effort points include stellar attendance (95% is the minimum) and consistent and constructive classroom participation. Note that effort points does not simply mean attending the class.

## COURSE GRADE

*Grades will be determined  
as follows*

Exam 1	30%
Exam 2	30%
Exam 3	<u>40%</u>
	100%

*Grades are based on the following scale*

Grade	% of total points	Grade	% of total points
A+	100-97.0	C	76.9-73.0
A	96.9-93.0	C-	72.9-70.0
A-	92.9-90.0	D+	69.9-67.0
B+	89.9-87.0	D	66.9-63.0
B	86.9-83.0	D-	62.9-60.0
B-	82.9-80.0	F	Below 60
C+	79.9-77.0		

## KEYS TO PERFORMING WELL IN THIS CLASS

This is not an easy course. In a typical year, some students will fail this class and many more will chose to drop the course due to low test scores. Below I list a few keys to performing well in this course.

1. *Attend all class meetings.* The surest way to perform poorly in this class is to miss days. It is nearly impossible to get the required information discussed on the day missed, and you are likely to miss important information like course adjustments and miscellaneous deadlines.
2. *Take detailed notes.* A common theme for students who perform poorly in this course is to have poor notes. Another common theme is that students will not be able to understand their own notes – this means that students do not understand the material during lecture and thus have almost no chance of correctly answering questions covering that material. Taking notes is not easy, so be prepared to work. A helpful suggestion is to type up your notes after each class.
3. *Ask questions.* At times I may speak too fast, the material may be complicated, you may miss a line of argument, etc. But I cannot clarify unless I am made aware that something needs to be clarified. Times to ask questions are during class, before class, or in my office hours.
4. *Take the readings seriously.* About  $\frac{1}{2}$  of the test material is based on the readings, and most of the readings I will not discuss in class. Thus take the readings seriously. I typically have 1-2 pages of typed notes on each assigned article, and I encourage you to do the same. Also, take seriously any suggestions I give you about the readings in terms of notes to take.

## **ADDITIONAL NOTES & CLASS POLICIES**

1. All pagers and cell phones need to be turned off before class begins.
2. I do not lend out videos shown in class.
3. Any student who, because of disability, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact the Office of Accessibility Services at 277-3506.
4. If you miss a class meeting, ask a fellow student for a copy of their class notes. I do not lend out my notes. If you come late or miss a class, it is your responsibility to make sure to ask other students or myself after class if I made any announcements or distributed handouts. If you need to leave class early, please let me know before class begins. Because I do not lend out my notes, I strongly encourage students to get phone numbers or email addresses of a classmate or two so that you can get copies of their notes if needed.
5. During lectures, I expect that you will demonstrate respect to me and other students by paying attention and by avoiding activities that could disrupt me and/or others in the class. In particular, it is not acceptable for students to sleep, read, converse with others, or otherwise engage in disrespectful and/or disruptive behavior during the class. It is nearly impossible for me to concentrate on lecturing and guiding discussions, and for others to hear, pay attention, and participate in discussions when students are behaving in disrespectful and/or disruptive ways. Any individual who violates these expectations will receive one warning in the form of an admonishment from Professor Santoro. That is, I will call attention to your violation when it occurs and remind you of the policy. A second violation will lead to a failing grade in the course and a report of the academic misconduct to the College of Arts and Sciences.
6. Students who email me Monday through Thursday should expect a 24 hour wait until the email message is answered; students who email me Friday through Sunday should expect that the email will be answered no later than Monday. Email queries should be concise and students should expect concise replies.
7. Students should not call me at home.
8. I do not email grades. Exam grades are posted on WebCT.
9. Additional office hour appointments are possible but missing a scheduled appointment without prior notification will result in this privilege being lost.
10. I will follow University policy for academic misconduct. University policy states that each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments as well as claiming credit for work not done or done by others. When a violation of the regulation occurs in connection with a course, the faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an "F" in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted.

11. In situations in which a student believes that he or she has been unfairly or improperly treated by a faculty member, the student should first try to resolve the grievance informally by discussing the grievance with the faculty as soon as possible. If the student and faculty cannot reach agreement, the student should discuss the grievance with the chairperson of the department. If the grievance is still not resolved, the student should discuss the grievance with the appropriate Dean. If you have any questions, please contact the Dean of Students Office at 277-3361.

12. For students who wish to drop this course after the official deadline, I am willing to give a grade of W/WP only if the student is currently passing the course (D- or higher) OR if the student makes this request to me *prior* to taking all three exams.

-----

The following page presents the course outline; note that it is subject to modification. All readings are available on WebCT.

Week 1 (8/25, 8/27)	Week 2 (9/1, 9/3)	Week 3 (9/8, 9/10)	Week 4 (9/15, 9/17)	Week 5 (9/22, 9/24)
<p><b>Course Introduction</b></p> <p><b>Why Study Social Movements?</b></p> <p><b>What is a Social Movement?</b></p> <p>1. Whatever Happened to the Women's Movement</p>	<p><b>Marx &amp; Breakdown Theory</b></p> <p>2. Disorganization and the New Mexico Prison Riot of 1980</p> <p>3. Sacrifice for the Cause</p>	<p><b>Political Process Theory</b></p> <p>4. External Efforts to Damage or Facilitate Social Movements</p> <p>5. Free Spaces, Collective Identity, and the Persistence of U.S. White Power Activism</p>	<p><b>Political Process Theory</b></p> <p>6. Problems for Protesters Closer to Home</p> <p><b>Test 1 Review (9/17)</b></p>	<p><b>Exam 1 (9/22)</b></p> <p>extra-credit readings for exam 1: Reflections of an AIM Activist; Media Framing of Movement Protest</p> <p><b>Chicano Movement: Origins (9/24)</b></p>
Week 6 (9/29, 10/1)	Week 7 (10/6, 10/8)	Week 8* (10/13)	Week 9 (10/20, 10/22)	Week 10 (10/27, 10/29)
<p><b>Chicano Movement: Major Campaigns</b></p> <p>7. In Quest of a Homeland</p> <p>8. Conflict and Group Stability</p>	<p><b>Chicano Movement: Farm Workers Movement</b></p> <p>9. Delano</p> <p>10. Huelga</p>	<p><b>Chicano Movement: Contemporary Activism</b></p> <p>11. Becoming an Activist in Eastside Los Angeles</p> <p>* Note: no class on 10/15</p>	<p><b>Chicano Movement: Contemporary Activism</b></p> <p>12. Generational Status and Mexican American Political Participation</p> <p><b>Test 2 Review (10/22)</b></p>	<p><b>Exam 2 (10/27)</b></p> <p>extra-credit readings for exam 2: Social Control and Movement Outcome; Roots of Native American Activism</p> <p><b>Civil Rights Movement: Pre-Movement Protest (10/29)</b></p> <p>13. The Origin of the Trouble</p> <p>14. The Boycott Begins</p>
Week 11 (11/3, 11/5)	Week 12 (11/10, 11/12)	Week 13* (11/17, 11/19)	Week 15 (12/1, 12/3)	Week 16 (12/8, 12/10)
<p><b>Civil Rights Movement: Movement Emergence &amp; Montgomery Bus Boycott</b></p> <p>15. The Continuing Boycott</p> <p>16. The Get-Tough Policy</p>	<p><b>Civil Rights Movement: Montgomery Bus Boycott &amp; Tactics</b></p> <p>17. The Legal Battle</p> <p>18. Grand Jury Report &amp; p. 167-72 from The Aftermath</p>	<p><b>Civil Rights Movement: &amp; Gender &amp; Movement Victories/Defeats</b></p> <p>19. Bringing the Movement Home to Small Cities and Rural Communities</p> <p>20. The Civil Rights Movement and the Right to Vote</p> <p>* Note: no class on 11/24 &amp; 11/26</p>	<p><b>Civil Rights Movement: Movement Victories/Defeats &amp; Decline</b></p> <p>21. Divided Consciousness</p>	<p><b>Test 3 Review (12/8)</b></p> <p><b>Exam 3 (12/10)</b></p> <p>extra-credit reading for exam 3: American Indian Women's Activism in the 1960s and 1970s</p>