

**Anthropology 483/683**  
**Fall 2006**  
**Tuesdays, 2:00 pm – 5:00 pm**  
**HL 111**  
**Syracuse University**

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**Office hours: MW 10:00-11:30**

## **COLLECTIVE ACTION FOR SOCIAL CHANGE**



Drawing from anthropology, sociology, geography, political science, and other disciplines, this course will help you understand why, when and how collective action for social change occurs. The course will place a special emphasis on how collective action is generated by and reshapes culture at the local, regional, national, and transnational levels. A key part of the course is participation in an activist campaign role-play that develops over the course of two months.

**Please purchase:**

**At Orange Bookstore (Marshall Square Mall):**

Javier Auyero, *Contentious Lives*  
Terre Satterfield, *Anatomy of a Conflict*

**At Campus Copy (Marshall Square Mall):**

Course Reader # 20063-1020

**This is a Blackboard Course**

# COURSE REQUIREMENTS

Requirement	Percentage of final grade
1) Participation.....	15%
2) 5 segment papers .....	50%
3) Presentation of final paper.....	10%
4) Final paper.....	25%

## 1) Participation in class (15%)

The quality of our sessions depends on the level of preparation you bring to the classroom. It is important for you to have completed the readings on time, reflected on them, and be ready to engage in discussion about them. Each week I will distribute several questions to help stimulate your thinking about the reading. There will also be exercises to help clarify concepts and processes. I will pay close attention to your engagement in these.

## 2) Five (5) segment papers

On the following days I will collect from you a 1500-1800 word (5-6 pages) analysis of the preceding course segment's readings and discussion.

Segment 1.....	Sept 19
Segment 2.....	Oct 3
Segment 3.....	Oct 17
Segment 4.....	Oct 31
Segment 5.....	Nov 14

Toward the start of each segment I will pass out a list of topics to help guide you in writing these papers. The first topic list will be distributed on September 5.

## 3) Research paper and paper presentation (35%)

<b>In-class presentation.....</b>	<b>10%</b>
<b>Final paper.....</b>	<b>25%</b>

### Final Paper Assignment

You have been hired by a United Nations agency concerned with the development of civil society in nations around the world. One of this agency's projects is to develop knowledge on the state of contemporary social movements, of all political shades, throughout the world, so as to better understand their conditions of emergence, success, failure, mobilization or demobilization, and so on. Your job is to conduct *preliminary* research on one, specific, concrete contemporary social movement anywhere in the world

(e.g., Christian right, Maya indigenous, Hezbollah, US pro-life, Indian anti-dam, global justice, anti-war, animal rights, etc.) and assess its current state, using the analytical categories we have touched on in this course. The UN agency wants a briefing paper by **Monday, December 11 by 5 p.m.** that includes the following two components:

1) An analysis of the social movement, including at least five ideas/concepts/tools drawn from the course (this is not an exhaustive list), such as: oppositional consciousness; conditions of emergence; indigenous resources; political opportunities and constraints; leadership forms or styles; intellectuals, organic and traditional; class; hegemony; counter-hegemony; social base; constituencies; strategic capacity; collective identity; framing; collective action repertoires; WUNC; the three dimensions of tactics; expressive culture; spirituality; transnational forces; the role of digital technology; kinds and levels of outcome (75% of paper)

2) A proposal for the further research: pose questions about the movement you were unable to discover through your preliminary research; then describe whom you would interview, where you would look, and what you would look at in order to investigate your questions. (25% of paper)

The expected length of the paper will be 8-12 pages for undergraduates, 15-18 pages for graduate students.

For contemporary movements, I expect you to use scholarly books and articles, journalism from newspapers, magazines, journals, and websites for whose reputability you feel you can vouch. Undergraduates must show familiarity with at least **four (4) scholarly books and six articles**; graduate papers must be based on a minimum of **six (6) scholarly books and 10 articles**.

You may, if you wish, write a paper that focuses on the historical past, in which case your sources should be more scholarly and rooted in published journals.

Papers graded “A” will:

- exhibit understanding of the concepts covered in the course
- penetrate beyond a mere description of the movement to probe the causes, forces and dynamics of the movement
- be clearly organized and written

**Completion schedule:**

***First week in October***

The topics of the papers must be selected in consultation with me.

***October 31***

1-page discussion of topic and 1-page list of relevant bibliography

***Nov 21, 28 or December 5***

30-minute in-class presentation (using Power Point). We will draw lots to identify which day you will present; we will also discuss content of presentation later in the semester.)

***Monday, December 11***

Final paper due

## **READING ASSIGNMENTS**

**Tuesday, August 29**

**Introduction to course**

### **SEGMENT 1: THE EMERGENCE AND EARLY GROWTH OF COLLECTIVE ACTION**

**Tuesday, September 5**

**Oppositional consciousness**

**Reading:**

*The rise of oppositional consciousness in Montgomery, Alabama*

Jo Ann Robinson, "The Origin of the Trouble" (**Reader**)

Steven M. Millner, "Ripening for Revolt" (**Reader**)

"A Boycott Consciousness takes Form" (**Reader**)

Maggie Morehouse, "A Rampart, Forever Separating Us" (**Reader**)

"Black Americans Abroad" (**Reader**)

"A Rising Tide of Expectations" (**Reader**)

"Foot Soldiers in the Freedom..." (**Reader**)

"The Slow Walk Toward Desegregation" (**Reader**)

Families on the Front Line of Equality" (**Reader**)

"Soldiers fro Freedom Once Again" (**Reader**)

**Tuesday, September 12**

**How a movement grows: resources and constraints**

**Reading:**

*Indigenous resources*

Doug McAdam, "Indigenous Organizational Strength" (**Reader**)

Tom Gilliam, "The Boycott Begins" (**Reader**)

"Organization of the Montgomery..." (**Reader**)

Aldon Morris, "Montgomery" (**Reader**)

*The political environment: "external" resources and constraints*

Tarrow, Sidney, "States and Opportunities" (**Reader**)

Tom Gilliam, "Failure of Negotiations" (**Reader**)

"Rupture of Communications" (**Reader**)

"Conclusion of the Boycott" (**Reader**)

*Comparative case (optional)*

Benjamin Smith, "Collective Action With and Without Islam" (**Reader**)

## **SEGMENT 2:**

### **THE CULTURAL FRAMING OF STRUGGLE**

**Tuesday, September 19**

**The power of ideas and identities: frames, knowledge, discourse**

**Reading:**

Terre Satterfield, *Anatomy of a Conflict* (whole book)

**Paper 1 due (on segment 1)**

**Tuesday, September 26**

**Religious frames in collective action**

**Reading:**

*Christianity*

Dwight B Billings, “Religion as Opposition: A Gramscian Analysis” (**pdf. on Blackboard**)

John Burdick, “Why is the Black Evangelical Movement Growing in Brazil?” (**pdf. on Blackboard**)

*Islam*

Carrie Rosefsky Wickham, “Interests, Ideas, and Islamist Outreach in Egypt” (**Reader**)

Gwenn Okruhlik, “Making Conversation Permissible: Islamism and Reform in Saudi Arabia” (**Reader**)

**SEGMENT 3:  
CULTURE AND TOOLS  
OF COLLECTIVE ACTION**

**Tuesday, October 3**

**Campaigns and tactics**

**Paper 2 due (on segment 2)**

**Reading:**

*Demonstrations*

Bruce Misingham. “The village of the poor confronts the state: A geography of protest in the assembly of the poor” (**pdf. on Blackboard**)

*Boycotts*

James Jasper, “Boycotts and Moral Voice” from *Art of Moral Protest*, 251-266 (**Reader**)

*Direct Action*

Randy Shaw, “Direct Action” (**Reader**)

*Electoral tactics (in “liberal democracies”)*

Paul Burstein “Assessing Policy Outcomes” (**Reader**)

**Tuesday, October 10**

**Music as a tool of consciousness-raising and mobilization**

**Reading:**

*Music in the Civil Rights Movement*

Sanger, Kerran, chapter of her book **(Reader)**

Reagon, Bernice, "Singing to Freedom" **(Reader)**

*Music in the Brazilian Black Movement*

Frith, Simon, "Music and Cultural Identity" **(Reader)**

Burdick, John, "Place, History and Body: A Theory of Musical Ideology and an Application" **(handout)**

**SEGMENT 4:  
INDIVIDUAL AGENCY  
IN COLLECTIVE ACTION**

**Tuesday, October 17**

**Leadership and organization**

**Paper 3 due (on segment 3)**

**Reading:**

*Women and leadership*

Emma Cervone, "Engendering Leadership: Indigenous Women Leaders in the Ecuadorian Andes" **(handout)**

Charles Payne, "Ella Baker and Models of Social Change" **(pdf. on Blackboard)**

*Leadership and organizational structure*

Marshall Ganz, "Resources and Resourcefulness: Strategic Capacity in the Unionization of California Agriculture" **(pdf. on Blackboard)**

*The problem of the "organic" intellectual*

Bose, Pablo S., "Critics and Experts, Activists and Academics: Intellectuals" **(Reader)**

**Tuesday, October 24**

**Seeing collective action through the lens of the individual**

**Reading:**

Javier Auyero, *Contentious Lives* (whole book)

**SEGMENT 5:  
TWENTY-FIRST CENTURY ACTIVISM:  
CHANGE AND CONTINUITY**

**Tuesday, October 31**

**Cyberactivism and activist research**

**Paper 4 due (on segment 4)**

**Reading:**

*Cyber-activism*

Langman, Lauren, "From Virtual Public Spheres" (**pdf. on Blackboard**)

Schussman, Alan, "From Barricades to Firewalls?" (**pdf. on Blackboard**)

*Activist research*

John Burdick 1995 (**handout**)

Charles Hale 2006 (**pdf. on Blackboard**)

Shannon Speed 2006 (**pdf. on Blackboard**)

**Tuesday, November 7**

**Cultural dilemmas of cross-border activism**

**Reading**

*Transnational advocacy and human rights*

Charli Carpenter, "Women, Children and Other Vulnerable Groups" (**pdf. on Blackboard**)

Speed, Shannon. "Global discourses on the local terrain: human rights and indigenous identity in Chiapas." (**pdf. on Blackboard**)

*Transnational advocacy and indigenous rights*

Tilley, Virginia Q. "New help or new hegemony? The transnational indigenous people' movement and 'Being Indian' in El Salvador." (**pdf. on Blackboard**)

**November 14**

**How do you define “success”?**

**Paper 5 due**

**Reading**

Susan Staggenborg, “Can Feminist Organizations Be Effective?”

**(Reader)**

Mary Bernstein, “Nothing Ventured, Nothing Gained” (**pdf. on Blackboard**)

**SEGMENT 6:  
PRESENTATIONS**

**Tuesday, November 21  
Presentations**

**Tuesday, November 28  
Presentations**

**Tuesday, December 5  
Presentations**