Religion and Social Movements

RS-538

Location: Room 206
Time: Tuesdays, 7-9:45 PM
Instructor: Dr. Erica Dollhopf
Email: edollhopf@hartsem.edu

I. Course Description:

Religion and social movements have long had a close connection. Individuals might participate in a movement because they wish to act on their religious convictions. Social movements that do not look overtly religious on the outside may rely heavily on religious networks for mobilization. Overtly, some religious groups have created social movements as a vehicle for advancing their beliefs and causes. Moreover, the organizational dynamics and life cycle of social movements are useful for understanding dynamics of religious organizations that seek to respond to an ever-changing social environment. This course will examine all of these factors, embedded in the history and theories of social movements, to better understand the efficacy of social movements and the unique role religion has played for social movement actors and organizations.

II. Course Objectives:

By the end of this class, learners will be able to:

1. Identify and apply the key features, terminology, history, and theory of social movements.

2. Recognize and analyze the unique role of religion and social movements – as both motivation for and direct actor in social movements.

3. Apply knowledge of social movements to a specific movement of interest for one’s academic study and/or career.
III. Required Texts, Readings, & Technology:

Required Texts:


Additional readings will be available as PDF files.

Required Technology:

- Regular and reliable computer and internet access
- Word processing program, such as Word
  - Written assignments need to be submitted as a .doc, .docx, or .pdf

IV. Course Assignments and Learning Outcome Assessment objective covered:

Master of Arts in Religious Studies: Learning Outcomes

To demonstrate the ability to relate theory and practice in the social contexts in which a religion’s communities exist.

This learning outcome is addressed directly by class participation, the final presentation, and the final project.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Learning Outcome assessed by assignment</th>
<th>% of final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Participation</td>
<td>Ongoing</td>
<td>MA #5</td>
<td>30%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>April 24</td>
<td>MA #5</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>May 1</td>
<td>MA #5</td>
<td>30%</td>
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</tbody>
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V. Course Expectations and Classroom Policies:

**Participation**

1. All assignments are due by the start of class on the day they are due. Assignments being submitted through Canvas must have a time stamp before the start of class time to be considered on time. Every day an assignment is late will result in a 10% reduction in the final grade for the assignment unless prior arrangements are made with the instructor for extenuating circumstances. For example, if an assignment is worth 25 points, submitting it on the day after it was due results in a 2.5 point reduction in the final grade. A maximum of half-credit will be given for assignments more than 5 days late.

2. The in-class discussions rely on and are enriched by weekly active participation from all of the students. Students are expected to attend and participate in each class session. Missing two class sessions in a row will result in an automatic lowering of the attendance/participation grade by 10%. Missing 3 or more weeks of class in a row will result in failure of the course. “Missing” a week means not being present for at least half of a class session or missing the class session entirely unless the student has made prior arrangements with the instructor due to an emergency or extenuating circumstances.

3. **Extensions:** Extensions for papers will be given for illnesses or family emergencies only in consultation with the instructor.

**Communication**

1. Assignments will only be accepted through Canvas unless otherwise instructed. Emailed assignments will not be accepted. Written assignments will be submitted through plagiarism-detection software.

2. The instructor will provide feedback as soon as possible to students on grades. Discussion board posts will generally be graded within 1 week; written assignments will generally be graded within 2 weeks.

3. Students will only use their Hartsem account to contact the instructor and the instructor will only use the Hartsem account to contact students.

4. I will respond to student emails as soon as possible; always within 48 hours but generally within 24 and often much sooner.
5. Students are expected to conduct themselves in a thoughtful, respectful manner both as listeners and participants in class. This includes, but is not limited to using appropriate language, paying attention to the speaker, and limiting technology use unrelated to class to breaks. The more we all contribute to the class, the more we will all benefit from it!

6. The syllabus is subject to change; students will be notified as soon as possible when any changes are made and the instructor will make every effort to ensure students have sufficient time to accommodate for any changes.

7. Inclusive Language: Hartford Seminary is committed to a policy of inclusion in its academic life and mission. All members of the community are expected to communicate in language that reflects the equality of genders, openness to diverse cultural and theological perspectives, and sensitivity to one another’s images of God.

Written Assignments

1. The student handbook states: A paper submitted for credit in one course cannot be submitted for credit in another course without the prior permission of both instructors. Hartford Seminary strictly adheres to the Plagiarism Policy. Written papers and theses must be typed and should conform to the styles and format for footnotes and acknowledgments announced by the course instructor. For additional information on format, proper footnotes, acknowledgments, etc., students are directed to consult the Hartford Seminary General Guidelines for a Research Paper. These guidelines can be picked up in the student forms center or downloaded from our website at: http://www.hartsem.edu/current-students/student-writing-resources/. Students may also consult Kate L. Turabian’s, A Manual for Writers of Term Papers, Theses and Dissertations, (6th Edition, University of Chicago Press, 1996), upon which the guidelines are based.

2. Plagiarism and Academic Integrity:

Academic honesty and integrity are expected of all students.

Plagiarism exists when: a) the work submitted was done, in whole or in part, by anyone other than the one submitting the work, b) parts of the work, whether direct quotations, ideas, or data, are taken from another source without acknowledgement, c) the whole work is copied from another source [especially a web based source], or d) significant portions of one’s own previous work used in another course. See “Plagiarism” at http://www.hartsem.edu/current-students/policies/.

3. Official Handbooks: For all other questions you might have regarding policies or procedures, please check the student handbook: http://www.hartsem.edu/current-students/student-handbook/ and seminary policies at Academic policies are listed at http://www.hartsem.edu/current-students/policies/
4. Assignment Submission: All assignments will be submitted online through Canvas. Assignments will not be accepted via email. Written assignments need to be time stamped by the time class starts (7:00 PM) on the due date to be considered on-time; assignments submitted after the start of class will be considered late.

V. Grading Policy

Student Evaluations
Students are expected to read the assigned reading material on the week that it is assigned. In-class discussions, activities, and assignments will all be based on the topics covered in the reading and lectures. Grades will be based on the following:

1. Attendance and Participation (30% of grade) – Students are expected to come to class familiar with and ready to discuss the readings. 10 in-class participation activities will comprise this grade – these activities may include a class discussion, an in-class assignment, or a brief quiz. These activities will be unannounced and will have no make-ups.

2. Written Assignments (30% of grade) – students will complete four short written assignments (2-3 pages) which will include opportunities to synthesize the course reading and discussions as well as assist students in preparing for their final paper; topics for assignment will be posted at least two weeks in advance.

3. Final Presentation (10% of grade) – students will present their findings on their selected social movement organization to their peers in a short (10-12 minute) in-class presentation at the end of the semester. This opportunity will allow students to share their research and contribute their expertise to the class’s semester-long exploration of religion and social movements.

4. Final Paper (30% of grade) – There will be a research paper (12-15 pages) focusing on the role of religion in a specific social movement organization of the student’s choosing. Additional details forthcoming.
Seminary Grading Scale

A (95-100)  Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94)  Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+ (87-89)  Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.

B (83-86)  Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B- (80-82)  Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+ (77-79)  Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76)  Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F (below 70)  Unable to meet the basic requirements of the course.
VI. Content

January 16
1. Introduction to the Course

January 23
2. Conceptualizing Social Movements

   Reading:
   - Snow and Soule, Chapter 1
   - Braunstein et. al., Introduction and Chapter 1
     King, Martin Luther, Jr. 1963. "Letter from a Birmingham Jail."

   Assignments:
   - Course scavenger hunt due
   - Work on Assignment 1

January 30
3. The History of Religion and Social Movements in the U.S.

   Reading:
   - Social Movements and Religion Timeline, The ARDA
   - Braunstein et. al., Chapters 2, 8, and 12

   Assignments:
   - Assignment 1 due
February 6

4. Religious Social Movements

Reading:
- Braun, et. al. Chapter 14

Assignments:
- Work on assignment 2

February 13

5. Religions and Religious Groups as Social Movements

Reading:

Assignments:
- Assignment 2 due
February 20

6. Religion and the Mobilization of Grievances

**Reading:**
- Snow and Soule, Chapter 2
- Braunstein et. al., Chapters 3 and 4

**Assignments:**
- Work on Assignment 3

February 27

7. Religion and the Contextual Conditions for Social Movements

**Reading:**
- Snow and Soule, Chapter 3
- Braunstein et. al., Chapter 11

**Assignments:**
- Assignment 3 due
March 6

8. Religion and Social Movement Participation

Reading:
- Snow and Soule, Chapter 4
- Braunstein et. al., Chapter 10

Assignments:
- Work on Assignment 4

March 13

9. Religion and the Dynamics of Social Movements

Reading:
- Snow and Soule, Chapter 5

Assignments:
- Assignment 4 due

March 20

10. Catch up week

Reading:
- Readings TBD: Will be based on final paper projects
Assignments:
- Individual meetings with professor about final paper

March 27

11. Reading Week – No classes

April 3

12. Social Movement Leadership

Reading:
- Dollhopf, Erica J. “Breaking the Glass Ceiling Early and Often?: Female Leaders of Advocacy Organizations”

Assignments:
- Be prepared to discuss final paper project in class
- Work on final paper

April 10

13. Consequences of Social Movements

Reading:
- Snow and Soule, Chapter 6
- Polletta, Francesca. 2006. "Remembering Dr. King on the House and Senate Floor: Why Movements Have the Impacts They Do" chapter 6 in It Was Like

Assignments:
• Work on final paper

April 17

14. The Future of Religion and Social Movements

Reading:
• Braunstein, et. al. Chapters 7 and 15

Assignments:
• Prepare for final presentation
• Work on final paper

April 24

14. Current Research on Religion and Social Movements

Reading:
• None

Assignments:
• Final presentation – in-class

May 1

• Final papers due