

SOC 345/GRI 344: Social Movements and Collective Behavior

Fall 2025

“Power, properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political, or economic changes. In this sense, power is not only desirable but necessary in order to implement the demands of love and justice. One of the greatest problems of history is that the concepts of love and power are usually contrasted as polar opposites.” Dr. Martin Luther King Junior, *The Autobiography of Martin Luther, Jr.*

Course Information

Instructor Information

Instructor: Prisca Gayles, PhD (she, her/ella)

Office: Thompson Building, Office 108 [online [campus map](https://maps.unr.edu) at maps.unr.edu]

Phone: (775) 682-7762

Email: pgayles@unr.edu

Office Hours: By Appointment. Schedule a 15-min, 30-min, or 1-hour appointment with Dr. G using [this link](#).

Meeting Times: Tuesdays and Thursdays, from 1:30PM – 2:45PM

Location: William J. Raggio Building (WRB), Room 2008

Graduate Teaching Assistant Info:

GTA: Taylor Nelson (she/her)

Office: Lincoln Hall B10

Email: tjnelson@unr.edu

Office Hours: Mondays 2-4 pm, or by appointment

Land Acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples, and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

Course Description

UNR Catalog Course Description

Analysis of the social bases of collective behavior and social movements. Examination of social, political, religious and popular movements. (GRI 344 and SOC 345 are cross-listed; credit may be earned in one of the two.)

Expanded Course Description

This course explores power, collective action, and social change, all of which are central to the social sciences in general, and Sociology in particular. What is unique about SOC 345/GRI 344 is that it is designed to do democracy. Instead of just reading about social change, students learn about power and democracy by doing it. Of course, we will still use “book knowledge,” to have a good understanding of social movement theories and histories, but my hope is that this knowledge will be challenged by what you’re learning in your social action projects, and that you will develop a more critical and deeper understanding of public issues and community change through action and reflection. Therefore, this course is an action-oriented, solutions-based, course on community activism. An exciting part of this course is that you will hear directly from previous students from Social Work about their social action projects (Adapted from teaching Social Action, Dr. Scott Meyers-Lipton).

Course Pre/Co-requisites

SOC 101

UNR Core Objectives

This course fulfills the following UNR Silver Core Objectives:

Silver Core Objective 10: Diversity and equity

Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Silver Core Objective 11: Global Contexts

Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- SLO1. demonstrate how issues of equity and justice motivate many social movements.
- SLO2. explain how identities relating to class, race, gender, sexual orientation, etc. shape social movements.
- SLO3. apply various theoretical perspectives to questions surrounding the formation and perpetuation of social movements, with attention to how diversity and equity play a role.
- SLO4. identify major social movements in countries other than the United States, and analyze their unique motives, strategies, and structural constraints.
- SLO5. describe and analyze how social movements have altered the political landscape throughout the world and shaped global social relations.
- SLO6. explain how social movements today extend beyond national boundaries and become, in effect, global social movements.

Required Texts/Course Materials

Required Textbooks

- Myers-Lipton, Scott. 2023. *CHANGE! A Student Guide to Social Action*. Second Edition. Routledge.
- Staggenborg, Author Suzanne. 2021/2022. *Social Movements*. Third Edition. Oxford University Press.

Both texts are available through the Nevada Wolfshop. If you find more economical versions elsewhere, ensure that they are the correct editions. All other materials will be provided through WebCampus.

Accessibility of Required Materials

Your instructor has made every effort to ensure that the required materials in this course are universally accessible. If you require specific accessibility accommodations after reviewing the course material, and/or experience any issues accessing third party web/multimedia content, please contact the [Disability Resource Center](#) at the start of the semester to discuss your needs.

Class Procedures/Structures

1. Students will need access to WebCampus for participation in online discussions, submission of assignments, and access to readings, viewings, and other course material.
2. Students All students will be involved in social action. This will require a minimum of 1½ to 2 hours per week of community work (25 hours minimum over 15 weeks, with 13 hours or more DOING something, that is, tabling, poster, giving organizational raps, marches, rallies, etc). It will be possible to do your social action on campus, so all students should be able to work it into your schedule. In addition, class time will be dedicated to your community projects, so you will be able to do some of your organizing in class. Early in the semester, you will brainstorm various social action projects, and then you will choose one to work on. The requirements for the project are: (i) that you have a minimum of 3 students on your team, (ii) you have passion for the issue, and (iii) your project tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change. However, I will not approve any social action plan that is bigoted or that infringes on the rights of a person or people on the basis of their membership of a particular group.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on and can change campaigns at any point in the semester. My role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward. (Adapted from teaching Social Action, Dr. Scott Meyers-Lipton).

Course Requirements

Attendance and Participation	This course depends on your presence and active participation for its success. Participation includes coming to class and engaging fully in discussions (small group and class) about the lectures and readings, asking engaging questions during the class period, and paying attention during the lectures and student presentations. I will take attendance in this class, but I will also note of those who participate regularly. I will also factor your self and group evaluations into the	30% of grade
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	participation grade. The Attendance and Participation grade includes your attendance (30 points), participation during class (40 points), and end of the semester evaluations (30 points).	
Quizzes	There will be brief IN-CLASS quizzes during some classes that cover the assigned reading(s) for that week. The purpose of these quizzes is to encourage reading. If you do the reading for each class, you should do well on the quizzes. Missed quizzes can be made up within two weeks of when they are given in class with a penalty (see late policy below). Note that make-up quizzes will not necessarily be the same questions/format as the original in-class quizzes. There are 12 quizzes worth 5 points each. I will drop the lowest two scores.	15% of grade
Portfolio and Log	In this class, portfolios take the place of exams. You will build a portfolio with your responses to specific questions assigned from the <i>CHANGE!</i> and the <i>Social Movements</i> books. Importantly, the portfolio is where you demonstrate your knowledge of the texts in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. In addition, you can not get higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). You are expected to write 375-500 words for each portfolio. There are 11 portfolio submissions worth 10 points each. I will drop the lowest score. (Rubric provided in WebCampus)	30% of grade
Campaign Notebook and Final Presentation	On the day of your final presentation, you will submit a Campaign Notebook (in WebCampus) that documents your entire campaign process, typically covering planning, execution, evaluation, and reflections. The Campaign Notebook serves as both a capstone reflection and a handoff for potential continuation in future courses to help kickstart or continue campaigns. The requirements of the Campaign Notebook are detailed in Chapter 10 of the <i>CHANGE!</i> text and on WebCampus (Note: you will submit an online document, not a physical binder). Although this assignment is due at the end of the semester, you should be building it throughout the semester. The Campaign Notebook is worth 100 points. The Final Presentation is worth 50 points. (Rubrics provided in WebCampus)	25% of grade

Grading Criteria, Scale, and Standards

A: 93% - 100%
 A-: 90% - 92.9%
 B+: 87% - 89.9%
 B: 84% - 86.9%
 B-: 80% - 83.9%
 C+: 77% - 79.9%

C: 74% - 76.9%
 C-: 70% - 73.9%
 D+: 67% - 69.9%
 D: 64% - 66.9%
 D-: 60% - 63.9%
 F: <60%

Late Work or Make-up Exams Policies

You can submit an assignment or make up a missed in-class quiz up to 2 weeks after the due date up to Week 14. You will be docked 3% of the total assignment grade for each day past the date that the assignment is due. There is no need to email me to ask for an extension for online submissions, but you should use my bookings link to schedule a 15-minute in-person meeting with me to take a make up quiz. Write in the notes section of the booking that you are scheduling a make up quiz and include the date that you missed the quiz. Any work submitted weeks 14-16 will have a 3-day grace period for submission for which the same 3% penalty per day will apply. NO LATE WORK WILL BE ACCEPTED BEYOND THE GRACE PERIODS.

Late assignments will never be accepted for full credit except in cases of serious, documented illness or other hardship beyond the student's control or for student athlete accommodations when the date falls on the calendars I receive at the beginning of the semester from Athletics Academic Services. It is the responsibility of the student to plan for the on-time submission of all work and to reach out as soon as they are aware of a documentable excuse for late work.

Technical issues are not a valid excuse for submitting late work or requesting extensions.

Work submitted after 11:59 p.m. on the due date will be marked as one day late. The time on your computer may differ slightly from the time on the servers running WebCampus. If WebCampus indicates that your assignment was submitted late, it will be counted late. Please don't wait until the last minute to submit your assignments

Pronouns and Preferred Names

Gender Pronouns: My pronouns are she/her/hers (or ella if we are conversing in Spanish). I invite you to state your pronouns if you are comfortable doing so. I use "they/them/theirs" to refer to people both when a person states that these are their pronouns, and when I do not know a person's pronouns; I encourage you to do the same.

To add pronouns to your WebCampus profile, see instructions here:

<https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>

Preferred Names: To update your preferred name in MyNevada and WebCampus, email mynevada@unr.edu. If you use a name other than what is listed in MyNevada, please let me know, and I will gladly change my records.

Inclusion and Equal Opportunity

Opposition to Bigotry and Oppression: I unequivocally reject bigotry and oppression, including white supremacy, racism, xenophobia, anti-Semitism, Islamophobia, sexism, classism, homophobia, transphobia, and ableism. These forms of thought and action are antithetical to the values of education. I am committed to equity, justice, and democracy in society, on campus, and in the classroom. I welcome all people into learning, and I am happy to meet with any student seeking support or guidance.

Ground Rules for Respectful Class Discussion

I seek to facilitate open and honest discussion that allows you to test out ideas; to ask questions; to be productively challenged; and to learn both from me as a professor and from one other as students. Differences of opinion and perspective are welcome. I will reject discriminatory or threatening speech or behavior toward any person or group, including on the basis of race, ethnicity, national origin, religious identity, gender identity, gender expression, sexuality, economic status, or physical or mental ability.

In this classroom, students will be asked to regularly engage in respectful discussions on a variety of topics. In order to maximize the effectiveness of these discussions and enhance the learning experience for all students, the following ground rules for discussions and general classroom participation will be adopted:

- Listen respectfully, without interrupting.
- Listen actively and with a genuine desire to understand other points of view.
- Critique ideas, not people.
- Speak with care and respect, and understand that your words impact others.
- Support your positions with reliable evidence.
- Commit to learning and sharing information.
- Be open and willing to change your perspectives based on what you learn from others.
- Recognize that each person comes to a discussion with experiences that are different from your own.
- Recognize that there are different approaches and ideas for solving problems.
- Avoid blame, speculation and inflammatory language.
- Avoid generalizations about social groups
- Avoid assumptions about any member in the class.
- Do not ask individuals to speak for their (perceived) social group.

Content Advisory

We will be reading, watching, and discussing works dealing with sensitive themes and highly controversial topics (e.g., racialized violence, sexual assault, ableism, homophobia, torture). If you feel that you won't be able to engage with some of the material intellectually or emotionally, please speak with me privately.

Course Calendar and Topics Outline

All reading/listening/watching content outside of the required textbooks are contained in WebCampus as a link to an article, video, podcasts, etc. Readings are due before the class meeting for which they are scheduled. You are required to bring the readings to class with you in printed or digital format.

Week 1 [August 25-29] Welcome & Introduction to the Course

- Tuesday
 - Readings:
 1. Syllabus
 - In-Class Activity: How to take good Reading Notes
- Thursday
 - Readings and Listening:

1. *CHANGE!* Textbook: Student Victories (pp. xi-xii); Preface (pp. xiii-xvii)
2. Codeswitch Podcast: [“Protests are near constant. Do they work?”](#) (30 min listen)

Week 2 [September 1-5] Issue Development

- Tuesday
 - Readings:
 1. *Social Movements* Textbook: Chapter 1, Introduction
- Thursday
 - Readings:
 1. *CHANGE!* Textbook: Chapter 1, Issue Development
 - In-class activities:
 1. Discussion of Issues
 2. Quiz 1
- Sunday
 - Assignment: Portfolio 1 Due at 11:59pm

Week 3 [September 8-12] Choosing an Issue and Building a Team

- Tuesday
 - Reading and Viewing:
 1. *CHANGE!* Textbook: Chapter 2, Setting the Tone
 2. PBS Documentary: [Generational Activism](#)
 - In-class activities
 1. Review pprevious campaign binders
 2. Campaign pitches and decisions
- Thursday
 - Readings:
 1. *Social Movements* Textbook: Chapter 2, Theories of Social Movements and Collective Action
 - In-class activities
 1. Campaign Pitches and Decisions
 2. Quiz 2
- Sunday
 - Assignment: Portfolio 2 Due at 11:59pm

Week 4 [September 15-19] Building Power

- Tuesday
 - Reading and Viewing:
 1. *CHANGE!* Textbook: Chapter 4, Building Power
 2. History Notes Podcast Documentary: [The Kent State Massacre](#)
 - In-class activities
 1. Recruitment Strategy
- Thursday

- o Readings:
 - 1. *Social Movements* Textbook: Chapter 3, Issues in the Study of Social Movements and Collective Action
- o In-class activities
 - 1. Quiz 3
- Sunday
 - o Assignment: Portfolio 3 Due at 11:59pm

Week 5 [September 22-26] Strategies and Tactics

- Tuesday:
 - o Reading and Viewing:
 - 1. *Social Movements* Textbook: Chapter 4, The Protest Cycle of the 1960s and Beyond
 - 2. PBS Documentary: [The Five Demands](#)
- Thursday:
 - o Readings:
 - 1. *CHANGE!* Textbook: Chapter 7, Strategies and Tactics
 - o In-class activities
 - 1. Discussion of Strategies and Tactics
 - 2. Quiz 4
- Sunday
 - o Assignment: Portfolio 4 Due at 11:59pm

Week 6 [September 29-October 3] Target Analysis, Power Mapping

- Tuesday:
 - o Readings
 - 1. *CHANGE!* Textbook: Chapter 5, Research
 - o In-class activities
 - 1. Start Organizational Raps: We will start each Tuesday class from now on with an organizational rap
- Thursday:
 - o Readings
 - 1. *Social Movements* Textbook: Chapter 5, The Women's Movement
 - o In-class activities
 - 1. Quiz 5
- Sunday
 - o Assignment: Portfolio 5 Due at 11:59pm

Week 7 [October 6-10] Group Meetings

- Tuesday:
 - o Readings

- 1. CHANGE! Textbook: Chapter 8, Campaign Kickoff
 - o In-class activities
 - 1. Campaign Kickoff Plan
- Thursday:
 - o Reading and Viewing:
 - 1. *Social Movements* Textbook: Chapter 6, The LGBTQ(+) Movement
 - 2. Kanopy Documentary: [Pride Denied: Homonationalism and the Future of Queer Politics](#)
 - o In-class activities
 - 1. Quiz 6
- Sunday
 - o Assignment: Portfolio 6 Due at 11:59pm

Week 8 [October 13-17] Campaign Kickoff/Campaign Plan

- Tuesday:
 - o Readings
 - 1. CHANGE! Textbook: Chapter 9, Campaign Plan
 - o In-class activities
 - 1. Campaign Kickoff Feedback
- Thursday:
 - o Readings:
 - 1. *Social Movements* Textbook: Chapter 7, The Environmental Movement
 - o In-class activities
 - 1. Quiz 7
- Sunday
 - o Assignment: Portfolio 7 Due at 11:59pm

Week 9 [October 20-24] Campaign Evaluation (Notebook)

- Tuesday:
 - o Readings
 - 1. CHANGE! Textbook: Chapter 10, Campaign Evaluation: Passing it On
 - o In-class activities
 - 1. Review Final Presentation and Campaign Notebook Assignment
- Thursday:
 - o Readings
 - 1. *Social Movements* Textbook: Chapter 8, American Right-Wing Movements
 - o In-class activities
 - 1. Writing a press release
 - 2. Quiz 8
- Sunday

- o Assignment: Portfolio 8 Due at 11:59pm

Week 10 [October 27-31] Group Dynamics

- Tuesday:
 - o Readings
 - 1. CHANGE! Textbook: Chapter 6, Group Dynamics
- Thursday:
 - o Readings
 - 1. *Social Movements* Textbook: Chapter 9, Global Movements for Social Justice
 - o In-class activities
 - 1. Quiz 9
- Sunday
 - o Assignment: Portfolio 9 Due at 11:59pm

Week 11 [November 3-7] Change Theory

- Tuesday:
 - o Readings
 - 1. CHANGE! Textbook: Chapter 3, Change Theory
- Thursday:
 - o Readings
 - 1. *Social Movements* Textbook: Chapter 10, Conclusion: Social Movements and Social Change
 - o In-class activities
 - 1. Quiz 10
- Sunday
 - o Assignment: Portfolio 10 Due at 11:59pm

Week 12 [November 10-14] Campaign Action

- Tuesday: NO CLASS, Veteran's Day Observed
- Thursday:
 - o In-class activities
 - 1. Campaign event

Week 13 [November 17-21] Campaign Action

- Tuesday:
 - o Readings

1. [The Optimistic Activists for a Green New Deal: Inside the Youth-Led Singing Sunrise Movement](#)

- Thursday:
 - Readings:
 1. TBD, Selected readings on Reno Activism

Week 14 [November 24-27] Course Conclusion and Reflection

- Tuesday:
 - Readings
 1. CHANGE! Textbook: Chapter 11, The Hero's and Shero's Journey
 - Assignment: Portfolio 11 Due at 11:59pm (Includes Week 13 Readings)
- Thursday: NO CLASS, Thanksgiving Observed

Week 15 [December 1-4] Group Presentations

- Tuesday:
 - Assignment: Campaign Notebooks Due at 11:59pm
- Thursday:
 - In-Class Group Presentations

Week 16 [December 8-12] Group Presentations

- Tuesday:
 - In-Class Group Presentations
- Thursday, FINALS BEGIN
 - In-Class Group Presentations (if needed), 12:45-2:45 p.m.

Week 17 [December 15-17] Finals Week, NO CLASS MEETING

- Tuesday
 - Assignment: Peer and Self Evaluations Due at 11:59pm

University Policies

Statement on Academic Dishonesty

The University Academic Standards Policy defines academic dishonesty, and mandates specific sanctions for violations. See the University Academic Standards policy: [UAM 6,502](#).

Consider adding a generative AI statement in the academic integrity section. Clarify what, if any, use of generative AI tools is permitted (for which assignments, for which purposes) and how students will be expected to document and disclose use of generative AI tools. See appendix for sample language.

Statement on Student Compliance with University Policies

In accordance with section 6,502 of the University Administrative Manual, a student may receive academic and disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or any other prohibited action. "Disruptive behavior" is defined in part as behavior, including but not limited to failure to follow course, laboratory or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and with approval of the college dean. A student may also receive disciplinary sanctions through the Office of Student Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom. The student shall not receive a refund for course fees or tuition.

Statement of Disability Services

Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the [Disability Resource Center](#) (Pennington Achievement Center Suite 230) as soon as possible to arrange for appropriate accommodations.

This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.

Statement on Audio and Video Recording

Student-created Recordings

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Instructor-created Recordings

Class sessions may be audio-visually recorded for students in the class to review and for enrolled students who are unable to attend live to view. Students who participate with their camera on or who use a profile image are consenting to have their video or image recorded. If you do not consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not consent to have your voice recorded during class, keep your mute button activated and only communicate by using the "chat" feature, which allows you to type questions and comments live.

Statement on Maintaining a Safe Learning and Work Environment

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to

immigration concerns, please contact the University's Center for Civil Rights and Equal Access at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the [Center for Civil Rights & Equal Access](#) page.

Statement on Campus Closures or Delays

In the event of class cancellations or delays caused by inclement weather conditions, fire/smoke conditions, or other unforeseen emergencies, the safety and well-being of students are the University's top priority. Official notifications will be disseminated through the University website and other official channels with details related to any campus delays or closures.

In the event of a campus closure, you will be informed as to whether the class will be offered remotely or if it will be canceled. If the class is cancelled, you will receive information on how to address any missed course content.

Students facing significant impacts due to these events are encouraged to communicate with their instructor for potential accommodations.

"If you are sick, please do not come to class. If you must miss class due to illness, please contact your instructor immediately to make arrangements for any missed work or lecture materials."

Statement for Academic Success Services

Your student fees cover usage of the [University Math Center](#), (775) 784-4433; [University Tutoring Center](#), (775) 784-6801; and [University Writing & Speaking Center](#), (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Mental Health Support Statement

There are times when you may experience difficulties in life, and you may benefit from seeking help. Mental health services are available to you as a student at no additional cost through Counseling Services at the Pennington Student Achievement Center. This includes same-day in-person and tele mental health initial consultations, brief individual counseling, and group counseling sessions. Limited same-day appointments can be scheduled online via Counseling Services or by calling 775-784-4648. Additional brief drop-in "Let's Talk" student consultations are also available in the Counseling Services Annex located at the southwest corner of Great Basin Hall.

Veteran Statement

Veterans, Reservists, National Guard and military connected family members may wish to check the office of Veteran Services for benefits and support. Besides processing VA educational benefits, the department offers a variety of programs year-round to support student academic and personal success while transitioning to higher education and throughout your educational experience. They welcome inquiries regarding VA benefits and assist in navigating resources, the campus, and in the Reno community.

Generative AI Use is Not Allowed

For the purposes of this course, any and all uses of generative artificial intelligence (AI)/large language model tools (such as ChatGPT, DALL-E, Gemini, Microsoft Copilot, etc.) will be considered a violation of the [UNR Academic Integrity Policy \(UAM 6,502\)](#), specifically the prohibition against cheating or submitting work that is not your own.

This applies to all assessments in the course, including written assignments, discussions, and quizzes.

The following actions are prohibited:

- Submitting any part or all of an assignment statement or test questions as part of a prompt to a large language model AI tool.
- Incorporating any part of an AI-written response into a submitted assignment or assignment component.
- Using AI to summarize or contextualize reading assignments or source materials.
- Submitting your own work for this class to a large language model AI tool for iteration or improvement.