

## **PSYC 318A, Spring 2019**

### **Graduate Seminar on: The social psychology of collective action**

**Meeting:** Wednesdays 2-4:30pm, Jesup 107

**Office:** 103C

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**Office hours:** Mondays 2-4pm, and Thursdays 2-3pm, or by appointment (email me)

**Coursework:** available on Moodle

#### **Course learning outcomes:**

This course aims to familiarize you with the main areas of research pertaining to the social psychology of collective action, some of the past and current models of collective action and the different methods used to study collective action. The course is also aimed at developing your skills for critically evaluating research in both oral and written forms, your ability to discuss research findings in a group setting and to develop original ideas for research.

You will be responsible for completing 3-4 readings every week.

Consequently, by the end of this course you should:

- 1- Have acquired a good understanding of the different areas of social psychological research on collective action through the readings provided in the reading list.
- 2- Have developed your skills in evaluating theoretical arguments and empirical evidence in writing and speaking
- 3- Have developed the skills to explain, defend, question and discuss research findings with others
- 4- Have excellent skills in searching the literature, including the use of relevant data sources such as PsychLit, library catalogue and the World Wide Web.
- 5- Have developed your skills in reviewing the literature and producing novel research ideas.
- 6- Have experience of preparing and delivering PowerPoint presentations.
- 7- Have gained some exposure to scholarly work in collective action in other social science disciplines.

## Course Policy

### Please take note of the following:

1. Please be in class on time. If ever you come late, please be discrete.
2. You are responsible for the material and announcements that are made in lectures you have missed.
3. If you miss a lecture, please obtain notes from a classmate. As classmates, please be cooperative with one another.
4. Everyone must feel comfortable discussing their views in class. While you may disagree with other students' viewpoints, you are required to discuss your views in a respectful manner. This is part of your learning process. Disrespecting other students may lead to disciplinary action.

### Policies

**Missing Deadlines:** Late submissions for the final paper are penalized at 3% per day, i.e. if you submit any time within 24 hours of the deadline you lose 3 points, any time within 24 and 48 hours of the deadline you lose 6 points and any time within 72 hours you lose 9 points, but if you submit more than 72 hours after the deadline you are automatically marked as zero. Late assignments and late reaction papers are not accepted. Paper deadline or assignment deadline rescheduling will be provided **only** if the student provides a medical note or excuse letter that is acceptable by the AUB Administration (AUBMC or counseling centre).

**Academic Dishonesty:** Cheating, plagiarism, presenting work you did not do, or violating rules of proper academic conduct will be dealt with according to strict AUB recommendations. Please refer to AUB Student Code of Conduct: <http://www.aub.edu.lb/pnp/generaluniversitypolicies/Documents/StudentCodeConduct/StudentCodeConduct.pdf>, in particular section 1.1, which concerns academic misconduct including cheating, plagiarism, in-class disruption, and dishonesty. Please be aware that misconduct is vigorously prosecuted and that AUB has a zero tolerance policy. **Cheating or plagiarism of an assignment or paper will earn all involved parties a grade of zero, will lead to disciplinary action and could lead to course failure.**

**If you find yourself having some difficulty with coursework, talk to me about it.** There are many ways to solve whatever difficulty you're having. Cheating, in all its forms, should not be one of them.

**Grading:** Grading rubrics will be posted on moodle.

**Other issues:** I reserve the right to schedule extra sessions should these be deemed necessary but I will be providing you with advance notice and endeavour to tailor to your schedules. I reserve the right to change/specify grading distribution, assign extra readings, change dates of assignments/exams, modify the format of assignments or exams during the course if necessary but I will provide advance notice. We may at times have guest speakers during class for particular topics, in which case I will let you know in advance.

## **Non-Discrimination**

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: [accessibility@aub.edu.lb](mailto:accessibility@aub.edu.lb); +961-1-350000, x3246; West Hall, 314. If you have documented special needs and anticipate difficulties with the content or format of the course due to a physical or learning disability, please contact me and/or your academic advisor.

According to the University's [Non-Discrimination Policy](#), "AUB encourages a diverse student body and workforce, and is committed to the principle of equal opportunity in education and employment...AUB will provide reasonable accommodation consistent with the law to members of the AUB community with a disability. What constitutes a reasonable accommodation depends on the circumstances and, thus, will be addressed by AUB on a case-by-case basis."

Information about the process for students seeking special needs accommodations is available online at "[Accessible Education: Students with Special Needs](#)"  
[http://www.aub.edu.lb/sao/accessible\\_education/Pages/AccessibleEducationStudentswithSpecialNeeds.aspx](http://www.aub.edu.lb/sao/accessible_education/Pages/AccessibleEducationStudentswithSpecialNeeds.aspx)

AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at [www.aub.edu.lb/titleix](http://www.aub.edu.lb/titleix). To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or [titleix@aub.edu.lb](mailto:titleix@aub.edu.lb). An anonymous report may be submitted online via EthicsPoint at [www.aub.ethicspoint.com](http://www.aub.ethicspoint.com)

**Assessment: Note that all paper-based assignments/reaction papers/final paper should be submitted on Moodle via turnitin.**

**Class participation [20%] of your grade**

The success of this seminar depends on you participating in class discussion and activities. For that purpose it is essential that you complete the required readings every week and carefully watch the video lectures provided. Your participation grade will depend on you regularly contributing insights, criticisms and relevant questions to the weekly discussion, but also being a good and respectful listener. The goal of the discussion will be to deepen our understanding of the readings/lectures, critically evaluate the arguments and findings, pinpoint unresolved issues, and evaluate the implications of the research. There will also be group activities in class. Be prepared to share some content from your thought papers in class. See attached sheet for criteria used in evaluation of class participation. Your grade on this component will be an average of your participation grade in each session. However, your participation on the days in which you present your research will not count. Furthermore, your participation grade on days in which you are absent is zero. **Note that you are not allowed to miss more than 3 sessions during the term and doing so will lead to you being dropped out of the course.**

**Two presentations of articles: [20%] of your final grade (10% per presentation)**

Presentation slots will be chosen during class on our first meeting.

You will present twice during the semester, each time for **no more than 45 minutes**.

See attached guidelines for presentation.

In the presentation your goal will be to:

- provide a brief summary of the week's readings, articulating their theoretical background, their methods and findings.
- compare the readings, identify common or divergent themes.
- give a critical evaluation of the readings, pinpointing their strengths, weaknesses and limitations.
- discuss the theoretical and practical implications of the research for influencing collective action (lessons learnt).
- Discuss the applicability of the findings to real-world instances of collective action (e.g. you can give current or past examples from collective action in Lebanon or the Arab world or your country if you are not Arab in order to illustrate whether or not the readings apply to these real-world examples of collective action). Feel free to include audiovisual material.

**Reaction papers: [15%] of your grade, (3% each)**

You will be responsible for writing 5 critical reaction papers (1 page, single-spaced) over the course of the semester. You decide for which weeks you want to submit a critical reaction paper. They should be turned in via email to me no later than **9am on the day of the corresponding class**. The papers will aid your participation in class discussion. They must address an issue raised by the week's readings and contribute to class discussion. They can focus on one or more of the readings. They can consist of different formats such as:

- strengths and weaknesses of the papers, e.g. criticisms of the methodology, the arguments, alternative interpretation of the results, criticisms of the theoretical assumptions in the readings
- a synthesis of the readings (similarities, differences, links between them)

- a “hypothesis paper” which briefly describes a potential study (survey or experiment) based on the reading(s). This paper would have four paragraphs: 1) theoretical background of the idea, 2) your hypothesis/hypotheses, 3) methods: participants, design, measures, procedure.
  - a focus on practical implications of the paper(s) for influencing collective action with a critical lens. This can include thoughts on how the findings help you reinterpret past or current instances of collective action in Lebanon or the region.
  - other formats may be acceptable but discuss these with me first.
- NB: your reaction papers have to have diverse formats. Late reaction papers will not be accepted.***

**Two mini-presentations of contextual information: [6%] of your grade**

- **Mini-presentation 1: [4%]** A five to seven-minute presentation of results for the following observational assignment: you will monitor the daily occurrence of collective action as reported on the evening newshour on a Lebanese channel (LBCI or Al Jadeed) for one week (7 days). You will each need to pick different weeks this term (schedule TBD). You will need to note the following features for each instance (if known) and wherever applicable:
  - Actors: disadvantaged group/solidarity-based/mixed
  - Presence of political leaders: yes/no
  - Nature of grievances/demands: political/environmental/economic etc
  - Diffusion: single site versus multiple sites
  - Type of action: nonviolent/violent
  - Occurrence of repression or confrontation with state authorities or counter-demonstrators: yes/no
  - Normative (e.g. demonstration, petition/statement etc)/non-normative (e.g. road blockage, burning tires, sit-in; riot).

Analyse:

  - The average number of collective actions per day
  - Identify any emerging pattern/trend in the data by calculating and commenting on the percentage of actions that fall into each category based on each feature above (e.g. 20% of all actions had environmental demands)
  - Share any observations, insights, or lessons learnt based on your analysis as well as any difficulties encountered in the data collection exercise.
- **Mini-presentation 2: [2%]** A five-minute presentation on the **current** legal framework governing freedom of association and freedom of assembly as well as perceptions of such freedoms in any of the following Arab countries: Lebanon, Jordan, Kuwait, Morocco, Tunisia, Egypt, United Arab Emirates, Qatar, Saudi Arabia, Palestine, Algeria. Some of these countries (Lebanon, Jordan, Kuwait, Morocco and Tunisia) are covered in two reports (posted on Moodle). Information on recent changes to the laws governing freedom of association and assembly in any of the countries (particularly those that witnessed Arab uprisings) are welcome. You will be divided into two groups for these presentations (Group 1 and Group 2). **Due dates are in the calendar below.**

**Three assignments: [9%] of your grade (3% each)**

**Due dates are in the calendar below and are due on the day of the class at 9am.**

- **Assignment 1: [3%]** Reflective/introspective piece on your personal experience engaging in collective action in the past (up to two single-spaced pages):
  - o describe the collective action (objective, actors/organizers and type of action)
  - o what factors pushed you to participate?
  - o what factors were pulling you away from participation?
  - o What emotions did you experience during and after participation?
  - o What lessons did you learn about what makes collective action succeed/fail?
- **Assignment 2: [3%]** Observational assignment (up to two single-spaced pages):
  - o Analyse an upcoming or past call for collective action (e.g. petition; protest; sit-in; martyrdom/suicide attack statement; political speech excerpt; tweet) and identify which social-psychological factors the mobilizers are trying to use and what ingredients of success may be missing based on social psychological research.
  - o Note that the call must be included in an appendix
- **Assignment 3: [3%]** Interdisciplinarity assignment (one single-spaced page):
  - o You will pick one webinar of nine to watch from the International Centre for Nonviolent Conflict (ICNC) webpage.  
<https://www.nonviolent-conflict.org/webinars/>  
The list of nine webinars is posted on moodle. These webinars typically showcase research presentations by social scientists on nonviolent conflict and civil resistance. Your task is to link the concepts/findings/lessons from the webinar to social-psychological research on the factors surrounding collective action. How can we study this topic from a social psychological perspective? How do the findings help develop social psychological research on collective action? Similarly, how can social-psychological research on collective action help inform the findings?

**Final paper: [30%] of your grade**

A final paper is due on **April 24<sup>th</sup>, 2019**.

This will be a 5,000 word theoretical paper that proposes novel models/directions for social psychological research on collective action based on a review of different literatures. The research topics are assigned but also subject to flexibility depending on your interests. I am available during office hours or by appointment to help you refine your ideas and suggest appropriate resources or references.

## Coursework:

**NB: April 12<sup>th</sup> is the last day of withdrawal from this course.**

### **1) Week of January 22**

#### **\*Introduction:**

Get to know each other, discuss syllabus, course requirements, schedule, discuss definition of collective action, decide on presentation slots.

### **2) Week of January 28**

#### **\*Crowd behavior**

Reicher, S.D. (1984). The St Paul's riot: An explanation of the limits of crowd action in terms of a social identity model. *European Journal of Social Psychology*, 14, 1-21.

Stott, C., & Reicher, S. (1998a). Crowd action as inter-group process: Introducing the police perspective. *European Journal of Social Psychology*, 28, 509-529.

Stott, C., Drury, J., & Reicher, S. (2017). On the role of a social identity analysis in articulating structure and collective action: the 2011 riots in Tottenham and Hackney. *British Journal of Criminology*, 57, 964-981.

#### **Assignment 1 due**

### **3) Week of February 4**

#### **\*Injustice/Relative deprivation & Emotion**

Tyler, T. R., & Smith, H. J. (1998). Social justice and social movements. In D. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of social psychology* (pp. 595–629). New York: McGraw-Hill.

Smith, H. J., & Ortiz, D. J. (2002). Is it just me? The different consequences of personal and group relative deprivation. In I. Walker & H. J. Smith (Eds.), *Relative deprivation: Specification, development, and integration* (pp. 91–115). Cambridge, England: Cambridge University Press.

Mackie, D. M., Devos, T., & Smith, E. R. (2000). Intergroup emotions: Explaining offensive action tendencies in an intergroup context. *Journal of Personality and Social Psychology*, 79, 602-616.

### **4) Week of February 11**

#### **\*Efficacy**

Klandermans, B. (1984). Mobilization and participation: Social psychological expansions of resource mobilization theory. *American Sociological Review*, 49, 583-600.

Mummendey, A., Kessler, T., Klink, A., & Mielke, R. (1999). Strategies to cope with negative social identity: Predictions by social identity theory and relative deprivation theory. *Journal of Personality and Social Psychology*, 76, 229–245.

Thomas, E., & Louis, W. (2013). When will collective action be effective? Violent and nonviolent protest differentially influence perceptions of legitimacy and efficacy among sympathizers. *Personality and Social Psychology Bulletin*, doi: 10.1177/0146167213510525

## **5) Week of February 18**

### **\*Identity**

- Simon, B., Loewy, M., Stürmer, S., Weber, U., Freytag, P., & Habig, C., et al. (1998). Collective identification and social movement participation. *Journal of Personality and Social Psychology*, 74, 646-658.
- Klandermans, P.G. (2014). Identity politics and politicized identities: Identity processes and the dynamics of protest. *Political Psychology*, 31, 1-22.
- Simon, B., Trötschel, R., & Dähne, D. (2008). Identity affirmation and social movement support. *European Journal of Social Psychology*, 38, 935-946.

## **6) Week of February 25**

### **\*Integrative models (1)**

- Stürmer, S., & Simon, B. (2004). Collective action: Towards a dual pathway model. *European Review of Social Psychology*, 15, 59-99.
- Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: A quantitative research synthesis of three socio-psychological perspectives. *Psychological Bulletin*, 134, 504-535.
- Van Zomeren, M., Kutlaca, M., & Turner-Zwinkels, F. (2018). Integrating who we are with what we (will not) stand for: A further extension of the Social Identity Model of Collective Action. *European Review of Social Psychology*, 29, 122-160.

## **7) Week of March 4**

### **\*Integrative models (2)**

- Reicher, S. (2012). When prisoners take over the prison. A social psychology of resistance. *Personality and Social Psychology Review*, 16 (2), 154-179.
- Sweetman, J., Leach, C.W., Spears, R., Pratto, F., & Saab, R. (2013). "I have a dream": A typology of social change goals. *Journal of Social and Political Psychology*, 1(1).
- Górska, P., Bilewicz, M., & Winiewski, M. (2017). Invisible to the state. Institutional sexual stigma and collective action of LGB individuals in five East European countries. *Group Processes & Intergroup Relations*, 20(3), 367-381. doi: 10.1177/1368430216684646
- Odag, Ulug, & Solak (2016). "Everyday I'm Çapulung". *Journal of Media Psychology*, 28(3), 148-159.

## **8) Week of March 11**

### **\*Choosing between different collective action tactics**

- Wright, S. C., Taylor, D. M., & Moghaddam, F. M. (1990b). Responding to membership in a disadvantaged group: From acceptance to collective protest. *Journal of Personality and Social Psychology*, 58, 994-1003.
- Tausch, N., Becker, J., Spears, R., Christ, O., Saab, R., Sing, P. & Siddiqui, R.N. (2011). Explaining radical group behavior: Developing emotion and efficacy routes to normative and non-normative collective action. *Journal of Personality and Social Psychology*, 101, 129-148.
- Taylor, D., Wohl, M.J.A., & King, M. (2010). The psychology of violent conflict in failing states: A review of the scientific literature. Defense Research and Development: Canada.

## 9) Week of March 18

### \*How do we explain solidarity-based collective action by advantaged group members and by third parties?

- Leach, C. W., Snider, N., & Iyer, A. (2002). Poisoning the consciences of the fortunate: The experience of relative advantage and support for social equality. In I. Walker & H. J. Smith (Eds.), *Relative deprivation: Specification, development, and integration* (pp. 136-163). New York: Cambridge University Press.
- Iyer, A., Schmader, T., & Lickel, B. (2007). Why individuals protest the perceived transgressions of their country: The role of anger, shame and guilt. *Personality and Social Psychology Bulletin*, 33, 572-587.
- Reicher, S., Cassidy, C., Wolpert, I., Hopkins, N., & Levine, M. (2006). Saving Bulgaria's Jews: An analysis of social identity and the mobilisation of social solidarity. *European Journal of Social Psychology*, 36, 49-72.
- Thomas, E. F., & McGarty, C. (2009). The role of efficacy and moral outrage norms in creating the potential for international development activism through group-based interaction. *British Journal of Social Psychology*, 48, 115-134.

### Assignment 2 due

## 10) Week of March 25

### \*Inhibiting factors

- Becker, J.C., Wright, S.C. (2011). Yet another dark side of chivalry: Benevolent sexism undermines and hostile sexism motivates collective action for social change. *Journal of Personality and Social Psychology*, 101 (1), 62-77.
- Becker, J.C. (2013). The system-stabilizing role of identity management strategies: Social creativity can undermine collective action for social change. *Journal of Personality and Social Psychology*, 103(4), doi: [10.1037/a0029240](https://doi.org/10.1037/a0029240)
- Jost, J., Becker, J., Osborne, D., & Badaan, V. (2017). Missing in (Collective) Action: Ideology, system justification, and the motivational antecedents of two types of protest behaviour. *Current Directions in Psychological Science*, 26, 99-108.
- Radke, H.R., Hornsey, M., & Barlow, F.K. (2016). Barriers to women engaging in collective action to overcome sexism. *American Psychologist*, 71, 863-874.

## 11) Week of April 1

### \*Intergroup contact and collective action

- Wright, S. C. & Lubensky, M. (2008) The struggle for social equality: Collective action vs. prejudice reduction. In: *Intergroup misunderstandings: Impact of divergent social realities*, ed. S. Demoulin, J. P. Leyens & J. F. Dovidio, pp. 291–310. Psychology Press.
- Saguy, T., Tausch, N., Dovidio, J., & Pratto, F. (2009). The irony of harmony: Intergroup contact can produce false expectations for equality. *Psychological Science*, 20 (1), 114-121.
- Cakal, H., Hewstone, M., Schwär, G. & Heath, A. (2011) An investigation of the social identity model of collective action and the “sedative” effect of intergroup contact among Black and White students in South Africa. *British Journal of Social Psychology* 50:606–27.

### Assignment 3 due

## **12) Week of April 8**

### **\*Culture and collective action**

Van Zomeren, M., & Louis, W. (2017). Culture meets collective action: Exciting synergies and some lessons to learn for the future. *Group Processes and Intergroup Relations, 20*, 277-284.

Jasper, J.M. (2017). The doors that culture opened: Parallels between social movement studies and social psychology. *Group Processes and Intergroup Relations, 20*, 285-302.

Fischer, F.B., Becker, J.C., Kito, M., & Nayir, D.K. (2017). Collective action against sexism in Germany, Turkey, & Japan: The influence of self-construal and face concerns. *Group Processes and Intergroup Relations, 20*, 409-423.

### **13) Week of April 15**

#### **\*Collective action research on Arab uprisings**

- Awad, S.H. (2016). The identity process in times of rupture: Narratives from the Egyptian Revolution. *Journal of Social and Political Psychology, 4*, 128-141.
- Ayanian, A. & Tausch, N. (2016). How risk perception shapes collective action intentions in repressive contexts: A study of Egyptian activists during the 2013 post-coup uprising. *British Journal of Social Psychology*.
- Rimé, B, Yzerbyt, V., & Mahjoub, A. (2017). Perception of emotional climate in a revolution: Test of a multistage theory of revolution in the Tunisian context. *British Journal of Social Psychology, 56*, 633-654.

#### **Mini-presentations 2 Group 1**

### **FINAL PAPERS DUE ON DAY OF CLASS THIS WEEK**

### **14) Week of April 22**

#### **\*Collective action research in Lebanon**

- Kerbage, C. (2017). Politics of coincidence: The HIRAK confronts its "Peoples". *Working paper #41. Issam Fares Institute for Public Policy and International Affairs*. (3 persons to present this).
- Khneisser, M. (2018). The marketing of protest and antinomies of collective organization in Lebanon. *Critical Sociology, 1-22*.
- Geha, C. (2018). Understanding Arab civil society: Functional validity as the missing link. *British Journal of Middle Eastern Studies*.

#### **Mini-presentations 2 Group 2**