EXAMINER GUIDELINES

EXAM SOSGEO4801 spring 2024

Answer 3 out of 4 questions and use examples from the different social movements we discussed in the course in your discussion of the concepts. All questions have equal weight, and we suggest you use 1/3 of the time for each of them.

1. Discuss the role of resource mobilization and political opportunities in the development of a social movement.

This question refers especially to lecture 2 and the assigned readings for this lecture, but the student can also draw on readings and cases from other lectures. In answering this question, the student is expected to provide a brief definition of the two core concepts and provide some examples from concrete cases. The foremost resource types that have been discussed include money, leadership skills and knowledge, material capital, conscience constitutents and cultural resources, while political opportunities have especially been discussed with reference to the openness/closure of political institutions, cleavage structures in society, political alliance/conflict structures, strategies of political authorities, and the authorities' use of repression. As for the role of resources and political opportunities, the candidates could refer to the general argument that grievances are not enough, but successful mobilization and influence also requires resources and opportunities. The student should illustrate this argument with reference to one or more concrete social movement (s).

2. Social movements tend to construct collective identities. Discuss the identity dilemmas that movements confront internally and externally.

This question demands that the student refers to the literature for lecture 3 on collective identities, identity dilemmas and intersectionality. There are two chapters in the book on identity dilemmas by McGarry and Jasper and one article on collective identities by Fominaya that are of special importance. Students must be able to discuss how collective identities in social movements are constructed and which internal and external dilemmas they confront movements with. The examples discussed should come from the lectures and the associated literatures on specific movements, for example LGBTQ, antiracism, right-wing populism, climate movements or anti-autocratization movements. To get a high grade the student must show that they can relate the literature on specific movements to the theoretical discussions of collective identities and identity dilemmas. Discussion of relevant contemporary movement issues does also count positive.

3. What is the role of spatiality in the development and strategies of social movements?

This question refers especially to lecture 5 and the assigned readings for this lecture, but the student can also draw on readings and cases from other lectures (especially the chapter by Routledge assigned for lecture 1). In answering the questions, the candidates are expected to provide a brief discussion of the meaning of 'spatiality' before discussing how spatiality may help or hamper the development, strategies and impacts of one or more social movement(s). In discussing spatiality, the

student can outline how spaces may be understood as material, discursive and/or lived and can be studied more concretely through the concepts of space, place, territory and scale. In discussing the role of spatiality, the student could for example highlight the role of place as arenas for mobilization, identity formation/framing and collective protest, and the importance of spatial networks/scale for breaking out of localities to mobilize support and exert influence.

4. Discuss the role of mass and social media for social movements.

Lecture 4 took up the question of media for social movements. The article by Mattoni situates digital media in a longer media ecology perspective and mentions the media practice perspective focusing on how movements may use media. There are also two empirical articles that looks at questions of scaling and networks of supporters and opponents to Black Lives Matter, one of these mentioning the two different models of swarms and grassroots. Many of the other lectures on specific movements also relate to the role of mass and social media, discussing movements' own use of media and outside (journalist and opponent) portrayals of movements through different mass and social media. It is important that the student shows knowledge of how movements always have depended on media in order to spread their message and get attention, and that digital media opens possibilities for mobilization and positive framing, as well as produce challenges