

Point Loma Nazarene University
Department of History and Political Science

**Political Science 4055:
Protest and Social Movements in World Politics**



Spring 2023	Instructor: Dr. Lindsey Lupo
Course Time: MWF 12:15-1:20pm	Office: Colt Hall 115 (downstairs)
Course website: On Canvas	Office Hours: Wednesdays 1:30-2:30pm in my office, occasional days on the track (see Canvas for dates and details), or feel free to set up a time that works for you!
Class Location: Colt Hall 120	Email: lindseylupo@pointloma.edu
	Office Phone: (619) 849-7589

PLNU Mission:

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

Course Description:

Protest politics and social movements have become permanent features of our global and domestic society, constantly challenging political institutions and the status quo and fighting for change in a culture that doesn't always value change. Social movements typically have political goals and seek to engage in anything from simple transformation to full scale revolution. This course looks at the theories and concepts behind studies of protest and social movements and seeks to answer such questions as why do they happen and are they effective? We will also read three books that each dissect a movement or movements: the American Civil Rights Movement, women's movements in sub-Saharan Africa, and a study of six "people power" movements in non-democratic countries.

Course Readings:

All readings are required and are available at the PLNU Bookstore. Copies of McAdam (1982), Schock (2005), and McAdam and Snow (2010) are also available on two-hour reserve at the Ryan Library:

1. Fallon, Kathleen M. 2008. *Democracy and the Rise of Women's Movements in Sub-Saharan Africa*. Baltimore: The Johns Hopkins University Press.
2. McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency, 1930-1970*.
3. McAdam, Doug and David Snow, eds. 2010 (2nd edition). *Social Movements: Readings on Their Emergence, Mobilization, and Dynamics*. Oxford: Oxford University Press.
4. Meyer, David. 2014 (2nd edition). *The Politics of Protest*. Oxford: Oxford University Press.
5. Schock, Kurt. 2005. *Unarmed Insurrections: People Power Movements in Nondemocracies*. Minneapolis: University of Minnesota Press.

Course Format and Expectations:

This course will meet three times per week for the semester. It is in your best interest that you attend every day. It is also essential that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings.

Students are encouraged to participate during class time. In fact, this course will at times run in a seminar-style, requiring from you dedication to the assigned readings and thoughtful reflection on concepts and case studies. As such, our time in class will be spent on a combination of lecture, discussion, group activities, and short videos.

Specifically, the **course learning outcomes** (CLOs) include the following:

- Students will understand the basic nature of social movement activity.
- Students will demonstrate an ability to apply social movement theory to actual protests and movements.
- Students will compare different social movements throughout history, articulating similarities and differences.
- Students will critically analyze specific social movements.
- Students will be able to judge and assess the various components of a social movement.

And for the students in the political science major, the **program learning outcomes** (PLOs) assessed in this course are:

- Evaluate, design, and apply social science research with respect to political phenomena (PLO 1 assessed through the critical analysis briefs and the final research paper).
- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 2 assessed through the roundtable discussions).
- Develop and express ideas in written communication in an effective and scholarly manner (PLO 4 assessed through the midterm exam and final research paper).

Finally, I promise to work hard to help you in this learning journey and in return, I ask that you commit yourself to a few things this semester: attending class regularly, keeping up with assignments and readings, coming to class on time and prepared, engaging with the classroom community while in class, and thinking about the course material in a deep and reflective way. If we all dedicate ourselves to the learning process, we can have so much fun – I promise!

Examinations/Writing/Assessment Requirements:

Midterm Exam – the midterm exam will be in-class (you'll have the full 65 minutes) and will consist of five short answer questions covering the reading, lectures, group work, and discussions up to that point. You will write answers to three of these questions. Insight, strong analysis, clear connections to course content, and a sophisticated writing style will be the criteria on which I will be grading.

Critical Analysis Briefs – toward the end of the course, we'll be reading three academic books (McAdam, Schock, and Fallon) on real-world social movements. All three books are required reading but for this assignment, you will choose only two for which to write a critical analysis brief. Each of the briefs should be 3-5 pages in length and the due dates appear on the schedule below. For the book on which you choose to NOT write the brief, you will instead submit a short reflection piece. The full prompt for each of these assignments is on Canvas.

Final Paper – for the final paper, you will be writing on the social movement or protest of your choice. The full prompt for the paper is on Canvas.

Participation – you will be assessed on your participation. This assessment will include, but not be limited to, your contributions to whole class and small group discussions, general attendance patterns (including arrival and departure time), emailing the professor (or coming to office hours) with questions, insights, or comments regarding course content, and generally having a participatory and engaged attitude toward the course. Finally, your contributions to our *roundtable* discussions will be considered when calculating your participation grade.

**All late assignments/exams (in-class and out of class) will have points deducted – exceptions to this policy are rare and made on a case-by-case basis. Additionally, please note that I may change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all the course's expectations – e.g., a brother's wedding, a broken laptop, or whatever – come and talk to me immediately. With abundant notice, I'll be as accommodating as possible, as long as it does not compromise fairness for all.*

Grading:

Midterm Exam	75 points
Critical Analysis Briefs (2 briefs)	80 points (40 points each)
Reflection Piece (1 piece)	15 points
Final Paper	100 points
Participation (including attendance and roundtable discussions)	30 points
TOTAL	300 Points

Grade Scale Based on Percentages:

A	B	C	D	F
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

Schedule:

DATE	TOPIC	READING / ASSIGNMENT
	Part I: Introduction to Concepts and Theories	
Week 1		
Tuesday, January 10	Welcome and introduction to the course	No reading or media assignments
Wednesday, January 11	Defining social movements and contentious politics – Part I	Read McAdam & Snow, “Introduction;” Read Meyer, pgs. 8-16
Friday, January 13	Defining social movements and contentious politics – Part II	Read the Tilly article; Read McAdam & Snow, chapter 28
Week 2		
January 16	No class – Celebrate MLK, Jr.	No reading or media assignments
January 18	Theories of social movements - Part I: classical, resource mobilization, and political process models	Read McAdam, pgs. 1-35; Listen to NPR news story (“The Activist Who Threw Soup...”)
January 20	Theories of social movements - Part II: classical, resource mobilization, and political process models	Read McAdam, pgs. 36-59
Week 3		
January 23	Theories of social movements - Part III: political opportunity structures and the political process model	Read McAdam & Snow, chapters 5 and 6
January 25	The origins of protest – Part I	Read Meyer, chapter 2
January 27	The origins of protest – Part II	Read the Meyer article; Read McAdam & Snow, chapter 7
Week 4		
January 30	Mobilization - Part I	Read Meyer, chapter 3; Read the Graham article
February 1	Mobilization - Part II	Read the Viterna chapter; Read McAdam & Snow, chapter 18
February 3	Roundtable I: Mobilization - Part III	Read McAdam & Snow, chapter 15; Read the Hirsch chapter
Week 5		
February 6	The diversity in movements	Read Meyer, chapter 4; Read McAdam & Snow, chapter 19; Read Rohlinger post (“3 Ways...”)
February 8	Strategy - Part I	Read Meyer, chapter 5; Read McAdam & Snow, chapter 35

February 10	Strategy - Part II	Read Meyer, chapter 6; Read Rohlinger article (“Friends and Foes...”)
Week 6		
February 13	Strategy - Part III	Read McAdam & Snow, chapter 26; Read Rohlinger and Bunnage article
February 15	Roundtable II: Strategy - Part IV	Read the Taylor, et al. chapter; Read the Gladwell article
February 17	Civil disobedience	Read Meyer, chapter 7; Read the interview with Ricardo Dominguez
Week 7		
February 20	Protest and the government	Read Meyer, chapter 8; Listen to the podcast episode on the Indian farmers’ revolt
February 22	Outcomes	Read Meyer, chapter 10; Read the Tesler article; Read the Scherer et al. article
February 24	Midterm review; Social movements and protest today	Read one recent news article that discusses political protest or social movements in some way. Be prepared to discuss with the class how it relates to concepts, themes, theories, or case studies that we have read about or talked about in this course.
Week 8		
February 27	Midterm Exam	Midterm Exam
Part II: The U.S. Civil Rights Movement		
March 1	The Civil Rights Movement: The historical context	Read McAdam, chapters 4 and 5
March 3	The Civil Rights Movement: Generation	Read McAdam, chapter 6
Spring Break		
March 6-10	No Class - Spring Break	No reading
Week 9		
March 13	The Civil Rights Movement: Heyday	Read McAdam, chapter 7
March 15	Roundtable III: The Civil Rights Movement	Read McAdam & Snow, chapter 12
March 17	The Civil Rights Movement: Decline	Read McAdam, chapter 8
Week 10		
March 20	Roundtable IV: The Civil Rights Movement	Read McAdam, chapter 9; Read the Coates article

March 22	The legacy of the Civil Rights Movement: Where are we today?	Watch Martin Luther King, Jr.'s "I Have A Dream" speech (1963); Watch Barack Obama's "A More Perfect Union" speech (2008); Read the Edsall article; Read the Gay article
March 24	Synthesis: Bringing it all together	No reading DUE: Critical Analysis Brief #1 (McAdam) due on Canvas by the start of class (OR your reflection piece on the book if you choose not to do this critical analysis brief)
	Part III: "People Power" Movements in Six Non-Democracies	
Week 11		
March 27	Contentious politics: Strategies for addressing oppression	Read Schock, Introduction and chapter 1
March 29	Contentious politics: Two models	Read Schock, chapter 2; Read the Rosenberg article
March 31	South Africa and the Philippines	Read Schock, chapter 3; Read the Fisher article
Week 12		
April 3	Burma (Myanmar) and China	Read Schock, chapter 4; Read <i>The Economist</i> article; Watch the Frontline documentary
April 5	Nepal and Thailand	Read Schock, chapter 5 DUE: Your chosen social movement or protest for the final paper
April 7	No class – Happy Easter!	No reading
Week 13		
April 10	No class – Happy Easter!	No reading
April 12	Roundtable V: Resilience and leverage in unarmed insurrections	Read Schock, chapter 6; Read the An Xiao chapter (4.3)
April 14	Synthesis: Bringing it all together	No reading DUE: Critical Analysis Brief #2 (Schock) due on Canvas by the start of class (OR your reflection piece on the book if you choose not to do this critical analysis brief)

	Part IV: Democracy and Women's Movements	
Week 14		
April 17	Democracy and the rise of women's movements: Female political participation in sub-Saharan Africa	Read Fallon, chapters 1-3
April 19	Democracy and the rise of women's movements: Mobilization - Part I	Read Fallon, chapters 4-5
April 21	Democracy and the rise of women's movements: Mobilization - Part II	Read Fallon, chapter 6
Week 15		
April 24	Roundtable VI: Democracy and the rise of women's movements	Read Fallon, chapter 7; Read McAdam & Snow, chapter 36
April 26	Synthesis: Bringing it all together	No reading DUE: Critical Analysis Brief #3 (Fallon) due on Canvas by the start of class (OR your reflection piece on the book if you choose not to do this critical analysis brief)
April 28	You say you want a revolution: what social movement would you start?	No reading
Final Exams Week		
Friday, May 5 th	Final paper due	Final paper due by 10:30am on Canvas.

Full citations for course readings that are on Canvas (e.g., not required for purchase as those listed on page 1 of the syllabus):

An Xiao, Mina. 2019. *Memes to Movements: How the World's Most Viral Media is Changing Social Protest and Power*. Boston: Beacon Press.

Barbaro, Michael. 2021. "The Farmers Revolt in India." *The Daily*, November 24, 2021. Available at: <https://www.nytimes.com/2021/11/24/podcasts/the-daily/india-farmers-protest.html>.

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*, June 2014.

Economist, The. 2021. "Myanmar's Failing Coup: Burmese Blaze." *The Economist*, April 17, 2021.

Edsall, Thomas B. 2013. "How Much Does Race Still Matter?" *New York Times*, February 27, 2013.

Fisher, Max. 2022. "Even as Iranians Rise Up, Protests Worldwide are Failing at Record Rates." *New York Times*, September 30, 2022. Available at <https://www.nytimes.com/2022/09/30/world/middleeast/iran-protests-haiti-russia-china.html>.

- Frontline. 2020. "The Battle for Hong Kong." PBS, February 11, 2020. Available at <https://www.pbs.org/wgbh/frontline/documentary/battle-for-hong-kong/>.
- Gay, Ross. 2013. "Some Thoughts on Mercy." *The Sun*, July 2013, Issue 451.
- Gladwell, Malcolm. 2010. "Small Change: Why the Revolution will not be Tweeted." *The New Yorker*, October 4, 2010.
- Graham, Ruth. 2022. "'The Pro-Life Generation': Young Women Fight Against Abortion Rights." *New York Times*, July 3, 2022. Available at: <https://www.nytimes.com/2022/07/03/us/pro-life-young-women-roe-abortion.html>
- Hirsch, Eric L. 1990. "Generating Commitment Among Students." In *The Social Movements Reader: Cases and Concepts*, Third Edition (2015), edited by Jeff Goodwin and James M. Jasper, 105-113.
- Meyer, David. 2003. "Political Opportunity and Nested Institutions." *Social Movement Studies* 2(1): 17-35.
- NPR News Morning Edition. November 1, 2022. "The Activist Who Threw Soup on a Van Gogh Painting Says It's the Planet that is being Destroyed." Available at <https://www.npr.org/2022/11/01/1133041550/the-activist-who-threw-soup-on-a-van-gogh-explains-why-they-did-it>.
- Rohlinger, Deana. 2018. "3 Ways the Women's Movement in U.S. Politics is Misunderstood." *The Conversation*, November 15, 2018. Available at: <https://theconversation.com/3-ways-the-womens-movement-in-us-politics-is-misunderstood-106738>.
- Rohlinger, Deana A. November 2006. "Friends and Foes: Media, Politics, and Tactics in the Abortion War." *Social Problems* 53(4): 537-561.
- Rohlinger, Deana A. and Leslie A. Bunnage. 2018. "Collective Identity in the Digital Age: Thin and Thick Identities in Moveon.org and the Tea Party Movement." *Mobilization* 23(2): 135-157.
- Rosenberg, Tina. 2011. "Revolution U: What Egypt Learned From the Students Who Overthrew Milosevic." *Foreign Policy*, February 16, 2011.
- Scherer, Michael, Josh Dawsey, Caroline Kitchener, and Rouben, Rachel. 2022. "A 49 Year Crusade: Inside the Movement to Overturn Roe v. Wade." *The Washington Post*, May 7, 2022. Available at: <https://www.washingtonpost.com/politics/2022/05/07/abortion-movement-roe-wade/>.
- Shepard, Benjamin and Stephen Duncombe. 2002. "Mayan Technologies and the Theory of Electronic Civil Disobedience (An interview with Ricardo Dominquez)" in *From ACT UP to the WTO*, edited by Benjamin Shepard and Ronald Hayduk. London: Verso.
- Taylor, Verta, Katrina Kimport, Nella Van Dyke, and Ellen Ann Anderson. 2009. "Tactical Repertoires: Same Sex Weddings." In *The Social Movements Reader: Cases and Concepts*, Third Edition (2015), edited by Jeff Goodwin and James M. Jasper, 266-282.

Tesler, Michael. 2020. "The Floyd protests will likely change public attitudes about race and policing. Here's why." *The Washington Post*, June 5, 2020. Available at: <https://www.washingtonpost.com/politics/2020/06/05/floyd-protests-will-likely-change-public-attitudes-about-race-policing-heres-why/>.

Tilly, Charles. 1997. "Social Movements as Political Struggle." Draft entry for the *Encyclopedia of American Social Movements*, July 1997.

Viterna, Jocelyn S. 2006. "Women's Mobilization into the Salvadoran Guerilla Army." In *The Social Movements Reader: Cases and Concepts*, Third Edition (2015), edited by Jeff Goodwin and James M. Jasper, 82-99.

Incompletes and Late Assignments:

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Late assignments can be submitted but will have points deducted.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Spiritual Care:

PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Student Life and Formation](#).

Campus Resources:

Research librarians are available to help you in the Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619) 592-8884, or by email at reflib@pointloma.edu. To search the library for books and articles, please click here to visit their [main website](#).

The Wellness Center is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8:00am-12:30pm and 1:30pm-4:00 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525.

Any student who has *difficulty affording groceries or accessing sufficient food to eat every day*, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to [contact the Dean of Students](#), Dr. Jake Gilbertson or Resident Director Jong Yoon (jyoon@pointloma.edu). Additionally, if you struggle with food insecurity or unstable housing, please let me know if you are comfortable in doing so. This will enable me to better understand the hardships you are navigating and to help connect you to available resources. Finally, please note that PLNU offers a Swipe Out Hunger program that allows students that are experiencing food insecurity to request free meal swipes (contact the Student Care and Engagement Assistant, Jen Klotz, at jklotz@pointloma.edu).

Title IX of the Education Amendments (1972) protects your right to an educational experience that is free from sexual discrimination, sexual harassment, and sexual violence. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes *safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment*. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available on the [PLNU website](#). PLNU's Title IX Coordinator is Danielle Brown Friberg and she can be reached at titleix@pointloma.edu or (619) 849-2313. The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute

confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Student Life and Formation (619-849-2655).
