

Point Loma Nazarene University
Department of History and Political Science
Political Science 455:
Protests and Social Movements in World Politics



Spring 2017	Instructor: Dr. Lindsey Lupo
Course Time: MWF 12:15-1:20pm	Office: Colt Hall 115
Course website: canvas.pointloma.edu	Office Hours: Mon. 1:30pm-2:30pm and feel free to drop by anytime
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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.

Course Description:

Protest politics and social movements have become permanent features of our society, constantly challenging political institutions and the status quo and tirelessly 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 Fallon (2008), McAdam (1982), Schock (2005), and McAdam and Snow (2010), as well as an older edition of Meyer (2007) are also available on 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, “lecture” time 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, 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 2).
- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 3).
- Develop and express ideas in written communication in an effective and scholarly manner (PLO 5).

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 7-10 pages 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, attendance, emailing the professor (or coming to office hours) with questions or comments regarding the reading or lectures, and

generally having a participatory and positive attitude regarding elements of the course. 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 unless notification and arrangements are made with the instructor at least 24 hours prior to the assignment's due date.*

Grading:

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

Schedule:

DATE	TOPIC	READING / ASSIGNMENT
	Part I: Introduction to Concepts and Theories	
January 10	Welcome and introduction to the course	No reading
January 11	Defining social movements and contentious politics - Part I	McAdam & Snow, "Introduction"; Meyer, pgs. 8-16
January 13	Defining social movements and contentious politics - Part II	Tilly article, "Social Movements as Political Struggle" (on Canvas)
January 16	No Class – Celebrate MLK, Jr.	Over this week, <u>please read</u> : McAdam, pgs. 1-59. Also, <u>please listen to</u> : the recorded PowerPoint lecture "Theories of social movements - Parts I and II: classical, resource mobilization, and political process models."
January 18	No Class – Department Trip to Washington, DC	See above
January 20	No Class – Department Trip to Washington, DC	See above
January 23	Theories of social movements - Part III: political opportunity structures and the political process model	McAdam & Snow, chapters 5 and 6
January 25	The origins of protest – Part I	Meyer, chapter 2
January 27	The origins of protest – Part II	Meyer article, "Political Opportunity" (on Canvas); McAdam & Snow, chapter 7
January 30	Mobilization – Part I	Meyer, chapter 3
February 1	Mobilization – Part II	McAdam & Snow, chapters 14 and 15
February 3	Roundtable I: Mobilization - Part III	McAdam & Snow, chapters 16 and 18
February 6	The Diversity in Movements	Meyer, chapter 4; McAdam & Snow, chapter 19
February 8	Strategy - Part I	Meyer, chapters 5 and 6
February 10	Strategy - Part II	McAdam & Snow, chapter 35
February 13	Strategy - Part III	McAdam & Snow, chapters 26 and 28
February 15	Roundtable II: Strategy - Part IV	McAdam & Snow, chapter 27; Gladwell article

February 17	Civil Disobedience	Meyer, chapter 7; Interview with Ricardo Dominguez (on Canvas)
February 20	Protest and the Government	Meyer, chapter 8
February 22	Outcomes	Meyer, chapter 10; McAdam & Snow, chapter 36
February 24	Midterm Review; Social Movements and Protest Today	Your choice: Bring in 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 the course.
February 27	Midterm Exam	Midterm Exam
	Part II: The U.S. Civil Rights Movement	
March 1	The Civil Rights Movement: The Historical Context	McAdam, chapters 4 and 5
March 3	The Civil Rights Movement: Generation	McAdam, chapter 6
March 6-10	No Class - Spring Break	No reading
March 13	The Civil Rights Movement: Heyday	McAdam, chapter 7
March 15	Roundtable III: The Civil Rights Movement <i>Mid-semester grades available</i>	McAdam & Snow, chapter 12
March 17	The Civil Rights Movement: Decline	McAdam, chapter 8
March 20	Roundtable IV: The Civil Rights Movement	McAdam & Snow, chapter 4; McAdam, chapter 9
March 22	The Legacy of the Civil Rights Movement: Where Are We Today?	<u>Watch:</u> Two videos - Martin Luther King, Jr.'s "I Have A Dream" speech (1963); Barack Obama's "Speech on Race" (2008) (Both on Canvas) <u>Read:</u> Edsall article; Gay article (both on Canvas)
March 24	Synthesis: Bringing It All Together	No reading Critical Analysis Brief #1 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	
March 27	Contentious Politics: Strategies for Addressing Oppression	Schock, Introduction and chapter 1
March 29	Contentious Politics: Two Models	Schock, chapter 2; Rosenberg article (on Canvas)
March 31	South Africa and the Philippines	Schock, chapter 3
April 3	Burma and China	Schock, chapter 4

April 5	Nepal and Thailand	Schock, chapter 5 Please come to class ready to tell us which social movement or protest you'll be researching for the final paper.
April 7	Roundtable V: Resilience and Leverage in Unarmed Insurrections	Schock, chapter 6
April 10	Synthesis: Bringing It All Together	No reading Critical Analysis Brief #2 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	
April 12	Democracy and the Rise of Women's Movements: Female Political Participation in Sub-Saharan Africa	Fallon, chapters 1-3
April 14 & 17	No Class – Happy Easter	No reading
April 19	Democracy and the Rise of Women's Movements: Mobilization - Part I	Fallon, chapters 4-5
April 21	Democracy and the Rise of Women's Movements: Mobilization - Part II	Fallon, chapter 6
April 24	Roundtable VI: Democracy and the Rise of Women's Movements	Fallon, chapter 7
April 26	Synthesis: Bringing It All Together	No reading Critical Analysis Brief #3 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
Fri, May 5 th	Final Paper - The full prompt for the assignment is on Canvas.	Final paper due by 10:30am on Canvas.

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

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

Gay, Ross. "Some Thoughts on Mercy." *The Sun*, July 2013, Issue 451.

Gladwell, Malcolm. "Small Change: Why the Revolution will not be Tweeted." *The New Yorker*, October 4, 2010

Meyer, David. 2003. "Political Opportunity and Nested Institutions." *Social Movement Studies*, Vol. 2, No. 1.

Rosenberg, Tina. "Revolution U: What Egypt Learned From the Students Who Overthrew Milosevic." *Foreign Policy*, February 16, 2011.

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.

Tilly, Charles. 1997. "Social Movements as Political Struggle". In the *Encyclopedia of American Social Movements*.

Course Website and Email:

Please check your PLNU email regularly for class announcements. You should also check Canvas for announcements, links, lecture PowerPoints, and assignments.

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. Incompletes will only be assigned in extremely unusual circumstances.

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:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.
