

Point Loma Nazarene University
Department of History and Political Science

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



Spring 2025	Instructor: Prof. Maria Voss
Course Time: MWF 12:15-1:20pm	Office: Colt Hall 118 (downstairs)
Course website: On Canvas	Office Hours: Mondays 2-3pm; Tuesdays and Thursdays 12:00-1:00pm; as well as by appointment
Class Location: Fermanian 101	Email: mvoss@pointloma.edu

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.

1. Basu, Amrita. *Women's Movements in the Global Era*. 2nd ed. Taylor & Francis, 2018. Available from: VitalSource Bookshelf.
2. James, C. L. R. 1989. *The Black Jacobins* (2nd ed.). New York, NY: Vintage Books
3. McAdam, Doug. 1982. *Political Process and the Development of Black Insurgency, 1930-1970*.
4. Piven, Frances Fox, and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books, 1979.

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 and a sign in sheet will be passed out at the start of each class to incentivize attendance. 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:

Exams – you will have two exams throughout the course of the semester. Both exams 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 – throughout the course, we’ll be reading three academic books (McAdam, James, and Piven/Cloward) on real-world social movements and revolutions. 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.

Précis and Discussion Questions for Roundtables: At four points throughout the semester, our class will have roundtables in which you will be expected to actively participate in an in-depth discussion of the assigned materials for that day. To ensure students come to class prepared, you will be required to turn in a one-page précis at the start of class on the assigned readings. Additionally, you will be required to turn in a discussion question on the assigned readings which you can utilize to spark an engaging discussion during the roundtable. You will be graded on the accuracy of your précis and the depth of your discussion question.

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:

Exam #1	40 points
Critical Analysis Briefs (2 briefs)	80 points (40 points each)
Reflection Piece (1 piece)	15 points
Exam #2	40 points
Final Paper	100 points
Participation (including attendance and participation in roundtable discussions)	35 points

Roundtable preparation (Precis and discussion questions)	40 points (10 points each)
TOTAL	350 Points
Extra Credit – Participation in Protest or Social Movement (Interest Group) Meeting/Event with one page single spaced write up about your experience.	5 points

***For extra credit, you can attend a protest/demonstration associated with a social movement during the semester. You must be able to prove attendance (i.e. photos/literature from event) and complete a one-page write-up about your experience. Please consult with me if you are unsure if a protest, demonstration or social movement meeting meets the requirements for this extra credit opportunity. ***

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
Week 1		
Monday, January 13	Welcome and introduction to the course	No reading or media assignments
Wednesday, January 15	Defining social movements and contentious politics – Part I	Read Meyer, Chapter 1 pgs. 8-27 (available on Canvas)
Friday, January 17	Defining social movements and contentious politics – Part II	Read the Tilly article Read McAdam & Snow, chapter 28 (available on Canvas)
Week 2		
Monday, January 20	No class – Celebrate MLK, Jr.	No reading or media assignments
Wednesday, January 22	Social movements in colonial and pre-democratic contexts – Part I	Read James; Preface: “The History of San Domingo, Prologue; pgs. IX-5)
Friday, January 24	Social movements in colonial and pre-democratic contexts – Part II	Read Chapter I: “The Property.”; and Chapter II: “The Owners”, pgs. 6-61
Week 3		
Monday, January 27	Social movements in colonial and pre-democratic contexts – Part III	Read James; Chapter IV “The San Domingo Masses Begin” and Chapters V “And the Paris Masses Complete” pgs. 85-144
Wednesday, January 29	Social movements in colonial and pre-democratic contexts – Part IV	Read James VI The Rise of Toussaint”, Chapter VII “The Mulattoes Try and Fail, and Chapter VIII “The White Slave-Owners Again” pgs. 145-198
Friday, January 31	Social movements in colonial and pre-democratic contexts – Part V	Read James Chapter X: Toussaint Seizes the Power; Chapter XI: The Black Counsel; Chapter XII: The Bourgeoisie Prepares to Restore Slavery pgs. 224-288

Week 4		
Monday, February 3	Social movements in colonial and pre-democratic contexts – Part VI	Read James XIII: “The War of Independence” pgs. 289-377
Wednesday, February 5	Roundtable I: Social movements in colonial and pre-democratic contexts	Read Selections from Lynn Hunt, <i>The French Revolution and Human Rights: Abbé Raynal, “Philosophical and Political History of the Settlements and Trade of the Europeans in the East and West Indies”</i> pgs. 51-55 and <i>Debates over Citizenship and Rights during the Revolution</i> pgs. 81-83 (available on Canvas) Read: Selections from Gordon Wood, <i>The Radicalism of the American Revolution</i> Read: Douglass, <i>What to the Slave is the Fourth of July?</i> DUE: Précis due on Canvas and hard copy of discussion question due by start of class #1
Friday, February 7	Social Movements in 20 th Century America: Part I	Read Piven & Cloward, chapter 1; pgs. 96-180 DUE: Critical Analysis Brief #1 (James) due on Canvas by Sunday, February 9 @ 11:59pm (OR your reflection piece on the book if you choose not to do this critical analysis brief)
Week 5		
Monday, February 10	Social Movements in 20 th Century America: Part II	Read Piven & Cloward, chapter 2 pgs. 41-95
Wednesday, February 12	Social Movements in 20 th Century America: Part III <i>Guest Lecture on Labor Movements</i>	Read Jorgenson Article
Friday, February 14	Social Movements in 20 th Century America: Part V	Read Piven & Cloward, chapter 3 pgs. 96-180
Week 6		
Monday, February 17	No class- Presidential Inauguration	No reading or media assignments
Wednesday, February 19	Social Movements in 20 th Century America: Part V	Read Piven & Cloward, chapter 5 pgs. 264-361
Friday, February 21	Social Movements in 20 th Century America: Part VI	Read Fixico Chapter
Week 7		
February 24	Social Movements in 20 th Century America: Part VII	Watch: The Power of 504 Read Carmel Article
February 26	Exam #1 review	No readings Prepare for Exam
February 28	Exam #1	Study, study study!
Week 8		

March 3	The Civil Rights Movement: A Poor People's Movement?	Read Piven & Cloward, chapter 4, pgs. 181-263
March 5	The Civil Rights Movement: The historical context	Read McAdam, chapters 4 and 5 DUE: Critical Analysis Brief #2 (Piven & Cloward) due by Sunday, March 9 @ 11:59pm (OR your reflection piece on the book if you choose not to do this critical analysis brief)
March 7	The Civil Rights Movement: Generation	Read McAdam, chapter 6
★ Spring Break ★		
March 10-14	No Class - Spring Break	No reading
Week 9		
March 17	The Civil Rights Movement: Heyday	Read McAdam, chapter 7
March 19	The Civil Rights Movement: Decline	Read McAdam, chapter 8
March 21	The Civil Right Movement: Where are We Today?	Read McAdam, chapter 9 Read the Coates article
Week 10		
March 24	Roundtable II: The Civil Rights Movement	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 DUE: Précis due on Canvas and hard copy of discussion question due by start of class #2
March 26	Women's Movements in the Global Era: Part I	Read: Basu, "Introduction" Read Moghadam Article
March 28	Women's Movements in the Global Era: Part II: Africa	Read Basu; Chapters 1-2 DUE: Critical Analysis Brief #3 (McAdam) due on Canvas by Sunday March 30th @ 11:59pm (OR your reflection piece on the book if you choose not to do this critical analysis brief)
Week 11		
March 31	Women's Movements in the Global Era: Part III: Asia	Read Basu, Chapter 3-4
April 2	Women's Movements in the Global Era: Part IV: South America	Read Basu, Chapters 9-10
April 4	Women's Movements in the Global Era: Part V: The Middle East	Read Basu, Chapters 11 and 13
Week 12		
April 7	Roundtable III: Democracy and the rise of women's movements	Read Basu, Chapter 12 Read McAdam & Snow, chapter 36

		DUE: Précis due on Canvas and hard copy of discussion question due by start of class #3
April 9	The Pro-Life and Pro-Choice Social Movements in the United States and Globally	Read Basu, Chapter 8 Read Graham Article Read Rohlinger Articles Read/Listen to Chang et. Al Article
April 11	Transnational Environmental Social Movements	Read NPR Article Read Carruthers Chapter DUE: Your chosen social movement or protest for the final paper
Week 13		
April 14	Contentious politics: Strategies for addressing oppression	Read Schock, Introduction and chapter 1
April 16	Contentious politics: Two models	Read Schock, chapter 2 Read the Rosenberg article
April 18	No class – Happy Easter!	No reading
Week 14		
April 21	No class – Happy Easter!	No reading
April 23	South Africa and the Philippines	Read Schock, chapter 3 Read the Fisher article
April 25	Burma (Myanmar) and China	Read Schock, chapter 4 Read <i>The Economist</i> article Watch the Frontline documentary
Week 15		
April 28	Roundtable IV: Resilience and leverage in unarmed insurrections	Read Schock, chapter 6; Read the An Xiao chapter (4.3) DUE: Précis due on Canvas and hard copy of discussion question due by start of class #4
April 30	Exam #2 review	No readings Prepare for Exam
May 2	Exam #2	Study, study, study!
Final Exams Week		
Wednesday, May 7	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.

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

Carruthers, David. *Environmental Justice in Latin America : Problems, Promise, and Practice*. 2008. Cambridge: MIT Press. Accessed January 8, 2025. ProQuest Ebook Central.

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.

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>

Jorgenson, Ron. 2009. *75th anniversary of the Minneapolis truck drivers' strike*. <https://www.wsws.org/en/articles/2009/08/mps-a31.html>.

Kenin, Justine, Alisa Chang, and Jonaki Mehta . 2022. *What the U.S. can learn from abortion rights wins in Latin America*. <https://www.npr.org/2022/07/07/1110123695/abortion-roe-latin-america-green-wave>.

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.

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

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

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).
