

Social Movements
POL 362
Monday and Wednesday 5:05-6:20pm, Dooly Memorial 101
Spring 2020

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Dr./she/her
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Course Description:

From the civil rights movement in the U.S. to the indigenous movements in Bolivia, social movements can bring lasting political change to countries. In this course, we will address questions central to social movement activists and researchers: How does a social movement start? Why do some campaigns become social movements while others do not? What sustains a social movement? Why do some social movements reach their goals while others do not? The course will draw on examples from across the Americas and on current social movement research. Students will develop a final project or research paper for a final grade.

Learning Objectives

- Students will learn why and how social movements start, persist, and end.
- Students will learn and evaluate how effective social movements are at achieving political and social change.
- Students will have exposure to contemporary social movements through lectures, short papers, and a service learning assignment.
- Students will learn how to make and present a political science argument through the final paper.

Readings:

Weekly required readings will be posted to Blackboard **OR** linked to in the syllabus. **Every student is expected to read BEFORE class and come to class with a question or comment on the readings.** There is no book assigned for this class. A subscription to a high quality daily newspaper like the New York Times or the Washington Post is highly recommended (student subscriptions start at \$2 a week: <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>).

Most weeks have recommended readings, textbooks, movies, and literature for those who want more information.

- **Class Participation (10%):** Every student is expected to show up to every class prepared to discuss the readings and current events.
- **Reading response papers (20%):** Students must write one-paragraph summaries of each reading, and come up with a question or comment to discuss in class. **Due each**

Monday.

- **Short papers (30%):** Students submit two 3-page papers. In the first, students should choose a social movement and write about it, answering the central social movement questions raised in class. In the second, students should participate in an event connected to a social movement of their choice, spend at least two hours participating, and write about how the experience relates to the concepts that we have discussed in class.
- **Final Project Proposal (5%):** Students will propose a final project about a social movement of their choice. The project can be a political science research paper (8-10 pages, my rules), or a video, zine, website, podcast, or other creative project.
- **Final Project Draft (10%):** Students will write a final paper draft making a political science argument about a social movement of their choice or develop a creative project about a social movement.
- **Final Project (25%):** Students will write a final paper making a political science argument about a social movement (8-10 pages double-spaced, must have at least 5 works cited) or complete the creative project that they proposed.

There are no make up assignments. Assignments are due on Blackboard at the beginning of class on the due date and late assignments will be docked 20% for every day late.

Grades:

At the end of the semester, the instructor will convert points to a letter grade on the following scale:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

59 or less = F

Grade disputes:

If a student believes a grade was issued in error, they must submit an explanation of the error in writing within two days of receiving a graded assignment. The student must then

meet with the instructor to discuss the problem. If the instructor agrees to re-grade the assignment, the new, final grade may be higher or lower than the original.

Papers:

All papers must be double-spaced, 12 point font, with one inch margins, black ink, and in Times New Roman, Arial, or Cambria font.

Email policy:

I will only answer questions in person, not over email. You will get more help and attention if you talk to me in person. I will only respond to emails setting up a time to meet me or alerting me to an emergency that prevents you from talking to me in person. I have office hours twice a week and if you cannot make those, I am happy to set up an in-person meeting at another time.

Expectations:

- **Absolutely no phones during class and laptops are for note-taking only**
- You are expected to take thorough notes.
- Show up to class on time and do not pack up or leave until class is over.
- Do the reading before the class.
- Come to every class (unless you are sick or have an excused absence). Students are graded on class participation.
- Stay home if you are sick. You do not need to email me unless you will have an extended absence.

Names, pronouns, and self identification:

We recognize the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.).

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed.

I will address and refer to all students accordingly and will support you in doing so as well. I expect students to use and respect their classmates' stated names, pronouns, and identities.

Religious holidays and other excused absences:

You must notify me of your pending absence by the third class session. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day or other permitted absence, you will be given an opportunity to complete the missed work within 7 days after the absence.

Students with disabilities:

If you have a disability concern and/or accommodation, talk to me the first week of class in office hours or over email. If you haven't already, familiarize yourself with the services available through the Camner Center: <http://camnercenter.miami.edu>

Plagiarism:

I will fail you if you plagiarize. Plagiarism refers to using of other peoples' written work (from books, articles, newspapers, web sources, etc.) or verbal ideas without attribution. You must cite all material that is not your own. For example, while I encourage you to discuss class readings with your peers, you must write reading summaries yourself. If you have doubts of what constitutes plagiarism, consult the student code, and/or talk to me. "I did not know" is not an acceptable defense after a work has been handed in.

For any additional concerns, please do not hesitate to ask me. If you anticipate or begin to experience difficulties in the class, I recommend that you come talk to me as early as possible. My office hours are set up for you, and I encourage you to use them.

Schedule

Week 1 (1/13 & 1/15): Introduction, class goals, and what are social movements?

- Guidelines for Short Papers #1 & #2
- Tilly, Charles. "Social movements and (all sorts of) other political interactions—local, national, and international—including identities." *Theory and society* 27.4 (1998): 453-480.
- Read this article on student activism:
<https://www.nytimes.com/2018/03/05/us/student-protest-movements.html>
- Recommended: Goodwin, Jeff, and James M. Jasper, eds. *The social movements reader: Cases and concepts*. John Wiley & Sons, 2014. (textbook)

Week 2 (1/20 & 1/22): American Social Movements: From Anti-Colonial Revolution to Disability Rights

- No class 1/20 (**summaries still due**)
- Explore the Mapping American Social Movements website. Read about and summarize at least three movements from three different eras that you did not know about: <https://depts.washington.edu/moves/>
- Ta-Nehisi Coates. "Between the World and Me". *The Atlantic*.
<https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/>
- Recommended: Snow, David A., Sarah A. Soule, and Hanspeter Kriesi, eds. *The Blackwell companion to social movements*. John Wiley & Sons, 2008. (textbook)

Week 3 (1/27 & 1/29): Black Americans and Civil Rights in the US

- **DUE 1/27: Short paper #1**, research a social movement of your choice

- Reading: 1619 Project. Closely read the articles about social movements, skim the others. Turn in three summaries for three social movement articles of your choice. https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf
- Recommended: Watch the *Eyes on the Prize* series from PBS <https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/>
- Recommended: James Baldwin, *The Fire Next Time*.

Week 4 (2/3 & 2/5): Why Do Social Movements Start? The Case of LGBT Rights

- Stonewall Riots and Gay Liberation: <https://www.theatlantic.com/politics/archive/2013/01/an-amazing-1969-account-of-the-stonewall-uprising/272467/>
- Choose an episode of the podcast Making Gay History: <https://makinggayhistory.com>
- Velasco, Kristopher. "Human Rights INGOs, LGBT INGOs, and LGBT Policy Diffusion, 1991–2015." *Social Forces* 97.1 (2018): 377-404.
- Recommended: Susan Stryker, *Transgender History*.
- Recommended: *We Are Everywhere* (if you want more recommended readings I have a working paper on LGBT rights around the world and a stack of books)

Week 5 (2/10 & 2/12): Who Participates in Social Movements? The Cases of the American Civil Rights Movement and DREAMers

- "How the Dreamers Learned to Play Politics." Politico. <https://www.politico.com/magazine/story/2017/09/09/dreamers-daca-learned-to-play-politics-215588>
- McAdam, Doug. "Recruitment to high-risk activism: The case of Freedom Summer." *American Journal of Sociology* 92.1 (1986): 64-90.
- Tafoya, Joe R., et al. "I feel like I was born here: Social identity, political socialization, and deAmericanization." *Latino Studies* 17.1 (2019): 48-66.
- Recommended: Everything from Ibram X. Kendi's Anti-Racist Reading List: <https://www.nytimes.com/2019/05/29/books/review/antiracist-reading-list-ibram-x-kendi.html>

Week 6 (2/17 & 2/19): What Sustains Social Movements? The Cases of ACT-UP, Sex Workers' Rights, and Labor Rights

- Gould, Deborah. "Life during wartime: Emotions and the development of ACT UP." *Mobilization: An international quarterly* 7.2 (2002): 177-200.
- Lorelei Lee on labor and sex work: <https://nplusonemag.com/issue-35/essays/cashconsent/>
- AFL-CIO Labor Timeline: <https://aflcio.org/about-us/history>
- Recommended: watch the documentary *How to Survive a Plague*
- Recommended: Leslie Feinberg, *Stone Butch Blues*
- Recommended: Eric Marcus, *Making Gay History*

Week 7 (2/24 & 2/26): Indigenous Social Movements and Protest in Bolivia

- Larson, Brooke, et al. "Bolivia: Social movements, populism, and democracy." *Woodrow Wilson Center Update on the Americas* 2 (2008): 1-12.
- Boulding, Carew E. "NGOs and political participation in weak democracies: Subnational evidence on protest and voter turnout from Bolivia." *The Journal of Politics* 72.2 (2010): 456-468.
- Hummel et al. "The real story behind Bolivia's protests." *The Washington Post*. <https://www.washingtonpost.com/politics/2019/11/20/here-are-myths-about-bolivias-protests/>
- Recommended: Linda Farthing and Ben Kohl, *Evo's Bolivia*

Week 8 (3/2 & 3/4): Conservative Social Movements

- **DUE: Short paper #2 on 3/4**, participate in a social movement
- Read this Huffington Post article on the alt-right: <http://highline.huffingtonpost.com/articles/en/alt-right/>
- And this one about the Temperance Movement: <https://www.smithsonianmag.com/history/wayne-b-wheeler-the-man-who-turned-off-the-taps-14783512/#ixzz0mJih8vEr>
- Recommended: Go to www.longform.org and search "alt-right" or "social movement" and take your pick.

Spring Break

Week 9 (3/16 & 3/18): Governments and Social Movements: The Case of American Civil Rights

- COINTELPRO: <https://www.thedailybeast.com/the-fbis-war-on-civil-rights-leaders>
- Soule, Sarah and Christian Davenport. "Velvet glove, iron fist, or even hand? Protest policing in the United States, 1960-1990." *Mobilization: An International Quarterly* 14.1 (2009): 1-22.
- Recommended: Ritter, Emily Hencken. "Policy disputes, political survival, and the onset and severity of state repression." *Journal of Conflict Resolution* 58.1 (2014): 143-168.
- Recommended: Davenport, Christian. *State repression and the domestic democratic peace*. Cambridge University Press, 2007.

Week 10 (3/23 & 3/25): Political Science Research Papers, Creative Projects, and Proposal Writing

- **DUE 3/25: Final Project Proposal**
- "On the Art of Writing Proposals." <https://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>

Week 11 (3/30 & 4/1): Why Do Social Movements Fall Apart? The Cases of the Suffragettes and the NFL Kneeling Protests

- Crossley, Nick, et al. "Covert social movement networks and the secrecy-efficiency trade off: The case of the UK suffragettes (1906–1914)." *Social*

Networks 34.4 (2012): 634-644.

- Nepstad, Sharon Erickson, and Alexis M. Kenney. "Legitimation Battles, Backfire Dynamics, and Tactical Persistence in the NFL Anthem Protests, 2016-2017." *Mobilization: An International Quarterly* 23.4 (2018): 469-483.
- Recommended: either of the textbooks from earlier in the syllabus

Week 12 (4/6 & 4/8): Project Workshop Week

- **DUE 4/8: Final project draft**
- Gerring, John. ND. "General Advice on Social Science Writing."

Week 13 (4/13 & 4/15): Are Social Movements Effective?

- Masha Gessen on trans rights for The New Yorker:
<https://www.newyorker.com/news/our-columnists/the-supreme-court-considers-lgbt-rights-but-cant-stop-talking-about-bathrooms>
- Amenta, Edwin, et al. "The political consequences of social movements." *Annual Review of Sociology* 36 (2010): 287-307.

Week 14 (4/20 & 4/22): Project Week

- 4/20: Project day
- **Final project due on Blackboard or in class on 4/22**