

Social Movements
POL 362
Thursdays 7:40-10:25pm, Whitten LC 130
Spring 2021

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Dr./she/her
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Course Description:

From the anti-apartheid movement in South Africa to trans rights in the U.S, 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. The course will explore cases from the American civil rights movement and the global LGBT movement in depth. Students will develop a political science 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.

Class format:

- **The class will have in-person discussion and online assignments, with materials and assignments posted on Blackboard.**
- We will hold in-person discussion from 7:40-10:25pm every Thursday in Whitten LC 130. Come with questions.
- **All online assignments are due at midnight Eastern Standard Time** of the day assigned.

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 to the New York Times are free through the library).

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

- Reading response papers (30%): Students must write one-paragraph summaries of each reading, and come up with a question or comment to discuss in class. **Due before class.**
- 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 Paper Draft (15%): Students will write a final paper draft making a political science argument about a social movement of their choice.
- Final Paper (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).

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 50%.

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:

Before emailing the professor about the class, look for the answer to your question in the syllabus and ask a classmate. **Only email the professor about the class if you cannot find the answer to your question in the syllabus or from a classmate.** The professor does not respond to email on the weekends or holidays and will take up to two business days to respond.

Expectations:

- Take thorough notes.
- Do the reading before the class.
- Stay home if you are sick. You do not need to email me unless you will have an extended absence.
- If you need help, ask.

Coronavirus, stress, and maintaining your mental and physical health:

I will grant extensions on deadlines to help you manage your life during these exceptional times as long as you talk to me before, not after, the deadline. You are working and learning during a pandemic and global unrest. Your top priority is your physical and mental health. If you need accommodations around workload and deadlines for any reason, talk to the professor as soon as possible.

Names, pronouns, and self identification:

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.). The pronouns someone indicates are not necessarily indicative of their gender identity. 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. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your classmates.

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>

Copyright and Recording

I retain copyright to all class materials. **Students may not record, copy, or distribute class materials.** Students are expressly prohibited from recording any part of this course. Meetings of this course might be recorded by the University. Any recordings will be available to students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor or a University of Miami office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

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 (January 28): Introduction, class goals, and what are social movements?

- Guidelines for Short Papers #1 & #2
- Read Emily Ritter and Christian Davenport's "An Illustrated Glossary of Political Violence." <https://politicalviolenceataglance.org/2021/01/18/an-illustrated-glossary-of-political-violence/>
- Read this article on student activism: <https://www.nytimes.com/2018/03/05/us/student-protest-movements.html>
- Recommended: Della Porta, Donatella, and Mario Diani, eds. *The Oxford Handbook of Social Movements*. Oxford University Press, 2015. (political science textbook) OR Goodwin, Jeff, and James M. Jasper, eds. *The social movements reader: Cases and concepts*. John Wiley & Sons, 2014. (sociology textbook)

Week 2 (February 4): American Social Movements: From Anti-Colonial Revolution to Black Lives Matter and Trans Rights

- 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/>

- Reading: 1619 Project. Closely read the articles about social movements, skim the others.
https://pulitzercenter.org/sites/default/files/full_issue_of_the_1619_project.pdf
- HIGHLY Recommended: “My Dungeon Shook: Letter to My Nephew on the 100th Anniversary of Emancipation” from *The Fire Next Time* by James Baldwin (Coates has an answer/update to Baldwin’s letter)
- Recommended: Snow, David A., Sarah A. Soule, and Hanspeter Kriesi, eds. *The Blackwell companion to social movements*. John Wiley & Sons, 2008. (textbook)

Week 3 (February 11): Black Americans and Civil Rights in the US

- **DUE 2/11: Short paper #1**, research a social movement of your choice
- Reading: Ta-Nehisi Coates. “The Case for Reparations”. *The Atlantic*.
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Watch: John Lewis: Good Trouble
- Recommended: Watch the *Eyes on the Prize* series from PBS
<https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/>

Week 4 (February 18): Why Do Social Movements Start? The Case of LGBT Rights

- Stonewall Riots and Queer 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>
- Recommended: Susan Stryker, *Transgender History*.
- Recommended: *We Are Everywhere*
- Recommended: all seasons of *Pose*

Week 5 (February 25): Who Participates in Social Movements? The Case of the 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>
- “Waking up from the American dream.” Karla Cornejo Villavicencio. *The New Yorker*. <https://www.newyorker.com/magazine/2021/01/25/waking-up-from-the-american-dream>
- 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: Karla Cornejo Villavicencio, *The Undocumented Americans*

Week 6 (March 4): What Sustains Social Movements? The Case of ACT-UP

- Gould, Deborah. "Life during wartime: Emotions and the development of ACT UP." *Mobilization: An international quarterly* 7.2 (2002): 177-200.
- Watch the documentary *How to Survive a Plague*
- Recommended: Leslie Feinberg, *Stone Butch Blues*

- Recommended: Eric Marcus, *Making Gay History*

Week 7 (March 11): LGBT Movements around the World

- Velasco, Kristopher. "Human Rights INGOs, LGBT INGOs, and LGBT Policy Diffusion, 1991–2015." *Social Forces* 97.1 (2018): 377-404.
- Ashley, Florence. "Don't be so hateful: The insufficiency of anti-discrimination and hate crime laws in improving trans well-being." *University of Toronto Law Journal* 68.1 (2018): 1-36.
https://www.florenceashley.com/uploads/1/2/4/4/124439164/ashley_dont_be_so_hateful_online.pdf
- Recommended: Philip Ayoub, *When States Come Out*

Week 8 (March 18): Conservative Social Movements

- **DUE: Short paper #2 on 3/18**, participate in a social movement
- Read this Huffington Post article on the alt-right (or any more recent investigative piece): <http://highline.huffingtonpost.com/articles/en/alt-right/>
- Recommended: Go to www.longform.org and search "alt-right" or "social movement" and take your pick.

Week 9 (March 25): 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.
- WATCH: MLK/FBI (documentary, Sam Pollard, IFC Films)
- Recommended: The Trial of the Chicago 7 (film, Netflix)
- 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 (April 1): Start your paper

Gerring, John. ND. "General Advice on Social Science Writing"

Week 11 (April 8): Social Movements against Authoritarianism: The Cases of Apartheid and Suffragettes

- Seidman, Gay. "Is South Africa different? Sociological comparisons and theoretical contributions from the land of apartheid." *Annual review of sociology* 25.1 (1999): 419-440.
- 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.

- Recommended: either of the textbooks from earlier in the syllabus

Week 12 (April 15): Research Paper Workshop Week

- **DUE 4/15: Final project draft**

Week 13 (April 22): Do Social Movements Work?

- 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 (April 29): Research Paper Workshop Week

- **Final paper due on Blackboard or in class on 4/29**