

CONTENTIOUS POLITICS
SOC279H1-S Section L0101
Winter 2017
University of Toronto, St. George Campus

Course Director: Dr. Jasmin Hristov

Class Time and Location: Wed 4-6pm, WI 1016

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Office Hours: Wed 11am-1pm; Room389, Department of Sociology, 725 Spadina St.

TA: Paul Pritchard

Contact Information: paul.pritchard@mail.utoronto.ca

Office Hours:

Course Description

This course introduces students to the study of contentious politics. The first part offers a theoretical overview on the subjects of political power, citizenship, and social inequality as well as a review of some prominent works on the political process and dynamics of contention approaches. The second part exposes students to empirical examples in the form of case-studies of social movements and political contention from different parts of the world, that have taken place within roughly the last twenty years. Here students have the opportunity to apply their knowledge of sociological theories and concepts to analyze contemporary social movement activity.

Learning Objectives

- 1) Demonstrate an understanding of the ways transnational forces interact with specific localities – including structures, processes, culture and social actors – as they are being facilitated, sustained, or contested by the latter.
- 2) Explain how social inequality is a source of political mobilization.
- 3) Identify examples that point to the transnationalization of movements and contention.
- 4) Demonstrate an understanding of the recent trends characterizing the relationship between social movements and states.
- 5) Assess the explanatory potential, limitations, and applicability of the theoretical approaches covered in the first part of the course, in light of the empirical examples examined the second part.

Prerequisite

The prerequisite to take SOC279H1S is SOC101Y1 or SOC102H1 or SOC103H1. Students without this prerequisite will be removed at any time discovered and without notice.

Course Format

Lecture

The lecture will consist of an interactive presentation by the instructor, at times accompanied by a video documentary. The first 10 minutes of lecture will be devoted for clarification questions and a brief review. Students are expected to engage seriously with the assigned readings before attending lecture.

Tutorials

The pedagogical approach of this course rests on the idea that learning is a collective process and thus, the classroom should be a community of learners. Tutorials are offered with the purpose of enriching your learning experience by facilitating the understanding of readings and lecture content as well as by offering a space for questions and discussion. During each tutorial, there will be a presentation of discussion question by two or more students in the class, which the rest of the class members will answer in groups. The TA and the presenter(s) will moderate the discussion. Any remaining time will be used for answering any other questions students might have (whether clarification or discussion-oriented). Tutorial attendance is mandatory and counts towards your grade.

Tutorials are scheduled as follows:

T0101: Wed 1-2pm, UC175

T0102: Wed 1-2pm, UC177

T0201: Wed 2-3pm, UC175

T0202: Wed 2-3pm, UC177

Required Texts

- Sears, A. (2014). *The Next New Left: A History of the Future*. Winnipeg: Fernwood Publishing.
- Course-pack of selected readings available online on Blackboard at NO COST for students enrolled in the course.

Video Documentaries

Any documentaries shown in class form an integral part of the course material. The test and exam will require you to incorporate the knowledge gained from documentaries into your answers.

E-mail /Online Communication

E-mail communication is for providing short answers to any clarification questions regarding the course content and/or organization and should be directed to your TA. Your emails will be responded within 2 days. If you require help with course material, please use tutorial time to bring up these questions or arrange to see me or your TA during office hours. Please check Blackboard regularly for course announcements.

Attendance

Regular attendance at lectures is required in order for you to do well in the course. Lectures explain *as well as supplement* the readings. One does not substitute for the other. If you need to miss lecture, you will not be penalized, however you should ensure that you know someone in the class from whom you can borrow lecture notes. Lecture *power-points* will be posted on Learning System/Blackboard. Keep in mind that these *do not contain all lecture content or explanations* but rather constitute an outline/point-form organization of the content, including some key definitions.

Use of Electronic Devices in Class

The use of electronic devices for purposes other than note-taking / course-related work is not allowed. It inhibits learning and is also disruptive and disrespectful.

Taping / Recording / Photographing Lectures

Lectures and course materials prepared by the instructor are the instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Once obtained, such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in other form without formal permission.

Talking during Lecture

Talking to your classmates during lecture (even if you are whispering) is disturbing. Please refrain from talking unless you have been invited to do so by the instructor. If you are unclear about something that was said by the instructor, please put up your hand instead of asking your classmates. This will ensure that you or your classmates do not miss anything important and fall behind during lecture.

Blackboard

Announcements, handouts, lecture power-points, and any additional learning aids will be posted here, so please check the website twice a week.

Evaluation

Type of Assessment	Weighting	Due Date
Critical Commentaries	20%	Every tutorial
Discussion Questions Presentation (in tutorial)	10%	Randomly assigned a date
Tutorial Participation	5%	ongoing
Analytical Paper	25%	Feb.15, 2017
Final Exam	40%	Held during official examination period

**The final date to drop the course without receiving a grade is March 13, 2017.*

Critical Commentaries (CC)

Every class students are required to submit at the beginning of tutorial a critical commentary (approximately 1 page single-spaced Times New Roman, 12 point font, 1 inch margins all around) on the assigned readings for that week and be prepared to share their commentary with their classmates during tutorial discussions. The commentary should provide: i) an overview of the key issues raised in the readings; ii) a personal argument / opinion / reaction on any one or more of these issues that interests you. The latter part of the commentary may focus on a single issue or reading.

Each commentary will serve as a record of the student's presence and participation in class and will receive 1%. Commentaries must be typed and can only be submitted in person in class. You will be submitting 10 commentaries for the entire course (worth 10%). The content and quality of these will be evaluated cumulatively at the end of the course and is worth an additional 10% (for a total of 20% of the course grade).

Critical commentaries are due every class except for January 11 and February 15.

Presentation of Discussion Questions (DQs)

Each student will be randomly assigned a tutorial date on which she/he will be responsible for presenting a discussion question(s) based on the readings assigned for that day. A hard copy of the questions should be distributed to each class member and the TA at the beginning of tutorial. Each question should be preceded by a brief (one-two sentences) background (preamble) that situates us in terms of the topic on which it is based. ***It should not have a right or wrong answer, not ask for clarification or factual information, but instead should invite us to think critically and creatively.*** The presenters will pick randomly students from the audience to share the group's answer with the class and should be prepared to respond to / comment on the groups' answers. ***The DQs will be evaluated in terms of their clarity, creativity, the amount of interest/discussion they generate, and the presenter's responses to classmates' answers and comments.***

Analytical Paper

Students will be assigned a question that they will answer in an essay format (approximately 7-8 pages double-space), relying ONLY on course material. The question and specific instructions will be posted on Blackboard two weeks in advance of the due date.

Policy on Late / Missed Work

Late Take-Home Exam

- ❖ Late take-home exams will receive 10% penalty per day and work over 5 days late will not be accepted.
- ❖ **Extensions for the take-home due date will be given ONLY under special circumstances where a proper documentation from a physician or college registrar - *Verification of Student Illness or Injury Form* (available at www.illnessverification.utoronto.ca) indicates that the nature of the problem affected the student's ability to do academic work for more than 3 days.**
- ❖ A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the professor, and submitted to her. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar. The letter must be placed in a sealed envelope, addressed to the professor, and submitted to her.

Missed Critical Commentary

Not submitting a commentary will lead to losing 1%. However, students have the right to miss one class (sick day) without a medical note and not be penalized, *provided that they e-mail their commentary on/before the day of class*. *Your TA will specify whether you should bring a hard copy the following class, or whether the emailed copy suffices.

Missed Discussion Question

If you are away on the day you are scheduled to present your DQ, you will receive a grade of zero. If you have a legitimate reason, follow procedure above and provide professor with the appropriate documentation.

The last day to submit any outstanding work (provided that you have been approved for accommodation by the professor) will be April 10th.

Policy on Disputing Assignment Grades

If you disagree with the grade you were given on your take-home exam, you must present your argument in writing and schedule a meeting with your TA **within two weeks** after the test was returned. Your letter must

take into consideration the answers that were taken-up in class as well as the comments you received on the exam and explain why despite these, you are still convinced that your grade should have been higher. If you are not satisfied with the outcome of your meeting, you may then meet with the professor.

Accessibility Needs

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978-8060 or visit: <http://studentlife.utoronto.ca/accessibility>

ACADEMIC INTEGRITY

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your U of T degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's *Code of Behaviour on Academic Matters* outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. ***You are expected to be familiar with the contents of this document.*** Potential offences include but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
 - lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone;
- Looking at someone else's answers;
- Letting someone else look at your answers;
- Misrepresenting your identity;
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

****Students who commit an academic offence face serious penalties. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#).**

Academic Integrity Checklist for Analytical Paper

Course: Contentious Politics SOC 279H1-S

Instructor: Dr. Jasmin Hristov

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Student #: _____

Signature: _____ Date: _____

SCHEDULE OF READINGS AND COURSE WORK

JAN 11

- Introduction to course objectives, expectations, organization and analytical framework.
 - No tutorials this week

PART ONE: THEORETICAL AND HISTORICAL BACKGROUND ON THE STATE, CITIZENSHIP, SOCIAL INEQUALITY AND SOCIAL CHANGE

JAN 18

- Thomas, M. (2012). Class, State, and Power: Unpacking Social Relations in Contemporary Capitalism. In Brock, D., Raby, R. and Thomas, M.P. (Eds.). *Power and Everyday Practices*. Toronto: Nelson, pp.110-127.
 - Discussion Question presentation dates assigned in tutorials
 - Critical Commentaries begin

JAN 25

- McNally, D. (2002). The Colour of Money: Race, Gender, and the Many Oppressions of Global Capital. In *Another World is Possible*. Winnipeg: Arbeiter Ring Publishing, pp. 105-116.
 - Discussion Question presentations begin

FEB 1

- Harvey, D. (2005). The Neoliberal State. In *A Brief History of Neoliberalism*. New York: Oxford University Press, pp. 64-67; 69-71; 75-76
- Hickel, J. (2012). A Short History of Neoliberalism and How We Can Fix It.
- Collins, M. (2015). The Pros and Cons of Globalization. *Forbes*.
 - Analytical Paper question given out

FEB 8

- McNally, D. (2011). Debt, Discipline and Dispossession: Race, Class and the Global Slump. In *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland, CA: PM Press, pp. 113-145.

PART TWO: THEORETICAL APPROACHES TO CONTENTIOUS POLITICS AND SOCIAL MOVEMENTS

FEB 15

- Tarrow, S. (2012). Theories of Contentious Politics. In *Strangers at the Gates: Movements and States in Contentious Politics*. Cambridge: Cambridge University Press, pp. 6-26.
- Tilly, C. (2004). Social Movements as Politics. In *Social Movements, 1768-2004*. Boulder, CO: Paradigm Publishers, pp. 1-15.
- Tilly, C. and Tarrow, S. (2007). Making Claims. In *Contentious Politics*. Boulder, CO: Paradigm Publishers, pp. 1-24.
 - **ANALYTICAL PAPER DUE**
 - **No CC due**

FEB 22 READING WEEK

MAR 1

- Cox, L. and Gunvald Nilsen, A. (2014). 'The Authors and the Actors of Their Own Drama': A Marxist Theory of Social Movements. In *We Make Our Own History: Marxism and Social Movements in the Twilight of Neoliberalism*. London: Pluto Press, pp. 55-93.
- Sears, A. (2014). Mass Insurgency in the 1930s-1940s. In *The Next New Left: A History of the Future*. Winnipeg: Fernwood Publishing.

MAR 8

- Sears, A. (2014). Making a New Left 1960s-1970s; The Lean Years; What's Left in the Age of Austerity. In *The Next New Left: A History of the Future*. Winnipeg: Fernwood Publishing.

****March 13 is the last day to drop a course without receiving a grade***

PART THREE: CASE-STUDIES OF CONTENTIOUS POLITICS AS A STRATEGY AND OUTCOME IN THE CONTEXT OF GLOBALIZATION

MARCH 15

- Sears, A. (2014). Towards the Next New Left. In *The Next New Left: A History of the Future*. Winnipeg: Fernwood Publishing.
- Heim Shepard, B. (2012). Labour and Occupy Wall Street: Common Causes and Uneasy Alliances. *The Journal of Labour and Society* 15 (March): 121-134.
- **Documentary: Occupy: the History and Survival**

MARCH 22

- Carty, V. (2006). Transnational Labour Mobilizing in Two Mexican Maquiladoras. In Johnston, H. and Almeida, P. (Eds.). *Latin American Social Movements*. Oxford: Rowman and Littlefield Publishers, Inc., pp. 215-229.
- Mahmud, S. (2010). Why do Garment Workers in Bangladesh Fail to Mobilize? In Thompson, L. and Tapscott, C. (Eds.). *Citizenship and Social Movements*. London: Zed Books, pp. 60-83.
- **Documentary: Maquilapolis: City of Factories**

MARCH 29

- Kroger, M. (2011). Promotion of Contentious Agency as a Rewarding Movement Strategy: Evidence from the MST-paper industry conflicts in Brazil. *The Journal of Peasant Studies* 38(2): 435-458.
- Le Mons Walker, K. (2008). From Covert to Overt: Everyday Peasant Politics in China and the Implications for Transnational Agrarian Movements. *Journal of Agrarian Change*, 8(2, 3): 462-488.
- **Documentary: Soil, Struggle, and Justice: Agroecology in the Brazilian Landless Movement**

APRIL 5

- El Amine, R. and Henaway, M. (2011). A People's History of the Egyptian Revolution. In *The Arab Revolts against Neoliberalism*. Socialist Intervention Pamphlet Series, pp.12-19.
- Robinson, W. and Santos, X. (2014). Global Capitalism, Immigrant Labour and the Struggle for Justice. *Class, Race, and Corporate Power* 2(3): 1-14.
- **Documentary: Wall of Shame**