

SOCIAL MOVEMENTS
SOC479H1F
Summer 2016
University of Toronto, St. George Campus

Course Director: Jasmin Hristov

Class Time and Location: Mon and Wed 6-8pm, Location: TBA?

Contact Information: jasmin.hristov@utoronto.ca; 416 978-6579

Office Hours: Fri 12-2pm; Room389, Department of Sociology, 725 Spadina St.

Course Description

This course examines current debates and research findings in the field of social movements. The first part of the course reviews prominent social movement theories. The second part explores issues in the contemporary social movement landscape in the Global North and Global South, such as the relationship between social movements and the state, the possibilities and challenges for popular mobilizations created by neoliberalism, the continuities and novelties in forms of collective action, and the prospects for democratization and human development. The last part of the course will consist of in-depth case studies of individual social movements presented by class members.

Learning Objectives

- 1) Demonstrate an ability to apply key concepts and theories to explain present-day dynamics of social movements.
- 2) Assess the explanatory potential and limitations of major theoretical approaches to the study of social movements.
- 3) Demonstrate knowledge of major patterns of contemporary social movement activity in the Global North and Global South in terms of composition, relationship to state and rest of civil society, objectives, challenges and other characteristics.
- 4) Explain the double role of globalization as both, a source of weakening as well as awakening for popular mobilizations.
- 5) Understand the dialectic of structure and agency present in the conceptualization of social movements from below and social movements from above.

Prerequisite

The prerequisite to take SOC479H1F is SOC201H1 or SOC203H1, and at least .5 FCEs at the SOC 300+ level. Students without this prerequisite will be removed at any time discovered and without notice.

Course Format

The organization of this course is premised upon the idea that learning is a collective process. The classroom is a community of learners. The course therefore requires a *high* degree of interaction and participation in the form of group discussions, class discussions, presentations,

and a group project. Attendance is mandatory. Students are required to have read the assigned material for the day prior to attending the seminar. From May 16 to June 1, during each seminar a number of students will lead the discussion by presenting a discussion question to the class. The class will work in groups where each group will answer one presenter's question. Answers will then be shared with the class and presenters will be required to respond and moderate the discussion. Between June 8 and June 15, students will be presenting in groups their case-study of a specific social movement.

Required Readings

- Cox, L. and Nilsen, A.G. (2014). *We Make Our Own History: Marxism and Social Movements in the Twilight of Neoliberalism*. London: Pluto Press.
- Course-pack of selected readings available online on Blackboard at NO COST for students enrolled in the course.

Video Documentaries

All documentaries shown in class form an integral part of the course material. They are carefully selected visual illustrations of the issues and concepts taught in the course. The assignments will require you to incorporate the knowledge gained from documentaries and your critical reflection of them.

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 the course instructor. Your emails will be responded within 2 days. Please check Blackboard regularly for course announcements.

Attendance

Attendance is mandatory and a record of attendance will be kept.

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.

Blackboard

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

Evaluation

Type of Assessment	Weighting	Due Date
5 CRITICAL COMMENTARIES	20%	See dates below
GROUP PROJECT	25%	Dates are randomly assigned for period June 8-15
DISCUSSION QUESTION PRESENTATION AND REFLECTION	15%	Dates are randomly assigned at the beginning of course
FINAL PAPER	30%	June 15
PARTICIPATION	10%	Ongoing

Weekly Critical Commentaries (CCs)

Students are required to submit on the dates specified below a critical commentary (2 pages double-space, 12 point font, Times New Roman, 1 inch margins all around) on the readings assigned for the day.

The commentary should provide:

- a succinct summary of what you think are the most important arguments from the readings;
- a personal response to those.

Each commentary will serve as a record of your preparedness and is worth 2% of your final grade. Commentaries **can only be submitted in person in class**. You will be submitting 5 commentaries for the entire course. The total weekly submission of commentaries is worth 10%. The content 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 final grade). Only the first commentary will be returned to students with feedback.

Critical Commentaries will be evaluated based on:

- Coverage of material
- Analytical engagement with the content of the reading
- Drawing connections between the readings and material taught in previous lectures / shown in the documentaries as well as the application of concepts to everyday reality
- Clarity / style

Critical Commentaries submission dates are as follows:

CC 1 due May 16
CC 2 due May 18
CC 3 due May 25
CC 4 due May 30
CC 5 due June 6

Discussion Question (DQ) and Subsequent Reflection

Each student will be randomly assigned a date on which she/he will be responsible for presenting a discussion question based on the readings assigned for the day on which the student is presenting. A hard copy (with your name on) should be distributed to each class member as well as the professor at the beginning of the seminar.

The question should be preceded by a brief (one-two sentences) background 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 class will be divided into groups and each group will answer one or more questions. Each group will then present their answer(s) to the class. Presenters will have to respond as well as moderate the discussion.

Presenters are required to submit one week after the presentation a short reflection (4-5 pages 12 point font, Times New Roman, 1 inch margins all around) on the discussion that took place including: a) the reason why the presenter thought this was an important question; b) the ideas that were debated in class and the answers that were offered; c) the presenter's own answer and how it was similar / different from the answers offered by classmates; d) points that could have been discussed but were not; e) new questions or directions of thought that the class discussion led to.

Group Assignment

Students will be randomly assigned into groups by the professor. Each group will draw a social movement from a list of movements. The list will include some free choices. Groups will prepare a 25-30 min presentation which will consist of an overview as well as a critical assessment of the movement's objectives, activities, achievements, and challenges by applying relevant theory from the course. A detailed description and instructions will be distributed to students.

Final Paper

Students will use relevant material from the readings, documentaries, class discussions, and group presentations to answer a question assigned by the professor. The paper should be 10-12 pages (12 point font, Times New Roman, 1 inch margin all around, double-spaced). Students are expected to write the paper using course material. No external sources are required.

Policy / Penalty on Late Course Work

- Students who fail to present on the day they have been assigned, will receive a zero on the DQ component.
- Students who are unable to attend on the day of presentation due to a legitimate reason will be accommodated if **within two days** they provide the instructor with the **proper documentation from a physician or college registrar. In case of illness, you must**

supply a duly completed *Verification of Student Illness or Injury Form* (available at www.illnessverification.utoronto.ca). A doctor's note is not acceptable. The form must be placed in a sealed envelope, addressed to the instructor, 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 instructor, and submitted to her.

- If you are unable to submit a CC on time for a legitimate reason, please provide the instructor with the above documentation. She will then arrange with you an acceptable date for a late submission without penalty. Note that a proper documentation entitles you to a late submission of a commentary, but not to miss a commentary altogether. Failure to submit a commentary will lead to losing 2% for submission and it will also affect to some extent the quality of content grade that you will receive at the end.
- Late CCs without official documentation will not be accepted.
- Please note that the last day to submit a late CC (provided that you have submitted the official documentation indicating your eligibility for an extension, including any accessibility related extensions) is June 17th.
- The last day to submit a late DQ (provided that you have submitted the official documentation indicating your eligibility for an extension) is June 20th.
- Late final papers will receive a penalty of 10% per day. Late papers over 5 days late will not be accepted. The last day to submit a late paper (provided that you have submitted the official documentation indicating your eligibility for an extension) is June 20th.

Policy on Disputing Assignment Grades

If you disagree with the grade you were given on of your assignments, you must present your argument in writing and schedule a meeting with the instructor **within one week** after the assignment was returned. Your letter must take into consideration the comments you received on the test and explain why despite these, you are still convinced that your grade should have been higher.

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](#).

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with your written assignment. If you do not include the statement, your work will not be graded.

Academic Integrity Checklist

Course: Social Movements SOC479H1F

Instructor: 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

MAY 9 Introduction

MAY 11 Social Structure and Social Change

- Cox, L. and Nilsen, A.G, Ch.2
- Cox, L. and Nilsen, A.G, Ch. 4
 - DQ Presentation Dates Randomly Assigned in Class

MAY 16 Social Movement Theories I

- 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.
- Hristov J. (2009). Social Class and Ethnicity/Race in the Dynamics of Indigenous Peasant Movements: the Case of the CRIC in Colombia. *Latin American Perspectives*, 36 (4), pp.41-63.
 - CC DUE
 - DQ Presentations Begin
 - Group Assignment Explained and Groups Announced
 - Final Paper Assigned and Explained in Class

MAY 18 Social Movement Theories II

- Cox, L. and Nilsen, A.G, Ch.1
- Cox, L. and Nilsen, A.G, Ch.3
 - CC DUE

MAY 23 VICTORIA DAY, NO CLASSES

MAY 25 Challenges and Possibilities for Social Movements under Globalization

- McNally, D. (2011). Towards a Great Resistance? In *Global Slump: The Economics and Politics of crisis and Resistance*. Oakland, CA: PM Press.
- Sklair, L. (2016). The End of the World, the End of Capitalism, and the Start of a New Radical Sociology. *Global Dialogue* 6(1).
- Cox, L. and Nilsen, A.G, Ch.5
 - CC DUE

MAY 30 Social Movement Landscapes I

- Staggenborg, S. (2012). The Gay and Lesbian Movement. In *Social Movements 2nd Ed.* Toronto: Oxford, pp. 116-135.
- Pickerill, J. and Krinsky, J. (2012). Why Does Occupy Matter? *Social Movement Studies 11*(3): 279-287.
- Wood, L. (2015). Idle No More, Facebook and Diffusion. *Social Movement Studies 14*(5): 615-621.
- Robinson, W. and Santos, X. (2014). Global Capitalism, Immigrant Labour and the Struggle for Justice. *Class, Race, and Corporate Power 2*(3): 1-14.
 - CC DUE

JUNE 1 Social Movement Landscapes II

- 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.
- Yan, F. (2013). A Little Spark Kindles a Great Fire? The Paradox of China's Rising Wave of Protest. *Social Movement Studies 12*(3): 342-348.
- Bond, P. and Mottiar, S. (2013). Movements, Protests, and a Massacre in South Africa. *Journal of Contemporary African Studies 31*(2): 283-302.

JUNE 6 Social Movement Landscapes III

- Psimitis, M. (2011). The Protest Cycle of Spring 2010 in Greece. *Social Movement Studies 10*(2): 191-197.
- Petras, J. (2009). Latin America: Social Movements in Times of Economic Crises. *Global Dialogue (Aug)*.
- Harnecker, M. (2015). Making Progress When the Government is in Our Hands. In *A World to Build*. New York: Monthly Review Press, pp. 113-136.
 - CC DUE

JUNE 8 Social Movement Group Presentations

JUNE 13 Social Movement Group Presentations

JUNE 15 Social Movement Group Presentations

- FINAL PAPER DUE