

POLI 301 – Social Movements and Protest Politics (3 Credits)
Summer 2022

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Class Time: Mondays and Wednesdays from 8:45 – 11:30
Class Location: H 820 SGW

Social movements and political protests have played a prominent role in shaping society and politics today. Non-violent movements have toppled regimes. Violent movements have reshaped the security discourse of the world. Environmental, anti-globalization, identity-based, nationalist, populist, anti-colonial, and other movements have gradually (and sometimes suddenly) changed our identities, our notions of what is political, and what are acceptable strategies of political dissent. In this course, some of the issues we will examine will include: What are social movements? What is political protest? How can they bring about social and political changes? How are they organized and structured? What strategies do they employ and what strategies are used to counter them? What role does technology play in social movements?

COURSE FORMAT

The course will be held in-person. Lectures will not be recorded. Students are expected to be in Montreal throughout the summer session. Students are expected to follow all public health guidelines that are in place at the time. If I must miss any sessions due to illness or isolation, lecture videos will be posted online as a replacement for those missed dates.

COMMUNICATIONS POLICY

For emails with the instructor or TA, every effort will be made to respond within 24 hours on weekdays. On weekends, the delay may be longer. For emails, you are expected to:

1. Include the course number and purpose of the email in the email subject.
2. Do not send follow up emails within 24 hours or on weekends. If you do, both the original and follow up emails will be ignored.
3. If your email is asking about facts found directly in the syllabus, it will be ignored (for example, asking about the date of the midterm). The syllabus is made available to all students and it is disrespectful to expect the instructor or TA to look up something when you are unwilling to do so.
4. Do not send messages through Moodle. I almost never check Moodle messages.
5. The TA will only be responding to emails between July 11 and August 7. Outside of those dates, please communicate directly with the course instructor.

COURSE READINGS

All course readings will be posted on Moodle for download. Since this is a summer class, I've tried to keep the reading load manageable. I have also tried to select a mixture of classic pieces and cutting-edge new research. For most topics, I have included a list of required readings and optional readings. For the optional readings, students will only be responsible for any portion of the reading discussed in class.

REQUIREMENTS

Quizzes (2 x 7.5%) 15%

Since there is only one midterm in the course, it is important that students stay up to date with the readings. Therefore, there will be two multiple choice quizzes on the readings. The first quiz will take place at the start of class on July 4. It will cover readings from June 29 and July 4. The second quiz will take place on July 18. It will cover readings from July 13 and July 18. Each quiz is worth 7.5%.

Attendance and Participation: 10%

Summer classes move quickly. Therefore, it is important that students attend lectures, participate in class discussions, and keep up with their work. In terms of attendance, each student will be allowed one absence without penalty (additional excused absences may be possible). Students are also expected to participate in class discussions and group work.

Exam: 30%

The exam will be a take home, open book exam. You may use your notes, readings, lecture slides, and lecture videos to complete the midterm, but may not communicate with others. The exam will include essay questions. Students will have some choice. While time should not be a factor in completing the exam, this does not mean that longer answers are better answers. Students will be graded on how well they can answer the questions. They will not be graded on how much they can write about literature related to the question topic. Each question will also include some element of analysis. Repeating facts will not be sufficient to earn the highest grades. Midterm 1 will be assigned on August 1 at 10:00 and is due by August 3 at 8:45. Completed midterms must be submitted on Moodle.

Paper Outline: 10%

To make sure that students are on the right track with their papers, student must submit a paper outline (on Moodle) on July 13 by the start of class. The outline should be double-spaced and no more than 1 page in length. In the outline, students should identify the social movement that they wish to study in their paper, give a brief description of the social movement, and identify the research question that they will seek to answer in their paper. Good research questions examine why something did or did not occur. For example, you might ask why a social movement formed (or did not form), why it was organized in a particular manner, why elites responded the way they did, why a particular frame was chosen, why the social movement succeeded (or failed), etc. These types of questions will allow for you to develop and test an argument in your paper. If the outline is well-constructed, it should serve as a first draft of the final paper's introduction.

Final Paper:

35%

Students will write an 8 to 9 page (excluding cover page, references, and appendices) term paper. For the papers, students must conduct a case study about a social movement of their choice. Once students have chosen a social movement that interests them, they must identify a research puzzle for that case, propose a thesis and theory to answer the research question, and then use available evidence to test their proposed explanation. The chosen theory does not need to be one presented in the course. In fact, it does not even need to be a political science theory. Papers must be double-spaced with normal margins. The cover page, reference lists and appendices do not count towards the page limit. I do not read any main body text beyond the 9th page. Papers are due August 8 at 11:30 on Moodle.

LATE POLICY

All assignments must be submitted on Moodle (other than in-class quizzes). The midterm is assigned August 1 at 10:00 and is due August 3 at 8:45. The paper outline is due July 13 at 8:45. The final paper is due August 8 at 11:30. Exams and papers that are not turned in on time will be penalized 5% per day. Late papers will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to the course instructor ASAP. There are more solutions available if you approach me in advance. Note: Extensions and exceptions will only be given by the instructor.

RE-GRADES

If you believe that your grade on an assignment does not reflect the quality of your work, it is your right to request a re-grade. However, you must follow these steps:

1. You must wait 3 days before requesting a re-grade.
2. You must submit a written statement detailing why you believe your grade should be changed. You should point to specific areas of your exam/paper that you believe were graded unfairly AND explain why.
3. I will then re-grade your ENTIRE assignment. I reserve the right to RAISE or LOWER your grade.
4. After the re-grade, if you still believe that your grade is unfair, you must then follow the Department's procedures for re-grades.

CHANGES TO THE SYLLABUS

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle.

SCHEDULE

Monday, June 27

- **Topics: Introduction to the Course; Introduction to Protest Politics and Social Movements**
 - Readings:
 - Review course syllabus
 - Tarrow, Sidney G. 2015. "Contentious Politics." In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.
 - Optional Readings:
 - Tarrow, Sidney G. 2011. "Contentious Politics and Social Movements." In *Power in Movement: Social Movements and Contentious Politics*, 16-34. Cambridge: Cambridge University Press.
 - Cisar, Ondrej. 2015. "Social Movements in Political Science." In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.

Wednesday, June 29

- **Topics: Resource Mobilization and Collective Action**
 - Readings:
 - McCarthy, John D. and Mayer N. Zald. 1977. "Resource Mobilization and Social Movements: A Partial Theory." *American Journal of Sociology* 82 (6): 1212-1241.
 - Buechler, Steven M. 1993. "Beyond Resource Mobilization? Emerging Trends in Social Movement Theory." *The Sociological Quarterly* 34 (2): 217-235.
 - Oliver, Pamela. 2013. "Collective Action." In *The Wiley Blackwell Encyclopedia of Social & Political Movements*, edited by David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Hoboken, NJ: John Wiley & Sons.
 - Optional Readings:
 - Klandermans, Bert. 1984. "Mobilization and Participation: Social-Psychological Expansions of Resource Mobilization Theory." *American Sociological Review* 49 (5): 583-600.
 - Cress, Daniel M. and David A. Snow. 1996. "Mobilization at the Margins: Resources, Benefactors, and the Viability of Homeless Social Movement Organizations." *American Sociological Review* 61 (6): 1089-1109.
 - Rohrschneider, Robert and Russell J. Dalton. 2002. "A Global Network? Transnational Cooperation among Environmental Groups." *The Journal of Politics* 64 (2): 510-533.
 - Wang, Dan J., Hayagreeva Rao, and Sarah A. Soule. 2019. "Crossing Categorical Boundaries: A Study of Diversification by Social Movement Organizations." *American Sociological Review* 84 (3): 420-458.
 - Jost, John T., Julia Becker, Danny Osborne, and Vivienne Badaán. 2017. "Missing in (Collective) Action: Ideology, System Justification, and the

Motivational Antecedents of Two Types of Protest Behavior.” *Current Directions in Psychological Sciences* 26 (2): 99-108.

Monday, July 4

- **Topics: Political Opportunity Structure**

- Readings:
 - Tarrow, Sidney G. “Threats, Opportunities, and Regimes.” In *Power in Movement: Social Movements and Contentious Politics*, 157-180. Cambridge: Cambridge University Press.
 - Tilly, Charles and Sidney G. Tarrow. 2015. “Democracy, Undemocracy, and Change in Repertoires.” In *Contentious Politics*, 2nd ed, 49-73. Oxford: Oxford University Press.
- Optional Readings:
 - Kitschelt, Herbert P. 1986. “Political Opportunity Structures and Political Protest: Anti-Nuclear Movements in Four Democracies.” *British Journal of Political Science* 16 (1): 57-85.
 - Meyer, David S. 2004. “Protest and Political Opportunities.” *Annual Review of Sociology* 30: 125-145.
- Assignment: Quiz 1 on readings from June 29 and July 4

Wednesday, July 6

- **Topics: Framing Theory; Collective Identity and Emotions**

- Readings:
 - Snow, David A. 2013. “Framing and Social Movements.” In *The Wiley Blackwell Encyclopedia of Social & Political Movements*, edited by David A. Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Hoboken, NJ: John Wiley & Sons.
 - Flesher Fominaya, Cristina. 2010. “Collective Identity in Social Movements: Central Concepts and Debates.” *Sociology Compass* 4 (6): 393-404.
 - Van Stekelenburg, Jacquelinien and Bert Klandermans. 2013. “The Social Psychology of Protest.” *Current Sociology Review*: 61 (5-6): 886-905.
- Optional Readings:
 - Polletta, Francesca and James M. Jasper. 2001. “Collective Identity and Social Movements.” *Annual Review of Sociology* 27: 283-305.
 - Benford, Robert D. and David A. Snow. 2000. “Framing Processes and Social Movements: An Overview and Assessment.” *Annual Review of Sociology* 26: 611-639.
 - Tarrow, Sidney G. 2011. “Making Meanings.” In *Power in Movement: Social Movements and Contentious Politics*, 140-156. Cambridge: Cambridge University Press.
 - Wuff, Stephen, Mary Bernstein, and Verta Taylor. 2015. “New Theoretical Directions from the Study of Gender and Sexuality Movements: Collective Identity, Multio-Institutional Politics, and Emotions.” In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.

- Javeline, Debra. 2003. "The Role of Blame in Collective Action: Evidence from Russia." *American Political Science Review* 97 (1): 107-121.
- Bail, Christopher A. 2012. "The Fringe Effect: Civil Society Organizations and the Evolution of Media Discourse about Islam since the September 11th Attacks." *American Sociological Review* 77 (6): 855-879.
- Koopmans, Ruud and Susan Olzak. 2004. "Discursive Opportunities and the Evolution of Right-Wing Violence in Germany." *American Journal of Sociology* 110 (1): 198-230.
- Kleres, Jochen and Asa Wettergren. 2017. "Fear, Hope, Anger, and Guilt in Climate Activism." *Social Movement Studies* 16 (5): 507-519.

Monday, July 11

- **Paper Workshop – Peer Feedback and Outline Preparation**
 - Readings: None

Wednesday, July 13

- **Topic: Repertoire of Contention and Life Cycle**
 - Readings:
 - Tarrow, Sidney G. 2011. "Acting Contentiously." In *Power in Movement: Social Movements and Contentious Politics*, 95-118. Cambridge: Cambridge University Press.
 - Tilly, Charles and Sidney G. Tarrow. 2015. "Mobilization and Demobilization." In *Contentious Politics*, 2nd ed, 120-142. Oxford: Oxford University Press.
 - Optional Readings:
 - Tarrow, Sidney G. 2011. "Mechanisms and Processes of Contention." In *Power in Movement: Social Movements and Contentious Politics*, 183-194. Cambridge: Cambridge University Press.
 - Tarrow, Sidney G. 2011. "Cycles of Contention." In *Power in Movement: Social Movements and Contentious Politics*, 195-214. Cambridge: Cambridge University Press.
 - Staggenborg, Suzanne. 1998. "Social Movement Communities and Cycles of Protest: The Emergence and Maintenance of a Local Women's Movement." *Social Problems* 45 (2): 180-204.
 - Wood, Elizabeth Jean. 2008. "The Social Processes of Civil War: The Wartime Transformation of Social Networks." *Annual Review of Political Science* 11: 539-561.
 - Abrahms, Max. 2008. "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." *International Security* 32 (4): 78-105.
 - Hale, Henry E. 2013. "Regime Change Cascades: What we Have Learned from the 1848 Revolutions to the 2011 Arab Uprisings." *Annual Review of Political Science* 16: 311-353.
 - Assignment: Paper Outline Due at 8:45 (on Moodle)

Monday, July 18

- **Topic: Old, New, and Reactionary Social Movements; Populism**

- Readings:
 - Buechler, Steven M. 1995. "New Social Movement Theories." *The Sociological Quarterly* 36 (3): 441-464.
 - Blee, Kathleen M. and Kimberly A. Creasap. 2010. "Conservative and Right-Wing Movements." *Annual Review of Sociology* 36: 269-286.
 - Aslanidis, Paris. 2017. "Populism and Social Movements." In *Oxford Handbook of Populism*, edited by Cristobal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy, 305-325. Oxford: Oxford University Press.
- Optional Readings:
 - Peterson, Abby, Mattias Wahlstrom, and Magnus Wennerhag. 2015. "European Anti-Austerity Protests – Beyond 'Old' and 'New' Social Movements?" *Acta Sociologica* 58 (4): 293-310.
 - Weir, Lorna. 1993. "Limitations of New Social Movement Analysis." *Studies in Political Economy* 40: 73-102.
 - Mertig, Angela G. and Riley E. Dunlap. 2001. "Environmentalism, New Social Movements, and the New Class: A Cross-National Investigation." *Rural Sociology* 66 (1): 113-136.
 - Caiani, Manuela. 2019. "The Rise and Endurance of Radical Right Movements." *Current Sociology Review* 67 (6): 918-935.
 - Rydgren, Jens. 2005. "Is Extreme Right-Wing Populism Contagious? Explaining the Emergence of a New Party Family." *European Journal of Political Research* 44: 413-437.
 - Roth, Silke. 2018. "Introduction: Contemporary Counter-Movements in the Age of Brexit and Trump." *Sociological Research Online* 23 (2): 496-506.
- Assignment: Quiz 2 on readings from July 13 and 18

Wednesday, July 20 (Asynchronous Recorded Lecture)

- **Topic: Technology and Online Activism**

- Readings:
 - Diamond, Larry. 2010. "Liberation Technology." *Journal of Democracy* 21 (3): 69-83.
 - Earl, Jennifer, Jayson Hunt, R. Kelly Garrett, and Aysenur Dal. 2015. "New Technologies and Social Movements" In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.
- Optional Readings:
 - Kidd, Dustin and Keith McIntosh. 2016. "Social Media and Social Movements." *Sociology Compass* 10 (9): 785-794.
 - Norris, Pippa. 2012. Political Mobilization and Social Networks: The Example of the Arab Spring." In *Electronic Democracy*, edited by Norbert Kersting, Michael Stein, and John Trent, 55-76,. Verlag Barbara Budrich.

- Hussain, Muzammil M. and Philip N. Howard. 2013. "What Best Explains Successful Protest Cascades? ICTs and the Fuzzy Causes of the Arab Spring." *International Studies Review* 15 (1): 48-66.
- Gohdes, Anita R. 2018. "Studying the Internet and Violent Conflict." *Conflict Management and Peace Science* 35 (1): 89-106.
- Barbera, Pablo, Ning Wang, Richard Bonneau, John T. Jost, Jonathan Nagler, Joshua Tucker, and Sandra Gonzalez-Ballon. 2015. "The Critical Periphery in the Growth of Social Protests." *PLoS One* 10 (11): 1-15.
- Jost, John T., Pablo Barbera, Richard Bonneau, Melanie Langer, Megan Metzger, Jonathan Nagler, Joanna Sterling, Joshua A. Tucker. 2018. "How Social Media Facilitates Political Protest: Information, Motivation, and Social Networks." *Advances in Political Psychology* 39 (S1): 85-118.

Monday, July 25

- **Topic: Elite Responses**

- Readings:
 - Davenport, Christian. 2007. "State Repression and Political Order." *Annual Review of Political Science* 10: 1-23.
 - Earl, Jennifer, Thomas V. Maher, and Jennifer Pan. 2022. "The Digital Repression of Social Movements, Protest, and Activism: A Synthetic Review." *Science Advances* 8: 1-15.
- Optional Readings:
 - Moore, Will H. 1998. "Repression and Dissent: Substitution, Context, and Timing." *American Journal of Political Science* 42 (3): 851-873.
 - Earl, Jennifer. 2011. "Political Repression: Iron Fists, Velvet Gloves, and Diffuse Control." *Annual Review of Sociology* 37: 261-284.
 - Earl, Jennifer, Sarah A. Soule, and John D. McCarthy. 2003. "Protest under Fire? Explaining the Policing of Protest." *American Sociological Review* 68 (4): 581-606.
 - King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107 (2): 326-343.
 - Rod, Espen Geelmuyden and Nils B. Weidmann. 2015. "Empowering Activists or Autocrats? The Internet in Authoritarian Regimes." *Journal of Peace Research* 52 (3): 338-351.
 - Deibert, Ronald and Rafal Rohozinski. 2010. "Liberation vs. Control: The Future of Cyberspace." *Journal of Democracy* 21 (4): 43-57.
 - Gunitsky, Seva. 2015. "Corrupting the Cyber-Commons: Social Media as a Tool of Autocratic Stability." *Perspectives on Politics* 13 (1): 42-54.

Wednesday, July 27

- **Topic: Impacts**

- Readings:
 - Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. "The Political Consequences of Social Movements." *Annual Review of Sociology* 36: 287-307.

- Chenoweth, Erica and Maria J. Stephan. 2014. “Drop Your Weapons: When and Why Civil Resistance Works.” *Foreign Affairs* 93 (4): 94-106.
- Optional Readings:
 - Giugni, Marco. 1998. “Was It Worth the Effort? The Outcomes and Consequences of Social Movements,” *Annual Review of Sociology* 24: 371-393.
 - Stephan, Maria J. and Erica Chenoweth. 2008. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33 (1): 7-44.
 - McCammon, Holly J., Karen E. Campbell, Ellen M. Granberg and Christine Mowery. 2001. “How Movements Win: Gendered Opportunity Structures and U.S. Women’s Suffrage Movements, 1866 to 1919.” *American Sociological Review* 66 (1): 49-70.
 - Kane, Melinda D.. 2003. “Social Movement Policy Success: Decriminalizing State Sodomy Laws, 1969-1998,” *Mobilization* 8 (3): 313-334.
 - Rootes, Christopher and Eugene Nulman. 2015. “The Impacts of Environmental Movements.” In *The Oxford Handbook of Social Movements*, edited by Donatella Della Porta and Mario Diani. Oxford: Oxford University Press.

Monday, August 1

- Review
- Exam (Take Home) Assigned at 10:00
 - Assignment: Exam Due August 3 at 8:45 (on Moodle)

Wednesday, August 3

Documentary (TBD)

- Readings: None

Monday, August 8

Paper Writing Day (No Class)

- Readings: None
- Assignment: Paper Due at 11:30 (on Moodle)

INTELLECTUAL PROPERTY

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

PLAGIARISM

Department of Political Science Statement on Plagiarism

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as “the presentation of the work of another person, in whatever form, as one’s own or without proper acknowledgement” (Concordia Undergraduate Calendar 2020-2021, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>
2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student’s program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student’s academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained. (Undergraduate Calendar, p. 58). Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.
3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <https://www.concordia.ca/artsci/polisci/student-life/students.html#plagiarism> and the full (and updated) Academic Code of Conduct here: <http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.

EXTRAORDINARY CIRCUMSTANCES

In the event of extraordinary circumstances and pursuant to the Academic Regulations, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

STUDENTS WITH DISABILITIES

Concordia University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Access Centre for Students with

Disabilities (ACSD) as soon as possible so that this office can assist with the necessary accommodations.

SEXUAL HARASSMENT

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>.