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Office Hours: Tue 1:30 pm -3:30 pm (LEA524)  
To make an appointment, please use the following link:  
<http://www.supersaas.com/schedule/WJ-OFFICEHOUR/LEA524>

## CONTENTIOUS POLITICS AND SOCIAL MOVEMENTS

Poli480 Winter 2015

(Last Updated on **November 5, 2014**)

Time: 11:35 am -12:55pm, Mon/Wed  
Jan 5- Apr 12, 2015  
Location: RPHYS 118

### **Course Description:**

This course is writing-intensive. It has two goals. First, it reveals the “black box” between the existence of social discontent and the emergence of collective protests, and untangles various realities during the aftermath of contentious politics. Second, it teaches student to develop their own research throughout the semester, using concepts, theories and approaches studied in this course.

We will begin the course by analyzing the concept of power and the logic of collective action. What is power? What are some ways in which power affect people’s decisions to join or not join collective action? Do common interests always generate collective action? We will then discuss theoretical analysis of contentious politics and social movements, including eight themes: value, identity, networks, organization, repertoire of protests, movements and counter-movements, policing and political opportunity, and impact of contentious politics. Following each theoretical discussion, we will look at case studies, watch and discuss a documentary of related subject.

### **Student Learning Outcomes**

- Be able distinguish contentious politics from other forms of politics
- Understand the difficulties and possibilities for collective action to emerge
- Understand possible ways and limitations for contentious politics to affect other domains of politics

### **Pre-requisite**

- an intro-level class in comparative politics (developed or developing areas)
- a methodology course (Poli 311 or equivalent of methodology courses in Sociology or Economics)

### **Requirements and Grading:**

#### **1. Class attendance (10%)**

Attendance: I will hand out a sign-in attendance sheet at the beginning of each class, *starting from the end of the add/drop period*. Given that there may be times when you are unable to attend class (*for whatever reason*), you may miss *three* classes over the course of the semester without incurring any penalty. After the fourth absence, however, I will deduct 1/5 of grade off your attendance grade for each additional absence. This is non-negotiable.

Participation: All students will participate in group discussions in classroom or in the form of survey if we watch a documentary.

**2. Social Movement Portfolio: (85%)** The social movement portfolio consists of seven items pertaining to a single social movement of the student’s choosing. Over the course of the semester, students will add and develop items, which will be graded individually. By the end of the semester, the social movement portfolio will provide a detailed look at the dynamics of your social movement.

For more detailed instruction on each assignment, refer to MyCourse.

Page layout: double-spaced, font 12, times new roman.

Always use footnote as reference. Chicago style:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### **1) Select your movement**

Project Prospectus (10%). It has two components.

A. 1-page summary of which movement you will be studying and a short justification of why. Define why it is considered a movement or a case of contentious politics. This prospectus will help develop a basic research plan and allow me to offer advice on how best to proceed.

B. Historical Timeline of the Movement. 2-page assignment, outlining time of major events in the movement's history, including the emergence and when applicable, the end of the movement. Think of your timeline as an introduction to the movement for someone completely unfamiliar with its history. (Due Date: Sunday, TBA)

### **2) Culture, Identity and Framing**

Artifacts of Movement Culture (10%). Every social movement has its own culture, language, and artifacts. These artifacts can include posters, flyers, signs, newsletters, bumper stickers, songs, T-shirts, websites, etc, which help make a movement a coherent and distinctive one. You are to gather at least *five* different items in three of these or related categories (i.e. you can't have 5 bumper stickers or four signs!). In this assignment, you need to describe the five items and their origins, and if available use photos, drawing, etc. *Remember to identify the source of images*. Note: not to be confused with images ABOUT the movement. (Due Date: Sunday TBA)

### **3) Networks and Participation**

You can focus on one that is more pertinent to your movement (10%): A. Activist/Participant Biography or Interview; B. Evolution of a primary movement organization. This assignment requires you to research *one* significant activist's (or organization) biography.

Write a 3-page essay examining the history of an activist from the movement of your choosing. Provide a brief overview of the person's life history and a discussion of how they came to be involved in the movement and what role they played. You are welcome to substitute a real interview with an activist involved in your movement if you choose. If you select this option, prepare a list of interview questions and conduct, record, and transcribe the interview. Please see me for assistance with these tasks. (Due Date: Sunday, TBA)

### **4) Mobilization and Resources**

Demographic and Resource Profile (10%). Each movement appeals to a different group of people and requires different resources.

This assignment requires you to write a 3-page profile of sources of resources (material, spiritual, spatial) in your movement. This profile report should address the following questions: First, what resources were most important to your movement? Were there challenges in acquiring these resources? Next, what elements of the population were most likely to participate given these resources or the lack thereof? (Due Date: Sunday, TBA)

### **5) Policing, Political Opportunity, and Counter-movements**

Facilitators and Oppositions of movements (10%). This 3-page assignment requires you to research political opportunities (real or perceived) that enabled movement mobilization, or forces that facilitated the decline or end of the movement.

## 6) Identify your particular interest about the movement

What's the most interesting characteristics about this movement for you that you would like to pursue more research on it? (5%). You are required to submit one-page clarification and justification of your choice. Possible choices: its occurrence, changing tactics, radicalization, impact etc.

## 7) Literature Review and Your Conclusion

Literature Review (15%). Literature review is to talk about what certain authors have to say about the questions that you are interested in. Imagine you are sitting with the authors around a table. Your role is to be able to tell me, who is not present at the meeting: A says this based on this evidence, B says that based on that evidence.

Students will identify and read *two* scholarly books or *four* academic articles that answer your particular question. Your literature review is to be 4-page. To assist your writing, try to make a comparative table: (1) research question (Dependent Variables); (2) source of data; (3) answers (Independent Variables); and (4) causal mechanisms (how is IV connected to DV?)

Movement Analysis (15%). You are required to write a 4-page discussion and conclusion following literature review, and address the following questions: which existing answers do you agree? Why? Are your own findings in any way different from theirs? Do you make additional contribution to our understanding of the movement? (Due, TBA)

## 3. Presentations (5%)

Through the semester, students will share their work with the entire class by presenting partial assignments in class (components 2-5). You can choose which three assignments you would like to present and get class feedbacks. I will coordinate and schedule one for you.

### Miscellaneous Reminders:

1) **Classroom etiquette:** Please turn off any iPods or cell phones prior to the beginning of class. If you take notes on a laptop, then please do not surf the web in class. You are welcome to bring snacks and beverages.

2) **Required readings** should be completed by the date corresponding with the lecture as indicated on this syllabus. All books and articles are available on reserve at the library. Any changes that are made to the syllabus will be announced in class.

3) **McGill University** values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.

McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill.

### Books to purchase:

All of these books have been ordered at the Paragraphe bookstore. All books will be on 12-hr reserve loan in the library. E-book links are provided wherever available.

1. Steven Lukes, *Power: A Radical View* (Palgrave, 1974). Other editions OK

2. Mancur Olson, *The Logic of Collective Action: Public Goods and the Theory of Groups* (Cambridge: Harvard University Press, 1971). Other editions OK.

3. Donatella Della Porta and Mario Diani, *Social Movements: An Introduction* (Blackwell Publishing, 2006). 2nd edition.

## Schedule of Classes and Assigned Readings

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### Week 1 (Jan 5,7)

#### 1. Overview of the course

#### 2. Questions to be addressed

P/D, pp. 1-63

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### Week 2 (Jan 12, 14)

#### 3. On Power

Lukes, (1974 edition, whole book, 57 pgs) (2005 edition, 1st chapter, 60 pages)

#### 4. On Collective Action

Olson pp. 1-65

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### Week 3 (Jan 19, 21)

#### 5. Culture, Value, Identity, and Action

P/D, pp. 64-88, 89-113.

#### 5-1. Stolen Land (Columbia)

[http://mcgill.worldcat.org/title/robitierra-stolen-land/oclc/815686180&referer=brief\\_results](http://mcgill.worldcat.org/title/robitierra-stolen-land/oclc/815686180&referer=brief_results)

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### Week 4 (Jan 26, 28)

#### 6. Networks and Participation

P/D, pp. 114-34

**Case study:** Collective looting in Argentina

Javier Auyero, Pablo Lapegna, Fernanda Page Poma, "[Patronage Politics and Contentious Collective Action: A Recursive Relationship](#)," *Latin American Politics and Society*, Vol. 51, No. 3 (pp. 1-31).

#### 6-1: Presentation and Documentary

Goodbye Mubarak! (Subject to Change)

[http://mcgill.worldcat.org/title/goodbye-mubarak/oclc/768447083&referer=brief\\_results](http://mcgill.worldcat.org/title/goodbye-mubarak/oclc/768447083&referer=brief_results)

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### Week 5 (Feb 2, 4)

#### 7. Social Movement Organizations and Resource Mobilization

P/D, pp. 135-62

Case study: recruitment and resources for rebel groups

Jeremy Weinstein, "[Resources and the Information Problem in Rebel Recruitment](#)," *Journal of Conflict Resolution* (August 2005).

#### 7-1. Presentation and Documentary

I Am Somebody (Subject to Change)

[http://mcgill.worldcat.org/title/i-am-somebody/oclc/701798429&referer=brief\\_results](http://mcgill.worldcat.org/title/i-am-somebody/oclc/701798429&referer=brief_results)

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### Week 6 (Feb 9, 11)

#### 8. Forms and Repertoires of Protests

P/D, pp. 163-9

Guya Accornero, "[Contentious Politics and Student Dissent in the Twilight of the Portuguese Dictatorship: Analysis of A Protest Cycle](#)," *Democratization*, Vol. 20, Issue 6 (2013), pp. 1036-55.

## 8-1 Presentation

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### Week7 (Feb 16, 18)

#### 9. Policing and Political Opportunity

P/D, pp. 193-222.

Case Study:

Doowon Suh, "[How Do Political Opportunities Matter for Social Movements?: Political Opportunity, Misframing, Pseudosuccess, and Pseudofailure](#)," *The Sociological Quarterly*, Vol. 42, No. 3 (Summer, 2001), pp. 437-460.

#### 9-1. Presentation and Documentary

The Gate of Heavenly Peace (Part II)

[http://www.youtube.com/watch?v=AGnu\\_HwqAfs](http://www.youtube.com/watch?v=AGnu_HwqAfs)

Together with description: <http://www.pbs.org/wgbh/pages/frontline/gate/>

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### Week8 (Feb 23, 25)

#### 10. Movements and Counter-Movements

David Meyer, Suzanne Staggenborg, "[Movements, Countermovements, and the Structure of Political Opportunity](#)," *The American Journal of Sociology*, Vol. 101, No. 6 (May 1996), pp. 1628-60.

Deana A. Rohlinger, "[Friends and Foes: Media, Politics, and Tactics in the Abortion War](#)," *Social Problems*, Vol. 53, No. 4 (2006), pp. 537-61.

#### 10-1. Presentation and Documentary

Guns and Mothers

[http://mcgill.worldcat.org/title/guns-mothers/oclc/61133868&referer=brief\\_results](http://mcgill.worldcat.org/title/guns-mothers/oclc/61133868&referer=brief_results)

reading about gun-related death in the US:

<http://www.nytimes.com/2013/09/29/us/children-and-guns-the-hidden-toll.html>

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### Week 9 (Mar 2, 4)

Reading Week

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### Week 10 (Mar 9, 11)

#### 11. Mobilization beyond Borders

Margaret E. Keck and Kathryn Sikkink, "[Transnational Advocacy Networks in international and Regional Politics](#)," UNESCO 1999.

Case Study: Michelle Regnier-Davies's presentation from Fall 2013 on international peasant movement <http://vimeo.com/80583866> (5 mins)

#### 11-1: Presentation

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### Week 11 (Mar 16, 18)

#### 12. The Age of Internet and Social Media

Merlyna Lim, "[Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004-2011](#)," *Journal of Communication*, Vol. 62, Issue 2 (2012), pp. 231-48.

Jeffrey M. Ayres, "[From the Streets to the Internet: The Cyber-Diffusion of Contention](#)," *The Annals of the American Academy of Political and Social Sciences* Vol. 566, no. 1(1999), pp. 132-43.  
Case Study: Sunny Lu's presentation from Fall 2013 (ppt file)  
<https://www.dropbox.com/s/4p6av6eezrbutsu/wikileaks%20presentation.pptx?dl=0>

## 12-1. Presentation

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### Week 12 (Mar 23, 25)

#### 13. What happens Next? Part I

P/D 223-249

Marc Schneiberg, Marissa King, and Thomas Smith, "[Social Movements and Organizational Form: Cooperative Alternatives to Coporations in the American Insurance, Dairy, and Grain Industries](#)", *American Sociological Review*, Vol. 73, no. 4 (2008), PP. 635-67.

#### 13-1.Presentation and Documentary

Tunisia, Year Zero (Subject to Change)

[http://mcgill.worldcat.org/title/tunisia-year-zero/oclc/797982586&referer=brief\\_results](http://mcgill.worldcat.org/title/tunisia-year-zero/oclc/797982586&referer=brief_results)

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### Week 13 (Mar 30, April 1)

#### 14. What happens Next? Part II

Dan Salter and Erica Simmons, "[Coping by Colluding: Political Uncertainty and Promiscuous Powersharing in Indonesia and Bolivia](#)," *Comparative Political Studies*, Vol. 46, No. 12 (2013).

Sarah A. Soule and Susan Olzak, "[When Do Movements Matter? The Politics of Contingency and the Equal Rights Amendment](#)," *American Sociological Review*, Vol. 69, No. 4 (2004), pp. 473-97.

## 14-1 Presentation

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### Week 14 (Apr 6, 8)

#### 15. What happens Next? Part III

R. Eyerman & A. Jamison, "[Social Movements and Cultural Transformation: Popular Music in the 1960s](#)," *Media Culture and Society*, 1995.

Michael Lounsbury, Marc Ventresca, and Paul M. Hirsch, "[Social Movements, Field Frames, and Industry Emergence: A Cultural-Political Perspective on US Recycling](#)," *Socio-Economic Review*, Vol. 1, Issues 1 (2003), pp. 71-104.

## 15-1 Presentation

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### Week 15 (Apr 13)

#### Summary and Conclusion