

Term Information

Effective Term Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add Diversity: Global Studies and Culture and Ideas GEs

What is the rationale for the proposed change(s)?

The expected learning outcomes of the course fulfill are in line with the ELOs for these two GEs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We expect that adding the GEs will make the course more attractive to a wider array of students interested in the topic.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3692
Course Title	Comparative Social Movements
Transcript Abbreviation	Cmp Social Movmnts
Course Description	Comparative and interdisciplinary analysis of social movements and theories about social movement in various global contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will be introduced to the comparative and interdisciplinary analysis of social movements and theories about social movement in various global contexts.
- Students will learn to recognize and critique organizing and framing strategies for analysis.
- Student will learn to examine discursive, symbolic, and imaginary repertoires underpinning notions of collective agency, conflict, and resistance.

Content Topic List

- Society
- Activism
- Social justice
- Community
- Identity
- Social movements
- Globalization

Sought Concurrence No

Attachments

- OSU-CS 3692 - Comparative Social Movements - GE RationaleEAM.docx: GE rationale
(GEC Model Curriculum Compliance Stmt. Owner: Marsch,Elizabeth)
- OSU-CS 3692 - Comparative Social Movements - GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)
- OSU-CS 3692 - Comparative Social Movements - Syllabus (Proposed).docx: syllabus
(Syllabus. Owner: Marsch,Elizabeth)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	09/15/2017 05:54 PM	Submitted for Approval
Approved	Shank,Barry	09/16/2017 08:09 AM	Unit Approval
Approved	Heysel,Garett Robert	09/16/2017 07:15 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	09/16/2017 07:15 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

**College of Arts and Sciences, Arts and Humanities Division
Department of Comparative Studies**

SPRING SEMESTER 2018

CONTEMPORARY SOCIAL MOVEMENTS
(COMPSTD 3692 – Call ...)

COURSE SYLLABUS

Professor: Franco Barchiesi
Office: 428 Hagerty Hall
Tel.: ...
E-mail: barchiesi.1@osu.edu
Office Hours: ... , or by appointment
Class Days, Time and Venue: ...
Credits: 3

OVERVIEW

This course will provide an introduction to the comparative and interdisciplinary analysis of social movements and theories about social movement in various global contexts. Particular emphasis will be placed on social movements operating in postcolonial situations and contentious politics developing in response to processes of market liberalization and neoliberal policies. Our approach to social movements will involve not only a focus on organizing and framing strategies, but also an examination of discursive, symbolic, and imaginary repertoires underpinning notions of collective agency, conflict, and resistance.

GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES

Cultures and Ideas

Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes

Students analyze and interpret major forms of human thought, culture, and expression.

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity (Global Studies)

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

Global Studies

Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

COURSE REQUIREMENTS AND GRADING

Your work for this class will be graded according to the following components:

- 1) Attendance and Participation: 20%
- 2) Three short papers (3 pages each): 30% (10% for each paper).
- 4) Presentation of Draft Final Essay: 10%
- 5) Final Essay (15 pages): 40%.

NOTE: Prompts for all written assignments will be circulated one week before the assignment's due date.

Attendance and Participation

Class attendance and punctuality are mandatory for this course. You must sign in the attendance register when it is handed out. In order to avoid being recorded as absent, you are expected to be present at the beginning of class and not leave the class before its conclusion, except with the permission of the instructor. **You are allowed no more than FOUR unexcused absences without penalization.** You are encouraged to use your unexcused absences for events that are not excusable absences as outlined below (e.g. weddings, graduate school visits, oversleeping, non-certified illnesses, car trouble, etc.).

More than four unexcused absences, and up to six, will carry, for each absence, a 10 points penalization in the "class attendance and participation" component of your grade (which is

equivalent to two points in your final grade). **SEVEN unexcused absences will result in the loss of the 20% of your grade for “class attendance and participation”.** **EIGHT or more unexcused absences will result in a FAIL grade for the course,** regardless to your grades for coursework. If you find that you will need to miss a critical number of classes, regardless of how excusable the reason, you will not be able to pass the course. **Written work due during an excusable absence MUST be submitted, via e-mail, by the due date.**

Missed classes will be **excused** (and will not be counted for penalizations) only if they are supported by adequate **written** documentation (e.g. medical notes certifying illness or hospitalization or documentation on accidents, bereavement, or other serious personal or family reasons to miss class). Scheduling an appointment at the Health Center or doctor during class time is not considered an excusable absence. **Your documentation is due the first class period after your absence; documentation presented after that time will be accepted only at the instructor’s discretion.**

Showing up late for class, or leaving early without authorization, will negatively affect your attendance grade. Two delays or early departures (**10 minutes or more**) will be counted as one unexcused absence. Students who sign in and then leave will be counted as absent. Students who are late by more than **20 minutes** will be counted absent.

For matters covered in classes you missed, you should ask for help from another student. **The instructor will not respond to requests for notes or explanations of what is covered during absences.**

Apart from attending classes, **you are expected to actively, regularly, and consistently participate in classroom discussions.** Your participation will be taken into account, at the discretion of the instructor, for your final grade. In particular, if your final numerical score is in a borderline position between two grades, having participated in class will surely help move it to the higher grade.

The effective participation of the whole class in a conducive learning environment will be, finally, enhanced by **few basic rules:**

- All **cell phones** should be turned off or placed on vibrate during class. Texting during class is not allowed.
- **Laptops** can only be used for note-taking or other class-related activities.
- Wearing **earbuds, headphones,** etc., is not allowed during class.

Students who continuously and persistently fail to follow these guidelines may be asked to leave and counted as absent.

Submission of Written Work

All written work must be submitted on time, in class (unless otherwise specified in this syllabus), and in hard copy (paper). Submissions via email will not be accepted with the **sole** exception of a missed class in which a paper is due, in which case you are still expected to submit your paper via email **before the end of class.**

Late submissions will be penalized by 50% of the component grade for delays up to seven days and will be graded “zero” beyond a seven-day delay.

Penalties for late submissions of written work will be strictly enforced. Problems with computers, printing, or forgetting an assignment at home will not be considered as excuses.

Extensions or make-ups are at the discretion of the instructor, will be considered only in truly exceptional circumstances, and must be supported by written documentation.

Papers must follow the assigned prompts, which will be circulated in class. Papers not following prompts will be graded “zero”. Submitting work completed in another course is a violation of academic rules, which will lead to a “zero” grade and referral to the university’s committee on academic misconduct.

Format of Written Work

It is important that your essays look neat and polished. To this end, the following rules will apply:

- Assignments should be of the specified page length. Shorter or longer assignments will be penalized.
- All assignments must be typed. If you do not have your own computer, computer labs are available on campus.
- Pages must be numbered.
- Papers must be stapled.
- Your assignments must include a single-spaced heading with your name, course, instructor, and date (in upper-left hand corner).
- Double-space your text and use a plain 12-point font (i.e. Times New Roman).
- Quotes longer than three lines must appear as in-text citations (i.e. paragraphs with increased left and right margins).
- Leave a one-inch margins top, bottom, left and right on each page of text.
- Every paper must have a title.
- You must attach to your assignment a bibliography or list of references, which is not included in the page count. Bibliographies **MUST** be formatted according to a citation style (Chicago, Harvard, MLA) commonly used in the humanities. Style handbooks (like the Chicago Manual of Style) are available at the library or online.
- Do not use dictionaries, encyclopedias or other basic reference material as a critical/secondary reference in any of your work. This will lead to penalizations in your grade.
- Always make a back-up copy of every paper you turn in.

Evaluation of Written Assignments

All your written assignments will be graded with a percentage score (0 to 100) and its corresponding letter grade. **At the beginning of the course I will circulate a “Grade Scale” and a detailed rubric for the evaluation of written work**, which will be used to grade your submissions.

UNIVERSITY POLICIES AND SERVICES

Student Conduct

It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of unethical practices on the part of the student wherever committed including, but not limited to, plagiarism, cheating, unauthorized copying or collaboration, forging signatures on class rosters, and dishonest practices in connection with examinations. Instructors shall report all instances of academic misconduct to COAM. Students found in violation of the Code of Student Conduct may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from the Ohio State University (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/csc/>).

The Department is particularly committed to discouraging plagiarism: As defined by University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community. Students must **always** cite their sources. **In this course, students’ essays containing parts or ideas copied or paraphrased from unacknowledged sources will receive a failing grade**, and may be referred to the Committee on Academic Misconduct for appropriate disciplinary action, ranging from failing the class to suspension or expulsion from the university. If you are in doubt about this matter, you are welcome to contact the instructor, who will provide further information.

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue, telephone 292-3307 (<http://www.ods.osu.edu>).

Writing Center

The Writing Center at the Center for the Study and Teaching of Writing offers free help, including personalized tutorials by appointment, to students at any stage of the writing process for their course papers. More information and useful resources can be found on the Writing Center’s webpage (<http://cstw.osu.edu/writing-center>). The Writing Center is located in 4132 Smith Laboratory, 174 W. 18th Avenue (telephone 688-4291).

If you schedule tutorials with the Writing Center, you will receive 2 additional percentage points in your final grade. To claim these points, you should ask Writing Center personnel to send the course instructor (barchiesi.1@osu.edu) an email stating the date/s of the tutorial/s and the activities conducted.

ONLINE Availability of Course Materials

This course syllabus will be available on Canvas (carmen.osu.edu), OSU’s online course management system, where the instructor can also post additional materials and short readings

relevant to the course. It is therefore recommended that you regularly check this course's webpage on Canvas. **It is, finally, HIGHLY recommended that you make sure you have free space on your OSU e-mail box**, and that you check your e-mail regularly, as you might be contacted with information relevant to the course.

COURSE SCHEDULE AND READINGS

Reading the assigned materials is compulsory. By the beginning of each week students are expected to have done all the readings listed under that week.

There is no required textbook for this course. **All readings will be made available on Canvas** or are available online.

Week 1: SOCIAL MOVEMENTS IN A GLOBALIZED WORLD

Class 1 (DATE)

Tarrow, S. (1992), "Mentalities, Political Cultures, and Collective Action Frames: Constructing Meanings through Action", in A.D. Morris, C.M. Muller (eds.), *Frontiers in Social Movement Theory* (New Haven: Yale University Press): 174-202.

Ellis, S. and I. van Kessel (2009), "Introduction: African Social Movements or Social Movements in Africa?" in *Movers and Shakers. Social Movements in Africa* (Leiden: Brill): 1-16.

Class 2 (DATE)

Bayat, A. (2000), "From 'Dangerous Classes' to 'Quiet Rebels': Politics of the Urban Subaltern in the Global South", *International Sociology* 15 (3): 533-557.

Glasius, M. and G. Pleyers (2013), "The Global Moment of 2011: Democracy, Social Justice, and Dignity", *Development and Change* 44(3): 547-567.

Week 2: DEBATING SUBALTERN AGENCY AND POLITICS

Class 3 (DATE)

Chatterjee, P. (2004), *The Politics of the Governed. Reflections on Popular Politics in Most of the World* (New York: Columbia University Press): 53-80.

Mohanty, C.T. (2003), *Feminism without Borders: Decolonizing Theory, Practicing Solidarity* (Durham, NC: Duke University Press). Chapter 2: "Cartographies of Struggle: Third World Women and the Politics of Feminism" (43-84).

Class 4 (DATE)

Bernstein, H. (2005), "Rural Land and Land Conflicts in Sub-Saharan Africa", in Moyo, S. and P. Yeros (eds.), *Reclaiming the Land: The Resurgence of Rural Movements in Africa, Asia and Latin America* (London: Zed Books): 67-101.

Escobar, A. (2008), "Beyond the Third World: imperial globality, global coloniality and anti-globalisation social movements", *Third World Quarterly* 25 (1): 207-30.

Week 3: SOCIAL MOVEMENTS IN THE (POST)COLONY

Class 5 (DATE)

Young, R. (2003), *Post-Colonialism: A Very Short Introduction* (Oxford: Oxford University Press), Chapter 5: "Postcolonial Feminism" (93-120).

Diouf, M. (2003), "Engaging Postcolonial Cultures: African Youth and Public Space", *African Studies Review* 46 (2): 1-12.

Class 6 (DATE)

Moffa, S. and A. Nilsen (2014), "Social Movements and/in the Postcolonial: Dispossession, Development and Resistance in the Global", in *Social Movements in the Global South* (Berlin: Springer): 1-31.

Mbembe, A. (2002), "African Modes of Self-Writing", *Public Culture* 14(1): 239-273.

SHORT PAPER 1 DUE

Week 4: PREFIGURATIVE POLITICS AND "OCCUPY WALL STREET"

Class 7 (DATE)

McAdam, D. (1983). "Tactical Innovation and the Pace of Insurgency." *American Sociological Review*, Vol. 48 (December): 735-754.

Hazen, D., T. Lohan, and L. Parramore (2011), *The 99%: How the Occupy Wall Street Movement is Changing America* (San Francisco: AlterNet Books), excerpts.

Class 8 (DATE)

Calhoun, C. (2003), "Occupy Wall Street in Perspective", *British Journal of Sociology* 64, 1: 26-38.

R Milkman, S Luce, P Lewis (2014), "Occupy Wall Street", in *The social movements reader*, edited by J. Goodwin and J. Jasper (Malden, VT: Wiley).

Week 5: NEO-ABOLITIONISM AND PROTESTS AGAINST MASS INCARCERATION

Class 9 (DATE)

Zald, M. (1996) "Culture, Ideology, and Strategic Framing." In *Comparative Perspectives on Social Movements*, edited by D. McAdam, J. McCarthy, and M. Zald (Cambridge University Press), pp. 261-274.

Heatherton, C. (2016), “#BlackLivesMatter and Global Visions of Abolition: An Interview with Patrisse Cullors”, in *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter*, edited by J. Camp and C. Heatherton (London: Verso).

Class 10 (DATE)

Stevens, Jacqueline (2010), “America’s Secret Ice Castles.” *The Nation* (January 4): 13-17.

Katzenstein, M. (2005), “Rights without Citizenship: Activist Politics and Prison Reform in the United States.” In *Routing the Opposition: Social Movements, Public Policy, and Democracy*, edited by D. Meyer, V. Jenness, and H. Ingram (Minneapolis: University of Minnesota Press), 236-258.

Week 6: LABOR’S DECLINE AND THE POLITICS OF THE “PRECARIAT”

Class 11 (DATE)

Standing, G. (2011), *The Precariat: The New Dangerous Class* (London: Bloomsbury), 1-42.

B. Neilson and N. Rossiter (2008), “Precarity as a Political Concept, or, Fordism as Exception”, *Theory, Culture & Society* 25 (7-8): 51-72.

Class 12 (DATE)

Castañeda, E. (2012), “The Indignados of Spain: A Precedent to Occupy Wall Street”, *Social Movement Studies* 11 (3-4): 309-319.

Mattoni, A. and N. Doerr (2007), “Images within the Precarity Movement in Italy”, *Feminist Review* 87 (1): 130-135.

SHORT PAPER 2 DUE

Week 7: AFRICAN STRUGGLES AGAINST NEOLIBERALISM AND STRUCTURAL ADJUSTMENT

Class 13 (DATE)

Simone, A. (1992), “Urban Social Fields in Africa”, *Social Text* 56: 71-89.

Ndjio, B. (2005), “Carrefour de la Joie: Popular Deconstruction of the African Postcolonial Public Sphere”, *Africa* 75 (3): 265-294.

Class 14 (DATE)

Greco, E. (2012), “Struggles and Resistance Against Land Dispossession in Africa: An Overview”, in Allan, J.A., M. Keulertz, S. Sojamo, and J. Warner (eds.), *Handbook of Land and Water Grabs in Africa: Foreign Direct Investment and Food and Water Security* (Abingdon: Routledge): 456-468.

Turner, T.E. and L.S. Brownhill (2001), “‘Women Never Surrendered’: The Mau Mau and Globalization from Below in Kenya, 1980-2000”, in V. Bennholdt-Thomsen, N. Faraclas, and C.

von Werlhof (eds.), *There is an Alternative. Subsistence and Worldwide Resistance to Corporate Globalization* (London: Zed Books): 106-132.

Week 8: SOUTH AFRICAN SOCIAL MOVEMENTS FROM APARTHEID TO DEMOCRATIZATION

Class 15 (DATE)

Olzak, S., M. Beasley, et al. (2003). "The Impact of State Reforms on Protest against Apartheid in South Africa." *Mobilization* 8(1): 27-50.

Seidman, G. (1995), *Manufacturing Militance: Workers' Movements in Brazil and South Africa 1975-1980* (Berkeley: University of California Press), Introduction.

Class 16 (DATE)

Barchiesi, F. (2002), "Beyond the State and Civil Society. Labor Movements and Economic Adjustment in African Transitions: South Africa and Nigeria Compared", in Bond, G.C. and N. Gibson (eds.), *Contested Terrains and Constructed Categories. Contemporary Africa in Focus* (Boulder, CO: Westview Press): 145-172.

Sinwell, L. (2011), "Is 'Another World' Really Possible? Re-examining Counter-Hegemonic Forces in Post-Apartheid South Africa", *Review of African Political Economy* 127: 61-76.

Week 9: BLACK POWER MOVEMENTS

Class 17 (DATE)

Fanon, F. (2005, 1961), *The Wretched of the Earth* (New York: Grove Press), Chapter 2: "Spontaneity: Its Strength and Weakness" (87-117).

Wilderson, F. (2003), "The Prison Slave as Hegemony's (Silent) Scandal", *Social Justice* 30(2): 18-27.

Class 18 (DATE)

Shakur, Assata (2001), *Assata: An Autobiography* (New York: Lawrence Hill Books), pp. 45-70.

Spencer, R. (2016), *The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland* (Durham, NC: Duke University Press), Chapter 3.

Week 10: BLACK LIVES MATTER AND THE "AFTERLIFE OF SLAVERY"

Class 19 (DATE)

Vargas, J. and J. James (2012), "Refusing Blackness-as-Victimization: Trayvon Martin and the Black Cyborgs", in *Pursuing Trayvon Martin: Historical Contexts and Contemporary Manifestations of Racial Dynamics*, edited by G. Yancey and J. Jones (Lanham, MD: Lexington Books), pp. 193-203.

Garza, A. (2014), "A herstory of the# blacklivesmatter movement" *The Feminist Wire* (news.northseattle.edu).

Class 20 (DATE)

Taylor, K. (2016), *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books), pp. 153-220 (Chapter 6 and 7).

Hooker, J. (2016), "Black Lives Matter and the Paradoxes of U.S. Black Politics: From Democratic Sacrifice to Democratic Repair", *Political Theory* 44 (4).

SHORT PAPER 3 DUE

Week 11: THE CONTENTIOUS POLITICS OF THE ARAB SPRING

Class 21 (DATE)

Holmes, A. (2012), "There Are Weeks When Decades Happen: Structure and Strategy in the Egyptian Revolution." *Mobilization*, 17 (4).

Leenders, R. (2012), "Collective Action and Mobilization in Dar'a: An Anatomy of the Onset of Syria's Popular Uprising." *Mobilization*, 17 (4).

Class 22 (DATE)

Arjomand, S.A. (2015), "The Arab Revolution of 2011 and Its Counterrevolutions in Comparative Perspective", in S.A. Arjomand (ed.), *The Arab Revolution of 2011: A Comparative Perspective* (Albany: State University of New York Press): 9-51.

Bogaert, K. (2015), "The Revolt of Small Towns: The Meaning of Morocco's History and the Geography of Social Protests", *Review of African Political Economy* 143: 124-40.

Week 12: SOCIAL MOVEMENTS AND THE "COMMONS"

Class 23 (DATE)

Oikonomakis, L. and F. Espinoza. 2014. "Bolivia: MAS and the Movements That Brought It to State Power," in *Rethinking Latin American Social Movements*, edited by R. Sholk, H. Vanden, and M. Becker (Lanham, MD: Rowman & Littlefield), pp. 285-305.

Olivera, O. (2004), *¡Cochabamba! Water War in Bolivia* (Cambridge, MA: South End Press), pp. 7-49 ("The Water War") and pp. 53-64 ("The Coordinadora One Year After the Water War").

Class 24 (DATE)

Wisner, B. (1995), "Luta, Livelihood and Lifeworld in Contemporary Africa", in Taylor, B.R. (ed.), *Ecological Resistance Movements: The Global Emergence of Radical Popular Environmentalism* (Albany, NY: State University of New York Press): 177-200.

Barnett, C. and D. Scott (2007), "Spaces of Opposition: Activism and Deliberation in Post-Apartheid Environmental Politics", *Environment and Planning A* 39(11): 2612-2631.

Week 13: ETHICAL AND METHODOLOGICAL QUESTIONS IN SOCIAL MOVEMENTS RESEARCH

Class 25 (DATE)

Patel, R. (2008), "A Short Course in Politics at the University of Abahlali baseMjondolo", *Journal of Asian and African Studies* 43(1): 95-112.

Gibson, N. (2008), "Upright and Free: Fanon in South Africa, from Biko to the Shackdwellers' Movement (Abahlali baseMjondolo)", *Social Identities* 14(6): 683-715.

Class 26 (DATE)

Naidoo, P. (2010), "Subaltern Sexiness: From a Politics of Representation to a Politics of Difference", *African Studies* 69(3): 439-456.

Walsh, S., P. Bond, and A. Desai (2008), "'Uncomfortable Collaborations': Contesting Constructions of the 'Poor' in South Africa", *Review of African Political Economy* 116: 255-279.

Week 14: INDIVIDUAL CONFERENCES WITH THE INSTRUCTOR (IN PREPARATION OF FINAL PAPERS)

Week 15: PRESENTATION OF DRAFT FINAL PAPERS

CONTEMPORARY SOCIAL MOVEMENTS

General Education Rationale

The course “Contemporary Social Movements” is aimed at providing an introductory overview to social movements, contentious politics, activism, and conflict with a specific focus on the context of globalization and popular responses to economic liberalization and political democratization. The course is interdisciplinary in nature and will be aimed at critically interrogating theories of social movements from sociology and political sciences. To that effect, the course will focus on specific movements, chosen for their sociopolitical significance and intersectional relevance (as they relate to class, gender, race, ethnicity, citizenship, and religion). Established social science approaches to contentious politics—especially as they center questions of organization, leadership, framing, and resources—will then be related to the salience, in the development of collective mobilization, of cultural and symbolic dynamics, imaginaries, and discursive modalities.

Central to the course will be a critical comparison of social movements in the ‘global North’ and the ‘global South’. To that effect, a range of theoretical perspectives from the colonial and postcolonial world will be brought to bear on the interpretation of more traditional social movements, including labor, feminism, or environmentalism. Particular emphasis will then be placed on questions arising for social movement politics from theories of postcolonialism, subalternity, decolonial thought, and critical race theory. The aim is to show how social movements emerging in diverse localities are not only organizationally or tactically connected but in fact share analyses, symbolic referents, and modes of claim-making. A movement like Black Lives Matter, for example, can therefore reveal significant affinities with South African student movements or mobilizations against authoritarianism in the Middle East, affinities based not only on legible and comparable socioeconomic commonalities, but also resting on the circulation of creative interpretations of such common conditions in claim-making languages and imaginations of power, inequality, and justice.

The course will satisfy GE learning requirements in “Culture and Ideas” by specifically focusing on how cultural dynamics, including religion, spirituality, and popular notions of justice (ELO 1: “Students analyze and interpret major forms of human thought, culture, and expression”) are elaborated in social movements, sustain their persistence, and allow the formation of collective claims and demands, while helping to understand their appeal and following. Class discussion of original documentation and activists’ writings will integrate the course’s readings in this regard. Such materials, together with audiovisual documentation produced by movements themselves or reflected in documentary films, will also stimulate the achievement of ELO 2 (“Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior”), specifically in relations to how specific cultural constructs are not only incorporated in social movements’ self-representations and strategies, but also allow social movements to shape collective perceptions of grievances, power relations, inequality, and complex emergencies. Concepts to be explored in the course-- like justice, citizenship, and social change-- reflect major forms of human thought student will analyze and interpret. This course will interrogate how various forms of political expression challenge the beliefs, perceptions, and norms upheld by the systems with which they are at odds.

The course will, finally satisfy GE learning requirements in “Diversity (Global Studies)” by thoroughly examining the distinct political, economic, cultural, physical, social, and philosophic contexts in which particular social movements are enacted. The syllabus is structured to invite students to critically appreciate collective identities “from below” as key features of societies where deeply entrenched forms of domination have resulted in a range of actors (including indigenous populations, workers, women, persons with disabilities) to be made invisible or even disposable. In relation to ELO 1 (“Students understand some

of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.”), social movements, especially in the “global South” will then be analyzed not only as specific forms of socio-political organization, but also as processes aimed at giving voice to actors and populations that would otherwise remain voiceless. At stake, then, is a more comprehensive, nuanced, and complex understanding of diverse regional, national, and social contexts. That diversity will also address ELO 2 (“Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens”), since the questions and claims social movements bring to the fore—from environmental devastation to political democratization, from the precariousness of work to racialized state violence—transcend the specificity of their struggles and interrogate the students’ own perceptions and meanings in relation to social justice, social inequality, or economic and environmental sustainability. Students will be required, in essay-type course assignments, to critically reflect on how the collective claims, visions, and mobilizations discussed in class and in the readings affect their own attitudes and values.

GE Assessment Plan, “Contemporary Social Movements”

CULTURES AND IDEAS				
GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged</i>	Level of student achievement expected for the GE ELO <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?	
<u>ELO 1</u> Students analyze and interpret major forms of human thought, culture, and expression.	Direct methods: Analysis of midterm papers and final essays Indirect methods: End of course discursive evaluation questions	See 3 below		
<u>ELO 2</u> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Direct methods: Analysis of midterm papers and final essays Indirect methods: End of course discursive evaluation questions	See 3 below		
DIVERSITY (GLOBAL STUDIES)				
GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged</i>	Level of student achievement expected for the GE ELO <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>		What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples, and cultures outside the U.S.	Direct methods: Analysis of midterm papers and final essays Indirect methods: End of course discursive evaluation questions	See 3 below		
<u>ELO 2</u> Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Direct methods: Analysis of midterm papers and final essays Indirect methods: End of course discursive evaluation questions	See 3 below		

1. Method of assessment: Direct methods

Essays prompts and topics for final essays will contain elements that specifically assess student achievement of each ELO. Each student will have the opportunity to demonstrate mastery of ELOs. Although carrying one single score, each written assignment will allow separate analysis to obtain data that can be used in revising the course for GE assessment and reporting purposes.

Examples of ELO-related elements incorporated in prompts include:

- a) Culture and Ideas, ELO 1 and 2: “How does the notion of ‘subaltern movements’ question Tarrow’s concept of framing? In your response, pay specific attention to how the role of cultural values has been identified as playing a key role in theories of subalternity”.
- b) Diversity, ELO 1: “Discuss the significance of social conditions and conflicts in the development of the ‘Arab Spring’. In your response, make specific reference to two countries and compare their similarities and differences”.
- c) Diversity, ELO 2: “What do ‘Occupy Wall Street’ and African movements responding to structural adjustment have in common? In your response, evaluate the significance and validity of the concept of ‘neoliberalism’ in explaining the demands of these two types of social movement politics in the U.S. and the ‘global South’.

2. Method of assessment: Indirect methods

End of course discursive evaluation questions. Students will be given the opportunity to reflect on their learning experience over the course of the semester with respect to the expected outcomes. Student “success” will mean that at least 75% of respondents select “agree” or “strongly agree” and are able to come up with their own examples of how the learning objectives were reached during the semester, in both the first and second half of the course.

3. Level of student achievement expected for GE ELO 1 and 2 in Culture and Ideas and Diversity (Global Studies)

Direct methods

In general, “success” means that at least 75% of student will achieve level 2 or higher (out of a possible 4) according to the following scoring rubric:

(1) Novice (Basic)	(2) Intermediate	(3) Advanced	(4) Superior
Shows little comprehension of concepts listed above and seems unaware of what examples might be appropriate	Shows comprehension of concepts listed above but does not fully manage to articulate them through examples	Shows comprehension of concepts listed above and for the most part draws on material discussed in class	Shows comprehension of concepts listed above and is able to correctly connect them to material discussed in class

4. Description of follow-up feedback processes

At the end of the course, faculty will use an analysis of the embedded exam questions and/or the essay assignments to identify problem areas and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception accorded with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of- semester analyses in the instructor’s office so that we can gauge the effectiveness of any changes made.