

**Winthrop University**  
**SOCIAL MOVEMENTS**  
**PLSC 507, Sec 001, 3 credits**  
**Dr. Jennifer Leigh Disney**  
**Fall 2016**  
**Thursdays 6:30pm-9:15pm**  
**Bancroft 339**

My Contact Information: (803) 323-4668; Bancroft Room #327, [disneyj@winthrop.edu](mailto:disneyj@winthrop.edu)  
**PLSC Office Hours: Mondays and Wednesdays 10:00am-12:00pm and by appointment**  
PLSC Office Location: Bancroft Hall 328  
**WMST Office Hours: Wednesdays 9:00-10:00 and by appointment**  
WMST Office Location: Bancroft 107

**Required Texts** - The four books listed below have been ordered at the Bookstore. You are expected to read each required reading **before** the class period the reading is assigned.

Fominaya, Cristina Flesher. *Social Movements and Globalization: How Protests, Occupations, & Uprisings Are Changing the World*. New York: Palgrave Macmillan, 2014.

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*. New York: The New Press, 2016.

Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. New York: Vintage Books, Random House, 1979.

Staggenborg, Suzanne. *Social Movements*. Second Edition. New York: Oxford University Press, 2016.

### **Course Description**

This course is designed to explore the theories and practices of social movements and collective action in a global context. We will examine a variety of approaches toward understanding when and why social movements happen, as well as some of the most important and compelling social movements in our history and now, including: worker's movements, labor movements, movements for economic justice, women's movements, LGBTQ movements, environmental movements, OCCUPY, the Arab Spring, Black Lives Matter, movements for education and ending mass incarceration, immigrant rights movements, and right-wing movements in America. This course participates in Winthrop University's Global Learning Initiative by its very nature.

Throughout this course, we will pay particular attention to the relationships between the micro and macro levels of analysis, and the identities, realities and interlocking oppressions of gender, race, class, culture, ethnicity, nation and post-coloniality. I contend that the best way to construct inclusive social movements is to do so from the perspective of those who live at the intersections of multiple oppressions. An understanding of how interlocking systems of oppression operate is crucial to working toward their demise.

## Course Goals

The goals of this course are to interrogate four provocative texts in the field of social movements collectively and for each of you to pursue an individual and independent research project on a specific social movement question or topic of interest in the field which emerges for you from this process. Some of the questions you should feel comfortable answering by the end of this course include: What is a social movement? What is collective action? What factors help determine when, why, and how social movements are organized? What factors help shape the extent to which social movements are successful in achieving their goals? How do social movements challenge power, or offer alternative understandings of power? What impact does globalization have on social movements? What is the relationship between gender, race, class, ethnicity, sexuality, nationality, post-coloniality and culture in social movement experiences? What have human beings done in various political, cultural, and economic settings to challenge oppression and create a better world for themselves, their communities, other people, and their families? To what extent can notions of ‘intersectionality’ offer a theory and a practice which unite women and men in a common fight against multiple systems of oppression?

## Course Requirements

*ORAL PARTICIPATION:* This course is designed to be a seminar with collective contributions from all of us each class. The enrollment is purposely kept low to ensure a class environment conducive to conversation, interaction, and active participation, including interrogating and questioning the ideas and concepts presented in the readings, thinking critically and creatively out loud, and posing questions to presenters and peers. Each of you should come to class prepared to discuss the readings assigned for that week. I encourage you to take notes on the readings and to utilize those notes during class discussions. From August 25-September 15, discussions will be led by me, with strong contributions from each of you. From September 22-November 10, discussions will be led in pairs by you, with strong contributions from all of us. Each of you will sign up to serve as a discussion leader for one of those classes. On December 1, everyone will get a chance to present for about 10 minutes each on their research paper. Everyone is expected to make an oral contribution to the work of the class, whether by asking questions, making comments, suggesting criticisms, or offering insights.

*WRITTEN PARTICIPATION:* ALL STUDENTS are required to prepare **daily reading notes with discussion questions** to share with me as part of your class participation grade. In addition, you will each be required to write a **research paper** based on a social movement of your choosing. To help assist you in completing this project, you will be required to submit an **annotated bibliography** and a **2-page paper topic proposal**. The four books we are reading collectively in this class could be a part of your annotated bibliography. Annotations should be about 250 words in length, or roughly half a page single spaced. Thus, your annotated bibliography assignment will be 7-10 pages in length single spaced, and effectively STARTS your paper-writing process. In addition, you will have a take-home essay due a week before the interim grading deadline and a cumulative final exam during the designated final exam period.

## Your Grade Composition will be as follows:

Reading Notes and Daily Class Participation in Reading/Discussion	20%
Take-Home Mid-Term Essay Assignment	10%
In Class Cumulative Final Exam	20%

Annotated Bibliography & 2-Page Proposal 15-Source (Undergraduate) 20-Source (Graduate)	20%
Research Paper 15-Page (Undergraduate) 20-Page (Graduate) Research Paper	30%

The **Graduate Student Grade Distribution** in this class will be as follows:

A- 90-92	A 93-96	A+ 97-99
B- 80-82	B 83-86	B+ 87-89
C- 70-72	C 73-76	C+ 77-79
F > 60		

The **Undergraduate Student Grade Distribution** in this class will be as follows:

A- 90-92	A 93-96	A+ 97-99	
B- 80-82	B 83-86	B+ 87-89	
C- 70-72	C 73-76	C+ 77-79	
D- 60-62	D 63-66	D+ 67-69	F > 60

### Grading Measures:

- A 93-100 = A Designates work of superior quality**  
**90-92 = A-** Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors.
- B 87-89 = B+ Designates work of high quality**  
**83-86 = B** Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is very strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.  
**80-82 = B-**
- C 77-79 = C+ Designates work that minimally meets the course requirements**  
**73-76 = C** Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.  
**70-72 = C-**

- D 67-69 = D+ Reflects minimal clarity and comprehension**  
**63-66 = D Class participation is minimal, never voluntary, and reveals that you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.**  
**60-62 = D-**
- F 0-59 = F Unsatisfactory performance along most (or all) measures.**

**Schedule of Class Topics and Reading Assignments:** *(The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.)*

- August 25                      Discussion of Course Description and Requirements  
**I. The Theories and Concepts of Defining, Studying, and Understanding Social Movements**
- Social Movements or Revolutions?**
- Disney, Jennifer Leigh. *Women's Activism and Feminist Agency in Mozambique and Nicaragua*, Book Powerpoint Overview
- September 1                      USE THIS CLASS TIME TO BEGIN READING AHEAD IN YOUR BOOKS TO IDENTIFY AND RESEARCH THE SOCIAL MOVEMENT YOU WANT TO WRITE YOUR PAPER ON**
- September 8                      **Social Movements, Collective Action, and Globalization**
- Staggenborg, Suzanne. *Social Movements*. Chapters 1-4  
Introduction, Theories of Social Movements and Collective Action, Issues in the Study of, Social Movements and Collective Action, The Protest Cycle of the 1960s, pp. 1-70
- Fominaya, Cristina Flesher. *Social Movements and Globalization: How Protests, Occupations, & Uprisings Are Changing the World*.  
Chapters 1-3, Introduction, Social Movements and Globalization: Concepts and Debates, Globalization and Social Movements, pp. 1-49
- Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*, Introductory Pages, pp. IX-XXI
- September 15                      **II. Labor Movements, Civil Rights, Movements for Economic Justice**
- Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. Chapters 1 and 2, The Structuring of Protest & The Unemployed Workers' Movement, pp.1-95

September 22 Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. Chapter 3  
The Industrial Workers' Movement, pp. 96-180

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**September 29 Take Home Mid-Term Essay Assignment Due**

Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. Chapter 4, The Civil Rights Movement, pp. 181-263

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October 6 ***Interim Grading Deadline 5:00pm***

Piven, Frances Fox and Richard A. Cloward. *Poor People's Movements: Why They Succeed, How They Fail*. Chapter 5, The Welfare Rights Movement, pp. 264-362

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**October 13**

Staggenborg, Suzanne. *Social Movements*. Chapter 9, Global Movements for Social Justice, pp. 167-187

Fominaya, Cristina Flesher. *Social Movements and Globalization: How Protests, Occupations, & Uprisings Are Changing the World*. Chapters 4 and 7, The Global Justice Movement, pp. 50-80 and The Arab Spring, *Indignados*, Occupy: A Global Wave of Protest, pp. 148-193

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*, Chapter 5, The Struggle for Economic Power, pp. 103-128

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October 14-17

**FALL BREAK**

**October 20**

**III. Women's, Gender, and LGBT Movements**

Staggenborg, Suzanne. *Social Movements*. Chapters 5 and 6, The Women's Movement and The LGBT Movement, pp. 71-110

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our*

*World*, Chapter 1, Reclaiming the Wholeness: The LGBTQ Movement, pp. 1-24

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October 21  
October 27

*Course Withdraw and S/U Deadline*  
**IV. The Environmental Movement**

Staggenborg, Suzanne. *Social Movements*. Chapter 7, The Women's Movement and The LGBT Movement, pp. 111-136

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*, Chapter 6, Environmental Warriors: Going to the Root of the Problem pp. 129-154

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November 3

**V. Public Education, Mass Incarceration, and Immigrant Rights Movements**

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*, Chapters 2-4, Grounded in Community: The Fight for the Soul of Public Education, Transforming Visions: Ending Mass Incarceration, and the Power of Stories: The Dreamers and Immigration Rights pp. 25-102

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November 10

**20-Source Annotated Bibliography Due**

**VI. American Right-Wing Movements and The Role of Culture, Media, and Communications Technology in Social Movements**

Staggenborg, Suzanne. *Social Movements*. Chapter 9, American Right-Wing Movements, pp. 137-166

Fominaya, Cristina Flesher. *Social Movements and Globalization: How Protests, Occupations, & Uprisings Are Changing the World*. Chapters 5-6, Cultural Resistance in a Globalized World, Social Movements, Media, Information, and Communications Technology, pp. 81-147

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November 17

**VII. Concluding Discussions of Solidarity, Intersectionality, and The Possible**

Staggenborg, Suzanne. *Social Movements*. Chapter 10, Social Movements and Social Change, pp. 188-193

Fominaya, Cristina Flesher. *Social Movements and Globalization: How Protests, Occupations, & Uprisings Are Changing the World*. Chapter 8, Conclusion, pp. 194-197

Jobin-Leeds, Greg and AgitArte. *When We Fight We Win! Twenty-First Century Social Movements and the Activists That Are Transforming Our World*, Epilogue, Afterward to the End, pp. 155-173

November 24                    **THANKSGIVING – NO CLASS**

**December 1                    PRESENTATIONS OF CLASS RESEARCH – FINAL PAPERS DUE**

**December 8                    THURSDAY, December 8, 6:30-9:00pm – FINAL EXAM\***

### **Student Obligations**

#### **Attendance and Class Participation**

Class attendance is required. Excessive absences will lower your grade or lead to your being dropped from the class. Class participation, which requires your presence, will raise or lower grades on the borderline. If prolonged illness or other problems cause you to be absent for an extended period of time, please call me and let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable. Every 2 latenesses are equivalent to an absence. If you have difficulty getting to class on time, see me and explain why.

**Class Listserv:** I will make frequent use of the class listserv provided by the Division of Computing and Information Technology, and you are required to subscribe to it. For additional information, go to:

<http://www.winthrop.edu/technology/default.aspx?id=7081>

#### **Exam Policy**

You must take exams on the days they are assigned. If an emergency arises, you must call me and leave a message on my voicemail by the day of the exam and be prepared to document the emergency in writing. I will then assess the possibility of a make-up exam. If this policy is not followed, you will receive a 0 for the exam, which you cannot afford if you want to pass the class.

#### **Student Conduct Code**

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook*

(<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

#### **Office of Accessibility (OA)**

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility

(OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

**Winthrop's Office of Nationally Competitive Awards (ONCA)** identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222B. Please fill out an online information form at the bottom of the ONCA webpage [www.winthrop.edu/onca](http://www.winthrop.edu/onca) and email [onca@winthrop.edu](mailto:onca@winthrop.edu) for more information.

**Winthrop's Academic Success Center** is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) or [www.winthrop.edu/success](http://www.winthrop.edu/success).

**Winthrop's Office of Victims Assistance (OVA)** provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized, in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hot-line, (803)329-2800. For more information please visit: <http://www.winthrop.edu/victimsassistance/>

### **Taking Notes**

Every student should take notes on material covered in class lectures and discussion as well as on the reading. You will be responsible in exams for both material covered in the text and in class.

### **Plagiarism**

Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101 Writing Manual for proper citation techniques. Please consult the Political Science Department Policy on Plagiarism and Academic Misconduct for further clarifications:

<http://faculty.winthrop.edu/kedrowskik/academicmisconduct.htm>.

## **Talkin' Bout a Revolution**

[Tracy Chapman](#)

Don't you know  
They're talkin' 'bout a revolution  
It sounds like a whisper  
Don't you know  
They're talkin' about a revolution  
It sounds like a whisper  
While they're standing in the welfare lines  
Crying at the doorsteps of those armies of salvation  
Wasting time in the unemployment lines  
Sitting around waiting for a promotion

Don't you know  
They're talkin' 'bout a revolution  
It sounds like a whisper  
Poor people gonna rise up  
And get their share  
Poor people gonna rise up  
And take what's theirs

Don't you know  
You better run, run  
Oh I said you better  
Run, run

'Cause finally the tables are starting to turn  
Talkin' bout a revolution  
Yes, finally the tables are starting to turn  
Talkin' bout a revolution, oh no  
Talkin' bout a revolution, oh  
While they're standing in the welfare lines  
Crying at the doorsteps of those armies of salvation  
Wasting time in the unemployment lines  
Sitting around waiting for a promotion

Don't you know  
They're talkin' 'bout a revolution  
It sounds like a whisper  
And finally the tables are starting to turn  
Talkin' bout a revolution  
Yes, finally the tables are starting to turn  
Talkin' bout a revolution, oh no  
Talkin' bout a revolution, oh no  
Songwriters: TRACY L CHAPMAN