COLLEGE OF CHARLESTON
COMPARATIVE SOCIAL MOVEMENTS
INTL 290-03 – Fall 2015

SYLLABUS

Class Meets: Tuesday & Thursday, 4:00 p.m. - 6:45 p.m.
Location: Maybank, Room 207

Instructor: Jason F. Taylor
Office: Int’l Studies, 9 Glebe Street
Tel.: 843.953.4884
Email: taylorj@cofc.edu

BACKGROUND

This special topics course will meet 13 times during the semester during which we will employ an interdisciplinary case study approach to compare social movements. Recent social movements, from the Arab Spring to the Occupy Wall Street movement and most recently the expansion of marriage in the United States to same sex couples, illustrate a contemporary proliferation of social movements, organized around a range of interests, identities and issues, within several countries as well as across state boundaries, globally. This intensification of mass action disrupts dominant public policy paradigms, in part because these paradigms were mostly intended to operate in controlled or elite-driven policy environments. Many of these social movements have increasingly, if not always consistently, resorted to law and legal institutions, in their attempt to influence public policy at the local, national and global levels, while many other movements have confronted the State and law and tried to force change outside or against law.

COURSE DESCRIPTION

This course will explore the relationship between law, social movements and public policy and explore a contextual perspective on how laws and legal institutions can be more effectively used by social movements to influence public policy and thereby address issues of social justice, and how law and legal institutions are sometimes reactive to social movements’ goal achievement. After an introduction to theoretical frameworks on social movements, law and public policy, the course will be devoted to an in-depth examination of early historical experiences of social movements and explore their experiences under law and within legal institutions. We will also examine how social movements organized around issues such as labor, the environment, human rights, gender and other social issues such as poverty/welfare/social justice. Next, the course will examine emerging global public policy in several areas including human rights, trade, development and environment and the increasing contestation between social movements and global economic institutions such as the World Trade Organization, the World Bank and the International Monetary Fund, and the role of law in this process.

1 This syllabus is not a contract; the Instructor reserves the right to revise this syllabus at any time.
**LEARNING OUTCOMES & COURSE OBJECTIVES**

1. Identify what is meant by “social movements” while understanding the complexities associated with reaching a commonly accepted definition of the term.

2. Enhance student's understanding of the historical context of social movements and development and the key actors within them.

3. Improve student's understanding of how social movements & globalization are linked.

4. Students will demonstrate the ability to produce reasoned critiques of social science literature by being able to identify the thesis of a work and formulate their own evaluations of it and defend their positions.

5. Identify the conditions under which law and legal institutions contribute to social change through their impact on public policy.

6. Students will demonstrate the ability a critical understanding of the range of legal tools and methods used in a variety of public policy settings, and the circumstances under which they sometimes fail or succeed.

**RESEARCH QUESTIONS**  (the relationship between law, social movements and public policy)

Why do some social movements seek redress through the law? What impact does it have on the social movements’ goals, strategies and effectiveness? Why do some other social movements avoid law or even confront the law? Why do some social movements resort to the law more than others and why do some social movements succeed using the law while others fail?

How is public policy made? What is the role of law and legal institutions such as courts and government agencies in that process? Does the formal existence of legal rights matter for a successful social movement? How is public policy made generally and what is the role of social movements in that process? Is social change generated and sustained by law primarily or by social movements? How important is the role of social movements for the generation and implementation of public policy?

**REQUIRED MATERIALS**


---

2 Additional course readings are available on Oaks.
CLASSROOM POLICY AND REGULATION

Classroom Decorum: No eating, drinking or smoking is permitted in the classroom during class. Any student who breaches this standard will be directed to refrain and remove offending substances from the classroom. Abidance by these standards is a condition of satisfactory completion of the course. Failure to conform may result in a lowered grade.

Classroom Conduct: Students are also expected to adhere to all federal, state and local laws. Naturally, you are all bound by the Regulations of the College of Charleston, including, but not limited to the College of Charleston Code of Conduct, the College of Charleston Honor Code and my classroom rules. But classroom behavior is more than just obeying rules; classroom behavior is also about showing proper professionalism. Proper conduct (i.e., professionalism) in the classroom is intended to encourage everyone to participate in, to derive benefit from, and ultimately to enjoy the class.

Class Attendance: Regular and punctual attendance is mandatory. I will take roll daily either by passing around a sign up sheet or by taking a roll call. A student is tardy if not seated in the assigned seat at the time attendance is taken. Each hour of class is treated separately for attendance purposes; therefore, missing a three-hour meeting is treated as three absences. Less than 70% of attendance is automatic WA.

Electronics: Cell phones and other devices are prohibited. If a student allows his/her cell phone to audibly ring in class, the offending student may be sanctioned. Laptop computers are valuable educational tools. They are great for class-related note taking and reference; however, during class it is inappropriate to use laptops for any other purpose. Know that laptop use in class is a privilege and I will suspend or rescind it, individually or collectively, if it is abused.

Sanctions: Absences, tardiness and any other unprofessional conduct will be initially dealt with on a case-by-case basis as a matter of course grading, at the discretion of the Instructor. The imposition of disciplinary measures will follow the process provided by the College.

CLASSROOM ACCOMMODATION: ADA STATEMENT AND DISABILITY ACCESS

Disability claims and accommodation requests should be discussed with campus disabilities staff at Student Disability Services.

3 The College’s Student Code of Conduct specifically forbids disruption or obstruction of teaching, research, administration, disciplinary proceedings other college activities, including its public-service functions on or off campus, or other authorized non-college activities when the act occurs on college premises. See Student Handbook at p.12. Further, the College’s Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the code and to report violations. Id. Notably, faculty members have broad authority to manage the classroom environment. The college classroom isn’t a public forum like a city street or park. Faculty members can define the course agenda, set and limit topics of discussion, give grades that reflect a student's knowledge or reasoning, and maintain order in the classroom. Faculty are encouraged to freely perform these important functions, provided that they refrain from unlawful discrimination, or seek to punish students solely for expressing unpopular viewpoints pertinent to the course.

4 Student Disability Services is located in the Lightsey Center, Room B31 and handles all student access inquiries. For further information about services for students with disabilities, please contact: Center for Disability Services, at 843.953.1431 (Voice), 843.953.8284 (TDD/TTY), 843.953.7731 (Fax) or via email at SNAP@cofc.edu.
Course assignments will be graded on the following letter/numerical grading scale:

(A) = 94-100%; (A-) = 90-93%; (B+) = 87-89%; (B) = 84-86%; (B-) = 80-83%; (C+) = 77-79%;
(C) = 74-76%; (C-) = 70-73%; (D+) = 67-69%; (D) = 64-66%; (D-) = 60-63%; (F) = 0-59%.

The breakdown of your final grade is as follows:

Class Participation (10%); Weekly Discussion Questions (20%); Midterm Exam (20%); Presentation (10%); and Final Research Paper (40%).

Class Participation (10%): Active and informed participation is essential to the success of the course. Each student is expected to prepare in advance of each class meeting. Importantly, in this context preparation means that each student has read and reflected on the assigned course readings; students must be ready to answer the Instructor’s questions.

Weekly Discussion Questions (20%): Read and think about the assigned reading in advance of class. Each week, students must be prepared to answer all of the assigned discussions questions for that course session. Although not all students will be called upon each class, students must be prepared to answer when called upon.

Midterm Exam (20%): Each student must complete an in class midterm exam. The exam will be comprised of short answer discussion questions.

Student Research Presentations (10%): Every student, individually, will present a report to the class. Each student will be expected to produce a presentation that contains at least 10 (ten) minutes of material related to the course themes and your research paper. During the week that the student is assigned to present, the Instructor will call on the student at the appropriate time (i.e., no assigned time slots) for their presentation. This is an informal presentation/discussion and should not last more than 10 (ten) minutes

Final Research Paper (40%): Each student will select a topic and complete a research paper on a topic of choice; however, it must relate to course themes. The Instructor must approve all research topics in advance. The paper shall be turned in to the Instructor on the last day of class or during the assigned final examination period. Your research paper will be graded based on the quality of your analysis, the depth and breadth of your research, and the style and organization of your paper. The paper must be at least 10 pages in length, but not more than 15 pages. All lengths are exclusive of title/caption page, table of contents, bibliography, endnotes, etc. Your research paper must be on 8-1/2” x 11” white paper. It must be plainly typed in black ink using a 12-point font on one side with 1” margins, not greater than double spaced and not less than one and one-half spaces between lines with the exception of quoted material, and properly paginated at the bottom of each page. Include a caption/title page with necessary identifying designations and a centered title. Your research should include relevant and substantively rich sources, preferably primary sources. You should use the appropriate sources and citation format for your discipline.
1. (October 15th) **Introduction**

2. (October 22th) **When and Why Do Social Movements Occur?**


**Discussion Questions:**

1. In what ways might the Brown v. Board of Education decision of 1954 have encouraged the civil rights movement? Consider both the emotional and cognitive dynamics.

2. What were the two branches of the women’s movement of the late 1960s and how do they differ?

3. In what ways did the New Left and women's movement spur the development of the gay liberation movement?

4. Did the Iranian Revolution occur because people perceived opportunities for collective action that didn't actually exist?

5. What is the relationship between "objective political opportunities and people's perception of them? What effect does each have?

6. What are the competing sets of factors that might explain popular participation in the Iranian Revolution of 1979? Which does Kurzman favor?
3. (October 27th) § 3(i) - Who Joins and Supports Social Movements? Who remains?

Reading:


DOUG MACADAM, Recruits to Civil Rights Activism (from Freedom Summer), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 66-74.

STEPHEN COTGROVE AND ANDREW DUFF, Middle-Class Radicalism and Environmentalism (from “Environmentalism, Middle-Class Radicalism and Politics”), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 75-83.

STEPHEN COTGROVE AND ANDREW DUFF, Middle-Class Radicalism and Environmentalism (from “Environmentalism, Middle-Class Radicalism and Politics”), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 75-83.

CHARLES KURZMAN, Who Are the Radical Islamists? (from “Bin Laden and Other Thoroughly Modern Muslims”), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 84-90.

§ 3(ii) - Who remains in Social Movements and Who Drops Out?

ERIC L. HIRSCH, Generating Commitment Among Students (from “Sacrifice for the Cause: Group Process, Recruitment, and Commitment in a Student Social Movement”), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 95.

NANCY WHITTIER, Sustaining Commitment Among Radical Feminists (from Feminist Generations), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 96.

JANJA LALICH, True Believers and Charismatic Cults? (from Bounded Choice), in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 105-116.


4. (October 29th) What Do Social Movement Participants Think and Feel?

Reading:

5. (November 3rd) **How Are Social Movements Organized?**

Reading: JANE J. MANSBRIDGE, *Ideological Purity in the Women’s Movement* (from *Why We Lost the ERA*), in *The Social Movements Reader* (Jeff Goodwin & James M. Jasper eds., 2011) at 146-159.


   *Classic Protest Songs: A List* (from *Contexts* magazine) in *The Social Movements Reader* (Jeff Goodwin & James M. Jasper eds., 2011) at 185-186.

6. (November 5th) **What Do Social Movement Do?**


   PAUL WAPNER, *Transnational Environmental Activism* (from “Politics Beyond the State: Environmental Activism and World Civic Politics”), in *The Social Movements Reader* (Jeff Goodwin & James M. Jasper eds., 2011) at 226-235.


7. (November 10th)  **MIDTERM EXAM**

Assignment: Paper Abstract Deadline (Rolling Approval Process)

8. (November 12th)  **How Do Institutions Influence Social Movements?**

Reading:


**Why Do Social Movements Decline?**


IAN ROXBOROUGH, *Counterinsurgency* (from *Contexts* magazine), in *The Social Movements Reader* (Jeff Goodwin & James M. Jasper eds., 2011) at 400-408.

9. (November 17th)  
**Social Movements: What Changes Do They Bring About? (Generally)**  

**Social Movements: What Changes Do They Bring About? (Women’s Rights)**  


*See also OAKS.*

10. (November 19th)  
**Social Movements: What Changes Do They Bring? (Environmental)**  

DAVID NAGUIB PELLOW AND ROBERT J. BRULLE, *Environmental Justice* (from “*Poisoning the Planet: The Struggle for Environmental Justice*”),
in THE SOCIAL MOVEMENTS READER (Jeff Goodwin & James M. Jasper eds., 2011) at 435-440.

Assignment: Optional Draft Submission Deadline

11. (November 24th) Social Movements and the Rule of Law: What Changes …? (LGBT)


12. (December 1st) Student Research Presentations (Group I)

13. (December 3rd) Student Research Presentations (Group II)