

SOCI 316: Social Movements

Spring 2021, SOCIAL MOVEMENTS – 22743 - SOCI 316 - A01

Instructor: Peyman Vahabzadeh

Asynchronous – This course runs through SOCI 316 Brightspace

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Zoom Office Hours: Mondays 3:30-5:00 PM

We acknowledge that we meet one another and hold our learning experience on the ancestral land of Lekwungen Peoples. University of Victoria operates on the unceded territory of the Coast and Strait Salish people.

Course Description:

Social movements are the source of societal renewal. They bring issues and grievances to public attention that had not been parts of institutional mandates. Social movements can be universalist in their outlooks and mandates, like labour or social justice movements, or particularistic, such as identity politics. This course will introduce the students to the various aspects of social movements and it combines lectures, class discussions, and films to deal with the topics. The course is heavy in terms of readings and the approach is theoretical. Attendance is mandatory and there are lectures that are independent from the readings on which the students will be tested.

Course Outcomes/Objectives:

By the end of the course, the students will have a solid grasp of the main components of social movements study, including mostly the theoretical and but also practical aspects of movements. The course will prepare the students to partake in future research in the areas related to social movements and activism.

Evaluation:

The students will be graded based on the following criteria:

5 Forum Discussion Posts	10%
Online Midterm Exam, due February 10, 2021	30%
Term Paper, 10 pages, due March 29, 2021	30%
Final Take-Home Exam, April 12, 2021	30%

NOTE: the above dates are non-negotiable!

Course Pre/Co-requisites:

None.

Required Resources:

The Required resources for this course are available on Brightspace.

SOCI 316	Social Movements	Spring 2021
READING LIST		

Week 1 (January 11-17): *Introduction*

Week 2 (January 18-24): *Theoretical Perspectives*

Immanuel Wallerstein, "1968, Revolution in the World-System: Theses and Queries." *Theory and Society* 18 (1989): 431-449.

(Film: Interview with George Katsiafikas)

Week 3 (January 25-31): *Theoretical Perspectives: Relative Deprivation Theory*

Daneil A. Foss, and Ralph Larkin, "The Guises of Social Movements," in *Beyond Revolution: A New Theory of Social Movements (Movements, Massachusetts: Bergin & Gravey Publishers, Inc.):* 1-9.

James C. Davies, 1962. "Toward A Theory of Revolution." *American Sociological Review* 27(1): 5-19.

Week 4 (February 1-7): *Theoretical Perspectives: Resource Mobilization Theory*

J. D. McCarthy, and M. N. Zald, "The Enduring Vitality of the Resource Mobilization Theory of Social Movements," in J. H. Turner (ed.), *Handbook of Sociological Theory* (New York: Springer Publishing Co., 2001): 533-565.

D. A. Snow, and R. D. Benford, "Master Frames and Cycles of Protest," in A. D. Morris and C. M. Mueller (Eds.), *Frontiers in Social Movement Theory* (New Haven, CT: Yale University Press, 1992): 133-155.

Week 5 (February 8-14): *Theoretical Perspectives: New Social Movements*

Alain Touraine, "Introduction: The Programmed Society and Its Sociology," in *The Postindustrial Society: Tomorrow's Social History: Classes, Conflicts and Culture in the Programmed Society* (New York: Random House, 1971): 3-26.

Alberto Melucci, "The New Social Movements: A Theoretical Approach." *Social Science Information* 19:2 (1980): 199-226.

Klaus Eder, "The 'New Social Movements': Moral Crusades, Political Pressure Groups, or Social Movements?" *Social Research* 52:4 (1985): 769-890.

Note: February 9 – Midterm Exam Questions posted online at 9 AM.
Note: February 10 – Midterm Exam Essay due on Brightspace by 11:55 PM.
NO EXTENSIONS!

NOTE: February 15-19 READING BREAK! No Class! Enjoy!

Week 6 (February 22-28): Identity Politics-1

Jean L. Cohen, "Strategy or Identity: New Theoretical Paradigms of Contemporary Social Movements." *Social Research*, 52:4 (1985): 663-716.

Week 7 (March 1-7): Identity Politics-2

Susan Hekman, "Beyond Identity: Feminism, Identity and Identity Politics." *Feminist Theory* 1:3 (2000): 289-308.

Andrea Smith, "Indigenous Feminism and Heteropatriarchal State," in Jai Sen (ed.), *The Movement of Movements, Part 1: What Makes Us Move?* (New Delhi: OpenWord, 2017): 147-160.

Week 8 (March 8-14): Hegemony

Peyman Vahabzadeh, "Chapter 3: Identity, Experiential Hegemonies, *Urstiftung*," in *Articulated Experiences: Toward A Radical Phenomenology of Contemporary Social Movements* (Albany, NY: SUNY Press, 2003): 41-71.

Week 9 (March 15-21): Universality and Particularity

Ernesto Laclau and Chantal Mouffe, "Chapter 4: Hegemony and Radical Democracy," in *Hegemony and Socialist Strategy* (London: Verso, 2001): 149-194

Week 10 (March 22-28): Social Nonmovements and Quiet Encroachment

Asef Bayat, "Introduction: The Art of Presence," in *Life as Politics: How Ordinary People Change the Middle East* (Stanford: Stanford University Press, 2010): 1-26.

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

Week 11 (March 29-April 4): Significance of Indigenous Movements

"Idle No More Manifesto." Available at: <https://idlenomore.ca/about-the-movement/>
"The Red Nation Manifesto." Available at: <https://therednation.org/10-point-program/>
EZLN, "First Declaration of the Lacandon Jungle." Available at:
<https://schoolsforchiapas.org/library/declaration-lacandona-jungle-2/>

Shirin Hess, "Zapatista Women Inspire the Fight Against Patriarchy." Available at: <https://truthout.org/articles/zapatista-women-inspire-the-fight-against-patriarchy/>

Taiaiake Alfred and Jeff Corntassel, "Being Indigenous: Resurgence Against Contemporary Colonialism," in Jai Sen (ed.), *The Movement of Movements, Part 1: What Makes Us Move?* (New Dehli: OpenWord, 2017): 131-146.

(Film: A Place Called Chiapas)

**NOTE: Term Paper Due March 29.
NO EXTENSIONS!**

Week 12 (April 5-11): Globalization and Protest

Immanuel Wallerstein, "New Revolts Against the System." *New Left Review* 18 (Nov-Dec 2002): 29-39.

David McNally, "From the Mountains of Chiapas to the Streets of Seattle: This Is What Democracy Looks Like," in Jai Sen (ed.), *The Movement of Movements, Part 1: What Makes Us Move?* (New Dehli: OpenWord, 2017): 47-68.

(Film: This Is What Democracy Looks Like)

**NOTE: April 5 - Final Take-Home Exam Questions posted online by 9 AM.
Take-Home Exam Due one week later (see below)**

Week 13 (April 12): By Way of Conclusion: Movement of the Movements

Naomi Klein, "Reclaiming the Commons." *New Left Review* 9 (May-Jun 2001): 81-89.

**DUE: April 12 – Final Take-Home Exam Essays submitted to Brightspace by 11:55 PM.
NO EXTENSIONS!**

Assignments:

A. 5 Forum Discussion Posts (10%)

Between weeks 3 and 12 only, you are required to post a paragraph-long post to our discussion forum. Each post should contain a response or reflections on one of the readings or any specific idea within a reading. Each post is worth 2% for a total 10% weekly forum posts.

B. Online Midterm Exam, Posted February 9 and due February 10, 2021 (30%)

This exam is intended to emulate an "in-class" exam. At 9 AM on February 9, two questions will be posted on Brightspace. You will choose one question and respond to it. You will find

particular instructions about how to write this midterm on the exam questions sheet. You will post your response in Word/text format to Brightspace by 11:55 PM on February 10, 2021. Each question is meant to test your knowledge of the readings up to this point. You will be required to make connections between the readings and their arguments and add critical reflections to it. **The length for this assignment is minimum 3 and maximum 4 pages.** You are required to cite your sources properly and have a title page and reference/bibliography page.

This is how the exam is graded:

1. An **'A'** paper makes outstanding connections and is very insightful. It offers precise elaboration of the issues. It is well-written, coherent, and well-discussed and reports a deep knowledge of the readings.
2. A **'B'** paper makes very good connections that captures, with relative success, the issue and shows a good knowledge of the readings.
3. A **'C'** paper does make references to issues in question but it still needs clarification and/or it needs further development.

This midterm exam is worth 30% of the final grade.

C. Term Paper, 10 pages, March 29, 2021 (30%):

The Soci-316 Term Paper is intended to allow the students to engage with the topic of their choice pertaining to certain aspects of the study of social movements and collective action. I encourage everyone to choose a theme, topic, or *problématique* that interests you. Since the Term Paper makes up 30% of the final grade for this course, I think it is a good idea to begin thinking about it and possibly researching it sooner rather than later. As it has always been my teaching practice, in the interest of transparency I explain the grading criteria for your Term Paper.

Technicalities:

1. The papers should be **10 pages** in length, **font size 12 and double space**. Papers should include a cover page and a Reference page. The cover page is not counted but the Reference/Bibliography page is counted as a part of the 10-page-length limitations. Papers should not be longer than 10 pages.
2. All sources used or consulted must be cited properly. Any information you bring in your paper that is not your own, in any form presented (direct quote or paraphrase), must be cited. The citation for specific information must include a page number (where applicable).
3. The paper must be written using academic language. Avoid colloquial or social media parlance. The submitted paper must be fully edited and proofread and readable.
4. The citation format is ASA. Please visit: <https://libguides.sjsu.edu/ASAGuide> and http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf

Content:

We cover a lot of ground in our course, all of which focusing on what constitutes a social movement, how social movements organize and mobilize, and how they change the way society changes in terms of agency (e.g., identity politics) or in regard to power (e.g., hegemony). Therefore, your topic of choice can examine any social movement, collective action, or activism in so far as it offers a balanced presentation of empirical research and theoretical-conceptual analysis. The latter—the analytical part—is very important: without analysis, the paper becomes a purely concrete report without critical examination. I encourage you to offer original insights about the subject matter based on our course readings. In other words, you must seek to explain something theoretically out of your concrete case study. A balanced presentation of empirical issues pertaining to a social movements and theoretical analysis makes an outstanding paper.

Your paper must begin with an introduction that provides the proper context for the subject matter. The introduction must lead the reader to the issue/theme and why you study it. Ask yourself: what is the significance of my study? What insight am I going to offer in my paper? The introduction must end with a “statement of intent” or a “thesis statement” that tells the reader what to expect. It is a good idea to speak about the steps to be taken in the paper before proceeding to the next section. The body, which makes up the bulk of the paper, takes appropriate steps to explain and develop the issue/theme. It develops the subject matter and examines the case in a way that it anticipates the analysis that is to be offered later in the paper. The paper concludes with the analytical component—the very analysis that was promised to the reader through the “statement of intent” or your “thesis statement” (in the introduction). Do not shy away from using the course readings for your analysis: in fact, I encourage you to take the theoretical perspectives we have learned and discussed in order to examine your empirical research. Ideally, the concluding, analytical remarks should aim for original contribution.

You are more than welcome to discuss your paper topics, arguments, and conclusions with me.

Please note: a longer paper does not necessarily mean a better paper.

Grading:

Technicalities: 5% (above: straightforward)

Content: 25% (above but also read the following)

(a) An ‘A’ paper contains an outstanding analysis—one that aims at making a potential contribution to the field. It offers precise elaboration of the issue; it is insightful and engaged; and it contains a critical and analytical engagement that is closely connected with its theme.

(b) A ‘B’ paper contains a very good engagement with the topic—one that captures with relative success the issue to be discussed. The paper is written clearly and brings the issue to light and points out the problems or issues. The analysis it offers is acceptable while needing elaboration and further development.

(c) A 'C' paper contains a clear topic while making references to the issue in such a manner that it still needs clarification and development. It offers a glimpse of what the issue is, and it may not contain an analysis. In case it aims for an analysis, its critique still needs to be developed and relevant and connected to the issue at hand.

Final Words:

The paper is due online on March 29, 2021 by 11:55 PM. This date cannot be negotiated. Late papers will not be accepted unless accompanied by a doctor's note.

Most important of all: please note that I am here to help. Come and see me during my office hours if you wish to discuss your paper. As we approach the term's end, multiple, extra office hours will be announced.

D. Final Take-Home Exam, posted online on April 5 by 9 AM, due April 12, 2021 before 11:55 PM (30%):

The questions for the final Take-Home Exam will be posted on Brightspace on April 5, 2021 by 9 AM. The final exam answers are to be posted to Brightspace on April 12 before 11:55 PM. Since this is a take-home exam, no questions will be given out in advance. The instructions about this exam will be included in the exam questions posted online. Please note that the due date for the Take-Home Exam cannot be changed or negotiated.

Legal Blurb:

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an "F." Students are responsible for providing official documentation to justify their absence, e.g. a doctor's note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students' personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Plagiarism and Cheating

Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment

The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Accommodations

The University of Victoria accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. As per university policy, students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the internet. Please turn off your electronic communication devices before entering the classroom and refrain from using them during class. If there is a justifiable reason for using your device

during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Commitment to Inclusiveness and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment. We condemn sexism, ageism, racism, ethnocentrism, homophobia and inappropriate behaviour toward people with a disability.

Course Experience Survey (CES)

I value your feedback about this course. Towards the term's end, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information near the time but please keep thinking about this important activity during the course.

Grading

A primary purpose of evaluation and grading is to further effective teaching and learning. Any practices which assign a predetermined percentage of students a specific grade, that is, a certain percentage get A, another percentage get B and so on, without regard to individual achievement are prohibited.

The table on the next page shows the official grading system used by instructors in arriving at final assessments of student performance. For letter grades authorized for use in the Faculty of Law, see the entry under that faculty.

Undergraduate Grading Scale

Passing Grades	Grade Point Value	Percentage *	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage *	Description

E	0	0 - 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 - 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 - 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary	Grade Point Value	Percentage *	Description
INC	N/A	N/A	Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status.
INP	N/A	N/A	In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED

			courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course. See General Regulations: Undergraduate Co-op.
Grade Note			Note
AEG	N/A	N/A	Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.
<p>* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.</p>			