

**UNIVERSITY OF TORONTO**  
**DEPARTMENT OF POLITICAL SCIENCE**  
**POL 344S SOCIAL MOVEMENTS IN EUROPE AND NORTH AMERICA**  
**MEETS MONDAYS 10 AM- 12 NOON, SPRING 2018**

Instructor: Professor S. Bashevkin

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Office Hours: Mondays 1 to 2 pm or by appointment

Themes: This course examines the development and impact of social movements as well as counter-movements, primarily in Canada, the United States and Western Europe. Among the cases considered are civil rights, women's rights and sexual orientation activism. Questions to be addressed include why particular movements emerge when they do, what relationships they develop with mainstream political institutions and how counter-movements stake their claims in opposition to movement positions.

Course requirements: One two-hour class per week; students are expected to write one reflection paper, one analytic essay and one in-class test. Given the strong overlap between lecture content and student assignments, regular attendance is essential in order to fulfill the course requirements. Students are urged to prepare written comments on weekly readings as a basis for discussion in class and as a foundation for successfully completing the reflection paper, analytic essay and term test assignments.

Grading scheme:

Reflection paper	due 12 February	35%
Analytic essay	due 12 March	40%
Spring term test	2 hrs/in class/2 April	25%

Course objectives: Strong emphasis placed on enhancing students' analytic skills, particularly with respect to reading texts, writing essays and participating in a lecture-based course. Since the course has no teaching assistant, POL344 offers an opportunity to learn about social movements through the eyes of an actively engaged research-stream professor at the University of Toronto.

Reflection paper and analytic essay: Instructions follow this outline. Both assignments should be handed in at the start of class on the due date. Note strictly enforced late penalty for both pieces of work. Grading regulations are clearly delineated in the

Faculty of Arts and Science calendar. Given the close integration between lecture content and student work, written assignments must be completed and submitted in the order indicated on this outline. No other assignments will be admitted as substitutes for the course requirements outlined on this syllabus.

Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism, please see the website of Writing at the University of Toronto: [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources)

Back up your work: Students are strongly advised to keep rough and draft work, and to make hard copies of their essays before handing them in to the instructor. These should be retained until the marked assignments have been returned and the grades posted on ACORN.

Late penalty for written work: A late penalty of 3 percentage points per day including Saturdays and Sundays will be assessed for both the reflection paper and analytic essay assignments. Only in rare circumstances will a full or partial waiver of the late penalty be considered, and waivers will only be considered on the basis of documentation submitted to Accessibility Services or your college registrar. Papers not submitted in person to the instructor at the beginning of class on the due date must be submitted in person to the Department of Political Science staff in Sidney Smith room 3018 during regular business hours, usually between 9 AM and 5 PM on weekdays only. There is a drop-off box for students who arrive after 5 PM, and papers will be date stamped the next business day. The instructor assumes no responsibility for papers otherwise submitted. No fax, e-mail or portal-based submissions of written work will be accepted.

Missed test and re-marking practices are consistent with standard policies of the Department of Political Science.

Required text:

Suzanne Staggenborg and Howard Ramos, *Social Movements* (3<sup>rd</sup> ed.; Don Mills: Oxford University Press, 2016).

Course book has been ordered at the University of Toronto Bookstore. Other readings listed below will be available on the course Blackboard site, which students are urged to consult regularly for news and information.

## **COURSE SCHEDULE**

### **8 January – Introduction to course and theories of social movements (full class)**

Staggenborg and Ramos, chaps. 1, 2 and relevant glossary entries

**15 January – What are cycles of protest?**

Staggenborg and Ramos, chaps. 3, 4 and relevant glossary entries

**22 January – How did the US civil rights movement create what scholars term “a master framework for protest,” merging high drama with everyday acts?**

Staggenborg and Ramos, pp. 68-78

T.V. Reed, *The Art of Protest* (Minneapolis: University of Minnesota Press, 2005), chapter one.

**29 January -- Feminism and women’s movements**

Staggenborg and Ramos, chap. 6

Rebecca Klatch, *Women of the New Right* (Philadelphia: Temple University Press, 1987), chap. 2.

Cheryl Hyde, “Feminist Social Movement Organizations Survive the New Right,” in Myra Marx Ferree and Patricia Yancey Martin, eds., *Feminist Organizations: Harvest of the New Women’s Movement* (Philadelphia: Temple University Press, 1995), 306-22.

**5 February -- Gay and lesbian movements**

Staggenborg and Ramos, chap. 7

David Rayside, “Cross-Border Parallels at the Political Intersection of Sexuality and Religion,” in David Rayside and Clyde Wilcox, eds., *Faith, Politics and Sexual Diversity* (Vancouver: UBC Press, 2011), 357-73.

Amy L. Stone, “More than Adding a T: American lesbian and gay activists’ attitudes towards transgender inclusion,” *Sexualities* 12: 3 (2009), 334-54.

**12 February – Environmental movements \*\* Reflection paper due \*\***

Staggenborg and Ramos, chap. 8

Michael Allan Wolf, “Overtaking the Fifth Amendment: The Legislative Backlash against Environmentalism,” *Fordham Environmental Law Journal* 6:3 (1994), 637-60.

Steve Vanderheiden, “Radical Environmentalism in an age of antiterrorism,” *Environmental Politics* 17:2 (April 2008), 299-318.

**19 February – Reading week -- No class meeting****26 February – Evaluating backlash politics**

Susan Faludi, *Backlash: The Undeclared War Against American Women* (New York: Anchor, 1991), chap. 1.

Jane Mansbridge and Shauna L. Shames, "Toward a Theory of Backlash: Dynamic Resistance and the Central Role of Power," *Politics & Gender* 4:4 (December 2008), 623-34.

Sylvia Bashevkin, "Confronting Neo-conservatism: Anglo-American Women's Movements under Thatcher, Reagan and Mulroney," *International Political Science Review* 15:3 (1994), 275-96.

### **5 March -- Pressing back against civil rights**

Sara Diamond, *Roads to Dominion: Right-Wing Movements and Political Power in the United States* (New York: Guilford, 1995), chap. 3.

Dominic Sandbrook, *Mad as Hell: The Crisis of the 1970s and the Rise of the Populist Right* (New York: Random House, 2011), chap. 6.

Glenn Kessler, *The Confidante: Condoleezza Rice and the Creation of the Bush Legacy* (New York: St. Martin's Press, 2007), 1-19.

### **12 March/Contesting women's equality in the United States**

**\*\*Analytic essay assignment due\*\***

Rosalind Pollack Petechesky, *Abortion and Women's Choice: The State, Sexuality and Reproductive Freedom* (Boston: Northeastern University Press, 1990), chap. 7.

Donald T. Critchlow, *Phyllis Schlafly and Grassroots Conservatism: A Woman's Crusade* (Princeton: Princeton University Press, 2005), chap. 9.

Tanya Melich, *The Republican War Against Women: An Insider's Report from behind the Lines* (New York: Bantam, 1996), 281-300.

### **19 March – Challenges to Sexual Diversity Mobilization**

Tina Fetner, "Working Anita Bryant: The Impact of Christian Anti-Gay Activism on Lesbian and Gay Movement Claims," *Social Problems* 48:3 (2001), 411-28.

Thomas M. Keck, "Beyond Backlash: Assessing the Impact of Judicial Decisions on LGBT Rights," *Law and Society Review* 43:1 (2009), 151-86.

### **26 March – Assessing movement/counter-movement conflict**

Staggenborg and Ramos, chap. 10

Christopher D. Stone, "Is Environmentalism Dead?" *Environmental Law* 38:1 (2008), 19-45.

### **2 April/term test, in class**

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Written assignments: Develop a coherent, concise response to the following questions, using empirical evidence to support your position. Criteria for assessment of student papers are as follows: quality of the writing and argumentation, strength of the evidence assembled to defend your position, facility with key concepts and vocabulary, and ability to address contrary points of view. Students must respond directly to each question using qualitative and/or quantitative evidence; neither essay assignment involves writing a rhetorical opinion piece or manifesto-style polemic.

Reflection paper, due 12 February

Answer the following question in an essay of no more than 1000 words (4 double-spaced, typed pages using 12 point font). Note strictly enforced late penalty, explained earlier in this outline. Ensure that you retain back-up copies of your work.

**What contemporary social movement operating in North America or Europe has most directly shaped your life, including the values you hold and your plans for the future? What empirical measures permit you to gauge its influence? You might reflect on the impact of a specific mobilization such as #MeToo, Idle No More or Black Lives Matter, or a wider phenomenon such as environmentalism, feminism, sexual diversity activism or protest against the Trump administration. Be sure to explain clearly when you learned about the mobilization, how the work of activists challenged or altered your perspectives, and what indicators show this movement exerted such a strong impact. If no contemporary social movement has directly shaped your life, then write a reflection paper that assesses how you remain unaffected by major currents of contemporary movement activism.**

Analytic essay, due 12 March

Answer the following question in an essay of about 1250 words including sources and notes (5 double-spaced, typed pages using 12 point font). Note strictly enforced late penalty, explained earlier in this outline. Ensure that you retain back-up copies of your work.

**What theory or theories of social movement diffusion best explain the impact (or lack of impact) of one or more contemporary social movements on your life? What theory or theories are disconfirmed by your experiences? Be sure to develop your argument using a full set of lecture notes, the course textbook and other academic sources on social movements. These materials will enable you to gain a firm understanding of social movement theory and its application to empirical cases.**