

UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE
POL 344H SOCIAL MOVEMENTS IN EUROPE AND NORTH AMERICA
FALL 2020

Instructor: Professor S. Bashevkin

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Online delivery details: Full details on how to access various course components will be posted on the Quercus site for the course. Since this information may be updated from time to time, students are urged to consult regularly the Quercus Announcements page for POL344H.

Recorded class lectures available: Mondays 10 am

Synchronous class discussion time: Mondays 11:40 am to 12 noon

Virtual office hours: Mondays 12:55 to 1:55 pm or by appointment

Camera use: Students are strongly encouraged to use a camera during class discussion time as well as virtual office hours. Professor Bashevkin is willing to write letters of reference for students who have consistently used their cameras.

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: Asynchronous weekly lectures (recorded); synchronous weekly class discussions (not recorded). Students are expected to write one reflection paper, one analytic essay and one term test. Given the strong overlap among lecture content, discussion content and student assignments, sustained immersion in weekly lecture and discussion materials is essential in order to fulfill the course requirements. Students are urged to prepare written comments on weekly readings as a basis for weekly discussion periods and as a foundation for successfully completing the reflection paper, analytic essay and term test.

Grading scheme:

Reflection paper	due 19 October	35%
Analytic essay	due 16 November	40%
Closed book test	7 December	25%

Course objectives: Strong emphasis is placed on enhancing students' writing as well as analytic skills, particularly with respect to reading texts, writing personal reflections 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 professor at the University of Toronto.

Written assignments: Develop a coherent, concise response to the question posed, using empirical evidence to support your position. Criteria used in the assessment of student papers are posted on the course Quercus site and include clarity of the writing and argumentation, organized sequencing of ideas, evidence of clear reasoning and support for core claims, facility with relevant sources, and ability to follow conventions of high quality writing. Students must respond directly to the questions using qualitative and/or quantitative evidence; neither essay assignment for POL 344 involves writing a rhetorical opinion piece or manifesto-style polemic. **Students are strongly urged to reserve an early appointment with their college writing centre to ensure their two essays and term test meet writing expectations in an upper-level undergraduate course in political science at the University of Toronto.**

Reflection and analytic papers: Instructions follow this outline. Written assignments must be submitted online via Quercus as Word documents by 11:59 pm Toronto, Ontario time on the due date. Note strictly enforced late penalty for both the reflection paper and analytic essay. 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, see Writing at the University of Toronto: <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 online to the instructor. These backup versions 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.

Submitting late essays: Papers not submitted on the due date must be submitted online via quercus as Word documents. The instructor assumes no responsibility for papers otherwise submitted.

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* (3rd ed.; Don Mills: Oxford University Press, 2016).

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

COURSE SCHEDULE**14 September – Introduction to course and theories of social movements**

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

21 September – What are cycles of protest and why do they matter?

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

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

****NOTE there will be no discussion time or office hour on 28 September****

Staggenborg and Ramos, pp. 68-78

T.V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (Minneapolis: University of Minnesota Press, 2005), chap. 1.

5 October – Feminism and women’s movements

Staggenborg and Ramos, chap. 6

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

12 October **Thanksgiving/No class meeting, discussion time or office hour****19 October – Gay and lesbian movements **** Reflection paper due ******

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.

26 October – 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.

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

2 November – Opposition to 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.

9 November **November break/No class meeting, class discussion or office hour****16 November – Contesting reproductive choice and ERA in the US ****Analytic essay due******

Rosalind Pollack Petchesky, *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.

23 November – 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.

30 November – Assessing movement/counter-movement conflict

Staggenborg and Ramos, chap. 10

7 December/Closed book term test held online from 10 am to 12 noon, Toronto time

Reflection Paper Assignment

Reflection paper, due 19 October

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.

On 25 May 2020, George Floyd died at the hands of police officers in Minneapolis, Minnesota. How did his death and the protests which followed shape your political views and outlook?

Responding to this question requires you to write a first-person account (using the pronoun "I") of your own political odyssey since 25 May. Your essay should begin with a clear thesis stating how George Floyd's death and the subsequent protests affected your political views and outlook. For example, do you hold a different understanding of racial inequality now versus

before 25 May? A different position on the role of race in urban policing now versus before 25 May? Did you become more critical of police behaviour and police budgets after 25 May? Were you involved in protest activities after May 25? The essay must present core facts: when (time, date) you first heard of these events, where (city, country) you were living and what communications channels (social media, family, TV, etc.) you relied upon. You will need to summarize your political views and outlook before the events and compare your 'before' perspectives with your 'after' perspectives. Your essay might cite a specific news story that affected you, but this assignment challenges students to write a clear personal narrative rather than a research paper. If the death of George Floyd and the events following did not shape your views or outlook, then you will need to offer insights into how you remain unaffected by major currents of contemporary social movement activism.

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The grading rubric used to evaluate POL344 student papers is presented on the course Quercus site.

Analytic Essay Assignment

Analytic essay, due 16 November

Develop a coherent and concise response to the following question, using empirical evidence from your life experiences reported in the reflection paper to support your position. Organize your response to this question around the three main categories of social movement theory that are presented in the Staggenborg and Ramos textbook, chapter 2: collective behaviour theory, resource mobilization/political process theory, and new social movement theory.

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 movements best explain the impact (or lack of impact) on your political views and outlook of George Floyd's death and the protests which followed? What theory or theories are disconfirmed?

Be sure to develop your argument using a full set of lecture notes, the Staggenborg and Ramos textbook and other course readings on social movements. These materials will enable you to gain a firm understanding of the main streams of social movement theorizing and their application to empirical cases. Be sure to use quotation marks around all direct quotations, and cite the full source including the page number from which each quotation is drawn. All summaries as well as paraphrases of other authors' work should also cite the full source and the page number. Given that this assignment does not involve writing a research paper, it is

possible to submit an excellent analytic paper that relies only on data in your personal narrative paper and in course readings.

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