

UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE
POL344H SOCIAL MOVEMENTS IN EUROPE AND NORTH AMERICA
Winter 2023

Instructor: Marcus Closen, PhD Candidate, Department of Political Science

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Course delivery details: This course is scheduled to be delivered in person. In the event of a change in the public health situation, a web meeting link will be circulated via Quercus.

Class meeting: Wednesdays 6:00 – 8:00 PM

Location: Bissell (BL) 325

Office hours: Wednesdays 3:00 – 5:00 PM

Location: Sidney Smith Hall (SS) 3058

Themes: This course examines the development and impact of social movements in Canada, the United States and Western Europe. Among the cases considered are civil rights, women's rights, sexual orientation, Indigenous and environmental activism. Questions to be addressed include why particular movements emerge when they do, what relationships they develop with mainstream political institutions and how theories of movement formation explain patterns of organized protest.

Course requirements: Weekly lectures. Students are expected to write one key concepts paper, one paper that applies theories of social movements 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 papers and term test.

Grading scheme:

Concepts paper	due 08 February	35%
Theories paper	due 08 March	40%
Participation	varies	5%
	(1% syllabus quiz within first two weeks, 4% note sharing, see below)	
Closed book test	05 April	20%

Course objectives: Strong emphasis is placed on enhancing students' writing as well as analytic skills, particularly with respect to assessing texts, evaluating arguments and participating in a lecture-based course.

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, and facility with relevant sources. 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.**

Two course 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.

Participation grade: upper year seminar courses rely on active participation from students to keep the course moving. Due to on-going community health concerns, it is not feasible to compel attendance in class. *4% of the final grade* will be given to preparing a summary of materials and discussion in class then posting on the course discussion board for an assigned week. The list of assigned dates will be on Quercus. Please alert the instructor immediately if there is any conflict. If you become ill and are not able to complete your assigned week alert the instructor to be assigned to another week. Remember that completing these summaries is not just for your own grade, but an important service to colleagues who are unable to attend to prevent the spread of illness. However, attending as many lectures as possible is imperative for students' understanding of the course material. *1% of the final grade* will be awarded for completing the course syllabus quiz on Quercus in the first week of class (if you join the course later, please send me an email to complete the quiz). This low-stakes assignment ensures that we are all on the same page regarding expectations in this course.

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, except where other arrangements have been made. The instructor assumes no responsibility for papers otherwise submitted.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

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

Term work grade appeals are accepted in writing only by email to the instructor. No request for a re-grade may be made sooner than 48 hours following the release of the grades, requests for re-grades will not be accepted more than 10 days following the release of grades. A 150-word explanation for why the paper deserved a higher grade is required in the text of the email.

Required texts:

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

Course textbook has been ordered at the University of Toronto Bookstore, including in e-book format.

2. One (1) of the following media in which at least one character is shaped by the presence or absence of social protest. Some of these are available from various streaming services, while one is free online.

- a. *Mrs America* (TV Limited Series, 2020, Dinsey+ Star)
- b. *It's a Sin* (Limited Series, 2021, Prime Video)
- c. *Watchmen* (Limited Series, 2019, Crave/HBO)
- d. *Kuper Island* (Podcast, 2022, CBC)
- e. *The Morning Show* (Season 1, 2019, Apple TV+)

Other readings listed below will be available on the course Quercus site, which students are urged to consult regularly for course-related news and information.

COURSE SCHEDULE

11 January – Introduction to course and theories of social movements

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

First ¼ of one of the media listed above under course readings

18 January – What are cycles of protest and why do they matter?

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

Second ¼ of one of the media listed above under course readings

25 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: Culture and Activism from the Civil Rights Movement to the Streets of Seattle* (Minneapolis: University of Minnesota Press, 2005), chap. 1. Third ¼ of one of the media listed above under course readings

01 February – Key social movement concepts

Staggenborg and Ramos, Glossary at end of book, 217-20.

Last ¼ of one of the media listed above under course readings

08 February – Feminism and women's movements **** Concepts paper due ****

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.

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

15 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.

22 February – READING WEEK – NO CLASS/NO OFFICE HOURS**01 March – Indigenous protest**

Staggenborg and Ramos, chap. 5

Glen Coulthard, "#IdleNoMore in Historical Context," *Decolonization* (24 December 2012), available at <https://decolonization.wordpress.com/2012/12/24/idlenomore-in-historicalcontext/>

Jane Dickson-Gilmore, "Whither Restorativeness? Restorative justice and the challenge of intimate violence in aboriginal communities," *Canadian Journal of Criminology and Criminal Justice* 56:4 (July 2014), 417-46.

08 March – Environmental movements **** Theories paper due ****

Staggenborg and Ramos, chap. 8

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

15 March – Global social justice movements

Staggenborg and Ramos, chap. 9

D. Christopher Brooks, "Faction in Movement: The impact of inclusivity on the antiglobalization movement," *Social Science Quarterly* 85:3 (September 2004), 559-77.

22 March – Assessing movement/counter-movement conflict

Staggenborg and Ramos, chap. 10

29 March – Social Protest at Home: Toronto Homeless Encampments

Greene, Jonathan. "Urban restructuring, homelessness, and collective action in Toronto, 1980– 2003." *Urban History Review* 43, no. 1 (2014): 21-37.

Casey, Liam. "Toronto Planned Encampment Clearing Operation for Months, Built Profiles of Residents | CBC News." CBCnews. CBC/Radio Canada, May 2, 2022.

<https://www.cbc.ca/news/canada/toronto/ont-homeless-foi-1.6437578>.

05 April/Closed book term test held during class time

Concepts Paper AssignmentFirst paper, due 08 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 four concepts presented in the Glossary of the Staggenborg and Ramos (pp. 217-20) textbook are most relevant to the media you're engaged with this term in POL344? How do these concepts come out in the media?

Responding to this question requires you to pay attention closely and evaluate one of the five media listed above under Required Texts. Your essay should begin with a clear thesis stating what four concepts you find most relevant to the media you've engaged with. It should then explain how each concept is presented or revealed in the media, making reference to specific parts to show how the creators put flesh on each of the four abstract ideas you identify. Be sure to use quotation marks around all direct quotations from your media, and cite the full source appropriate for each quotation as drawn. All summaries as well as paraphrases of other authors' work should also cite the full source and the page number/s. Given that this assignment does not involve writing a research paper, it is possible to submit an excellent paper that relies only on assigned course readings and the media you've engaged.

The purpose of the assignment is to demonstrate facility with social movement vocabulary in the social sciences; the essay does not involve assessing the literary merits of a given creator or media.

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

Theory Paper AssignmentSecond essay, due 08 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 movements best explain what happens to the main character or characters in your selected media? What theory or theories are disconfirmed?

Develop a coherent and concise response to the above question, using evidence from the same media you discussed in the concepts 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.

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 real-world as well as fictional cases. Be sure to place quotation marks around all direct quotations from your media as well as from other sources, and cite the full source including the page number/s 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 paper that relies only on course readings and the media you've engaged.

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