

POSC 30503
Michael Strausz

Comparative Social Movements
Spring 2010

course time: Monday, Wednesday, Friday, 11:00am-11:50am

classroom: Moudy 204S

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office hours: Thursdays, 10:00am-12:00pm, Fridays, 12:00pm-1:00pm, or by appointment

office: Scharbauer 2007F

Course Description and Objectives: Why do people join together in protest, often at great cost to themselves in money, time, and/or risk of serious personal injury? Why and how do those protest movements influence politics? How do movements choose their tactics, and which tactics tend to be effective in which circumstances? This class will address these questions both theoretically and through in-depth study of the American civil rights movement, Japanese groups that have organized around the rights of foreign residents, and a variety of other movements. This class aims to deepen your understanding of social movements, as well as to strengthen your ability to evaluate contemporary issues relating to social movements and to talk and write about those issues in an informed and coherent manner.

Expectations and Course Policies:

1. Prepare for each class by carefully reading the assigned materials, and bring the day's assigned reading to class with you (if you read it on a laptop computer, than bring your computer).
2. Regularly (at least once before each class – so three times per week) read a newspaper with good international coverage (such as the *New York Times* or *Wall Street Journal*), focusing on the articles about social movements (there are several useful links on ecollege).
3. Attendance Policy: Come to class on time, and stay for the duration. I take attendance, and I will notice if you miss class. If you miss a class where an in-class activity or pop quiz was administered, you will receive a grade of zero unless you produce documentation from campus life indicating that the absence was excused. If you leave early on a day when you submitted work (without prior approval) you will receive a grade of zero on that work.
4. Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.
5. Academic Misconduct (See Section 3.4 from the Student Handbook) – I expect that the work that you turn in will be your own. Any act that violates the academic integrity of the institution is considered academic misconduct, and I will not hesitate to bring suspected academic misconduct to the proper authorities.

Grading: Grades in this course will be determined as follows:

- Reading Quizzes (at least 8) and other in-class exercises: 25%
- First Paper (Due **February 22** at the beginning of class): 30%
- Second Paper (Due **April 28** at the beginning of class): 30%
- Paper about in-class debate: 15%

Grades are determined on a 100-point scale as follows:

A: 93.5 and above	B: 82.5-86.4	C: 72.5-76.4	D: 62.5-66.4
A-: 89.5-93.4	B-: 79.5-82.4	C-: 69.5-72.4	D-: 59.5-62.4
B+: 86.5-89.4	C+: 76.5-79.4	D+: 66.5-69.4	F: 59.4 and below

I will use the +/- system for all students, and the TCU registrar will automatically convert the grades of students not under the +/- system to the old system.

Paper deadline extensions will not be allowed except in the cases of university-excused absences or illnesses, and proper documentation is required.

If you feel that you have been graded unfairly on any course assignment, please wait 24 hours after the assignment is returned and then contact me with a typed statement about why you believe you were graded unfairly. This statement must provide substantive reasons why you believe that you were graded unfairly. The appeal process must be started one week after the exam/homework was returned.

Assignments are due at the *beginning of class*. I am strict about enforcing this rule. Late assignments will be penalized 10 points (out of 100) per date late. Once grades have been officially submitted for the course, late assignments will no longer be accepted.

Quizzes: We will have at least eight quizzes in this class. The quizzes will mostly cover assigned readings, but might also touch on current events related to social movements and/or materials that we have covered in class. If you do the readings, follow current events, and pay attention in class, your quiz grade should end up being quite high. Quizzes will usually take place at the beginning of class, and no extra time will be granted to students arriving late.

Papers: There will be three papers assigned in this class. One of these papers will be a reflection paper about an in-class debate. Each student will be required to participate in an in-class debate (topics and dates will be assigned later in the semester). One week after your in-class debate, you will be required to turn in a reflection paper about your experiences preparing for and participating in the debate. If you miss the debate, you will not be permitted to turn in a reflection paper (unless your absence is excused by campus life). The assignment will be distributed at the same time that the first debate topics are distributed.

For the other two papers, you will be required to analyze issues that we have covered in class. I will expect you to give these issues some thought on your own, rather than simply reproducing what we have covered in class. More specific assignments will be distributed later in the semester.

If you would prefer, you have the option to write a research paper instead of writing these two analysis papers. You are also permitted to revise and lengthen a research paper that you have written for another class. For example, if you wrote a research paper for another class about the American environmental movement, you can add a section about the British environmental movement, and a section that compares Britain's movement with America's. If you are interested in writing or revising and expanding a research paper, you are required to see me during the first two weeks of class to discuss possible topics. If I don't hear from you by **January 27**, you will be required to write the two analysis papers (i.e. you are not permitted to decide that you are writing a research paper only after you have failed to get your first analysis paper in on time).

Office Hours: I encourage students to take advantage of my office hours in order to ask questions about course materials or to chat about issues related to the course or political science more generally. Also, if you have any comments about or problems with the course itself I encourage you to share them in my office hours.

If you would like to get in touch with me to ask a question or schedule an appointment, I encourage you to e-mail me.

Course Materials: The following books are required. They are available at the TCU bookstore, but feel free to buy copies at other bookstores or online. Readings that aren't in these books will be available online, through the course's ecollege site (log in to tcuglobal.edu, go to the "Doc Sharing" section, and then view "Assigned Readings"):

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics*

Harvard Sitkoff, *The Struggle for Black Equality*

Apichai Shipper, *Fighting for Foreigners: Immigration and its Impact on Japanese Democracy*

Schedule:

1/11 *Introduction*

Unit 1: Theories of Social Movements

1/13 *What are Social Movements and How Should We Study Them?*
Tarrow, pp. 1-9.

1/15 *Theories of Social Movements*
Tarrow, pp. 10-25.

1/18 **Class cancelled for Martin Luther King day (think about how this day might be related to this class...)**

1/20 *Modernity and Movements*
Tarrow, pp. 29-42.

1/22 *Media and Social Movements*
Tarrow, pp. 43-53.

- 1/25 *Strong States, Weak States, and Social Movements*
Tarrow, pp. 54-67.
- 1/27 *Political Opportunities*
Tarrow, pp. 71-90.
- 1/29 *Acting Contentiously*
Tarrow, pp. 91-105.
- 2/1 *UFrameIt*
Tarrow, pp. 106-122.
- 2/3 *Rights and Social Movements*
Tarrow, pp. 123-138.
- 2/5 **Class is cancelled because of the SMU Asian Studies Symposium**
- 2/8 *Government Responses*
Tarrow, pp. 141-175.
- 2/10 *Transnational Movements*
Tarrow, pp. 176-195.
- 2/12 *Wrapping Up Tarrow*
Tarrow, pp. 196-210.
- 2/15 **FIRST DEBATE**
No assigned reading
FIRST PAPER ASSIGNMENT DISTRIBUTED IN CLASS
- Unit 2: The American Civil Rights Movement**
- 2/17 *The Framing of the Civil Rights Movement*
Sitkoff, pp. 3-36.
- 2/19 *Eyes on the Prize*
No assigned reading.
- 2/22 *More Eyes on the Prize*
No assigned reading.
FIRST PAPER ASSIGNMENT DUE AT THE BEGINNING OF CLASS
- 2/24 *The Cradle Rocks*
Sitkoff, pp. 37-60.

- 2/26 *Civil Rights and the Cold War*
Sitkoff, pp. 61-87.
- 3/1 *The Long Journey*
Sitkoff, pp. 88-117.
- 3/3 *Courts and Movements*
Sitkoff, pp. 118-154.
- 3/5 *How Many Roads?*
Sitkoff, pp. 155-183.
- 3/8 *The International Legacy of the American Civil Rights Movement*
Sitkoff, pp. 183-209.
- 3/10 *Wrapping up Sitkoff*
Sitkoff, pp. 210-235.
- 3/12 **SECOND DEBATE**
No assigned reading.
- 3/15-3/19 **SPRING BREAK**

Unit 3: The Foreigners' Rights Movement in Japan

- 3/22 *A Brief Introduction to Japanese Politics and Society*
Shipper, pp. 1-24.
- 3/24 *Shipper's Theory in Context*
Shipper, pp. 25-58.
- 3/26 *Fingerprinting*
Shipper, pp. 59-87.
- 3/29 *Diaspora Activism*
Shipper, pp. 88-127.
- 3/31 *Foreigners Voting?*
Shipper, pp. 128-155.
- 4/2 **Class cancelled for Good Friday**
- 4/5 *Local Governments and Social Movements*
Shipper, pp. 156-187.
- 4/7 *Wrapping Up Shipper*
Shipper, pp. 188-201.

Unit 4: Social Movements Around the World

- 4/9 *Terrorism and Social Movements*
Abrahms, Max. "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." International Security 32.4 (2008): 78-105.
- 4/12 *Women's Movements in Comparative Context*
Gelb, Joyce, and Vivian Hart. "Feminist Politics in a Hostile Environment: Obstacles and Opportunities." In How Social Movements Matter. Eds. Marco Giugni, Doug McAdam and Charles Tilly. Minneapolis: University of Minnesota Press, 1999.
- 4/14 *The Green Revolution in Iran*
Brad Stone and Noam Cohen, "Social Networks Spread Defiance Online." *The New York Times*, June 15, 2009.
- 4/16 *Religion and Movements*
Wald, Kenneth D., Adam L. Silverman, and Kevin S. Fridy. "Making Sense of Religion in Political Live." Annual Review of Political Science 8 (2005): 121-43.
- 4/19 **THIRD DEBATE**
No assigned reading.
- 4/21 *Far Right Movements*
Koopmans, Ruud, and Paul Statham. "Ethnic and Civil Conceptions of Nationhood and the Differential Success of the Extreme Right in Germany and Italy." How Social Movements Matter. Eds. Marco Giugni, Doug McAdam and Charles Tilly. Minneapolis: University of Minnesota Press, 1999.
- 4/23 **Class is cancelled because Dr. Strausz will attend the Midwest Political Science Association Annual Meeting in Chicago**
- 4/26 *The Environment and Social Movements*
Rucht, Dieter. "The Impact of Environmental Movements in Western Societies." How Social Movements Matter. Eds. Marco Giugni, Doug McAdam and Charles Tilly. Minneapolis: University of Minnesota Press, 1999.
- 4/28 *Conclusion*
No assigned reading.
SECOND PAPER DUE AT THE BEGINNING OF CLASS