

**Social Movements  
PUBL 610  
Spring 2021  
Online**

**Fernando Tormos-Aponte**

Email: ft@umbc.edu

Office hours: Mondays 4PM-7PM or by appointment

Office: PUBL 411

**Course Description and Learning Outcomes**

Social movements are shaping politics across the globe, pressuring politicians, governments, and corporations to change their policies and practices through a wide range of strategies including protest, shaming tactics, civil disobedience, and even violence. This course focuses on the politics of social movements. Students will learn about how social movements emerge, evolve, survive, influence, and are shaped by politics. The objectives of this course are: 1) to acquaint students with social movement theories, research methods, and practices; 2) to develop students critical thinking and analysis skills; 3) to train students to conduct social movement research. After completing this course, students will be able to discuss literature on social movements and apply research methods to the study of social movements. Students are not expected to have prior knowledge of social movements to take this course.

**Required Course Materials**

All course materials will be made available to students through the UMBC Library, Blackboard, and electronically.

**Course Schedule (January 27, 2020 – May 12, 2020)**

**Introduction to the Course and Course Topic (1/27)**

These class sessions will introduce students to the course. We will review the course policies and substantive content. Students will get acquainted with the major perspectives of social movements and policy. As you are doing your readings, consider the following questions: How can we define social movements and politics? How do social movements differ from other forms of agency? How can we analyze social movements?

**Assigned Substantive Readings**

“Introduction.” By Suzanne Staggenborg. In *Social Movements* (1-13).

**Assigned Research Methods Readings**

Introduction.” by Bert Klendermans and Suzanne Staggenborg In *Methods of Social Movement Research* (pp. xiv-xvii).

Social Movement Studies and Methodological Pluralism: An Introduction.” By Donatella della Porta In *Methodological Practices in Social Movement Research* (pp.1-20).

**Recommended Readings**

Tilly, Charles and Leslie J. Wood. 2009. *Social Movements, 1768-2008*. Paradigm Publishers.

"Social Change and Social Movements" By Kenneth T. Andrews In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*.

"Social Movements" By David A. Snow In *The Wiley Blackwell Encyclopedia of Social and Political Movements* (pp. 1200-1204).

"Social Movements: Conceptual and Theoretical Issues" By Doug McAdam and David A. Snow In *Readings on Social Movements: Origins, Dynamics and Outcomes* 2<sup>nd</sup> Edition (pp. 1-8).

**How Do Social Movements Matter? (2/3)**

This portion of the course will be devoted to reviewing ongoing debates on whether social movements matter. Students will get acquainted with scholarship that finds movements to be weak and lacking power in politics as well as with studies on how social movements have shaped politics. Students will also get acquainted with different types of social movement. As you are doing your readings, consider the following questions: How do movements change politics and society? What kinds of impacts can they have? Why do some scholars argue that movements are weak, relative to other actors, while other scholars find movements to be politically influential?

**Assigned Substantive Readings**

"The Political Consequences of Social Movements" By Edwin Amenta et al. In *Annual Review of Sociology* (pp. 287-307).

"The consequences of social movements: Taking stock and moving forward" By Bosi et al In *The Consequences of Social Movements* (pp. 3-37)  
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**Assigned Research Methods Readings**

"What is the point? Teaching graduate students how to construct political science research puzzles." By Karl Gustafsson and Linus Hagström. In *European Political Science*. Available: <https://link.springer.com/article/10.1057/s41304-017-0130-y>  
A Model for Qualitative Research Design." By Joseph A. Maxwell In *Qualitative Research Design: An Interactive Approach* (pp. 1-21)

**Recommended Readings**

Bartley, Tim and Curtis Child. 2014. "Shaming the Corporation: The Social Production of Targets and the Anti-Sweatshop Movement" *American Sociological Review* (79) 4: 653-679.

"Developing research questions" By Raúl Pacheco-Vega. Available: <http://www.raulpacheco.org/2018/06/developing-research-questions/>

"Pathway analysis and the elusive search for causal mechanisms" By Nicholas Weller and Jeb Barnes In *Finding Pathways: Mixed-Method Research for Studying Causal Mechanisms* (pp. 1-18)

**Discussion Paper 1 Assignment—Due Friday 2/7 @ 5PM****Western Theories of Social Movements (2/10)**

This section of the course introduces students to the most prominent and most widely discussed theories of social movement research—North American and European social movement theories of political opportunities, resource mobilization, and issue framing. Students are expected to use social movement theories in their research design and film review assignments and are encouraged to seek additional help from the course instructor to attain a firm grasp on how to contextualize their research in relation to social movement theory. As you are doing your readings, consider the following questions: How do social movement theories explain social movement emergence and successful political influence? What are the main predictors of social movement emergence and success?

### **Assigned Substantive Readings**

“The Classical Social Movement Agenda” By Doug McAdam et al In *Dynamics of Contention* (pp. 14-20).

“Theories of Social Movements and Collective Action” By Suzanne Staggenborg. In *Social Movements* (14-30).

### **Assigned Research Methods Readings**

“The Case Study and the Study of Social Movements” By David A. Snow and Danny Trom In *Methods of Social Movement Research* (pp. 146-172)

“Using large-N methods to gain perspective on prior case studies” By Nicholas Weller and Jeb Barnes In *Finding Pathways: Mixed-Method Research for Studying Causal Mechanisms* (pp. 104-116)

### **Recommended Readings**

“Resources and Social Movement Mobilization.” By Robert Edwards and John McCarthy. In *The Blackwell Companion to Social Movements*.

“Resource Mobilization and Social Movements: A Partial Theory” By John D. McCarthy and Mayer N. Zald. In *American Journal of Sociology* 82: 1212-1241.

“Introduction: opportunities, mobilizing structures, and framing processes” By Doug McAdam et al In *Comparative Perspectives on Social Movements Political Opportunities, Mobilizing Structures, and Cultural Framings* (pp. 1-22)

“Protest and Political Opportunities” By David S. Meyer. In *Annual Review of Sociology* 30: 125-145.

“The Advocacy Coalition Framework: Innovations and Clarifications” By Paul Sabatier and Christopher Weible In *Theories of the Policy Process*

*Process Tracing in the Social Sciences: From Metaphor to Analytic Tool* By Andrew Bennett and Jeffrey T. Checkel

### **New and Critical Social Movement Theory (2/17)**

This portion of the course introduces students to critical approaches to the study of social movements, often referred to, often inaccurately, as new social movement theory. Students should consider how these approaches differ from classical social movement theories

### **Assigned Substantive Readings**

“New Social Movements and New Social Movement Theory” By Steven M. Buechler In *The Wiley Blackwell Encyclopedia of Social and Political Movements* (pp. 846-852).

“The Anti-oppressive Value of Critical Race Theory and Intersectionality in Social Movement Study.” By Callie Watkins Liu. In *Sociology of Race and Ethnicity* 00 (0): 1–16.

“Black Movements Need Black Theorizing: Exposing Implicit Whiteness in Political Process Theory” By Bracey, Glenn E., II. In *Sociological Focus* 49 (1): 11-27.

### **Assigned Research Methods Reading**

“Diasporic Researcher: An Autoethnographic Analysis of Gender and Race in Political Science” By Behl, Natasha In *Politics, Groups, and Identities* 5 (4): 580–98.

“Grounded Theory” By Kathy Charmaz In *Approaches to Qualitative Research: A Reader on Theory and Practice* (pp. 496-521)

### **Recommended Reading**

“The new social movements: A theoretical approach” By Alberto Melucci in *Theory and Methods*

“The Study of Social Movements: Recurring Questions, (Partially) Changing Answers” By Donatella della Porta and Mario Diani In *Social Movements: An Introduction* (pp. 1-20).

## **Discussion Paper 2 Assignment—Due Friday 2/21 @ 5PM**

### **Researching Social Movements (2/24)**

Throughout this portion of the course we will focus on one potential avenue for social movement research—the case study. Case studies are the most commonly deployed tool for the analysis of social movement research. This trend within the field of social movement research has its advantages and disadvantages. While in-depth case studies can help to build theory and illuminate plausible causal pathways and mechanisms that explain the relationship between two variables, they may have little to say about how generalizable theories are and how applicable they can be for the analysis of other cases. In light of these strengths and weaknesses, social movement scholarship in recent times has identified a promising avenue for the development of social movement research—mixed-method approaches. As you read this week’s readings, think about which method or combination of methods may allow you to interpret the phenomenon that you wish to examine in your research design.

### **Assigned Readings**

“Preparing for Pathway Analysis.” By Nicholas Weller and Jeb Barnes. In *Finding Pathways: Mixed-Method Research for Studying Causal Mechanisms* (pp. 19-32)

“The Potentials of Grounded Theory in the Study of Social Movements.” By Alice Mattoni In *Methodological Practices in Social Movement Research* (pp. 21-42)

“Participant Observation and the Political Scientist: Possibilities, Priorities, and Practicalities.” By Andra Gillespie and Melissa Michelson. In *PS: Political Science & Politics* 44 (2): 261-265.

“Comparative Politics and Social Movements.” By Donatella della Porta. In *Methods of Social Movement Research* (pp. 286-313)

### **Recommended Readings**

“Analyzing Interview Data: The Development and Evolution of a Coding System.” By Cynthia Weston In *Qualitative Sociology* (pp. 381-400)

*Qualitative Analysis for Social Scientists* By Anselm L. Strauss

“An Introduction to Content Analysis” By Bruce L. Berg and Howard Lune In *Qualitative Research Methods for the Social Sciences* (pp. 349-382).

*Rethinking Social Inquiry* Edited by Henry Brady and David Collier

"Thick Description: Toward an Interpretive Theory of Culture" By Clifford Geertz In *The Interpretation of Cultures*

*Designing Social Inquiry: Scientific Inference in Qualitative Research* by Gary King, Robert Keohane, and Sidney Verba

"Concept Formation in Political Science: An Anti-Naturalist Critique of Qualitative Methodology" By Mark Bevir and Asaf Kedar In *Perspectives on Politics*

Research Note: Insights and pitfalls: Selection bias in qualitative research" By David Collier and James Mahoney In *World Politics* 49 (pp. 56–91)

### **The Origins of the Civil Rights Movement (3/2)**

Civil rights and anti-racist activism has been one of the most closely examined forms of activism within the field of Western social movement research. Studies on the civil rights movement, for instance, sought to explain its emergence, sources of strength, and consequences. This week is dedicated to acquainting students with one of the most prominent studies on the civil rights movement. In doing so, students will learn social movement theory and situate this study within debates in the field of social movement research.

#### **Assigned Readings**

*The Origins of the Civil Rights Movement*. By Aldon Morris.

#### **Recommended Reading**

*Political Process and the Development of Black Insurgency, 1930-1970*. By Doug McAdam.

*Klansville, USA: The rise and fall of the civil rights-era Ku Klux Klan* By David Cunningham.

*How long? How long?: African American women in the struggle for civil rights*. By Belinda Robnett.

### **The Consequences of the Civil Rights Movement (3/9)**

The civil rights movement exerted an impact on politics at various levels of government. This week is dedicated to examining the extent to which civil rights activism exerts a political impact and the mechanisms by which it does.

#### **Assigned Readings**

"The Acquisition of Political Power" By Kenneth Andrews. In *Freedom is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*.

"The Unsteady March into the Oval Office" By Megan Ming Francis. In *Civil Rights and the Making of the Modern American State*.

"Knocking on the President's Door: The Impact of Minority Protest on Presidential Responsiveness" By Daniel Gillion. In *The Political Power of Protest*.

"Appealing to an Unlikely Branch: Minority Political Protest and the Supreme Court." By Daniel Gillion. In *The Political Power of Protest*.

### **Film Review Assignment—Due (3/13)**

### **SPRING BREAK (3/15-3/22)**

### **The Black Lives Matter Movement (3/23)**

Since 2014, a new wave of anti-racist activism emerged, which came to be known as the Black Lives Matter movement. This class will review scholarship on the emergence, internal politics, and political consequences of contemporary anti-racist activism.

#### **Assigned Reading**

“Black Lives Matter: A Movement, Not a Moment.” By Keeanga-Yamahtta Taylor. In *From #BlackLivesMatter to Black Liberation*.

“The Ferguson Uprising and its Reverberations.” By Barbara Ransby. In *Making All Black Lives Matter*

“Black Rage and Blacks in Power: Baltimore and Electoral Politics.” By Barbara Ransby. In *Making All Black Lives Matter*.

“Five Questions.” By Charlene A. Carruthers. In *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*.

“The Chicago Model.” By Charlene A. Carruthers. In *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*

#### **Recommended Reading:**

Vanessa Williamson, Kris-Stella Trump, and Katherine Levine Einstein. 2018. “Black Lives Matter: Evidence that Police-Caused Deaths Predict Protest Activity.” *Perspectives on Politics* 16(2): 400-415.

Ray, Rashawn, Melissa Brown, and Wendy Laybourn. 2017. “The Evolution of #BlackLivesMatter on Twitter: Social Movements, Big Data, and Race.” *Ethnic and Racial Studies* 40:11, 1795-1796, DOI: 10.1080/01419870.2017.1335423

Stout, Christopher T., Kristine Coulter, and Bree Edwards. 2017.

“#BlackRepresentation, Intersectionality, and Politicians’ Responses to Black Social Movements on Twitter.” *Mobilization* 22(4): 493-509.

Hooker, Juliet. 2016. “Black Lives Matter and the paradoxes of US Black politics: From Democratic Sacrifice to Democratic Repair.” *Political Theory* 44(4): 448-469.

Cohen, Cathy J., and Sarah J. Jackson. 2016. “Ask a Feminist: A Conversation with Cathy J. Cohen on Black Lives Matter, Feminism, and Contemporary Activism.” *Signs: Journal of Women in Culture and Society* 41(4): 775-7.

Brown, Melissa, Melissa, Rashawn Ray, Ed Summers, and Neil Fraistat. 2017.

“#SayHerName: A Case Study of Intersectional Social Media Activism.” *Ethnic and Racial Studies* <https://doi.org/10.1080/01419870.2017.1334934>

### **First Draft Research Proposal Due 3/27 @ 5PM**

#### **Intersectionality and Social Movements (3/30)**

Intersectionality’s growing prominence within social movement theory, methods, and practice is marked by the publication of studies on the implications of intersectionality for social movements, disciplinary efforts to center intersectional scholarship and scholars from historically underrepresented groups, and the recognition that intersectionality emerged within minority women’s social movement and scholarly spaces. Despite its popularity and recurrent adoption within social movements, intersectionality has been pushed to the margins within the study of social movements. Intersectionality’s relegation to the margins of social movement research evidences the critiques raised by



intersectionality scholars, pointing to the subjugation of Black and Mestiza feminist political thought. This week is dedicated to discussing the social movement origins of intersectionality and its adoption within social movements as an organizing approach.

### **Assigned Substantive Readings**

“A Black Feminist Statement” By Combahee River Collective. In *Words of Fire: An Anthology of African American Feminist Thought*, ed. Beverly Guy-Sheftall: 232–40.

Introduction of *How We Get Free: Black Feminism and the Combahee River Collective* By Keeanga-Yamahtta Taylor. <https://www.amazon.com/How-We-Get-Free-Collective-ebook/dp/B071RHNNXB>

“Intersectionality” By Patricia H. Collins and Valerie Chepp. In the *Oxford Handbook of Gender and Politics*.

“Introduction” By Jill Irvine, Sabine Lang, and Celeste Montoya In *Gendered Mobilizations and Intersectional Challenges* (1-17).

### **Recommended Readings**

Adam, Erin. 2017. “Intersectional Coalition: The Paradoxes of Rights- Based Movement Building in LGBTQ and Immigrant Communities.” *Law & Society Review*: 51 (1): 132-167.

Beaman, Jean and Nadia Brown. 2019. “Sistas Doing it for Themselves: Black Women’s Activism and #BlackLivesMatter in the United States and France.” In *Gendered Mobilizations and Intersectional Challenges: Contemporary Social Movements in Europe and North America*. Eds. Jill Irvine, Sabine Lang, and Celeste Montoya, 226-243.

Cohen, Cathy J. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. Chicago: University of Chicago Press.

Cole, Elizabeth R. 2008. “Coalitions as a Model for Intersectionality: From Practice to Theory.” *Sex Roles* 59: 443–453.

Collins, Patricia Hill 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Boston, MA: Unwin Hyman.

Cho, Sumi, Kimberlé Crenshaw, and Leslie McCall. 2013. “Toward a Field of Intersectionality Studies: Theory, Application, and Praxis.” *Signs: Journal of Women in Culture and Society* 38 (4): 785–810.

Chun, Jennifer Jihye, George Lipsitz, and Young Shin. 2013. “Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates.” *Signs: Journal of Women in Culture and Society* 38 (4): 917–940.

Crenshaw, Kimberlé W. 1989. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics.” *University of Chicago Legal Forum* 140: 138–167.

Fisher, Dana R., Lorien Jasny, and Dawn M. Dow. 2018. “Why are we here? Patterns of Intersectional Motivations Across the Resistance.” *Mobilization: An International Quarterly* (23) 4: 451-468.

Fisher, Dana, Dawn Dow, and Rashawn Ray. 2017. “Intersectionality Takes It to the Streets.” *Science Advances* 3, September 20: 1–8.

Hancock, Ange-Marie. 2011. *Solidarity Politics for Millennials: A Guide to Ending the Oppression Olympics*. New York: Palgrave Macmillan.

Heaney, Michael T. 2019. “Intersectionality at the grassroots.” *Politics, Groups, and Identities*

- Irvine, Jill, Sabine Lang, and Celeste Montoya. 2019. "Introduction: Gendered Mobilizations and Intersectional Challenges." In *Gendered Mobilizations and Intersectional Challenges: Contemporary Social Movements in Europe and North America*. Eds. Jill Irvine, Sabine Lang, and Celeste Montoya, 1-22.
- Laperrière, Marie, and Eléonore Lépinard. 2016. "Intersectionality as a Tool for Social Movements: Strategies of Inclusion and Representation in the Québécois Women's Movement." *Politics* 36 (4): 374–382.
- Luna, Zakiya. 2016. "'Truly a Women of Color Organization': Negotiating Sameness and Difference in Pursuit of Intersectionality." *Gender & Society* 30 (5): 769–790. <https://doi.org/10.1177/0891243216649929>
- Roberts, Dorothy and Sujatha Jesudason. 2013. "Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies." *Du Bois Review: Social Science Research on Race* 10(2), 313-328. <https://doi.org/10.1017/S1742058X13000210>
- Strolovitch, Dara. 2007. *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*. Chicago: University of Chicago Press.
- "Intersectional Solidarity" By Fernando Tormos-Aponte. In *Politics, Groups, and Identities* 5 (4): 707–20.
- Terriquez, Veronica, Tizoc Brenes, and Abdiel Lopez. 2018. "Intersectionality as a Multipurpose Collective Action Frame: The Case of the Undocumented Youth Movement." *Ethnicities* 18 (2): 260–276.
- Townsend-Bell, Erica. 2011. "What Is Relevance? Defining Intersectional Praxis in Uruguay." *Political Research Quarterly* 64 (1): 187–99.
- Tungohan, Ethel. 2019. "Equality and Recognition or Transformation and Dissent? Intersectionality and the Filipino Migrants' Movement in Canada." In *Gendered Mobilizations and Intersectional Challenges: Contemporary Social Movements in Europe and North America*. Eds. Jill Irvine, Sabine Lang, and Celeste Montoya, 208-225.
- Verloo, Mieke. 2013. "Intersectional and Cross-Movement Politics and Policies: Reflections on Current Practices and Debates." *Signs: A Journal of Women in Culture and Society* 38 (4): 893–915.

## **Intersectionality and Social Movements (4/6)**

### **Assigned Reading:**

*¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement*. By Maylei Blackwell.

### **Recommended Reading:**

- Falcón, Sylvanna M. 2012. "Transnational Feminism and Contextualized Intersectionality at the 2001 World Conference against Racism." *Journal of Women's History* 24 (4): 99–120.
- Blackwell, Maylei, and Nadine Naber. 2002. "Intersectionality in an Era of Globalization: The Implications of the UN World Conference Against Racism for Transnational Feminist Practices – A Conference Report." *Meridians: Feminism, Race, Transnationalism* 2 (2): 237–248.



## **The Advocacy State (4/13) (Video lecture, no class)**

Protest is said to be as American as apple pie. This week is dedicated to interrogating the contribution of social movements to democracy.

### **Assigned Reading:**

“Movements, Marginalization, and Representation.” In *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups*. By S. Laurel Weldon.

“When Does Activism Become Powerful?” By Hahrie Han.

<https://www.nytimes.com/2019/12/16/opinion/activism-power-victories.html>

“Introduction.” By Hahrie Han. In *How Organizations Develop Activists Civic Associations and Leadership in the 21st Century*

“A Nation of Organizers: The Institutional Origins of Civic Voluntarism in the United States.” By Theda Skocpol, Marshal Ganz, and Ziad Munson. In *American Political Science Review* 94 (3): 527-546

## **The Politics and Consequences of Transnational Solidarity (4/20)**

### **Assigned Readings**

Transnational Politics: Contention and Institutions in International Politics” By Sidney Tarrow In *Annual Review of Political Science* (pp. 1-20)

From Santiago to Seattle: Transnational Advocacy Groups Restructuring World Politics” By Sanjeev Khagram, James V Riker, and Kathryn Sikkink In *Restructuring World Politics: Transnational Social Movements, Networks, and Norms*

Introduction: Cooperation and Conflict in Transnational Protest” By Jackie Smith and Joe Bandy In *Coalitions Across Borders: Transnational Protest and the Neoliberal Order* (pp. 1-17)

Transnational Advocacy Networks in International Politics: Introduction” By Margaret Keck and Kathryn Sikkink In *Advocacy Beyond Borders: Advocacy Networks in International Politics* (pp. 1-38)

### **Recommended Readings**

*Activists Beyond Borders: Advocacy Networks in International Politics*. By Margaret E. Keck and Kathryn Sikkink

*Social Movements for Global Democracy*. By Jackie Smith

*The Marketing of Rebellion: Insurgents, Media, and International Activism* By Clifford Bob

*Networks in Contention: The Divisive Politics of Climate Change* By Jennifer Hadden

*Unexpected Power: Conflict and Change among Transnational Activists* By Shareen Hertel

*Contesting Global Governance: Multilateral Economic Institutions & Global Social Movements*. By Robert Williams O'Brien, Marc Goetz, and Anne Marie.

*Globalization and Social Movements: Islamism, Feminism, and Global Justice Movement*. By Moghadam, Valentine M. 2008.

“New Revolts Against the System” By Immanuel Wallerstein In *A Movement of Movements* (pp. 262-273)

*Mobilizing for Human Rights: International Law in Domestic Politics* By Beth Simmons

*Meeting Democracy: Power and Deliberation in Global Justice Movements* By Donatella della Porta and Dieter Rucht

“The International Women’s Movement and Women’s Political Representation, 1893–2003.” By Pamela Paxton, Melanie M. Hughes, and Jennifer L. Green. In *American Sociological Review* 71 (December): 898-920.

*Sovereignty, democracy, and global civil society: state-society relations at UN world conferences* By Elisabeth J. Friedman, Kathryn Hochstetler, and Ann Marie Clark

Labor Transnationalism and Global Governance: The impact of NAFTA on Transnational Labor Relationships in North America” By Tamara Kay In *American Journal of Sociology* Reprinted in *Readings on Social Movements*

*Building Transnational Networks Civil Society and the Politics of Trade in the Americas* By Marisa Von Bülow

### **Environmental Activism 4/27**

The environmental movement has grown dramatically in the past decade. The environmental justice sector of the movement has made claims for broader representation of marginalized groups in the environmental movement’s leadership. This week examines the history of the environmental movement, its internal politics, and the extent of the environmental movement’s political impact.

#### **Assigned Reading:**

NGO Influence in International Environmental Negotiations: A Framework for Analysis” By Michele M. Betsill and Elisabeth Corell (pp. 65-85)

Transnational Struggles for Water and Power” By Sanjeev Khagram In *Dams and Development: Transnational Struggles for Water and Power* (pp. 1-32)

“Articulating Climate Justice in Copenhagen: Antagonism, the Commons, and Solidarity.” By Paul Chatterton, David Featherstone, and Paul Routledge. In *Antipode*.

“Building a Transnational Environmental Justice Movement: Obstacles and Opportunities in the Age of Globalization.” By Daniel Daber. In *Coalitions Across Borders: Transnational Protest and the Neoliberal Order*

#### **Recommended Readings**

“Introduction: The Evolution of Environmental Justice Activism, Research, and Scholarship.” By Dorceta Taylor. In *Environmental Practice*.

### **The Resistance (5/4)**

This week is dedicated to examining the rise of activism in the wake of the 2016 presidential election. Students will get acquainted with the organizational structure, identities, strategies, resources, and political impact of activism that emerged in the aftermath and as a reaction to the electoral outcome of the 2016 presidential election.

#### **Assigned Readings:**

“How Did We Get Here.” By Dana R. Fisher. In *American Resistance: From the Women’s March to the Blue Wave*.

“Introduction.” By David S. Meyer and Sidney Tarrow. In *The Resistance The Dawn of the Anti-Trump Opposition Movement*.

“Why US Conservatives Shape Legislation Across the Fifty States Much More Effectively than Liberals.” By Alex Hertel-Fernandez and Theda Skocpol.

<https://scholars.org/contribution/why-us-conservatives-shape-legislation-across-fifty-states-much-more-effectively>

### **Recommended Readings:**

*The Tea Party and the Remaking of Republican Conservatism.* By Theda Skocpol and Vanessa Williamson.

McKane, Rachel G. and Holly J. McCammon. 2018. "Why We March: The Role of Grievances, Threats, and Movement Organizational Resources in the 2017 Women's Marches." *Mobilization* 23(4): 401-424.

### **Research Workshop 5/11**

This session is dedicated to student research presentations and feedback. Students will circulate drafts of their papers, present their research, and receive feedback from their peers.

### **Final Paper Due 5/18**

### **Grading**

The grading strategy for this course is designed to give students a chance to show what they have learned through discussion papers of assigned readings, film reviews, a research proposal, and a data analysis exercise. Guidelines for each assignment will be posted on Blackboard. Please use the American Political Science Association style for all writing assignments. See <<https://www.csuchico.edu/lref/pols/APSA.pdf>> for a summary of APSA Style or <<http://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>> for the APSA Style Manual.

### **Assessments**

#### **Short Discussion Papers (30%)**

Students are expected to submit **two** short discussion papers that summarize and synthesize the week's substantive readings. Discussion papers should range from 1 to 2 double-spaced pages in 12-point font with 1-inch margins.

#### **Review of Social Movement Documentary Film (25%)**

Students will select a documentary film on a social movement from a list provided by the instructor and write a review of the film. Students may choose a documentary that is not featured in the list provided with prior approval from the course instructor. Film reviews should range from 3 to 5 double-spaced pages in 12-point font with 1-inch margins.

#### **Social Movement Research Proposal (30%)**

Students will pose a research question about social movements that you would like to begin to explore and develop a research design.

#### **Class Facilitation (15%)**

Students will be tasked with facilitating class discussion once during the semester.

## **Course Policies**

### **Late Policy**

Late assignments are only accepted under extenuating circumstances.

### **Academic dishonesty and Student Code of Conduct**

Students are expected to be aware of the university policies against academic dishonesty. Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Papers will be checked with software for evidence of copying or cutting-and-pasting. Academic misconduct could result in disciplinary action that may include, but is not limited to, failing the course, suspension, or dismissal. If you have any questions concerning plagiarism, refer to the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/printable/589>

### **Course caveat**

The itinerary for the course and the readings assigned are subject to change. In case of any emergency or unforeseen obstacles the instructor will email students with information regarding the changes or accommodations made. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Every student is responsible for checking their mail and being informed about any changes to the course schedule.

### **Accommodations**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University. If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at [sds.umbc.edu](http://sds.umbc.edu) for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at [disability@umbc.edu](mailto:disability@umbc.edu) or phone (410) 455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

### **Disclosures of Sexual Misconduct and Child Abuse or Neglect**

As an instructor, I am considered a Responsible Employee, per UMBC's Policy on Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct (located at <http://humanrelations.umbc.edu/sexual-misconduct/umbc-resource-page-for-sexual-misconduct-and-other-related-misconduct/>). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator. As an instructor, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect ([www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf](http://www.usmh.usmd.edu/regents/bylaws/SectionVI/VI150.pdf)). The purpose of these reporting requirements is for the University to inform you of options, supports and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action. If you need to speak with someone in confidence about an incident, the following Confidential Resources are available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

(After-hours counseling and care available by calling campus police at 410-455-5555)

Other on-campus supports and resources:

The Women's Center, 410-455-2714

Title IX Coordinator, 410-455-1606

Additional on and off campus supports and resources can be found at:

<http://humanrelations.umbc.edu/sexual-misconduct/gender-equitytitle-ix/>.

### **Diversity Statement**

My role as an instructor is not to convince you to share my beliefs. My mission is to help you develop your critical thinking and analysis skills so that you can form strong arguments and support them. My teaching philosophy is based on principles of critical and intersectional pedagogies that incorporate matters of identity, knowledge construction, and power to the study of politics. This approach to teaching is part of a broader effort to integrate the study of the implications of diversity and inclusion across all societal institutions into higher education. My experience mentoring graduate and undergraduate students has given me the opportunity to help mentees fulfill their professional and academic aspirations, such as receiving research awards and fellowships to fund their graduate studies in research-intensive institutions. I welcome the opportunity to mentor new students. You can learn more about my teaching philosophy at:

<http://www.fernandotormos.com/teaching>