

POLITIC4128 Social Movements

2022-2023 Academic Year

Semester 2

Course Guide

COURSE CONVENER

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Office Hours: Thursdays, 3:30pm-4:30pm in Adam Smith Building 814 or by appointment.

Please notify the course convener in person or by email if you plan to attend office hours on any given day.

COURSE DESCRIPTION

This course examines the role that social movements play in political life. It focuses on the widespread occurrences of ordinary people coming together under unlikely circumstances to challenge power. Students will be introduced to contemporary accounts to examine the rise, nature, and political influence of historic and contemporary social movements. Case studies include the struggle for suffrage in Britain, Black Lives Matter in the United States, and the Piquetero Movement in Argentina. The course will situate social movements as a form of contentious politics and interpret the dynamics of contention to a host of contentious collective behaviour in and beyond western and democratic contexts.

COURSE AIMS AND INTENDED LEARNING OUTCOMES

The course aims to help students to achieve the following objectives:

- To understand the key issues, debates, and controversies in the field of social movements;
- To develop familiarity with a variety of research approaches and methodologies used by scholars studying social movements;
- To develop independent and critical arguments relevant to current debates in social movement studies.

By the end of this course students will be able to:

- Demonstrate they are conversant in theories of social movements and familiar with the work of key scholars;
- Analyse the development and outcomes of specific social movements and develop arguments to explain their outcomes;

- Engage in debates about how social movements affect other spheres of politics and the changing nature of protest in the 21st Century.

MEETING TIMES and LOCATIONS

Lectures are held Thursday 10am – 11am at WOLFSON MED:248 SEM 3-GANN
Check MyCampus for Updates.

Seminar 1, Thursdays Noon - 1pm at BOYD ORR:409. Check MyCampus for Updates.

Seminar 2, Thursdays 2pm - 3pm at ST ANDREWS:237AB. Check MyCampus for Updates.

ASSESSMENT

Students will be required to **read four books** for this course. There is no other required reading but these books must be read in their entirety. Each week we will have a lecture and seminar discussion on a particular theme that the books address.

STUDENTS ARE EXPECTED TO COME PREPARED FOR EACH LECTURE AND SEMINAR SESSION. This course uses active learning, with a high degree of participation in informed discussion in the lectures and seminars. Students must be prepared a) to discuss the substantive content of the assigned readings; b) to analyse the argument(s) in the assigned readings; and c) to answer questions on the readings in the class discussion.

The specific course requirements include:

- Familiarity with ALL the required readings and coming prepared to discuss them in the lecture and seminar.
- Regular attendance at lectures and seminars. You will be graded for class participation (**10% of the overall mark**) and a record will be kept of your attendance.
- Submission of one essay of **2,000 words** (including footnotes/endnotes but not bibliography; appendices, where applicable, are also excluded) (**40% of the overall mark**). Choose ONE of the options provided on pages 5 and 6 (and clearly indicate your choice). Submissions over the word limit will be penalised. The essay should be submitted online by **13 February at Noon** (see the below for further details about deadlines and penalties).
- Submission of one open-book exam (**50% of the overall mark**). The exam will be distributed and due according to the published timetable, which is likely to be announced in late March. Students will be notified when these dates are announced.
- Exchange students might have special assessment arrangements. Please contact the course convener.

READING EXPECTATIONS

The following books are required reading and are recommended for **purchase the book through the Glasgow University Bookshop** located in the Fraser Building, 65 Hillhead Street, Glasgow G12 8QF, Tel: 0141 342 5986, Web: www.johnsmith.co.uk/gla.

- Sidney Tarrow. 2022. *Power in Movement: Social Movements and Contentious Politics*, 4th Edition. New York: Cambridge University Press. **(MUST be 4th edition.)**
- Laura E. Nym Mayhall. 2020. *The Militant Suffrage Movement: Citizenship and Resistance in Britain, 1860-1930*. New York: Oxford University Press.
- David Forrest. 2022. *A Voice but No Power: Organizing for Social Justice in Minneapolis*. Minneapolis: University of Minnesota Press.
- Federico M. Rossi. 2017. *The Poor's Struggle for Political Incorporation: The Piquetero Movement in Argentina*. New York: Cambridge University Press.

All readings are indicated on the course schedule and can be viewed online through the library using the following reading list: <https://rl.talis.com/3/glasgow/lists/B34A89F7-0894-CBD9-BA60-1E9DF0C18782.html?lang=en>

Reading assignments are expected to be completed prior to course sessions.

Please DO NOT CONTACT THE COURSE CONVENER if the readings do not appear to be available through the library. He has no power to deal with this issue. Chances are, there is a briefly delay in access due to congestion on the library server. If the problem continues, please **contact the LIBRARY** for assistance.

COURSE SCHEDULE

Week 1. Introduction to the course (12 January)

No required reading for week 1

Week 2. The Origins and Theories of Contentious Action (19 January)

Reading:

Power in Movement, Introduction and Chapters 1 through 3.

Week 3. The Powers in Movement (26 January)

Reading:

Power in Movement, Chapters 4 through 7.

Week 4. Dynamics in Contention (2 February)

Reading:

Power in Movement, Chapters 8 through 11 and Conclusion.

Week 5. British Suffrage Politics, Part 1 (9 February)

Reading:

The Militant Suffrage Movement, Introduction and Chapters 1 through 4.

Week 6. British Suffrage Politics, Part 2 (16 February)

Reading:

The Militant Suffrage Movement, Chapter 5 through 7 and Conclusion.

Week 7. The City as a Context for Social Movements (23 February)

Reading:

A Voice but No Power, Introduction and Chapter 1 through 3.

Week 8. A Case Study of Black Lives Matter (2 March)

Reading:

A Voice but No Power, Chapter 4 through 6, Conclusion, and Appendix

Week 9. Workers' Struggles in Latin America (9 March)

Reading:

The Poor's Struggle for Political Incorporation, Chapters 1 through 3.

Week 10. The Piquetero Movement, 1999-2009 (16 March)

Reading:

The Poor's Struggle for Political Incorporation, Chapters 4 through 6.

Week 11. Reshaping South American Politics (23 March)

Reading:

The Poor's Struggle for Political Incorporation, Chapters 7 through 9.

ESSAY OPTIONS

Choose **ONE** of the following options as the basis for your essay (and clearly indicate your choice). Be sure to carefully document all sources that you consult. Any standard bibliographic or reference style (e.g., Harvard, Chicago, APA, MLA) is acceptable as long as it is used completely and consistently. There are no specifications with regard to font, spacing, etc.; use your best judgement.

1. *Cycles of Contention*. Scholars of social movements hold various competing views on the factors that explain the rhythms of political contention. Which of these views do you think is the most compelling? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

2. *Economics and Movements*. Many scholars see a critical role for the economy in shaping social movement activity, though there are a variety of perspectives on how this process works. What is your position on how the economy matters to social movements? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

3. *Repertoires*. Social movements do not all do things the same way. They differ considerably in the strategies and tactics that they rely on. How do you understand the ways that a movement's repertoire enables and constrains its approaches to contention? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

4. *The Business of Movements*. Although social movements are sometimes perceived as spontaneous responses to events, there is a great deal of formal organisation underlying most movement activities. What enables social movements to organise effectively? What prevents them from doing so? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

5. *Motivating Participation*. What do you think is the most important way that movements motivate participation in their activities? In your view, what is the relative importance of interests, framings, and emotions? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

6. *Success and Failure*. Social movements have been an important factor in bringing about social change. But they do not win all the time. In your view, what factors are most important in determining the success or failure of movements in achieving their goals? Justify your position using detailed evidence from at least one social movement or social movement organisation. Draw up the required readings, as well as additional relevant scholarship, to make your argument.

FEEDBACK

You will experience a range of opportunities for feedback throughout the course. Feedback is given in various formats and from different sources:

- You will receive **verbal feedback** from instructors and your class colleagues in class discussions/presentations;
- You will receive **written feedback** on your formative assessment and your summative assessment. It is your responsibility to read your feedback carefully and consider the recommendations as to how you can develop your work. Please note that the marks provided for summative assessments are provisional until confirmed by our External Examiners at the Exam Board;
- You are strongly encouraged to make use of staff regular **office hours**, which provide many opportunities throughout the semester for guidance on the course material and further feedback on your assessed work. If you cannot attend regular office hours, you can e-mail to make an appointment for another time, or you might be able to receive feedback via e-mail;
- You can also make use of the support available for students provided by the Learning Enhancement & Academic Service (<http://www.gla.ac.uk/myglasgow/leads/aftoolkit/resources/students/>).

We are **committed to returning course work with written feedback to students within three working weeks** of the submission date. In very rare circumstances, course instructors may be unable to meet this date. On these rare occasions, the course convener will contact all students in the course to explain the reason for the delay and when the course work will be available for students to pick up.

WORD LIMITS AND PENALTIES FOR LATE SUBMISSION

Word limits for all assessed work in **Politics and International Relations (PIR)** include **footnotes/endnotes but not bibliography** (appendices, where applicable, are also excluded). Students should clearly state the word count on the cover sheet of their assessed work. Students who submit an **essay which is significantly under/over the word limit will be penalised**: 1 point in the 22 scale for

being over/under the word limit by 10-15 per cent, 2 points for 15-20 per cent, 3 points for 20-25 per cent, 4 points for 25-30 per cent, and so on.

Failure, without good reason, to submit your essay on time will result in **the loss of 2 points per working day (so, not including weekends) up to five working days**. After five working days, failure to submit the essay will result in the award of an 'H' grade (0) for the essay and may result in the **refusal of credit** for the course. **YOU MUST SUBMIT AN ESSAY IF YOU WANT TO GET CREDIT FOR THIS COURSE**. For more information on the university-wide penalty system, visit https://www.gla.ac.uk/media/Media_124293_smx.pdf

Please read the criteria for written and oral assessment (below). The Moodle page and Honours Course Guide should be consulted for further information about submission of assessed/non-assessed work, Turnitin, marking conventions, penalties, extensions, and other matters. Exchange or disability students might have special assessment arrangements. Please contact the lecturer.

DEADLINES AND ESSAY EXTENSIONS

Deadlines for written assignments are strictly enforced. The hand-in date specified for your assessments is the final date that you may submit your work without receiving a penalty (unless you have been granted an extension). However, **the option to submit your work earlier is available to you** with the online Turnitin submission portal and the plagiarism checking portal being open several weeks in advance. You are encouraged to make use of this and **plan your work schedule carefully**, to avoid last minute assessment congestion.

In exceptional circumstances, students may need to apply to defer their coursework deadline (or to have late penalties lifted). Note, however, that extensions, even short ones, are NOT an entitlement. They are to be granted only if the person responsible for granting the extension is satisfied that the 'candidate submitting the application has been prevented by circumstances beyond his or her control from submitting the relevant work on time' (University Calendar, 16.28b). Extension requests will be considered **only when a medical or serious personal problem** that stands in the way of timely submission can be convincingly demonstrated. Essay deadline 'congestion,' time-management issues or computer problems will NOT be considered.

All requests for an extension—regardless of length—must be submitted before the essay due date. Late requests will be accepted only 'where the circumstances preventing the candidate from submitting work on time have also prevented application for a deferral of the deadline for submission' (University Calendar, 16.28d). When requesting an extension, students need to submit a completed extension request form, as well as relevant medical or other appropriate evidence for extensions for longer than 5 days.

We would like you to consider carefully if a short or longer extension is in your best interest, as it might impact your ability to submit subsequent assessments on time. You are informed of your deadlines at the beginning of the term, and it is your responsibility to plan your work accordingly. **Extensions and Good Cause are not to be considered time management tools**. If you are unsure whether an extension is right for you, or if you need guidance to plan your academic work, please do not hesitate to contact your academic adviser or course/programme convener. The SRC has some high-level guidance on this in

student-friendly language: Late Submission of Coursework:

<https://www.glasgowunisc.org/advice/academic/late-submission/>

SHORT Extension request for up to 5 working days

If an illness or other adverse circumstances prevent you from submitting your assessment on time, you can request a short extension of up to 5 working days. Contrary to a Good Cause request, you are not required to provide evidence for a short extension, but you do need to explain in your request why you believe an extension is necessary.

Please submit your extension request **within 10 working days** of the assessment's due date. Extension requests submitted AFTER the deadline might lead to late submission penalties.

Please use this form to request an extension, and allow a minimum of one working day for a response:
[Student Forms Portal \(uipath.com\)](https://uipath.com)

Extension Request for longer than 5 days

To request a coursework extension for longer than 5 days, please submit a **Good Cause Claim on MyCampus**: Go to your 'Student Centre' and select 'My Good Cause' from the Academics menu.

Guidance for students on reporting good cause is available at

https://www.gla.ac.uk/media/media_420013_en.pdf. Please include any important or sensitive information - it will be treated sympathetically and confidentially. If you miss an examination due to adverse circumstances, you should submit a Good Cause Claim instead of an Absence report.

Student Guidance on the Absence Policy and Reporting is available at

<https://www.gla.ac.uk/myglasgow/senateoffice/policies/studentssupport/absencepolicy> and further guidance is at https://www.gla.ac.uk/media/media_129312_en.pdf. This sets out whether you need to submit an absence report or whether you need to submit a good cause claim. Please note that good cause requests submitted without details or supporting evidence will automatically be declined.

Further information about Short Extension and Good Cause regulations can be found on the University website: [University of Glasgow - MyGlasgow - Academic Policy & Governance - Policy, Strategy and Regulations - Assessment - Good Cause FAQs](#)

TURNITIN AND ELECTRONIC MARKING

In all Politics courses, you are required to upload your essay to **Turnitin**. Turnitin is intended to support students in their avoidance of plagiarism and to support staff in their detection and prevention. Failing to upload a copy before the deadline might mean that your essay is considered as not submitted. **HARD COPIES OF ASSIGNMENTS ARE NO LONGER ACCEPTED.**

Information about Turnitin, how to upload your work and how to interpret your originality reports is available in the course Moodle page. Please read this material thoroughly before submission and note that if you want to submit a draft version to Turnitin, you **MUST** do this at least 24 hours before or it is highly likely you will **NOT** be able to see the Originality Report before the submission deadline. Note that the **draft does NOT replace the submission of the final version**. If there is no submission to Turnitin, your essay will not be graded.

In any case, whatever the results on Turnitin it is only a tool. In the end, avoiding plagiarism means understanding how to reference properly and in what circumstances you must do this, always being careful to correctly attribute ideas and evidence to their original sources, and not using another person's words or statements too directly unless they are being given as an acknowledged quotation. Turnitin will also help your tutors and Course Conveners decide whether a piece of work should be flagged up for essay writing skills support, or investigated for possible plagiarism. You can also get advice on how to improve your writing here

<http://www.gla.ac.uk/myglasgow/leads/students/writingstudyadvice/socialsciences/>.

Electronic Marking

Note that **this course is intending to use electronic marking** so you will receive your feedback via the Moodle page, from where you can also print a copy of the essay and comments. Further instructions will be posted on Moodle. Rest assured that marking anonymity and confidentiality will be preserved and only you will be able to access the feedback for your essay. To help with this process, it is crucial that the name of the uploaded file in Turnitin/Moodle includes your matriculation number but NOT your actual name.

PLAGIARISM

Plagiarism is presenting someone else's ideas (including lectures) or written work (including Internet material, books, articles, theses, dissertations, and essays) as if one's own, without proper acknowledgement. Remember that even paraphrasing someone else's ideas means that you must give proper credit to your source to avoid plagiarism. The University Calendar says that it is "considered as an act of academic fraudulence and is an offence against University discipline." The University Calendar sets out the procedure that a Head of Subject must follow if plagiarism of assessed work is suspected.

The presentation of someone else's essay is obviously fraudulent, but the dividing line between your own work and that of your sources is less clear. The solution is always to acknowledge your sources and to use quotations when repeating exactly what someone else has said. Generally, you should avoid excessive paraphrasing of others' writings, even with acknowledgement; it does not demonstrate that you have understood the material you are reproducing. For more information <http://www.gla.ac.uk/myglasgow/leads/students/plagiarism/>

If you would like any advice about plagiarism or have any concerns, please contact the **Politics and IR Plagiarism Officer**: Dr Petar Bankov: petar.bankov@glasgow.ac.uk

GUIDE TO MARKING

Marking is done on the university's 22-point scale (see below). You will receive a feedback sheet telling you what we are assessing. Exchange or disability students might have special assessment arrangements - please contact the course convener.

If you would like any advice about assessment or have any questions or concerns about marking procedures, please contact the **Politics and IR Assessment Officer**: Dr Tim Peace:
Timothy.Peace@glasgow.ac.uk

Guide to Essay Marking

Did the essay answer the question? This refers to the focus and scope of the discussion. *For example: Did the essay address all parts of the question? Did it miss some key points? Did it digress from the topic?*

Did the author demonstrate knowledge of the relevant literature? This refers to the author's ability to relate course material to the question. *For example: Does the author display a good understanding of the key concepts and texts, and their limitations?*

Is the argument convincing? This refers to the quality and structure of the argument and the author's clarity of expression. *For example: Is the argument logically sound? Is it original? Is it supported by evidence? Is it expressed clearly?*

Essay Summative Assessment

Grade	Mark	Description
A1	22	Excellent performance is characterised by most but necessarily all of the following: Clear, comprehensive answer that displays sound critical thinking and insights Relevant evidence and readings from the course, and perhaps beyond, are cited accurately with very few errors. All key points are addressed fully Originality, creativity, and independent judgement are present
A2	21	
A3	20	
A4	19	
A5	18	
B1	17	Very good performance is characterised by most but not necessarily all of the following: Clear answer that fully addresses the key points Sound reasoning that displays a good understanding of the subject matter Relevant evidence and course readings are used with few errors Less critical thinking, originality, and insight than in an excellent performance
B2	16	
B3	15	
C1	14	Good performance is characterised by most but not necessarily all of the following: Answer displays a basic understanding of the subject matter Evidence of reading from course materials, but some points may not be fully relevant Little in the way of an argument or critical thinking Some errors may be present
C2	13	
C3	12	
D1	11	Satisfactory performance is characterised by most but not necessarily all of the following: Only a modest understanding of the subject matter is displayed Modest evidence of reading from course materials, with the inclusion of a few relevant points Many errors may be present
D2	10	
D3	9	
E1	8	Weak performance is characterised by most but not necessarily all of the following: Failure to answer question, though there may be an answer to a similar question Little evidence of any understanding of the subject matter is displayed Significant errors may be present
E2	7	
E3	6	
F1	5	Poor performance is characterised by most but not necessarily all of the following: Failure to answer question directly Very little evidence of any understanding of the subject matter is displayed Many significant errors are likely to be present
F2	4	
F3	3	
G1	2	Very poor performance is characterised by most of the following: Failure to answer question No evidence of any understanding of the subject matter is displayed
G2	1	
H	0	Absence of positive qualities

Seminar Oral Participation Assessment

Grade		Description
A	22 - 18	Excellent performance is characterised by most of the following: Excellent attendance record Demonstrates excellent preparation for classes: preparation is done thoroughly and creatively Multiple and engaging interventions in discussions, most of which are insightful. Good links to the readings including those that go beyond the required reading list
B	17 - 15	Very good performance is characterised by most of the following: Excellent/very good attendance record Demonstrates good preparation for classes: preparation is done thoroughly, creatively Multiple interventions in discussions, some of which were insightful. Links to the readings
C	14 - 12	Good performance is characterised by most of the following: Good attendance record Performs required class preparation A few useful contributions in discussions Some evidence of reading
D	11 - 9	Satisfactory performance is characterised by most of the following: Inconsistent attendance record Some evidence of class preparation Attentive and engaged, but not actively participating
E	8 - 6	Weak performance is characterised by most of the following: Poor attendance record and class preparation Inattentive and disengaged
F/G	5 - 1	Poor performance is characterised by most of the following: Very poor attendance record Disruptive and/or showing a lack of respect for others
H	0	Not assessable

Please refer to the [Honours Guide](#) for more information.

NETIQUETTE: ONLINE NORMS

The course will be delivered face-to-face **on campus in 2022/23** (unless Government guidance on the pandemic changes) but may also include some online elements. You can find the latest coronavirus information from the University at: <https://www.gla.ac.uk/myglasgow/humanresources/coronavirus/>

The University of Glasgow will use Zoom for the delivery of any online activities. The general expectation is that users engage in an online class with the same respect, politeness, and professionalism that they would exhibit in a real-life classroom. We will apply the following basic principles in which users (instructors and students) are asked to:

- Add a photo to their Zoom profile (strongly encouraged)
- Have their real name (not their GUID) in their profile.
- Turn their cameras on where possible throughout the duration of synchronous activities. /We understand that sometimes users might not be able to use the camera and the course convener should be informed via chat box (private message) at the beginning of the class session.
- Mute their microphones unless you are speaking to avoid background noise.
- Be on time, or better, be early: punctuality is crucial for online classes.
- Use the Chat box ONLY for course related communication.
- Be careful about using potentially inflammatory language in the chat box e.g. all caps and exclamation points in written text. Written text can be easily misread and misunderstood. Remember to quickly check your comment before sending it.