# 

# 

# 

# Seminar in Comparative Politics: Social Movements

**Course Number:** GVPT 459M

**Term:** Fall 2023

**Course Times:** Mon/Wed 10:00-10:50am + Online work

**Course Location:** Tydings 1114

**Professor:** Dr. Jennifer Hadden

**Pronouns:** She/her/hers

**Email:** jhadden1@umd.edu

**Office Hours:** Wed, 11-12pm

# Course Description

This is an advanced seminar exploring the ways that social movements mobilize, the role of governments and bystanders in shaping movement strategy, and the outcomes that they produce. Special topics include environmental activism, transnationalism, and violent vs. non-violent strategies.

# Course Objectives

After successfully completing this course you will be able to:

1. Analyze and respond to theoretical arguments about the determinants of movement mobilization, strategy, and policy impact.
2. Apply relevant theoretical approaches to analyze the trajectory of contemporary social movements.
3. Evaluate current strategy and create recommendations for a social movement of your choosing.

# Required Resources

There are no required books for this class. We will be using the resources blow:

* Course Website: [elms.umd.edu](http://www.elms.umd.edu/)
* Perusall Course Website: [www.perusall.com](http://www.perusall.com)

# Course Structure

This course has in-person discussion sessions on Mondays and Wednesdays. We will also be having four film screenings, which can be completed remotely. You will be required to contribute to online discussion of the course readings via Perusall, typically on a bi-weekly basis with comments due on Tuesdays and Fridays.

Social movements are controversial by necessity. You may sometimes feel uncomfortable with the material in this course. Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing

perspectives. Supporting one's statements with research findings is encouraged. In

accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of

diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual

orientation, religion, age, abilities, class, nationality, and other factors. The Department

of Government at the University of Maryland is committed to creating a respectful and

affirming climate in which all students, staff, and faculty are inspired to achieve their

full potential.

# Course Requirements

**Attendance and Participation**

* Given the interactive style of this class, attendance will be crucial to your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
* Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every in person or online live session.
* Students with a legitimate reason to miss a class session should communicate in advance with the instructor, except in the case of an emergency.
* Students who miss a class session are responsible for learning what they miss from that session.
* Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

**Policy on Excused Absences related to COVID-19**

In light of the COVID-19 epidemic, self-certified notes will serve as documentation for COVID-19 related absences or missed course expectations. This means that students do not need a note signed by a doctor or other health professional for COVID-19 related absences.  
  
In the event that students cannot complete the regular course assessments due to COVID-19 related absences, faculty can suggest alternative assignments for students to make up missing work and complete the course. According to university policy, these alternative assignments are permitted and cannot be the basis for an Arbitrary and Capricious grading claim.

**Canvas**

We will be using Canvas every week. The site is available at: [www.elms.umd.edu](http://www.elms.umd.edu/) . You must make sure you are enrolled in our course - please let me know if you have any problems. I will be posting documents, schedule revisions, and other important information on Canvas. Please make sure that you are signed up to receive notifications from ELMS.

**Assignments**

You will be required to complete a number of graded assignments. These assignments are briefly described below and will be detailed in class.

**Office Hours**

I will be holding office hours after class on Wednesdays. If you are having difficulty with the course or need to discuss particular assignments or accommodations you might require, I am happy to meet with you during this time. I am also happy to reply to questions via email.

# Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Student and instructor conduct
* Accessibility and accommodations
* Attendance and excused absences
* Grades and appeals
* Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

## Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu/) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## Communication with Instructor

## Email: If you need to reach out and communicate with me, please email me at jhadden1@umd.edu. While I will do my best to reply to emails within 24 hours, I often do not have access to email over the weekends. Please plan accordingly, especially around times when we have assignments due.

For questions around logistics (e.g., extension requests, absences, etc.) please copy both myself and your course TA Jessica Martin (jmarti46@terpmail.umd.edu).

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

**Teaching Assistant**

Your undergraduate teaching assistant for this course is Jessica Martin. You can contact her via email at jmarti46@terpmail.umd.edu. Jessica has very successfully completed this course and is familiar with all the material. Her primary role will be to monitor the course Perusall and to help keep our course website up to date. You may also reach out to her regarding questions about the course.

## Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

**Reporting Racism and Other Forms of Hate and Bias:**

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment. Please report the experience to the instructor and/or report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>

# Major Assignments

## Perusall Reading

* You will be asked to complete your weekly reading through a social e-reader called “Perusall.” Perusall allows you to post questions and reactions to the text that others can read. Your TA and I will review your questions and comments before class. Perusall automatically generates engagement scores which I will review and will become a component of your grade.

## Film Response Essays

* Film Response Essays: You will complete four film response essays over the course of the semester. You will be asked to respond to specific prompts connecting the film to our course reading. Response essays will be due one week after the film is assigned for class.

## Participation & Engagement

* Our class sessions will structured around activities and discussion. You will be graded on your participation in these sessions.

## Final Project: Movement Strategy Proposal

* For this assignment, you will imagine that you are a consultant who has been brought on to advise a contemporary social movement on what it should do going forward in the current political climate. You may choose any social movement you like to serve as your “client.” You will research the movement’s current approach to issues such as mobilization, tactics, target selection, and impact. Then you will make recommendations for how the movement should organize going forward, based on our scholarly reading, discussions, and case material.
* You will be able to workshop portions of this project with your peers during our class sessions in the second half of class. You should be able to complete this assignment by conducting online research using media sources as well as primary material such as websites and social media.

# Weekly Course Pattern

This course will strive to keep a pattern similar to this shown below in order to guide your time-on-task and to help you manage your learning schedule.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SUNDAY** |
| 10-10:50am  Class Session | Finish Wednesday Perusall reading by 12pm | 10-10:50am  Class Session  (Check calendar for occasional film screening dates) |  | Finish Monday Perusall reading by 12pm | Film Response Essays Due |

# Grading Structure

|  |  |
| --- | --- |
| **Assignment** | **Percentage %** |
| **Perusall Reading** | **30%** |
| **Participation/Engagement** | **15%** |
| **Film Response Essays** | **30%** |
| **Final Project** | **25%** |
| **Total** | **100%** |

## 

## Academic Integrity

The University's [**Code of Academic Integrity**](https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/III-100A.pdf) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, BSOS does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Please visit the [**Office of Undergraduate Studies’ full list of campus-wide policies**](http://www.ugst.umd.edu/courserelatedpolicies.html) and follow up with me if you have questions.

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else’s academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask***!

The following table lists levels of collaboration that are acceptable for each type of graded exercise. See each CANVAS-ELMS page for academic integrity expectations for each individual assignment. If you are ever unsure about acceptable levels of collaboration, please ask!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | https://lh3.googleusercontent.com/3faekRU_zwH2Ac42bwsQYRNNNjrdWquKd1m9uIbB-JZWQYtEtNIHSj8EvykUr7Vlxrh3itlegOrK31AGVef7O2s_FBIAcCG4sGGWNekpCngXZRDYaOTT0AoIDb9_jP9Y1dm0h87v | https://lh4.googleusercontent.com/1FRZNjJD2hDKYJDaLwHzuGsCWDLo5fR4rHcNLXhH4mqCIWzBvh0wE1wwUdff97aUjRHYoFmSDh_wiSG32wb_znPFf_32BxtfIIxsxW9JiJP4h2ySDcuP6l9q5MH7t-C4J-BMTsUn | https://lh6.googleusercontent.com/YA0XRTf-lepX827N3ghXHxEBffUQsdPwV9Se0lQZPkFq3TDcnRBmVtpwvFhpoIOiMOyD0IEBWVk9hWGAKs-detD23MD-reTdVm2z3ipC1pRzFQ3-SKpUnF0EwAgB9GjI8RY50pZo | https://lh6.googleusercontent.com/QvLf0IG6a4rjwVRZLumeamSqQisu3Z1IsO2SKD3KZw-668-y0NamP0gJLdWuRTqKSqQ3JHTYgw34BrMEIeE46F_yiHM9gW_GMRIvaH-P-P1GW_8cQJhP9ya-VgnRoXql7KK5DZIi | https://lh6.googleusercontent.com/lNXxEo3q-OVtLFNWpKFjbUCbyN9rcPKeCUVv2Nwiga6CyDp1GXrUA4bdEbICMi-q_BtDcQIrBUmduIw6v_y0zyuN1TuverfZUaSNsOz6_VWXWD-cqV3JoUWfM75rcGh-1kcIX79X |
| Perusall Reading | ✔ | ✔ | ✔ | 🗶 | 🗶 |
| Film Response Essays | ✔ | ✔ | ✔ | 🗶 | 🗶 |
| In-Class Work and Exercises | ✔ | ✔ | ✔ | ✔ | ✔ |
| Final Project | ✔ | ✔ | ✔ | 🗶 | 🗶 |

## Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work on Perusall will not be accepted. Late work on other assignments will be penalized by one letter grade per day. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Final Grade Cutoffs** | | | | | | | | | |
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% | + |  |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% | - |  |

## Course Outline

|  |  |
| --- | --- |
| **Understanding Mobilization** | |
| Aug 28/30 | * Introduction: Logistics * Meet & Greet |
| Sep 4/6 | * **NO CLASS – Labor Day** * Meet & Greet + Defining Social Movements |
| Sep 11/13 | * Grievances and Relative Deprivation * Film 1: *A Force More Powerful* |
| Sep 18/20 | * Resource Mobilization * Case: The Civil Rights Movement * **Film 1 Response Essay Due Sep 24** |
| Sep 25/27 | * Political Process * Case: Immigrant Rights |
| Oct 2/4 | * Emotions * Film 2: *United in Anger: A History of Act Up* |
| Oct 9/11 | * **NO CLASS – Columbus Day** * Framing and Collective Identify * **Film 2 Response Essay Due Oct 15** |
| Oct 16/18 | * Case: The Women’s Movement * Social Media |
| **Social Movement Strategies** | |
| Oct 23/25 | * Recruitment and Retention * Film 3: *Freedom Summer* |
| Oct 30/Nov 1 | * Tactics and Targets * Case: Student Activism * **Film 3 Response Essay Due Nov 5** |
| Nov 6/8 | * Violence and Property Damage * Film 4: *If a Tree Falls: A Story of the Earth Liberation Front* |
| Nov 13/15 | * Repression and Policing * Case: Black Lives Matter * **Film 4 Response Essay Due Nov 19** |
| **Consequences of Movements** | |
| Nov 20/22 | * Defining Movement Success * **No Class - Thanksgiving** |
| Nov 27/29 | * Case: Environmental Conservation * Movements and Democracy |
| Dec 4/6 | * Case: The Arab Spring * Project Working Groups |
| Dec 11 | * Class Summary |
| Dec 19 | * **Final Project Due on Canvas by 10am** |

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

# Resources & Accommodations

## Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [**Accessibility & Disability Service (ADS)**](https://www.counseling.umd.edu/ads/) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [**adsfrontdesk@umd.edu**](mailto:adsfrontdesk@umd.edu). Information about [**sharing your accommodations with instructors**](https://www.counseling.umd.edu/ads/accommodations/sharingwithinstructors/), [**note taking assistance**](https://www.counseling.umd.edu/ads/notetaking/) and more is available from the [**Counseling Center**](http://counseling.umd.edu/ads/).

## Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [**UMD’s Student Academic Support Services website**](http://tutoring.umd.edu) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting [**UMD’s Writing Center**](http://www.english.umd.edu/academics/writingcenter/schedule) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([**UMD’s Student Resources and Services website**](https://sph.umd.edu/content/student-resources-and-services) may help). If you feel it would be helpful to have someone to talk to, visit [**UMD’s Counseling Center**](https://www.counseling.umd.edu/) or [**one of the many other mental health resources on campus**](https://tltc.umd.edu/supporting-whole-student).

## Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [**UMD’s Division of Student Affairs website**](https://studentaffairs.umd.edu/basic-needs-security) for information about resources the campus offers you and let me know if I can help in any way.

## Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [**Course Eval UM website**](https://www.courseevalum.umd.edu/) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

## Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

**Weekly Reading**

This is a preview of our weekly reading. Please check our ELMS website for the most up-to-date version. **This syllabus will not be updated with the latest schedule adjustments.** All reading assigned for Mondays must be completed in Perusall by the Friday before at 12pm. All readings for Wednesdays must be completed in Perusall by Tuesday at 12pm.

**Aug 28: Course Logistics and Introduction**

* Access ELMS website, read syllabus
* Create an account on Perusall

**Aug 30: Meet & Greet**

**Sep 6: Defining Social Movements**

* David Snow, Sarah Soule and Hanspeter Kriesi. 2004. “Mapping the Terrain.” Pp. 3-16 in D. Snow, S. Soule and H. Kriesi (eds.) *The Blackwell Companion to Social Movements*. Oxford: Blackwell.

**Sep 11: Grievances and Relative Deprivation**

* Ted Gurr. 1968. “Urban Disorder: Perspectives from the Comparative Study of Civil Strife.” *American Behavioral Scientist* March-April 1968.
* Roy Wallis. 1975. “Relative deprivation and Social Movements: A Cautionary Note,” *British Journal of Sociology* 26(3): 360-363.

**Sep 13: A Century of Social Movements**

* Film 1: *A Force More Powerful,* Episode 1: India, Nashville, and South Africa

**Sep 18: Resource Mobilization**

* John D. McCarthy and Mayer Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory.” *American Journal of Sociology* 82(6): 1212-1241.

**Sep 20: Case: The Civil Rights Movement**

* Megan Ming Francis. 2019. “The Price of Civil Rights: Black Lives, White Funding and Movement Capture.” *Law and Society Review.*

**Sep 25: Political Process Theory**

* David S. Meyer. 2004. “Protest and Political Opportunities.” *Annual Review of Sociology.*

**Sep 27: Case: Immigrant Rights**

* Christopher Zepeda-Millán and Sophia Jordán Wallace. “Mobilizing for Immigrant Rights Under Trump.” In Charting the Resistance: The Emergence of the Movement Against President Donald Trump. Eds. Sidney Tarrow and David Mayer, Oxford University Press, 2018

**Oct 2: Emotions**

* James M. Jasper. 2011. “Emotions and Social Movements: Twenty Years of Theory and Research.” *Annual Review of Sociology* 37:285-303.

**Oct 4: Case: Anti-AIDS Activism**

* Film 2:*United in Anger: A History of Act Up*

**Oct 11: Collective Identity**

* Francesca Polletta and James M. Jasper. 2001. “Collective Identity and Social Movements,” *Annual Review of Sociology* 27: 283-305.

**Oct 16: Case: The Women’s Movement**

* Kimberlé Crenshaw. 1991. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43(6): 1241-1299 [**Read only pages 1241-1265]**
* Jenée Desmond-Harris, “To Understand the Women’s March on Washington you need to understand intersectional feminism”: <https://www.vox.com/identities/2017/1/17/14267766/womens-march-on-washington-inauguration-trump-feminism-intersectionaltiy-race-class>

**Oct 18: Social Media**

* Zeynep Tufekci. 2017. *Twitter and Tear Gas*. Chapter 1.
* Heather Brown, Emily Guskin, and Amy Mitchell. 2012. “The Role of Social Media in the Arab Uprisings.” <https://www.pewresearch.org/journalism/2012/11/28/role-social-media-arab-uprisings/>

**Oct 23: Recruitment and Retention**

* Doug McAdam. 1986. Recruitment to High-Risk Activism: The Case of Freedom Summer. *American Journal of Sociology* 92(1): 64-90.

**Oct 25: Case: The Freedom Summer Project**

* Film 3: *Freedom Summer*

**Oct 30: Tactics and Targets**

* Edward T. Walker, Andrew W. Martin and John D. McCarthy. 2008. “Confronting the State, the Corporation, and the Academy: The Influence of Institutional Targets on Social Movement Repertoires.” *American Journal of Sociology* 114(1): 35-76.

**Nov 1: Case: Student Activism**

* March for Our Lives: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/04/13/did-you-attend-the-march-for-our-lives-heres-what-it-looked-like-nationwide/%3Futm_term=.61d9a25f46ca>
* Climate Strikes: <https://www.washingtonpost.com/politics/2019/03/15/schoolchildren-around-world-are-climate-strike-heres-what-you-need-know/>
* Activism at UMD, watch “Anti-Racism at UMD: Student Voices.” <https://www.youtube.com/watch?v=8vfq5COyodI&feature=youtu.be>

**Nov 6: Violence and Property Damage**

* Donatella Della Porta. 2018. “Radicalization: A Relational Perspective.” *Annual Review of Political Science* 21: 461-474.

**Nov 8: Case: Radical Environmentalism**

* Film 4: *If A Tree Falls: A Story of the Earth Liberation Front*

**Nov 13: Repression and Policing**

* Sarah Soule and Christian Davenport. 2009. “Velvet Glove, Iron First, or Even Hand? Protest Policing in the United States, 1960-1990.” *Mobilization* 14(1): 1-22.

**Nov 15: Case: Black Lives Matter**

* ACLED. 2020. “Demonstrations and Political Violence in America: New Data for Summer 2020.”
* Maneesh Arora. 2020. How the coronavirus pandemic helped the Floyd protests become the biggest in U.S. history <https://www.washingtonpost.com/politics/2020/08/05/how-coronavirus-pandemic-helped-floyd-protests-become-biggest-us-history/>

**Nov 20: Defining Movement Success**

* David S. Meyer. 2003. “How Social Movements Matter.” *Contexts* 2(4).
* William Gamson. “Defining Movement Success.” In *The Social Movement Reader*.

**Nov 27: Environmental Conservation Case**

* Case study “Conserving Giants” posted online

**Nov 29: Movements and Democracy**

* Maria Stephan and Erica Chenoweth. 2008. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.”
* Sharon Erickson Nepstad: “Why Nonviolence Sometimes Fails: China in 1989.” In *The Social Movement Reader.*

**Dec 4: Case: The Arab Spring**

* Kali Robinson and Will Merrow. 2020. “The Arab Spring at Ten Years: What’s the Legacy of the Uprising?” <https://www.cfr.org/article/arab-spring-ten-years-whats-legacy-uprisings>
* Ellen Laipson and Mona Yacoubian. 2021. “The Living Legacy of the Arab Spring Uprisings.” <https://www.usip.org/publications/2021/08/living-legacy-arab-uprisings>

**Dec 6: Project Working Groups**

**Dec 11: Course Summary and Project Discussions**

* Individual Readings

**Dec 19: Final Projects due on Canvas by 10:00am**