

# **Comparative Social Movements**

## **Course Handbook**

Humanities 216, Tuesdays & Thursdays 3:00-4:30 pm, Spring 2012

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## COURSE OVERVIEW

### Introduction

Welcome to the comparative study of social movements in Latin America and other world regions. This advanced research seminar engages major theories that attempt to explain the origins and development of movements struggling for subsistence rights, labor rights, gender and sexuality rights, social rights, and racial and ethnic rights. We will examine moves ranging from Occupy to the Arab Spring, but the course focuses principally on movements in Latin America and the United States. The three movements that we will study in greatest depth are the Bolivian movements for indigenous rights and against the privatization of natural resources, prison reform activism in California, and the movement to close the School of the Americas, but we will also engage a wide array of other cases from Latin America and the United States, as well as other world regions.

This course is designed to inspire students to participate in efforts to change the world around them. Students of all political persuasions and ideologies are welcome and important to this class. I expect this course to challenge your beliefs and assumptions about the world, as well as your role as an engaged citizen, but we will exert considerable effort to avoid making students feel judged. Regardless of your values and vision for the world, I expect this class to make you question those values and vision, but also to provide you with intellectual and practical skills to help bring about that vision.

This is an advanced social science course intended primarily for juniors and seniors majoring in the social sciences. In several ways the course approximates the style and workload of a graduate seminar at a school like UC Berkeley. Students should have completed prior coursework in Political Science, Latin American Studies, or Sociology. Please talk to the instructor if you are unsure about your level of preparation.

### Overview

**Weeks 1-4: Bolivia.** After our first day of class, we leap into an intense three-week unit on Bolivia that simultaneously begins to introduce social movement theories. This will likely be the most intense three weeks of the whole semester, so take a deep breath and dive in. During this period, you will also write a short research project prospectus, identifying one or two social movement case studies for your research paper.

**Weeks 4-6: Eddy Zheng, Prisoner Activism, and the Asian Prisoners Support Committee.** We move from Latin America to California to study the struggles of Asian prisoners for freedom and prison reform. Eddy Zheng, now paroled and fighting deportation will “visit” our class via Skype.

**Weeks 6-7: Research Prospectus Workshop.** You will circulate a research project prospectus and receive feedback on it from the rest of the class. We will also spend one day planning the Negotiated Syllabus period (see below).

**Week 8-10: The Movement to Close the School of the Americas.** After spring break, we will read a book about the movement to close the School of the Americas. This book was the class favorite when I first taught this course in 2005 and, like the Bolivia books, provides case study material to which we will apply the scholarly tools of the social movements literature.

**Weeks 10-12: Negotiated Syllabus.** Inspired by the pedagogy of Macalester teaching legend Chuck Green, this portion of the semester will be the site of student-designed curriculum. We will collaboratively identify what we want to learn, how we will learn it, and who will be responsible for which tasks. In the 2010 iteration of Comparative Social Movements, the Negotiated Syllabus portion was one of the favorites.

**Weeks 13-14: Research Presentations.** Three class sessions plus our final exam period will be devoted to presentations of research projects as a final synthesis of what we have learned.

### Expectations

I expect all of us to work like mad  
the first three weeks  
in order set a tone and create an intense learning community  
that will carry us through the entire semester

I expect myself to work incredibly hard  
for you  
and to support you  
even if this is the semester that you crash and burn  
which happens to most students at least once in college

I expect you to push yourself  
push your peers  
and push me

I expect you to support your peers  
and support me

I expect that when those days come that you can't get it all done  
when you need to let things slide and not do your reading or writing done on time  
that you will have been working so damn hard  
that you don't even bat an eyelash  
or feel the need to apologize  
when you tell me or email me  
"Paul, I need a break today  
so I'm just going to sit in the corner and absorb what I can  
since I'm not prepared today  
I'll be back in action next class"

I expect you to recognize

that many of the people in our class may be incredibly passionate about particular social movements  
I expect all of us to be respectful of the views others have to offer and of the fact that each of us has something to teach the rest of the class

I expect you to take risks  
That may mean taking on academic tasks that you feel are at or even a little beyond your limit  
That may mean sharing how you feel about issues we discuss  
That may mean collaborating with classmates whose ideas or work styles challenge you

I expect every one of you to act like a graduate student at a top research university  
That means approaching this seminar as an experience that you are helping create and lead  
That means asking yourself “what’s missing?”  
“how could I shape today’s discussion agenda?”  
“how does my research project relate to today’s readings and might I share that somehow?”

I expect a lot

And I expect you to expect a lot too.

### **Readings**

Most readings are on Moodle, but there are also five books that are at the bookstore and on reserve at the library:

- Oscar Olivera. 2004. *¡Cochabamba! Water War in Bolivia*. Cambridge: South End Press.
- Dangl, Ben. 2007. *The Price of Fire: Resource Wars and Social Movements in Bolivia*. Edinburgh: AK Press.
- Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics*, 3rd ed. Cambridge: Cambridge University Press.
- Zheng, Eddy, and Ben Wang (eds). 2007. *Other: An Asian & Pacific Islander Prisoners’ Anthology*. Hayward: Asian Prisoners Support Committee.
- Hodge, James, and Linda Cooper. 2004. *Disturbing the Peace: The Story of Father Roy Bourgeois and the Movement to Close the School of the Americas*. New York: Orbis.

### **The MAX Center**

The Macalester Academic Excellence (MAX) Center, located in Kagin Commons, has peer tutors available for assisting students in all stages of their writing. Hours are 9:00 am– 4:30 pm Mon-Fri and 7-10 pm Sun-Thur. Becky Graham and Jake Mohan also provide writing assistance to students during the daytime hours, Mon-Fri. You may drop in for help or call x6121 (day) or x6193 (evening) to schedule an appointment.

# ASSIGNMENTS

## General Notes on Assignments

**Language options for written assignments:** English or Spanish

### Courses Resources Web Page

Sample work can be accessed at [www.macalester.edu/las/pauldosh](http://www.macalester.edu/las/pauldosh).

### On-Time Work Policy

Setting and meeting deadlines is an important professional skill. The syllabus provides “default” deadlines for assignments. I expect you to either meet these deadlines or set alternative deadlines with me *in advance*. College is an important time to develop a reputation as someone who gets things done, and gets things done on time. As in life, if you cannot meet a deadline, it is your responsibility to *communicate* with me about when the work will be complete.

### Students with Special Needs

I am committed to providing assistance to help you be successful in this course. Students seeking accommodations based on disabilities should meet with Lisa Landreman, Associate Dean of Students. Call x6220 for an appointment. Students are encouraged to address any special needs or accommodations with me as soon as you become aware of your needs. More info at [macalester.edu/studentaffairs/disabilityservices](http://macalester.edu/studentaffairs/disabilityservices).

## Summary of Assignments and Due Dates

<u>Assignments</u>	<u>Due Date</u>	<u>Percentage of Course Grade</u>
Class Engagement	ongoing	15%
Co-Facilitation of Class	varies	part of Class Engagement
Analytic Paper #1 (Bolivia)	Feb 20	15%
Prospectus	Feb 26	part of Class Engagement
Analytic Paper #2 (CA prisons option)*	Mar 7	15%
(SOAW option)*	Apr 9	
Negotiated Syllabus Pitch	Mar 4	part of Class Engagement
Negotiated Syllabus Leadership	Apr 5-19	15%
Rough Draft	Apr 22	part of Class Engagement
Formal Research Presentation	Apr 24-May 4	15%
Final Paper	May 7	25%

## Descriptions of Assignments

### Analytic Paper

**Summary:** A 5-6 page paper that goes out of its way to “show off” your knowledge of specific course themes, readings, lectures, and discussions.

**Type of assessment:** Written feedback with summary mark/letter grade.

**Criteria for assessment:** Argumentation, evidence, written communication (and sometimes visual communication if you create a table, figure, timeline, or other visual aid).

**Sample available on course resources web page?:** Yes

**Collaboration options:** You may co-author a 9-10 page Analytic Paper with a classmate.

**Office hours consultation:** Always welcome

You will write two Analytic Papers (5-6 pages each). The principal objective of each Analytic Paper is to creatively demonstrate mastery of course readings, discussions, lectures, student presentations, and films.

A handout to help you choose a paper topic is posted on Moodle; it is a good idea to read this 2-page handout early, so you can look ahead and approach the readings with some idea of what paper topics you might write on.

Try and demonstrate your knowledge of the readings and lectures through thoughtful application of ideas, not via the number of times you mention an author’s name. In other words, there’s no need to excessively cite every sentence or paragraph, but give credit where it is due. I do not expect you to give equal attention to all readings. Let the argument of your paper drive your decision of which readings to make use of to what degree you use them.

## Research Prospectus, Rough Draft, and Final Paper

**Summary:** A three-stage research project that includes a prospectus, a peer-reviewed rough draft, and a final 20-30 page paper.

**Type of assessment:** Written feedback with summary mark/letter grade.

**Criteria for assessment:** Argumentation, evidence, written communication, visual communication.

**Sample available on course resources web page?:** Yes

**Collaboration options:** Two students may co-author a 30-35 page paper. One such collaboration was published in Berkeley's *Politica* journal. Analyzing Russia and Iran, the two students each became an expert on one of the countries.

**Civic engagement option:** Consider designing a project whose findings are written for some interested community audience, perhaps with a community presentation of your findings.

**Office hours consultation:** Required

You will complete an original social movements research project that draws upon the conceptual and theoretical literature introduced in the course, but that likely focuses on one or two social movements or social movement organizations. You are encouraged to choose cases that will, in addition to the use of published sources, also permit you to gather data through interviews (in person, by phone, via internet) with social movement participants, movement targets, Twin Cities experts, and other individuals.

The paper must make an argumentative claim that is theoretically and empirical grounded. The paper should both use social movements theory to help answer an empirical puzzle (e.g., why did movement X succeed and movement Y fail?). This will position you to assess how well that theory explains causal processes.

You have three due dates for this project:

- 1) 2-3 page research prospectus
- 2) 20+ page Rough Draft (this will be commented on by a peer and by Paul)
- 3) 20-30 page Final Draft

You are encouraged to seek guidance at each stage through office hours or submitting outlines/sketches of your argument for feedback.

### Prospectus

Your prospectus should ideally include the following components, but this is a tall order, so do your best on the components that you are able to cover at this early stage:

#### 1) Identify your case(s)

Your prospectus must clearly identify the overarching movement(s) that you will study. Ideally, you will also give a preliminary sense of what organizations within that movement will serve as the focus on your study.

#### 2) Identify possible research question(s)

You should both explore possibilities for your specific question, as well as identify which (if any) of the key social movement themes you anticipate working on (i.e., movement emergence, strategy, success, or survival).

### **3) Identify potential dimensions of comparison**

The project must have a comparative dimension, but comparative analysis can take place not only across cases, but also within cases. For example, if focused on a single movement or movement organization, you could compare different stages of the organization's trajectory (e.g., emergence, development, transformation/collapse). You could also compare the same organization's tactics across episodes of contention. "Comparative" does not automatically mean multiple cases.

### **4) Preliminary ideas for theoretical framework**

Take an initial stab at identifying the theoretic literature you expect to intersect with your project. This could take the form of specific authors or general theoretical approaches. This will likely change over the semester, as we read more material.

### **5) Identify ideas for possible original data collection, such as interviews**

Types of individuals is fine, but if you can name specific offices, groups, or people you will try to contact, do so.

### **6) Identify print and on-line sources**

An initial bibliography should list 5-10 sources. You may annotate the bibliography, including a sentence about each source, indicating what it offers or how you will make use of it. Feel free to annotate some, but not all your sources.

### **7) (optional) Alternative plans for final product.**

Not inspired to write a 20-30 page paper? Then propose an alternative, such as:

**A) Edited Volume** (3-6 students): In this option, a group of students craft a unified anthology of social movement research. The edited volume has introductory and concluding chapters, authored or co-authored by participating students. For this option to work, students authoring chapters must align their topics somewhat so that the final product is a unified project.

Students should submit an individual prospectus, but a week later the group must also submit a collective prospectus for the edited volume. This option remains open even after the prospectus due date, since the feasibility of this option can't be evaluated until students have chosen their individual topics.

**B) Poster Presentation:** Similar to the default paper option, this option concludes not with a paper but with a visual display of text, graphs, charts, photos, drawings, and/or other images. In other respects, this option is largely the same, in terms of engagement with theory, etc.

**C) Public Lecture/Panel Presentation** (1-3 students): In this option, an individual or small group of students organize a public event either at Macalester or in the local community in which they present their research and provide guests with a handout that summarizes their research findings.

**D) Participant Observation:** In this option, you join a social movement in order to study it from the inside. For example, in 2004 two students joined the movement to close the School of the Americas, traveled to Fort Benning, Georgia, conducted interviews, and produced an argumentative documentary film. This option is best combined with one of the above options.

**E) Study Abroad Research Prospectus:** This option is appropriate for students going abroad next year who plan to conduct independent field research on social movements. The final prospectus is typically 20-25 pages, but rather than being a completed project, it represents a starting point for research in the field.

## **Research Presentation**

**Summary:** A tightly prepared 10-minute presentation of your research findings, followed by 5 minutes of Q&A.

**Type of assessment:** Written feedback with summary mark/letter grade.

**Criteria for assessment:** Argumentation, evidence, oral communication, visual communication.

**Sample available on course resources web page?:** No

**Collaboration options:** Only if your project is a collaborative one.

**Office hours consultation:** Optional

### **Expectations**

- 1) Gear your talk toward this particular audience by connecting what you say with things that are relevant to them (e.g. texts you know they have read; common experiences at Macalester).
- 2) Rehearse your entire finished talk with a stopwatch and with a live person listening.
- 3) Dress up a bit for your presentation.
- 4) Grab the audience's attention in the first minute.
- 5) The introduction and conclusion should focus on your central argument.
- 6) Incorporate something visual into your talk.
- 7) Prepare for the Q&A and not only for your formal remarks.

## Chuck Green Style Negotiated Syllabus

**Summary:** Students “pitch” possible student-led lesson plans; through consensus the class selects some of the pitches to collaboratively implement.

**Criteria for assessment:** Evidence, written communication, oral communication, visual communication, and/or facilitation.

**Sample available on course resources web page?:** See “CSM Sample Negotiated Syllabus Pitches” document on Moodle

**Collaboration options:** Initial pitch may be individual or co-authored; actual Negotiated Syllabus class days are always taught collaboratively.

**Office hours consultation:** Optional for initial pitch; required for final lesson plans.

Macalester teaching legend Chuck Green discovered the unsurpassed capacity of college students to direct their own learning. In anticipation of a period of student-created and student-directed classes, each student (or pair of students) will craft a lesson plan “pitch” and post it on a class GoogleDoc by March 4. Everyone will then review all the pitches.

On March 8, we will spend a class period on three steps: 1) presentations of each pitch that are brief because everyone has already read them all; 2) selecting a small number of pitches to actually implement; and 3) dividing up the selected pitches so that each student is co-responsible for one of the Negotiated Syllabus lessons plans.

Each student team prepares their lesson plan in consultation with Paul. The lesson plans are put into action over the course of five class days (April 5-19). Each team is evaluated based on their day of facilitating class.

Some examples: 1) a class comparing the tactics of the Arab Spring, drawing on two country case studies; 2) an exploration of identity and movement sustainability in the Occupy movement; 3) a class focused on literature that argues that the social movements literature is now complete and we should move on; 4) a field trip to the headquarters of a Twin Cities-based movement where we meet the movement leaders; 5) a field trip to visit the opponents of the movement mentioned in #3; 6) watch a film like “Bringing Down a Dictator” (about the fall of Milošević in Yugoslavia) and analyze it with social movement theory.

## Class Engagement

**Summary:** The on-going expectation that you energetically engage your classmates and the course materials.

**Criteria for assessment:** Non-standard

**Sample available on course resources web page?:** No

**Collaboration options:** None

**Office hours consultation:** You are welcome to consult with me at any point to solicit feedback on your class engagement. I will also informally share feedback with you when you come to office hours for other reasons. If your class engagement is problematic, we will need to meet to create a plan to get you back on track and re-engaged with the class.

To get the most out of our diverse class, we will need to be respectful of the views others have to offer, and of the fact that each of us has something to teach the rest of the class. Everyone's full engagement is needed to get the most out of the course.

You will earn a letter grade in Class Engagement based on attendance, *communication* about any absences, careful reading of texts, active participation in discussions, Co-Facilitation of one regular class period, your Prospectus and Rough Draft, your Negotiated Syllabus pitch, feedback on your peers' research proposals, and your engagement of course materials and your classmates.

Different people have different ways in which they best engage course materials and classmates. Some of these methods of engagement include active listening, thoughtful preparation for class, sharing a well-formulated idea with reference to another person's ideas, off-the-top-of-your-head reactions to new ideas, helping a classmate understand a difficult concept, coming to office hours, bringing relevant news articles to class to share, and creative completion of assignments.

You get the picture: different people have different learning styles. Some are listeners, some are more visual, some need to speak or write things down to understand them. I am always open to suggestions as to how I can make our class a better environment for you to learn and teach with each other.

## ASSESSMENT

### Assessment Overview

Major assignments are assessed with written feedback as well as a summary mark/letter grade. For example, a Research Paper might receive detailed comments and a mark of “Very good/B+.” In addition, major assignments are assessed with respect to various criteria, such as “Argumentation: Fairly good” or “Evidence: Excellent,” with accompanying written comments and suggestions for further improvement. Minor assignments are assessed with written feedback that informally comment on specific criteria, but these assignments are not given a summary mark/letter grade.

### Summary Marks (corresponding grades)

Not yet passing (less than a C-)\*  
Barely passing (C-)  
Passing (C)  
Fair (C+)  
Fairly good (B-)  
Good (B)  
Very good (B+)  
Excellent (A-)  
Outstanding (A)\*\*

\* Work that is **not yet passing** does not yet meet minimum standards. Consultation with instructor is typically required, sometimes followed by a re-write and sometimes followed by a whole new assignment.

\*\* Work marked as **outstanding** is excellent with respect to all relevant criteria and also exhibits a superlative quality that distinguishes it as outstanding. For an introductory course, “outstanding” signals that an assignment could be posted on the course resources web page as a model for future students. For an intermediate course, “outstanding” denotes work that could be assigned in a course at Macalester. For an advanced course, “outstanding” indicates work of publishable quality.

### Assessment Criteria and Rubrics

Each assignment is assessed in terms of one or more of six criteria. Individual assignment descriptions specify which criteria are used for evaluation, with the most important criteria listed first. The six criteria are described here, and a rubric is provided for each.

Criteria descriptors are cumulative, so each successive descriptor also assumes the elements of those listed above it. All rubrics are illustrative and provide a guide to the skills you should focus on developing. They are *not* rigid assessment tools, since a given paper or presentation might include more advanced elements while omitting more basic elements and/or might fulfill the expected elements with varying degrees of quality.

### Argumentation (papers and presentations)

**Passing.** Paper or presentation advances an argument in order to answer a specific question. Argument is organized logically with a clear introduction, a “roadmap” or other set of cues to guide the reader/audience, and a conclusion.

**Fair.** Analysis of evidence supports the argument.

**Fairly good.** Paper or presentation acknowledges evidence that runs counter to the argument in order to boost author’s credibility by showing that she is aware of other perspectives.

**Good.** Contrary evidence is not only acknowledged, but is also either refuted or framed in such a way that such evidence bolsters argument, rather than undermining it. The entire paper or presentation revolves around the central argument.

**Very good.** The argument is shown to be relevant to broader scholarly, theoretical, conceptual, and/or civic debates, with reference to specific authors or theoretical perspectives.

**Excellent.** The paper or presentation makes an original contribution to one or more of those debates.

### **Evidence (papers, presentations)**

**Passing.** Paper or presentation makes ample use of specific readings and authors. Papers correctly cite sources. Analytic Papers and Research Papers include a properly formatted bibliography.

**Fair.** Use of evidence identifies key ideas and interesting details and demonstrates a deeper reading of sources.

**Fairly good.** Specific concepts and theories are not only identified but are presented in a way to concisely inform the reader/audience of their important elements. For Analytic Papers and Research Papers, bibliography reflects a diverse array of sources.

**Good.** Evidence is organized around the key components of the argument. For example, an argument-driven organization is often (but not always) more effective than a strictly chronological organization of evidence. For simulations, preparatory handouts reflects good knowledge of issues

**Very good.** Skillful weeding out of evidence that is perhaps interesting, but unnecessary and/or not relevant to argument. For presentations, in-depth reading and preparation permits concise answers to questions

**Excellent.** For research papers, bibliography reflects an extensive effort to gather sources of data. For presentations, great familiarity with the material enhances ability to connect with the whole audience. For simulations, preparatory handouts reflect sufficient knowledge of issues and characters to anticipate and engineer interesting conflicts among participants that will provide opportunities for learning.

### **Written Communication (papers)**

**Passing.** A lack of obvious errors makes it clear that the the final hard copy version was carefully proof-read before it being turned in.

**Fair.** Clear structure allows reader to know what paper is saying and when. Each topic sentence reflects the content of its corresponding paragraph.

**Fairly good.** Paragraph breaks are effective. Manuscript vernacular evades obtruse obfuscation.

**Good.** Section headings say a lot with few words. If no section headings are used, clear and effective transitions guide reader from one section to the next. The paper is the correct length given what you have to say.

**Very good.** Paper has good flow from one section to the next. Some topic sentences are imaginative and memorable. Excessive repetition of the same word(s) is avoided.

**Excellent.** Without sacrificing rigor, the text overcomes the rigidity that often characterizes academic writing, making the paper a pleasure to read. The reader is able to focus entirely on the ideas of your paper, without ever being distracted by problems with the writing. Final presentation is tight and polished. If this “book is judged by its cover,” it will be judged “perfect.”

### **Oral Communication (presentations)**

**Passing.** The orderliness of your notes and your respect for the time limit makes it obvious that you have done a start-to-finish rehearsal of your talk.

**Fair.** You always face the audience when you speak (and not the board). For Partisan Narratives, presenters stay in character during entire narrative and during Q&A.

**Fairly good.** You like, totally, avoid, um, verbal crutches, or whatever, y’know? During the first minute of your presentation, you make an effort to connect with your audience.

**Good.** Very well rehearsed. Notes are effectively prepared for minimal disruption. Strong beginning and strong finish. Pace of delivery allows you to cover a lot of ground without losing audience. You enunciate clearly.

**Very good.** Tightly rehearsed. Minimal use of notes. Engaging style of delivery. Dynamic variation in tone and volume of delivery. Q&A is at least as strong as your initial remarks.

**Excellent.** Presentation is so well rehearsed that parts of it are practically memorized, even if you still have notes in your hand. Superlative preparation permits you to focus almost entirely on the audience as you hardly need to think about your talk.

## **Visual Communication** (presentations and some papers)

**Passing.** Professional appearance communicates to audience that presentation is a significant opportunity for them to learn.

**Fair.** Any visuals you show your audience (e.g. slides or a handout) are projected at a speed or distributed in a way that allows people an appropriate amount of time to absorb the visual information without losing track of what you are saying.

**Fairly good.** Slides and/or handouts are crisp and not cluttered with too much text or too many images.

**Good.** You make eye contact with your audience and you do not stare at a single individual or section of the room. Use of handouts or the board helps students engage the material. Graphs, charts, and tables are generally re-drawn by you so as to include only the visual information that is essential to your presentation or paper, leaving out other data or elements. Any slides that are projected enhance and supplement the presentation without “stealing the show” from you, the presenter.

**Very good.** Body language enhances presentation and movement is purposeful and not due to nervousness (though it’s okay to be nervous!). For simulations, all elements of physical classroom environment (e.g. chair and table set-up, nametags and/or name placards, removal of excess furniture from room, info on board, distribution of handouts carefully planned) are thoughtfully prepared and/or arranged to reinforce the exercise. For papers, visuals relate directly to the argument.

**Excellent.** Partisan narrators create lasting and memorable impressions, perhaps accenting their personas with props or a costume. For papers, an original figure or table captures the core argument and helps communicate its substance to the reader.

## **Facilitation**

**Passing.** Facilitation of class period provides a useful forum for the class to process the major themes of the course.

**Fair.** Simulation directors work well as a team.

**Fairly good.** Knowledge of subject matter allows facilitators to keep the simulation moving at all times.

**Good.** Exercise engages all the participants and manages to cover multiple topics in a way that is organized but not forced. Knowledge of subject matter allows directors to keep things moving and keep all participants included.

**Very good.** Strong preparation and careful study of texts allows facilitators to focus entirely on the needs of the class. Facilitators know when to intervene and when to “stay out.” When things go wrong, facilitators are able to react quickly and smoothly to either keep the simulation on track or to guide it in an expected, but productive new direction; participants do not realize that something went “wrong.”

**Excellent.** Participants will remember this exercise after they graduate! Excellent preparation of all materials and careful study of all texts allows directors to focus entirely on the needs of the class. The different parts of the class period engage all participants and engage key concepts or theories from course materials.

## SYLLABUS

—Tuesday, January 24—

### Course Introduction

#### Dosh Survivors Panel

Assignment: Read the syllabus.

- Dosh, Paul. 2002. “Expecting More while Pressuring Less: Deep Assessment, Standards without Stratification, and Classroom Egalitarianism,” *The Political Science Educator*, Vol. 8, No. 2, 5-6. [Handout]

—Thursday, January 26—

### Tactical Innovation and the Cochabamba Water War

#### A Visual Introduction to Bolivia: Photography by James Lerager

- Morales, Waltraud. 2012. “Bolivia.” *Politics of Latin America: The Power Game*, 4th ed., eds. Harry Vanden and Gary Prevost. Oxford: Oxford University Press, pp. 567-568, 575-599.
- Oscar Olivera. 2004. *¡Cochabamba! Water War in Bolivia*. Cambridge: South End Press, pp. xiii-xiv, 7-64.
- McAdam, Doug. 1983. “Tactical Innovation and the Pace of Insurgency.” *American Sociological Review*, Vol. 48 (December): 735-754.
- Bechtel Corporation. 2005. “Cochabamba and the Aguas del Tunari Consortium,” pp. 1-5. Available at [www.bechtel.com/assets/files/PDF/Cochabambafacts0305.pdf](http://www.bechtel.com/assets/files/PDF/Cochabambafacts0305.pdf).

— Tuesday, January 31 —

### Political Opportunity and Social Movement Theory

- Weinberg, Bill. 2010. “New Water Wars in Bolivia: Climate Change and Indigenous Struggle.” *NACLA Report on the Americas*, Vol. 43, No. 5 (Sept/Oct): 19-24.
- Tarrow, Sidney. 2011. *Power in Movement: Social Movements and Contentious Politics*, 3rd ed. Cambridge University Press, pp. 1-34, 95-118, 157-180 (Introduction, Ch. 1 “Contentious Politics and Social Movements,” Ch. 5 “Acting Contentiously,” and Ch. 8 “Threats, Opportunities, and Regimes”).

— Thursday, February 2 —

### Framing and Bolivia’s Gas War

- Dangl, Benjamin. 2007. *The Price of Fire*. Edinburgh: AK Press, pp. 117-151 (Chs. 6-7).
- Tarrow, *Power in Movement*, pp. 140-156 (Ch. 7: “Making Meaning”).
- Olivera, *¡Cochabamba!* pp. 153-189.
- Snow, David, and Robert Benford. 1988. “Ideology, Frame Resonance, and Participant Mobilization.” *International Social Movement Research*, Vol. 1, edited by Bert Klandermans, Hanspeter Kriesi, and Sidney Tarrow. Greenwich: JAI, pp. 197-217.
- Dosh, Paul, and Nicole Kligerman, with photographs by James Lerager. 2010. “Women’s Voices on the Executive Council: Popular Organizations and Resource Battles in Bolivia and Ecuador.” *Latin American Perspectives*, Vol. 37, No. 4 (July): 214-237.
- Bigelow, Justin. 2005. “Tarrow, Social Movements and Collective Identities: Framing Mobilization around Nationalism.” Macalester College.

- Terra Group website. Visit [www.terra-group.net](http://www.terra-group.net). Note the Bolivia 2002 entry ([www.terra-group.net/about\\_recent\\_assignments.html](http://www.terra-group.net/about_recent_assignments.html)) and “Independent Specialists” ([www.terra-group.net/ep\\_independent\\_specialists.html](http://www.terra-group.net/ep_independent_specialists.html)).

— Tuesday, February 7—

**Class with Benjamin Dangl, Author of *The Price of Fire***

- Dangl, Benjamin. 2007. *The Price of Fire: Resource Wars and Social Movements in Bolivia*. Edinburgh: AK Press, pp. 7-52, 77-111, 157-177 (Intro, Chs. 1-2, 4-5, 8).
- Dangl, Benjamin. 2010. *Dancing with Dynamite: Social Movements and States in Latin America*. Edinburgh: AK Press (Ch. 1: “Bolivia’s Dance with Evo Morales,” pp. 13-39).

— Tuesday, February 7, 7:00-8:30 pm, Olin-Rice 250—

**“Dancing with Dynamite: Social Movements and States in Latin America”**

**Public lecture by Benjamin Dangl**

— Thursday, February 9—

**Evo Morales, Resource Mobilization, and the Ascension of Popular Movements in Bolivia**  
(facilitated by Paul and a student)

- McCarthy, John, and Mayer Zald. 1977. “Resource Mobilization and Social Movements: A Partial Theory.” *American Journal of Sociology*, Vol. 82 (excerpted as “Social Movement Organizations” in Goodwin & Jasper 2003), pp. 169-185.
- Gustafson, Bret. 2010. “When States Act Like Movements: Dismantling Local Power and Seating Sovereignty in Post-Neoliberal Bolivia.” *Latin American Perspectives*, Vol. 37, No. 4 (July): 48-66.
- Bebbington, Denise Humphreys, and Anthony Bebbington. 2010. “Anatomy of a Regional Conflict: Tarija and Resource Grievances in Morales’s Bolivia.” *Latin American Perspectives*, Vol. 37, No. 4 (July): 140-160.
- Jacoby, Maggie, and Joe Rasmussen. 2010. “Victory? The Variable Relationship of Movement States and Social Movements in Bolivia and South Africa. Macalester College. May 10.
- Webber, Jeffery. 2012. “Revolution against ‘progress’: the TIPNIS struggle and class contradictions in Bolivia.” *International Socialism*, No. 133 (January 9). Available at [www.isj.org.uk/index.php4?id=780&issue=133](http://www.isj.org.uk/index.php4?id=780&issue=133).

— Tuesday, February 14—

**Indigenous Rights and the Battle for Natural Resources: A Simulation of Bolivian Politics and Social Movements** (written and directed by Paul and 3 students)

- What does it mean to be a part of social movement? How are strategic decisions made and a course of action decided upon? What constraints do the government, media and society put on social movements? This simulation will help answer those questions by allowing participants to experientially investigate what it means to be a part of a social movement. Using the context of Bolivia's 2008 conflict over constitutional reform, this simulation focuses on social movement-government relations and the standstills, fights and negotiations that often arise.

—Thursday, February 16—

**Identity, Mobilization, and the Asian Prisoners Support Committee**

- “Eddy Zheng Parole Hearing.” Available at [www.youtube.com/watch?v=4n6tkacg-cw&feature=related](http://www.youtube.com/watch?v=4n6tkacg-cw&feature=related).
- Zheng, Eddy, and Ben Wang (eds). 2007. *Other: An Asian & Pacific Islander Prisoners’ Anthology*. Hayward: Asian Prisoners Support Committee (pp. v-75).
- Melucci, Alberto. 1988. “Getting Involved: Identity and Mobilization in Social Movements.” *International Social Movement Research*, Vol. 1, edited by Bert Klandermans, Hanspeter Kriesi, and Sidney Tarrow. Greenwich: JAI, pp. 329-348.
- King, Debra. 2004. “Operationalizing Melucci: Metamorphosis and Passion in the Negotiation of Activists’ Multiple Identities.” *Mobilization*, Vol. 9, No. 1: 73-92.

—Monday, February 20, 3:00 pm—

\*DUE: Bolivia Analytic Papers\* (due in Poli Sci office)

— Tuesday, February 21 —

**Strategic Framing, Eddy Zheng, and the Building of a Movement** (facilitated by Paul and a student)

- “Eddy Zheng’s Welcome Home Video.” Available at [www.youtube.com/watch?v=TsFTP17aRqU](http://www.youtube.com/watch?v=TsFTP17aRqU).
- eddyzheng.com website.
- Zheng, Eddy. 2010. “Eddy Zheng: Thoughts from Behind and Beyond Bars.” Available at [eddyzheng.blogspot.com](http://eddyzheng.blogspot.com) (read six posts: 7 August 2004 “Introducing Eddy Zheng”; 29 August 2004 “Spread”; 20 February 2006 “The Day Before the Murder”; 29 June 2006 “Wisdom of a Parole Violator”; 26 October 2006 “No English—Cry”; and 12 August 2007 “Youth Guidance Center”).
- Tarrow, *Power in Movement*, pp. 119-139 (Ch. 6: “Networks and Organizations”).
- Zheng, Eddy. 2008. “The New Faces of Justice.” *Asian American Law Journal*, Vol. 15 (May): 269-282.
- Zald, Mayer. “Culture, Ideology, and Strategic Framing.” 1996. *Comparative Perspectives on Social Movements*, edited by Doug McAdam, John McCarthy, and Mayer Zald. Cambridge University Press, pp. 261-274.
- Dui Hua Foundation. 2009. “Once In Prison, Now Reaching Out: An Interview with Eddy Zheng.” *Dialogue*, No. 36 (Summer): 5. Available at [www.duihua.org/work/publications/nl/dialogue/nl\\_txt/nl36/nl36\\_2b.htm](http://www.duihua.org/work/publications/nl/dialogue/nl_txt/nl36/nl36_2b.htm).

— Thursday, February 23 —

**“Class Visit” (via Skype) by Eddy Zheng**

- Zheng, Eddy, and Ben Wang. 2012. “Eddy Zheng White House Video Challenge.” Available at [www.youtube.com/watch?v=YFeTpvVHGGI](http://www.youtube.com/watch?v=YFeTpvVHGGI).
- Zheng, Eddy, and Ben Wang (eds). 2007. *Other: An Asian & Pacific Islander Prisoners’ Anthology*. Hayward: Asian Prisoners Support Committee (pp. 79-141).
- Zheng, Eddy, Martin Dosh, and Paul Dosh. 2011. “Breathin’: An Evening of Spoken Word, Music, and Inspiration with Eddy Zheng.” Video of first 45 minutes available at [www.youtube.com/watch?v=1fPuY2w1Bd4](http://www.youtube.com/watch?v=1fPuY2w1Bd4).

- Wang, Ben. “Breathin’: The Eddy Zheng Story” Kickstarter Page. Available at [www.kickstarter.com/projects/1218354395/breathin-the-eddy-zheng-story](http://www.kickstarter.com/projects/1218354395/breathin-the-eddy-zheng-story).
- AlterNet. 2011. “Filming the Extraordinary Life of Eddy Zheng, a Bay Area Community Leader Facing Imminent Deportation.” September 26. Available at [www.alternet.org/rights/152531/filming\\_the\\_extraordinary\\_life\\_of\\_eddy\\_zheng\\_a\\_bay\\_area\\_community\\_leader\\_facing\\_imminent\\_deportation](http://www.alternet.org/rights/152531/filming_the_extraordinary_life_of_eddy_zheng_a_bay_area_community_leader_facing_imminent_deportation).

—Sunday, February 26—

\*DUE: Research Prospectus\* (circulate via email to entire class by 5:00 pm)

— Tuesday, February 28—

**Prison Reform and the Challenge of Assembling and Sustaining a Diverse Coalition**  
(facilitated by 2 students)

- Amnesty International. 2009. “Migrants Languish in Detention in US.” March 26. Available at [www.amnesty.org/en/news-and-updates/news/migrants-languish-detention-us-20090326](http://www.amnesty.org/en/news-and-updates/news/migrants-languish-detention-us-20090326).
- Katzenstein, Mary Feinsod. 2005. “Rights without Citizenship: Activist Politics and Prison Reform in the United States.” *Routing the Opposition: Social Movements, Public Policy, and Democracy*, eds. David Meyer, Valerie Jenness, and Helen Ingram. Minneapolis: University of Minnesota Press.
- Hirsch, Eric. 1990. “Sacrifice for the Cause: Group Processes, Recruitment, and Commitment in a Student Social Movement.” *American Sociological Review*, Vol. 55 (excerpted as “Generating Commitment Among Students” in Goodwin & Jasper 2003), pp. 94-102.
- Stevens, Jacqueline. 2010. “America's Secret Ice Castles.” *The Nation* (January 4): 13-17.
- Amnesty International. 2009. “Jailed without Justice: Immigration Detention in the USA.” March. Available at [www.amnestyusa.org/immigration-detention/immigrant-detention-report/page.do?id=1641033](http://www.amnestyusa.org/immigration-detention/immigrant-detention-report/page.do?id=1641033).
- Bernstein, Nina. 2010. “Judge Keeps His Word to Immigrant Who Kept His.” February 19. Available at [www.nytimes.com/2010/02/19/nyregion/19judge.html?pagewanted=2&emc=eta1](http://www.nytimes.com/2010/02/19/nyregion/19judge.html?pagewanted=2&emc=eta1).
- California Coalition for Immigration Reform (CCIR) website. Visit [ccir.net](http://ccir.net).

— Thursday, March 1—

**Research Prospectus Workshop**

—Sunday, March 4—

\*DUE: Negotiated Syllabus Pitch (posted on GoogleDocs by midnight)\*

— Tuesday, March 6—

**Research Prospectus Workshop**

—Wednesday, March 7—

\*DUE: Eddy Zheng/Prisoner Activism Analytic Papers\* (due in Poli Sci office at 3:00 pm)

— Thursday, March 8—  
Planning Day for Chuck Green-Style “Negotiated Syllabus”

SPRING BREAK

— Tuesday, March 20—

**Disturbing the Peace: The Story of Father Roy Bourgeois** (facilitated by 2 students)

**Film:** “Convictions: Prisoners of Conscience” (Richter Productions, 20 minute)

- James Hodge and Linda Cooper. 2004. *Disturbing the Peace: The Story of Father Roy Bourgeois and the Movement to Close the School of the Americas*. New York: Orbis, pp. viii-78 (Foreword, Chs. 1-8).

— Thursday, March 22—

**Tactics, Framing, and the Movement to Close the School of the Americas** (facilitated by 2 students)

**Film Excerpt:** “Hidden in Plain Sight” (by John Smihula)

- Hodge and Cooper, pp. 79-147 (Chapters 9-13).
- Meyer, David. 2007. *The Politics of Protest: Social Movements in America*. Oxford: Oxford University Press (Ch. 5: The Strategy and Tactics of Social Protest, pp. 80-101).
- Gamson, William, and David Meyer. 1996. “Framing Political Opportunity.” *Comparative Perspectives on Social Movements*, edited by Doug McAdam, John McCarthy, and Mayer Zald. Cambridge University Press, pp. 275-290.

— Tuesday, March 27—

**The Transformation of SOAW** (facilitated by 2 students)

- Gamson, Joshua. 1995. “Must Identity Movements Self-Destruct? A Queer Dilemma.” *Social Problems*, Vol. 42, No. 3 (excerpted as “The Dilemmas of Identity Politics” in Goodwin & Jasper 2003), pp. 335-343.
- Hodge and Cooper, pp. 148-226 (Chapters 14-17).
- Nelson-Pallmeyer, Jack. 2001. *School of Assassins: Guns, Green, and Globalization*. New York: Orbis (pp. 63-97).
- Gill, Lesley. 2004. *The School of the Americas: Military Training and Political Violence in the America*. Durham: Duke University Press (pp. 198-244).

— Thursday, March 29—

**From SOA Opposition to Challenging the Bush-Cheney Paradigm of Terror** (facilitated by Paul and a student)

**Film excerpts:** “Bowling for Columbine” and “Fahrenheit 9/11” (directed by Michael Moore).

- Riverbend. 2005. *Baghdad Burning: Girl Blog from Iraq*. New York: The Feminist Press (pp. vii-xii, 1-6, 20-25, 34-37, 76-81, 118-119, 282-286).

- McAdam, Doug, and Sidney Tarrow. 2010. “Ballots and Barricades: On the Reciprocal Relationship between Elections and Social Movements.” *Perspectives on Politics*, Vol. 8, No. 2 (June): 529-542.
- Alinsky, Saul. 1971. *Rules for Radicals: A Pragmatic Primer for Realistic Radicals*. New York: Vintage (pp. 126-164).
- Roy, Arundhati. 2004. *An Ordinary Person’s Guide to Empire*. Cambridge: South End Press (pp. 23-39).
- Chomsky, Noam. 2001. *9-11*. New York: Seven Stories Press (pp. 119-134).

— **Tuesday, April 3** —

**SOA Watch vs. Obama: 2012** (designed and directed by 3 Students)

- It is 2012 and the leaders of SOA Watch have decided that it is time to try a new strategy in order to close the School of the Americas once and for all. Amid the politics of the 2012 elections, Obama Administration officials scramble to respond to a shift in tactics from the previously predictable group.

— **Thursday, April 5** —

**Negotiated Syllabus Day #1**

— **Monday, April 9** —

\*DUE: SOA Watch Analytic Papers\* (due in Poli Sci office at 3:00 pm)

— **Tuesday, April 10** —

**Negotiated Syllabus Day #2**

— **Thursday, April 12** —

**Negotiated Syllabus Day #3**

— **Tuesday, April 17** —

**Negotiated Syllabus Day #4**

— **Thursday, April 19** —

**Negotiated Syllabus Day #5**

— **Sunday, April 22** —

\*DUE: Rough Draft\* (submit via email to Paul and your peer review partner by midnight)

— **Tuesday, April 24** —

**Research Presentations Day #1**

— **Thursday, April 26** —

**Research Presentations Day #2**

— Tuesday, May 1—

**Research Presentations Day #3**

—Friday, May 4, 10:30 am-12:30 pm—

**Research Presentations Day #4**  
**Course Evaluations**

—Monday, May 7, 3:00 pm—

\*DUE: Final Paper\* (due in the Political Science office; hard copy required)