

Comparative Social Movements

Carnegie 05, M-W-F 9:40-10:40 am, Fall 2019

Instructor: Paul Dosh

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[Paul's Google Calendar Office Hours Sign-Up](#) (if no listed slots work, email for an appointment)

[Course Resources Page](#)

[APSA Style Guide](#)

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Welcome to Comparative Social Movements!

Introduction

Welcome to the comparative study of social movements! 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. Some of the movements we will study include the Bolivian movement for indigenous rights and against the privatization of natural resources; Hong Kong's Umbrella movement; Occupy Wall Street; the movement for Black lives; challenges to mass incarceration; the Arab Spring; climate change activism; mobilization in defense of white privilege; mass protests in contemporary Africa; and other cases chosen as a class.

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 research university. Students should have completed prior coursework in

Political Science, Latin American Studies, or Sociology. Please talk to Paul if you are unsure about your level of preparation.

Overview

Part 1: Course Introduction. Social movement theories and concepts will be introduced throughout the semester, but to get started we read some of the nuts and bolts of social movement scholarship.

Part 2: Bolivia. An in-depth unit on Bolivia that explores social movement theories. This will be an intense two weeks, so take a deep breath and dive in.

Part 3: Cases and Concepts. Here we use a variety of theoretical perspectives to explore an initial set of cases, including Hong Kong's Umbrella movement, Occupy Wall Street, the movement for Black lives, the Arab Spring; and climate change activism.

Part 4: The 2019 International Roundtable and Challenges to U.S. Mass Incarceration. I am a co-organizer of this year's International Roundtable, "Incarceration (Un)Interrupted," and I have helped shape several IRT sessions and speakers to intersect with our course.

Part 5: Research Prospectus Workshop. You will write a research project prospectus, identifying one or two social movement case studies for your research paper. We will workshop these proposals in class. We will also plan the Negotiated Syllabus period (see below).

Part 6: Cases and Concepts: A Deeper Look. We continue to explore movement cases through two book-length studies, on U.S. conservative movements and on mass mobilization in contemporary Africa.

Part 7: Negotiated Syllabus. Inspired by the pedagogy of Macalester teaching legend Chuck Green, this portion of the semester is a site of student-designed curriculum. We collaboratively identify what we want to learn, how we will learn it, and who will be responsible for which tasks.

Part 8: Research Presentations. Presentations of research findings provide 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 get 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 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 style challenges 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.

Also:

1) In class, **please use technology exclusively for taking notes or to support our class discussion and activities.** If you need to check messages, just step out in the hall.

2) I expect you to arrive on time, prepared to *engage*. You are entitled to a day or two where you are dead tired and need to be left alone—just let me know. **If you will be late or absent, please email at least 30 minutes before class.**

3) **Bring an electronic or hard copy of the readings** to class, and generally have a **notebook** out, especially during presentations, to make visible your engagement and to jot down questions—during Q&A presenters need **you** to be ready with a question!

4) Students and teachers must care for their well-being. Sleep, physical movement, and reaching out when you are struggling will improve your academic performance. One great resource is the [Hamre Center for Health & Wellness](#) (Leonard Center 53). To speak to a mental health counselor after hours, call 651-696-6275, and press “2” to connect to free phone counseling, 24/7.

Readings and Resources

Most assigned readings are hosted on Moodle and can be directly downloaded from this GoogleDoc if you are logged in to Moodle. There are also four required books at the bookstore and on 2-hour reserve at the library:

- Johnston, Hank. 2014. *What is a Social Movement?* Cambridge, UK: Polity Press.
- Zheng, Eddy (ed.). 2007. *Other: An Asian & Pacific Islander Prisoners Anthology*. California: Alonzo Printing.
- Mueller, Lisa. 2018. *Political Protest in Contemporary Africa*. Cambridge: Cambridge University Press.
- Dietrich, David. 2014. *Rebellious Conservatives: Social Movements in Defense of Privilege*. New York: Palgrave Macmillan.

Two other resources are the journal [Mobilization](#) and the social movement scholarship site [Mobilizing Ideas](#). Social movement studies go far beyond what we will sample this semester. These sites can be valuable in planning your Negotiated Syllabus lesson plan, in exploring research topics, and in augmenting your other work this semester.

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 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 or call x6121 (day) or x6193 (evening) to schedule an appointment.

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 contact Disability Services. Students are encouraged to address any special needs or accommodations with me as soon as you become aware of your needs. More info [here](#).

Students Experiencing Challenge or Crisis

Macalester has trained staff to support students experiencing crisis. When a personal challenge or crisis occurs, it has an academic impact and may require flexibility around course

responsibilities. In such situations, talking to a trusted professor can be helpful. If I can be of help, please don't hesitate to talk to me.

Please be aware that I am **not** a confidential resource. As a faculty member, I am a **mandatory reporter** of sexual violence—I am required to report any information you may share with me about an experience of sexual violence (whether it occurred on or off campus, or before or after you came to Macalester) with the Office of Title IX & Equity. This allows the Office of Title IX & Equity to follow up to offer resources and options for support. To find confidential resources on campus, visit macalester.edu/violenceprevention/support.

ASSIGNMENTS

Format and Required Citation Style: Submit work in hard copy and use the [APSA style guide](#) to format citations and bibliography.

Language options for written assignments: English or Spanish

Courses Resources Page: Access sample work [here](#).

On-Time Work Policy: Setting and meeting deadlines is an important professional skill. The syllabus provides “default” deadlines for assignments. We expect you to either meet these deadlines or set alternate deadlines in advance. College is an important time to develop a reputation as someone who gets things done and gets things done on time. If you cannot meet a deadline, it is your responsibility to *communicate* about when you will complete your work.

Summary of Assignments

<u>Due Date</u>	<u>Grade Percentage</u>	<u>Assignment</u>
Sept 4-Oct 23	10%	Class Engagement (first 7 weeks)
Oct 28-Dec 11	10%	Class Engagement (last 6 weeks)
varies	*	Co-Facilitation of Class
Oct 14	15%	Analytic Paper #1
Oct 20 (via Drive)	*	Prospectus
Oct 22	*	Negotiated Syllabus Pitch
Nov 11	15%	Analytic Paper #2
varies	15%	Negotiated Syllabus Leadership
Nov 26	*	12 Very Rough Pages
Dec 2, 4, 6, or 9	10%	Research Presentation
Dec 6 or 9	*	Rough Draft
Dec 16	25%	Final Paper

* Ungraded assignments contribute to Class Engagement grade.

SYLLABUS

—Wednesday, September 4—

“Which Side Are You On?” Social Movement Music Across Generations, Gender, and Race Course Introduction

- Seeger, Pete. 1967. “[Which Side Are You On?](#)” live in concert [3 minutes].
- DiFranco, Ani, with Melissa Ferrick. 2011. “[Which Side Are You On?](#)” live in concert [7 minutes]. Music Hall of Williamsburg, New York (November 18).
- Rebel Diaz, with Dead Prez and Rakaa Iriscience. 2015. “[Which Side Are You On? Remix](#)” music video [5 minutes]. From the 2013 album “Radical Dilemma.”
- All three tracks are on [this playlist](#).

—Friday, September 6—

Social Movement Structures: Organizations, Ideology, and Collective Action Frames

- Johnston, Hank. 2014. *What is a Social Movement?* Cambridge, UK: Polity Press (Chs. 1-2) (pp. 1-48).

—Monday, September 9—

Indigenous Mobilization in Bolivia #1: The Cochabamba Water War

A Photographic Introduction to Bolivia (by James Lerager)

- Oikonomakis, Leonidas, and Fran Espinoza. 2014. “Bolivia: MAS and the Movements That Brought It to State Power.” In *Rethinking Latin American Social Movements*, eds. Richard Stahler-Sholk, Harry Vanden, and Marc Becker. Lanham: Rowman & Littlefield, pp. 285-305.
- Bechtel Corporation. 2005. “Cochabamba and the Aguas del Tunari Consortium.” Skim pp. 1-5.
- Olivera, Oscar. 2004. *¡Cochabamba! Water War in Bolivia*. Cambridge: South End Press. Skim pp. xiii-xv. Read pp. 7-49 (“The Water War”) and pp. 53-64 (“The Coordinadora One Year After the Water War”).

—Wednesday, September 11—

Indigenous Mobilization in Bolivia #2: The Gas War and Political Opportunity

- Johnston, *What is a Social Movement?* (Ch. 3: “What is a Political Movement?” pp. 49-71).
- Dangl, Benjamin. 2007. *The Price of Fire*. Edinburgh: AK Press, pp. 117-151 (Ch. 6 “The Wealth Underground”; and Ch. 7 “El Alto: The City That Contains a Nation”).

Additional reading

- Dosh, Paul, and Nicole Kligerman (Macalester ‘10), 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.

—Friday, September 13—

Indigenous Mobilization in Bolivia #3: Tactics and the Repertoire of Contention

Overview of Bolivia simulation

- Johnston, *What is a Social Movement?* (Ch. 5: “What do Social Movements Do?” pp. 94-117).
- 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.

—Monday, September 16—

Simulation (Day 1): Indigenous Rights and the Battle for Natural Resources in Bolivia

- 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? In this simulation participants investigate what it means to be a part of a social movement. In the context of Bolivia's conflict over constitutional reform, the simulation focuses on movement-government relations and the standoffs, fights and negotiations that arise.

—Wednesday, September 18—

Simulation (Day 2): Indigenous Rights and the Battle for Natural Resources in Bolivia

—Friday, September 20—

Hong Kong Demands Democracy #1: 2014 Umbrella Movement

- [Timeline of the Pro-Democracy Movement](#). Link leads to end of timeline; you then need to scroll left to get to the beginning of the timeline in 2014.
- Anonymous U.S. Ultra author. 2014. "[Black versus Yellow](#)." *Ultra.com* (October 3). [skim Part 1 and read Part 2]
- Chan, Che-Po. 2014. "[The Hong Kong Umbrella Movement: A Students' or a People's Movement?](#)" *E-International Relations* (November 11).

Optional

- Amnesty International UK. 2015. "[1989 Tiananmen Square Protests](#)." (June 3).
- Additional essays at "[Movements in East and Southeast Asia](#)." 2015. *Mobilizing Ideas*.

—Monday, September 23—

Hong Kong Demands Democracy #2: Framing and the 2019 Conflict with the CCP

Hong Kong readings TBA

- 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.

—Wednesday, September 25—

Occupy Wall Street #1: Tactical Innovation

- McAdam, Doug. 1983. "Tactical Innovation and the Pace of Insurgency." *American Sociological Review*, Vol. 48 (December): 735-754.
- L.A Times. 2012. "[Occupy Wall Street: Timeline](#)" *Los Angeles Times* (January 2).
- Hazen, Don, Tara Lohan, and Lynn Parramore. 2011. *The 99%: How the Occupy Wall Street Movement is Changing America*. San Francisco: AlterNet Books.
 - photos
 - "Introduction," pp. 11-18.
 - Naomi Klein, "Occupy Wall Street: The Most Important Thing in the World Now," pp. 32-35.
 - "The Model Society: Introduction," pp. 58-59.
 - Richard Kim, "The Human Microphone," pp. 62-64.
 - Kristen Gwynne, "Journalist-Participant Describes What Life is Really Like at Liberty Plaza," pp. 68-70.
 - Mikki Brunner, "Who are the Black Women Occupying Wall Street?" pp. 76-77.
 - "New York: Key Events that Grew the Movement," p. 90.
 - Sarah Jaffe "When the Progressive Community Embraced the Occupation," pp. 93-95.
 - Lynn Parramore, "Protesters Visit the 1 Percent at Their Homes," pp. 96-97.
 - Sarah Seltzer and Sarah Jaffe, "Police Raid Zuccoti Park, Occupiers Respond with Massive Action," pp. 105-106.

- "The Police Reaction: Introduction," pp. 108-109.
- Tom Engelhardt, "Wall Street's Second Occupation: The Rise of the NYPD's Homeland Security State," pp. 110-111.
- J.A. Myerson, "An Eyewitness Account of Police Crackdown on Peaceful Demonstrators," pp. 114-115.
- Pam Martens, "Wall Street Firms Spy on Protesters in Tax-Funded Center," pp. 119-121.

—Friday, September 27—

Occupy Wall Street #2: Gender and Race in the Occupy Movement

- Hurwitz, Heather McKee. 2019. "Gender and Race in the Occupy Movement: Relational Leadership and Discriminatory Resistance." *Mobilization*, Vol. 24, No. 2 (June): 157-176.
- Vasi, Ion Bogdan, and Chan S. Suh. 2016. "Online Activities, Spatial Proximity, and the Diffusion of the Occupy Wall Street Movement in the United States." *Mobilization*, Vol. 21, No. 2 (July): 139-154.

—Monday, September 30—

Movement for Black Lives #1: #blacklivesmatter

Core readings

- Petersen-Smith, Khury. 2015. "[Black Lives Matter: A New Movement Takes Shape](#)." *International Socialist Review* (Spring).
- Ransby, Barbara. 2015. "[The Class Politics of Black Lives Matter](#)." *Dissent* (Fall).
- Chatelain, Marcia, and Kaavya Asoka. 2015. "[Women and Black Lives Matter: An Interview with Marcia Chatelain](#)." *Dissent* (Summer).
- Sunshine, Spencer. 2014. "[5 Right-Wing Media Narratives Attacking the 'Black Lives Matter' Movement](#)." Political Research Advocates (December 18).

Descriptive work, news, and baseline information (read as needed, depending on your level of knowledge about BLM)

- Visit the BLM [website](#) and BLM Minneapolis [Facebook page](#).
- Review [Shooting of Trayvon Martin](#) Wikipedia page.
- Ruffin, Herbert. ~2015. "[Black Lives Matter: The Growth of a New Social Justice Movement](#)." *BlackPast.org*.
- Heidi Reynolds-Stenson, Heidi. 2015. "[Private Repression and the Shooting of Minneapolis Black Lives Matter Protesters](#)." *Mobilizing Ideas* (December 6).
- Chokshi, Niraj. 2016. "[How #BlackLivesMatter Came to Define a Movement](#)." *New York Times* (August 22).

Analysis and critique of BLM

- Harris, Fredrick. 2015. "[The Next Civil Rights Movement?](#)" *Dissent* (Summer).
- Clegg, Roger, and Hans A. von Spakovsky. 2015. "[The DOJ Is Wrong: Cops and Criminals Are Not Morally Equivalent](#)." *National Review* (October 12).
- Williamson, Kevin. 2014. "[Black Lives Matter: And so, therefore, must Black perpetrators](#)." *National Review* (December 1).
- Cobb, Jelani. 2016. "[The Matter of Black Lives: A New Kind of Movement Found its Moment. What Will its Future Be?](#)" *New Yorker* (March 14).

Hate groups opposed to BLM

- Stack, Liam. 2016. "[White Lives Matter Has Been Declared a Hate Group](#)." *New York Times* (August 30).
- Southern Poverty Law Center. 2016. "[Extremist Files: Alternative Right](#)" ("Alt-Right").

—Wednesday, October 2—

Movement for Black Lives #2: Black Mobilization in Comparative Perspective

- Reading list will be finalized by facilitators. Listed above are some possible sources.
- Agudelo, Carlos. 2014. "The Afro-Guatemalan Political Mobilization: Between Identity Construction Processes, Global Influences, and Institutionalization." *Black Social Movements in Latin America*, edited by Jean Muteba Rahier. New York: Palgrave Macmillian (pp. 76-91).

—Friday, October 4—

Challenging Mass Incarceration #1: New Jim Crow and Queer and Trans Criminalization

- Wang, Ben (director). 2019. "[The Ambassadors](#)." Asian Prisoners Support Committee. [5 minutes]
- Zheng, Eddy (ed.). 2007. *Other: An Asian & Pacific Islander Prisoners Anthology*. California: Alonzo Printing. Read intro/outro (pp. v-xi; 144-146; matched artwork on page vi and page 145) and read "Life" (pp. 1-41).
- Jobin-Leeds, Greg, and AgitArte. 2016. *When We Fight We Win! Twenty-First-Century Social Movements and the Activists that are Transforming Our World*. New York: New Press ("Transforming Visions: Ending Mass Incarceration," pp. 51-75).

—Monday, October 7—

Challenging Mass Incarceration #2: Identity and Resistance

- Zheng, *Other* ("Prison," pp. 44-75).
- Gottschalk, Marie. 2007. "Dollars, Sense, and Penal Reform: Social Movements and the Future of the Carceral State." *Social Research*, Vol. 74, No. 2 (Summer): 669-694.

—Wednesday, October 9—

Challenging Mass Incarceration #3: The Movement to Liberate Eddy Zheng

- "[Eddy Zheng Parole Hearing](#)." 2004 [2 minutes].
- Zheng, *Other* (pp. 86-93, 96, 110-111, 114-120, 127-141).
- Katzstein, Mary Fainsod. 2005. "Rights without Citizenship: Activist Politics and Prison Reform in the United States." In *Routing the Opposition: Social Movements, Public Policy, and Democracy*, eds. David Meyer, Valerie Jenness, and Helen Ingram. Minneapolis: University of Minnesota Press, 236-258.
- Young, Teresa. 2019. "[How Eddy Zheng Started Serving on the Southeast Community Facility Commission](#)." San Francisco Public Utilities Commission (July 25).

Optional

- "[Eddy Zheng's Welcome Home Video](#)." 2007 [6 minutes].
- Zheng, Eddy. 2010. "[Eddy Zheng: Thoughts from Behind and Beyond Bars](#)." 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](#)."
- Zheng, Eddy. 2008. "The New Faces of Justice." *Asian American Law Journal*, Vol. 15 (May): 269-282.
- [EddyZheng.com](#).

2019 INTERNATIONAL ROUNDTABLE

[Incarceration \(Un\)Interrupted: Reclaiming Bodies, Lands, and Communities](#)

•Most IRT events relate to our CSM unit on resistance to mass incarceration. Here I have listed highlights that intersect with CSM readings. See the full [IRT schedule](#) for details on all events.

Wednesday, October 9, 7:00-9:00 pm, JBD: Screening of BREATHIN': THE EDDY ZHENG STORY, with documentary filmmaker Ben Wang.

Thursday, October 10, 11:30 am-1:00 pm, Kagin: "Model Minority Transgression: A Prisoner's Odyssey to Liberation through Resistance," plenary address by Eddy Zheng.

Thursday, October 10, 4:45-6:00 pm, Kagin: "*We Welcome Their Hatred: Coalitions and Conflicts in Abolitionist Politics*," plenary address by Joy James.

Friday, October 11, 8:45-9:45 am: CSM student breakfast with Eddy Zheng

Friday, October 11, 2:20-4:00 pm, JBD: Roundtable with Joy James, Stuart Schrader, and Eddy Zheng.

—Monday, October 14—

DUE: Analytic Paper #1 (due in class)

Challenging Mass Incarceration #4: IRT Debrief

•No new readings. We'll report on the IRT sessions we each attended, process insights, and place our study of anti-prison mobilization in comparative perspective.

—Wednesday, October 16—

Political Opportunity and the Arab Spring

- Mogahed, Dalia. 2012. "[The Attitudes That Sparked Arab Spring](#)." *TEDTalks*. New York: Films Media Group (14 minutes). Transcript available [here](#).
- Holmes, Amy Austin. 2012. "There Are Weeks When Decades Happen: Structure and Strategy in the Egyptian Revolution." *Mobilization*, Vol. 17, No. 4 (December): 391-410.
- Rizzo, Helen, Anne M. Price, and Katherine Meyer. 2012. "The Anti-Sexual Harassment Campaign in Egypt." *Mobilization*, Vol. 17, No. 4 (December): 457-475.

—Friday, October 18—

Environmental Movements and Climate Change Activism

- Holthaus, Eric. 2014. "[Fighting Climate Change and Capitalism at the Same Time: A Q&A with Naomi Klein](#)." *Slate* (September 25).
- [Sacred Stone Camp occupation Facebook page](#).
- McCright, Aaron, and Riley Dunlap. 2003. "Defeating Kyoto: The Conservative Movement's Impact on U.S. Climate Change Policy." *Social Problems*, Vol. 50, No 2: 348-373.

Optional

- Uldam, Julie. 2013. "Activism and the Online Mediation Opportunity Structure: Attempts to Impact Global Climate Change Policies?" *Policy and Internet*, 56-75.

—Sunday, October 20—

DUE: Research Prospectus (circulate to Paul and your peer review group via Drive by 3 pm)

—Monday, October 21—

Research Prospectus Workshopping

- Johnston, *What is a Social Movement?* (Ch. 6: “Researching Social Movements” pp. 118-138).
- Read each prospectus in your small group and bring feedback to class, either hand-written on a hard copy of each, or type your comments. We’ll have 5-10 minutes to discuss each one so you’ll only have time to share some of your feedback verbally; remaining feedback you can give them in writing.
- Some elements to comment on include research design, research question, case selection, scope, feasibility, capacity of project to make an original contribution, if central question is interesting/puzzling/intriguing, and ideas for sources for their project.

—Tuesday, October 22—

*DUE: Negotiated Syllabus Pitch (posted on Negotiated Syllabus Pitches doc by 3 pm)

—Wednesday, October 23—

Planning Session for “Negotiated Syllabus”

FALL BREAK

—Monday, October 28—

U.S. Conservative Movements #1: Anti-Illegal Immigration, Pro-Life, and Tea Party

- Dietrich, David. 2014. *Rebellious Conservatives: Social Movements in Defense of Privilege*. New York: Palgrave Macmillan (Chs. 1-2: “Conservative Protest” and “Identities of Privilege,” pp. 1-40).

—Wednesday, October 30—

U.S. Conservative Movements #2: Threats to Privilege

- Dietrich, *Rebellious Conservatives* (Chs. 3-4: “Threats to Privilege” and “Agents of Threat,” pp. 41-126).

—Friday, November 1—

U.S. Conservative Movements #3: Direct Action and Border Militarization

- Dietrich, *Rebellious Conservatives* (Chs. 5-6: “How Conservative Protesters Want to Change America” and “Conclusion,” pp. 127-166).

—Monday, November 4—

Negotiated Syllabus #1

—Wednesday, November 6—

Negotiated Syllabus #2

—Friday, November 8—

Negotiated Syllabus #3

—Monday, November 11—

DUE: Analytic Paper #2 (due in Paul's Poli Sci mailbox at 3 pm)

—Wednesday, November 13—

Protest in Africa #1: Generals and Foot Soldiers of the Revolution

•Mueller, Lisa. 2018. *Political Protest in Contemporary Africa*. Cambridge: Cambridge University Press (Chs 1-2: "Africa's Third Wave" and "Defining Protest Waves," pp. 1-53).

—Friday, November 15—

Protest in Africa #2: What Makes a Protest Leader?

•Mueller, *Political Protest in Contemporary Africa* (Chs. 3-4: "Paradoxes of Plenty" and "Protest Leadership," pp. 54-120).

—Monday, November 18—

Protest in Africa #3: Revolutionaries or Pocketbook Protesters in Niger?

•Mueller, Lisa. 2018. *Political Protest in Contemporary Africa* (Chs. 5-6: "Individual Participation" and "Protest in Niger," pp. 121-178).

—Wednesday, November 20—

Protest in Africa #4: Troublemakers or Heroes?

Report from student lunch with Professor Lisa Mueller

•Mueller, Lisa. 2018. *Political Protest in Contemporary Africa* (Ch. 7: "Troublemakers or Heroes?," pp. 179-203).

—Friday, November 22—

Negotiated Syllabus #4

—Monday, November 25—

Negotiated Syllabus #5

—Tuesday, November 26—

DUE: 12 Very Rough Pages (via email, by 3 pm)

THANKSGIVING BREAK

—Monday, December 2—

Research Presentations #1

—Wednesday, December 4—

Research Presentations #2

—Friday, December 6—

DUE: Rough Draft (this early due date is for students presenting on Dec 9; other students have their rough draft due on Dec 9; draft is due via email to Paul and your peer review partner)

Research Presentations #3

—Monday, December 9—

DUE: Rough Draft (due via email to Paul and your peer review partner)

Research Presentations #4

—Wednesday, December 11—

End-of-semester surveys (bring laptop or phone to complete online)

—Monday, December 16, 3 pm—

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