Course description: Social movements are a driving force behind social, political, economic, and cultural change. They can be liberal or conservative forces challenging predominant structures of power and social stratification, demanding changes in the logic and mechanisms of capital accumulation, or imposing alternative ideological frameworks for governing societies and nature. In the context of globalization and mass media, social movements have frequently become transnational actors able to influence national and international policies, as well as global institutions and their agendas. This course uses a multidisciplinary approach for analyzing social movements theories while exploring some contemporary empirical cases such as the climate change social movement and the global justice movement. The course also analyses some conservative countermovements, specifically, the climate change denial countermovement and the mobilization that gave life to the Tea Party.

READINGS

Most of the readings and films for this course will be available on the course D2L website, under the “Course Content” tab, then in the “Course Readings” folders for the relevant week. There are some readings and films that you will have to access online (i.e. websites, films, or e-books). All information is specified in the course calendar.

COURSE REQUIREMENTS:

1) **Readings and films:** Students are expected to carefully read and watch all the material assigned for each week before writing a Response Paper (below).

ASSIGNMENTS:

A) **Final Critical Essay.** Students will write a **minimum 5 page (double-spaced) personal reflection on their intellectual transformation during the course.** I will give you more information later. Final essay counts for 35 points of your final grade.

B) **Reading Response Papers (postings):** For six (6) weeks during the quarter, you should write a thoughtful short response/reaction to ALL THE READINGS AND FILMS for that week (or weeks when it is specified). These responses should be very short papers, **between 500-700 words** (see specifications below). **Note: the 500-word minimum is a firm minimum.** Reaction papers should be well organized, with correct grammar and spelling.
IMPORTANT: In these response papers, you may: criticize or praise the readings, find points of similarity or divergence, question the key ideas or concepts, point out weaknesses, relate the readings to your own personal experiences, examine their underlying values and assumptions, compare them to other readings, etc. The key point is this: you should show evidence that you have critically and thoughtfully engaged with the ideas in the required readings; the paper should not be merely a summary or restatement.

*** Quotes from, and/or references to, specific sections, passages, or ideas in the readings (with page numbers) will be necessary evidence of your engagement. Avoid merely a general response to the readings.

You need to do two things with these papers:

1. **POST** your paper to our course D2L website (under the “Discussions” tab, click on the folder for the appropriate date, and then “Compose” to start a new posting), so that students can read each others’ postings –and respond- before we meet.

   **NOTE:** Please **DO NOT** attach a Word or other file to the posting; instead, please compose and save your response paper in a word processing program, then select the text of your response, copy it, and paste it into the window for the thread.

   *** POSTING DEADLINE: No later than 10:00 am on Mondays. Late postings and grades: If your posting is late (between 10:01am and 12:00 pm), you will receive 50% of what your grade would have been. **No credit** will be given for posting after 12:00 pm.

2. **READ** other people’s postings, and **RESPOND** to someone else’s posting (see calendar of postings for dates). Each session’s posting on D2L is set up as a discussion forum. In order to facilitate an actual online discussion, you are expected to read several other students’ postings, and to **write at least one reply** (but hopefully more) to other students’ postings. To reply to a posting, click on the link for that posting, then click “Reply.” It is fine to question or critique the arguments in another student’s posting, but please keep all postings civil and respectful!

I will evaluate your response paper postings in the following way:

- Strong response = **3.7 to 4.0 points**
- Good response; meaningful engagement with readings, but room for improvement = **3.3 to 3.6 points**
- Adequate response; some good engagement, but needs to be strengthened = **2.5 to 3.2 points**
- Unsatisfactory; you didn’t seem to engage meaningfully with the readings = **0 to 2.4 points**
EVALUATION/GRADING:

The final course grade will weigh assignments/requirements in this way:

- **Response Papers/Postings (6 papers)** 40 points
- **Reply other students’ postings** 25 points
- **Final Essay** 35 points
- **Extra Credit (films, TBA)** 4 points maximum

**TOTAL:** 104 possible points

Final grades will be calculated on the following table. (This course is not graded on a curve.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-103.0</td>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
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<tr>
<td>B+</td>
<td>87.0-89.9</td>
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<tr>
<td>B</td>
<td>83.0-86.9</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
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<td>C+</td>
<td>77.0-79.9</td>
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<td>C-</td>
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<td>67.0-69.9</td>
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<td>D</td>
<td>63.0-66.9</td>
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<td>D-</td>
<td>60.0-62.9</td>
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<tr>
<td>F</td>
<td>59.9 or less</td>
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**COURSE GUIDELINES**

Syllabus: This is your principal guide to the class. Please bring it with you to each class in case we need to make adjustments. Before emailing me with a question, **reread the syllabus** first to make sure that it doesn’t answer your question.

Academic Integrity: I expect that your writing and your work on all assignments in this course will reflect original thought. Academic integrity is the cornerstone of the university. Cheating or plagiarism on academic work is extremely serious. Submitting an attendance card or assignment for another student will also be treated as a violation of academic integrity. Therefore, any student whom I find to be in violation of these standards will receive either a grade zero for the assignment in question, or a failing grade for the entire course. I will also report all violations of this policy to the office of the Dean of Student Life. Please refer to the Student Code of Conduct for additional information [http://www.pdx.edu/dos/psu-student-code-conduct](http://www.pdx.edu/dos/psu-student-code-conduct)

Students with Disabilities: Students with special needs should first register with the Disability Resource Center ([http://www.drc.pdx.edu/](http://www.drc.pdx.edu/)), 116 Smith Memorial Student Union, 205-725-4150 or drc@pdx.edu, so that appropriate accommodations may be made. DRC coordinates support services, accommodations, and equipment for students with disabilities. DRC works to ensure equal access to all University programs, services, and activities for students with disabilities.

PSU’s **Prohibited Discrimination and Harassment Policy**

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU’s support services on campus, including confidential services and
reporting options, can be found on PSU’s Sexual Misconduct Prevention and Response website at: http://www.pdx.edu/sexualassault/get-help or you may call a confidential IPV Advocate at 503-725-5672. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University’s Title IX Coordinator or the Office of the Dean of Student Life. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

COURSE CALENDAR AND READINGS

(Please note that this is a tentative calendar. Some readings may be shifted, added, or dropped over the course of the quarter, based on our progress and scheduling issues. I will let you know in advance about any changes.)

All readings AND films are mandatory and must be included in your essays/responses.

<table>
<thead>
<tr>
<th>CALENDAR OF READINGS AND FILMS</th>
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<tbody>
<tr>
<td><strong>DATE</strong></td>
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<tr>
<td><strong>UNIT 1</strong></td>
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<tr>
<td><strong>Week I</strong></td>
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<td>April 1-7</td>
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**Reading response paper 2:** due April, Monday 15, 10:00 am
**Reply other students’ postings:** due April Wed. 17, 10:00 am |

<table>
<thead>
<tr>
<th>UNIT II</th>
<th>GLOBALIZATION AND TRANSNATIONAL SOCIAL MOVEMENTS</th>
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Chapters:


Chapter:


**Reading response paper 3** (integrate ALL THE READINGS AND FILMS FROM WEEKS 3 and 4 in ONE COMPREHENSIVE PAPER): due April, Monday 29, 10:00 am
**Reply other students’ postings:** due May Wed. 1, 10:00 am |


See the interactive *Atlas of Environmental Justice* [https://www.ejatlas.org/](https://www.ejatlas.org/) |
Chapter:  
- Schaefer Caniglia, Beth, Robert Brulle, and Andrew Szasz. “Civil Society, Social Movements, and Climate Change.” pp. 235-268  
|---|---|---|
| Week 7 | Climate change and social movements II  
Chapter:  
- Dunlap, Riley, and Aaron McCright. “Challenging Climate Change.” pp. 300-332  
**Reading response paper 5 (integrate ALL THE READINGS AND FILMS FROM WEEKS 6 and 7 in ONE COMPREHENSIVE PAPER):** due May, Monday 20, 10:00 am  
**Reply other students’ postings:** due May Wed. 22, 10:00 am |
Chapters:  
- “Introduction.” pp. 3-18  
- “Behind the Costumes and Signs.” pp. 19-44  
- “What they Believe.” pp. 45-82 |
| Week 9  
May 27- 
Chapters:  
- “Mobilized Grassroots and Roving Billionaires.” pp. 83-120  
- “Getting the World Out.” pp. 121-154  
**Reading response paper 6:** due June, Monday 3, 10:00 am  
**Reply other students’ postings:** due June Wed. 5, 10:00 am |
| Week 10  
June 3-9 | Film: *Tomorrow*. 2015. Dion, Cyril, and Mélanie Laurent. (France; 2:00 hrs.) |
| **Final Essay** | Due Friday, June 14 by 11:59 pm.  
Post it on D2L |