

TITLE: Social Movements: Building Alternatives Around the World from a Human Rights Perspective

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credits

SIS Course Code: SOC 400

JU Code (will appear on a Jacksonville University transcript as): SOC 400 Special Topics - Social Movements: Building Alternatives Around the World from a Human Rights Perspective

DESCRIPTION

This course is based in cultural studies and sociology of social movements and aims to provide students with a solid foundation of the motivations and struggles which frame social activism from a human rights perspective.

In these “liquid times” as coined by Bauman, social movements and social activism are characterized by, amongst other things, their global reach, speedy dissemination and their power to mobilize. From the rise of climate change activism to nationalist populism, the spread and ease of access to social media facilitates the dissemination of activist messages and also has the power to mobilize a large number of people to the same place in little time to advocate, protest and make themselves heard. This has not always been the case, of course; social movements in previous eras were characterized by rather different messages and processes.

What is the story behind social movements? What have people been fighting for then and now? What are the main trends around the globe?

Barcelona is a particularly emblematic city. It has seen some of the most massive demonstrations in Europe over the past years: from the *Indignados* movement to the feminist demonstrations and the self-determination rallies, this city not only witnesses but actively participates and encourages social movements to flourish and even succeed in effecting social change. Civil society, political parties, Unions, Cooperatives and NGO’s constitute the social fabric upon which the voices of people are united in the definition of common goals.

This course aims to provide a comprehensive analysis of the main topics concerning social movements and activism around the globe, focusing in particular on the USA and on Europe, by means of a comparative gaze and through the lenses of sociology and cultural studies but also framed by social psychology and with a human rights perspective, with the goal of promoting critical thinking and informed analytical capacity.

COURSE OBJECTIVES

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

- Understand the concepts surrounding social movements and activism from a Human Rights perspective;

- Name the main social movements throughout history and their relevance to the causes being fought;
- Identify the main contemporary issues which evoke a reaction from social movements such as political division, immigration, gender discrimination, environmental issues, race and other oppressions and economic matters;
- Discuss the role of social media, neoliberalism and globalization in contemporary social movements;
- Interpret the role of collective behaviour and collective identity in the development of social movements;
- Illustrate the role of populist movements in social activism;
- Name and explain the variety of forms in which social movements develop: from demonstrations to digital activism.

METHODOLOGY

This course will use a combination of guided lectures, classroom interaction, student's research and presentations, social media study, visit to emblematic places in the city and short class debates. This combination of methodologies aims to make a bridge between theoretical knowledge and practical tools to analyse an ever-changing reality.

EVALUATION

Attendance to classes and field trips is mandatory; poor attendance will affect the final grade of the student as well as the everyday participation grade.

The final grade consists of six different parts: class participation, class presentations, participation in a blog, field study assignments, a midterm written exam and a final paper.

The breakdown of grades is made up as follows:

Class participation	15%
Class presentations	15%
Participation in a blog	15%
Field study assignments	15%
Midterm written exam	20%
Final paper	20%

Class Participation: Active class participation includes coming to class prepared and on time, having read the material for that day and show active reflection on that material, answering questions from the professor, generating questions and engaging in group activities using required reading for that day. Students are encouraged to express their opinions in class with the professor and the other students.

Class Presentations: Students will be required to "co-teach" a portion of one class along with the professor, in which the student will present the reading in question, note the key concepts or ideas presented, generate questions for class discussion, and provide a brief critical response to the reading.

Participation in a blog: The students are expected to participate in a private blog generated in the Moodle platform of the course where they will share and comment on contemporary issues through short texts, pictures or videos.



Field study assignments: Students will be given a short assignment to be answered in the context of the field studies taken.

Midterm Exam: The midterm may contain a mix of short answer and essay questions aimed to test the students' full comprehension of facts and the ability to argue his/her opinions based on class material.

The guidelines for exams are as follows:

- Any student found cheating will automatically fail this examination. Additional sanctions may be imposed.
- Talking or communicating with other students during the examination is forbidden.
- Desks must be cleared of all books, notes and papers. All unauthorized materials must be put away and remain out of sight throughout the examination.
- All telephones and electronic devices must be turned completely off during the exam.
- Students arriving later than 15 minutes will not be allowed into the classroom to take the examination, subject to the decision of the instructor.
- At the end of the examination students will remain seated until their papers are collected. No one may leave the room until excused.
- Should assistance be required, students will attract the attention of the instructor.
- Failure to follow these rules will automatically lead to failure of this examination.

Final paper: Students are expected to choose one of the topics addressed in class related to social movements around the globe and write an academic paper of around 3000 words on that topic, commenting on practical examples and applying the theoretical frames previously studied.

FIELD STUDIES

This course includes 3 field studies, with the possibility of incorporating a 4th one in moments when it is justified, such as temporary exhibitions or other events related to the course's objectives.

The suggested field visits are to spaces such as NGO's and civil society organizations where social movements develop their ideas and activism, and to Town hall specific programmes.

ACADEMIC INTEGRITY

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance - may result in an automatic "F" or immediate dismissal from the program if the student falls below the minimum number of credits required for the term; 12 credits during the semester, or 3 hours during the summer.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another's work without citing sources
- Submitting another person's work into your own without properly citing the source(s) used.



- Paraphrasing another person's work without providing appropriate citations

Self-Plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more class.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-Compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#). You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdZXVyKw-wdiwXewx/view>)

ATTENDANCE POLICY

Semester: Students are allowed THREE absences throughout the semester without penalty. Starting with the fourth absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

Summer: Students are allowed TWO absences throughout the summer without penalty. Starting with the third absence, the student's FINAL GRADE will be lowered by a fraction of a letter (1/3 of a letter grade). For example, if a student has 4 absences and a final grade of B+, the grade will be lowered to a B, if 5 absences the grade is lowered to B-.

**January Term students are allowed TWO absences as well.*

There are NO excused absences. If a student misses class because s/he is sick, that counts as one of the allowed absences. No excused absences and no excuses.

Quizzes, exams and participation points that are missed because of an absence cannot be recuperated.

Students that arrive late 5 minutes or more will receive a 0 for participation for the day.

COURSE CONTENT

SESSION	CONTENT	READINGS
1	Introduction to the Course expectations and foundational concepts	o Jasper, J. M. (2014). Chapter 1: <i>What Are Social Movements?</i> in <i>Protest: A Cultural Introduction to Social Movements</i> . Cambridge, MA: Polity.
2	The relevance and history of social	o Mati, J. M., WU, F., Edwards, B., Taraboulsi, S. N. E., & Smith, D. H. (2016). <i>Social</i>

	movements and activism	<p><i>Movements and Activist-Protest Volunteering</i>. The Palgrave Handbook of Volunteering, Civic Participation, and Nonprofit Associations, 516–538. doi:10.1007/978-1-137-26317-9_25</p> <p>o Bennett, E. A. (2012). <i>Global Social Movements in Global Governance</i>. Globalizations, 9(6), 799–813. doi:10.1080/14747731.2012.739343</p> <p>o Andrews, Kenneth T., 2017, <i>How Protest Works</i> (New York Times)</p>
3	An approach to Human rights and Social movements	<p>o United Nations, 1948, <i>The Universal Declaration of Human Rights</i>, available at https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf</p> <p>o Della Porta, D., Diani, M., & Nash, K. (2015). <i>Is it Social Movements that Construct Human Rights?</i> The Oxford Handbook of Social Movements. doi:10.1093/oxfordhb/9780199678402.013</p> <p>o Stammers, N. (2015). <i>Human Rights and Social Movements: Theoretical Perspectives</i>. Revue interdisciplinaire d'études juridiques, volume 75(2), 67-89. doi:10.3917/riej.075.0067.</p>
4	Contemporary Social Issues (CSI) I: Political and economic models, political polarization and globalization	<p>o Kahan, Dan M., (2013) <i>Ideology, Motivated Reasoning, and Cognitive Reflection: An Experimental Study</i> (November 29, 2012). Judgment and Decision Making, 8, 407-24; Cultural Cognition Lab Working Paper No. 107; Yale Law School, Public Law Research Paper No. 272. http://dx.doi.org/10.2139/ssrn.2182588</p> <p>o Westfall, Jacob & Van Boven, Leaf & Chambers, John & Judd, Charles. (2015). <i>Perceiving Political Polarization in the United States: Party Identity Strength and Attitude Extremity Exacerbate the Perceived Partisan Divide</i>. Perspectives on Psychological Science. 10.1177/1745691615569849.</p> <p>o Selected texts from Rivoli, P. (2009) <i>The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade</i>, 2nd ed. New York: Wiley.</p>
5	Visit to CCOO Union	—
6	CSI II: Environment in crisis	<p>o Anderson, M. (2017). <i>For Earth Day, here's how Americans view environmental issues</i>. Pew Research Center. Retrieved from http://www.pewresearch.org/facttank/2017/04</p>

		<p>/20/for-earth-day-heres-how-americans-view-environmental-issues/</p> <p>o Payne, R. (2018). <i>The Global Politics of Climate Change</i>, Sustain, Issue 37, Retrieved from http://docs.wixstatic.com/ugd/83ad86_9e202bb73528428e9aba8ad734a49c79.pdf#page=20.</p> <p>o Hunter DJ, Frumkin H, Jha A. <i>Preventive Medicine for the Planet and Its Peoples</i>. N Engl J Med [Internet]. 2017 Mar 1;376(17):1605–7. Available from: https://doi.org/10.1056/NEJMp1702378;</p> <p>o Parts of Documentaries: An inconvenient truth (2006) and Before the flood (2016)</p>
7	CSI III: Gender and sexuality based discriminations	<p>o United Nations Women Annual reports (Different years), retrieved from https://www.unwomen.org/en/digital-library/annual-report</p> <p>o Materials from the European Institute for Gender Equality (https://eige.europa.eu/)</p> <p>o Sokoloff, N. J. & Pratt, C. (Ed.). (2005). <i>Domestic violence at the margins: Readings on race, class, gender, and culture</i>. Rutgers: Rutgers University Press.</p> <p>o Carter J. (2014) <i>Patriarchy and violence against women and girls</i> at www.thelancet.com DOI: /10.1016/S0140-6736(14)62217-0</p>
8	CSI IV: Immigration and racist expressions	<p>o Readings from Mills, C. (1997) <i>The racial contract</i>, Cornell University Press;</p> <p>o Koopmans, R., (2010) <i>Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective</i>, Journal of Ethnic and Migration Studies, 36:1, 1-26, DOI: 10.1080/13691830903250881</p> <p>o Zick, A., Pettigrew, T. F. and Wagner, U. (2008), <i>Ethnic Prejudice and Discrimination in Europe</i>, Journal of Social Issues, Vol. 64</p>
9	Contemporary populisms and backlashes (anti-abortion; men's rights; antigay groups)	<p>o Ostiguy, Pierre (2017): <i>Populism: A Socio-Cultural Approach</i> in Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo and Pierre Ostiguy (eds.), The Oxford Handbook of Populism. Oxford: Oxford University Press;</p> <p>o Gidron, N. and Hall, P. (2017): <i>The Politics of Social Status: Economic and Cultural Roots of the Populist Right</i>, British Journal of Sociology, 68(51);</p>

		o Mansbridge, J. and Shames, S. L. (2008) <i>Toward a Theory of Backlash: Dynamic Resistance and the Central Role of Power</i> , Politics & Gender 4:4
10	Visit to Organization defending the rights of Immigrants in Catalonia (to be defined)	
11	Intersections in Contemporary social issues	o Earl, J., Maher, T. V., & Elliott, T. (2017). <i>Youth, activism, and social movements</i> . Sociology Compass, 11(4), e12465. doi:10.1111/soc4.12465 o Jobin-Leeds, G. and AgitArte. (2016) <i>Grounded in Community: The Fight for the Soul of Public Education</i> , in When We Fight, We Win! Twenty-First Century Social Movements That Are Transforming Our World. The New Press.
12	Practical work session and preparation for midterm	
13	MIDTERM	
14	Collective behaviour and identity, Social movements and social change	o Polletta, F. and Jasper, J.M., <i>Collective Identity and Social Movements</i> , Annual Review of Sociology 2001 27:1, 283-305; o Thomas Poell (2019): <i>Social media, temporality, and the legitimacy of protest</i> , <i>Social Movement Studies</i> , doi:10.1080/14742837.2019.1605287 o 2018, Podcast YANSS 122 – <i>How our unchecked tribal psychology pollutes politics, science, and just about everything else</i> at https://youarenotsosmart.com/2018/02/26/yanss-122-how-our-unchecked-tribal-psychology-pollutes-politics-science-and-just-about-everything-else/ o Stekelenburg, J. & Klandermans, B. (2013). <i>The Social Psychology of Protest</i> . Current Sociology. 61. 886-905. doi:10.1177/0011392113479314.
15	Ways of expression: Conscientious Objection, Civil Disobedience, Boycott and others	o Smith, W., & Brownlee, K. (2017). <i>Civil Disobedience and Conscientious Objection</i> . Oxford Research Encyclopedia of Politics, at https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-114 o Stanford University, Dynamics of Collective Action, at

		https://web.stanford.edu/group/collectiveaction/cgi-bin/drupal/ o Ratliff, T. & Hall, L. (2014). <i>Practicing the Art of Dissent: Toward a Typology of Protest Activity in the United States</i> . <i>Humanity & society</i> , 38(3), 268–294.
16	Ways of expression: Art and social movements: music, cinema, fanzines and manifestos	o Danaher, W. (2010). Music and Social Movements. <i>Sociology Compass</i> . 4. 811 - 823. 10.1111/j.1751-9020.2010.00310.x; o Mathieu, L. (2018). Art and Social Movements. <i>The Wiley Blackwell Companion to Social Movements</i> , 354–368. doi:10.1002/9781119168577.ch20; o Arnold, C. (2016). “A Brief History of Zines,” <i>Mental Floss</i> , retrieved from http://mentalfloss.com/article/88911/brief-history-zines ;
17	The role of social media and Hacktivism	o George, J. J., & Leidner, D. E. (2019). From clicktivism to hacktivism: Understanding digital activism. <i>Information and Organization</i> . doi:10.1016/j.infoandorg.2019.04.001 o Stephansen, H. C., (2017), <i>Media Activism as Movement? Collective Identity Formation in the World Forum of Free Media</i> , <i>Media and communication Journal</i> , Vol 5, No 3, doi: 10.17645/mac.v5i3.1034 o Youmans, W. L., & York, J. C. (2012). Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements. <i>Journal of Communication</i> , 62(2), 315–329. doi:10.1111/j.1460-2466.2012.01636.x
18	Recent demonstrations in Spain and the USA – Occupy Wall Street and Indignados	o Hessel, S., <i>Time for outrage</i> , Quartet Books Ltd, 2011 o Portos, M. (2019) Keeping dissent alive under the Great Recession: no-radicalisation and protest in Spain after the eventful 15M/indignados campaign, <i>Acta Polit</i> , V. 54, Issue 1, pp 45–74; https://doi.org/10.1057/s41269-017-0074-9 ; o Caren, N. & Gaby, S. (2011). <i>Occupy Online: Facebook and the Spread of Occupy Wall Street</i> . <i>Social Science Research Network</i> . 10.2139/ssrn.1943168; o Castañeda, E. (2012). <i>The Indignados of Spain: A Precedent to Occupy Wall Street</i> . <i>Social</i>

		Movement Studies. 11. 1-11. 10.1080/14742837.2012.708830.
19	Feminist and LGTB+ Movements in the USA and in Spain	<ul style="list-style-type: none"> o Ryan, L. (2006). <i>A Case Apart: The Evolution of Spanish Feminism.</i>, in <i>Feminisms Within and without</i>, Pelan, R. (Ed.), National Women Studies Centre, Galway., pp.56-68; o Barcelona Town Hall, 2016–2020 Plan for Gender Justice, available at https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020_ang.pdf; o Kantola, J. & Lombardo, E. (2019). <i>Populism and feminist politics: The cases of Finland and Spain</i>. <i>European Journal of Political Research</i>. 10.1111/1475-6765.12333
20	Environmental protests around the Globe	<ul style="list-style-type: none"> o Rome, A. (2003). <i>Give Earth a Chance”: The Environmental Movement and the Sixties</i>. <i>Journal of American History</i>, 90(2), 525. doi:10.2307/3659443; o Readings from Graf, H. (Ed.). (2016). <i>The Environment in the Age of the Internet: Activists, Communication, and the Digital Landscape</i>. Cambridge, UK: Open Book. Retrieved from http://www.jstor.org/stable/j.ctt1d41dkh o Weyler, R. (2018), <i>A Brief History of Environmentalism</i>, at Greenpeace.org, available at https://www.greenpeace.org/international/story/11658/a-brief-history-of-environmentalism/
21	Social and Solidarity Economy as a response to capitalism	<ul style="list-style-type: none"> o Oxfam, <i>What is Social and Solidarity Economy and why does it matter?</i> Available: https://oxfamblogs.org/fp2p/beyond-the-fringe-realizing-the-potential-of-social-and-solidarity-economy/ o United Nations, (2014), <i>Social and Solidarity Economy and the Challenge of Sustainable Development</i>. Available: http://unsse.org/wpcontent/uploads/2014/08/PositionPaper_TFSSE_Eng1.pdf. o Calvo, S. & Morales Pachon, A. (2015). <i>Exploring complementary currencies in Europe: a comparative study of local initiatives in Spain and the United Kingdom</i>. in <i>Living in Minca Working Papers</i>
22	Visit to a Social and Solidarity Economy business	–
23	Immigrants united against	<ul style="list-style-type: none"> o Agustín, O. (2013), <i>Politics of civility: the case of the Association of Undocumented</i>

	discrimination: Examples from Spain	<i>People of Madrid</i> . Migration Letters. 10. 288-298. 10.33182/ml.v10i3.128; o Moffette, D. (2018). <i>The jurisdictional games of immigration policing: Barcelona's fight against unauthorized street vending</i> . Theoretical Criminology. 136248061881169. 10.1177/1362480618811693. o Web materials from Barcelona Townhall page on Interculturality at https://ajuntament.barcelona.cat/bcnacciointercultural/
24	Practical work session	
25	Where do we go from here? Wrapping it up	—

*Number of sessions and order of assignments may vary depending on term.

BIBLIOGRAPHY

Required Readings

- Agustín, O. (2013), Politics of civility: the case of the Association of Undocumented People of Madrid. Migration Letters. 10. 288-298. 10.33182/ml.v10i3.128;
- Anderson, M. (2017). For Earth Day, here's how Americans view environmental issues. Pew Research Center. Retrieved from <http://www.pewresearch.org/facttank/2017/04/20/for-earth-day-heres-how-americans-view-environmental-issues/>
- Andrews, Kenneth T., 2017, How Protest Works (New York Times)
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- Barcelona Town Hall, 2016–2020 Plan for Gender Justice, available at https://ajuntament.barcelona.cat/dones/sites/default/files/documentacio/plan-for-gender-justice-2016-2020_ang.pdf;
- Barcelona Town Hall page on Interculturality at <https://ajuntament.barcelona.cat/bcnacciointercultural/>
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- Earl, J., Maher, T. V., & Elliott, T. (2017). Youth, activism, and social movements. *Sociology Compass*, 11(4), e12465. doi:10.1111/soc4.12465
- George, J. J., & Leidner, D. E. (2019). From clicktivism to hacktivism: Understanding digital activism. *Information and Organization*. doi:10.1016/j.infoandorg.2019.04.001
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- Jasper, James M. (2014). Chapter 1: What Are Social Movements? in *Protest: A Cultural Introduction to Social Movements*. Cambridge, MA: Polity.
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- Kahan, Dan M., (2013) Ideology, Motivated Reasoning, and Cognitive Reflection: An Experimental Study (November 29, 2012). *Judgment and Decision Making*, 8, 407-24; Cultural Cognition Lab Working Paper No. 107; Yale Law School, Public Law Research Paper No. 272. <http://dx.doi.org/10.2139/ssrn.2182588>
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- Mansbridge, J. and Shames, S. L. (2008) Toward a Theory of Backlash: Dynamic Resistance and the Central Role of Power, *Politics & Gender* 4:4
- Mathieu, L. (2018). Art and Social Movements. *The Wiley Blackwell Companion to Social Movements*, 354–368. doi:10.1002/9781119168577.ch20;
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- Podcast YANSS 122 – How our unchecked tribal psychology pollutes politics, science, and just about everything else at <https://youarenotsmart.com/2018/02/26/yanss-122-how-our-unchecked-tribal-psychology-pollutes-politics-science-and-just-about-everything-else/>
- Polletta, F. and Jasper, J.M., Collective Identity and Social Movements, *Annual Review of Sociology* 2001 27:1, 283-305;
- Portos, M. (2019) Keeping dissent alive under the Great Recession: no-radicalisation and protest in Spain after the eventful 15M/indignados campaign, *Acta Polit*, V. 54, Issue 1, pp 45–74; <https://doi.org/10.1057/s41269-017-0074-9>;
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- Ryan, L. (2006). A Case Apart: The Evolution of Spanish Feminism., in *Feminisms Within and without*, Pelan, R. (Ed.), National Women Studies Centre, Galway., pp.56-68;
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