

# *Contemporary Social Movement Strategies*

Spring 2017 -- Gray Cox  
TF 1:00-2:25 am, Seafox  
Office Hours: MTh 3-4, Davis second Floor  
and by chance or appointment ;-)  
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## Course Description

When groups organize others to promote social change, what alternative strategies do they employ and how effective are they in varying circumstances? Can any general principles or methods for social change be gleaned from the successes and difficulties encountered in various social movements around the world? How can we best judge when one strategy or another is the right one to use? How does change work best in your own life and community? What is the pattern and history of intentional social change movements – and is it being radically transformed as we enter a new era?

This is a course for students interested in how people can best understand significant, systematic social change and how they can best help it happen.

**The goals of this course** are to help students further develop their abilities:

- \* to research, articulate and analyze alternative theoretical models for analyzing the history of social change movements and strategies for promoting them

- \* to apply these models to the analysis of concrete cases in appropriate and illuminating ways -- both to learn things about the cases from the models and to learn things about the models from the cases

- \* to share the fruits of this research and analysis effectively in writing and oral presentations.

**Class format** will include mini-lectures, open discussion, student reports, occasional role plays, and small group activities.

We will use **DOING DEMOCRACY** by Bill Moyers, **SOCIAL MOVEMENTS 1768-2004** by Charles Tilly, **EYES ON THE PRIZE** edited by Vincent Harding, and a series of other theoretical readings to look at general models and strategies. And we will use a series of other case studies which, depending on student interest, may include, for instance, 350.org and other climate change movements, the Transition Towns movement, the Zapatistas, the Tea Party movement, Moveon.org, the liberation of Eastern Europe, the anti-Globalization movement, the Breast Cancer Movement, the Gay and Lesbian movement(s), the “Republican Ascendancy”, The Polish Solidarity Movement, Vaclav Havel and the Velvet Revolution, Black Muslims, the Arab Spring uprisings, the Anti-nuclear Energy Movement, the Republican Ascendancy, the Iranian overthrow of the Shah and subsequent opposition movements.

We will also use some film excerpts in class and films that are assigned or, in some cases, simply recommended, for viewing outside of class.

Each student will do a case study examining a significant social movement – putting it in its historical context, considering in what ways theories covered in the course do or do not explain its dynamics, and – in the case of current movements -- proposing

recommendations for actors involved in the case as to how they might best define their goals and work to achieve them or – with cases from the past – analyzing what lessons for theory and future movements can be drawn from the case. The case studies will be presented in class in oral form as works in progress during the second half of the term and also, at the end of the term, in a final written version consisting of a 15 page description and analysis of the case. This should be comparable to the kind of study a group strategizing for the movement might develop for themselves. The presentations should make as effective use of multiple styles of presentation as appropriate (e. g. audio-visual aids, interactive exercises, powerpoint, posters, handouts, skits, video et cetera.) Collaborating on a case study is an option and is strongly encouraged. Presentations should include 20 minutes of presentation and 20 minutes of Q&A. NOTE: By the time of the class before the session for the presentation you should also provide the class with short package (approximately 20 pages) of background readings to provide context. These should include factual information on the key, material on relevant theoretical concepts and models, and an executive summary of your draft proposal for the movement.

Students will also, in pairs, present brief reports on a theoretical idea, tradition, text, or case study that is of special interest and might be worth pursuing further. These should be accompanied by a handout providing recommended sources for further study. The aims of this exercise are both to enrich the range of ideas and cases we are all familiar with and also to give everyone practice in presenting concise, high impact talks in the TED talk style as short interventions in workshops and other kinds of meetings. These should be polished and professional in delivery as well as substantive in content.

There will also be two papers applying ideas from class to the case study you are working on.

There will also be an intensive weekend workshop with a visiting peace educator, Paul Chappell that will include a Friday evening talk and then workshop sessions on Saturday (9-5) and Sunday (10-1).

For students taking the course for a letter grade, evaluation will be based on the quality of class participation and homework (20%), the brief presentation on an idea or example (10%), two short individual papers (25%), the works in progress presentations of the case study (25%), the final paper on the case study (20%). This is an intermediate course that counts both for HY and HS.

Two further points concerning this course are essential to note:

**With regard to plagiarism:** By enrolling in an academic institution, a student is subscribing to common standards of academic honesty. Any cheating, plagiarism, falsifying or fabricating of data is a breach of such standards. A student must make it his or her responsibility to not use words or works of others without proper acknowledgment.

Plagiarism is unacceptable and evidence of such activity is reported to the academic dean or his/her designee. Two violations of academic integrity are grounds for dismissal from the college. Students should request in-class discussions of such questions when complex issues of ethical scholarship arise.

**With regard to workload:** In addition to the 3 hours of scheduled class time every week, I expect that between readings, going over notes, doing assignments, participating in workshop sessions, and preparing for and taking part in the other

activities you will spend at least an additional 12 hours a week on this course, for a total of at least 150 hours over the term devoted to this class.

## *Class Schedule*

*NOTE: This is subject to revision, especially for the second half of the term, to take into account student interests relevant to case studies and also local speakers who become available.*

- 3/28 Introduction – review of syllabus, sharing interests  
short in-class video on how social movements start:  
[http://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement.html](http://www.ted.com/talks/derek_sivers_how_to_start_a_movement.html)  
alternate theories of history and social change (“Some Oversimplified Caricatures”)
- 3/31 Charles Tilly, SOCIAL MOVEMENTS 1768-2004, PP. 1-64 and recommended: AMAZING GRACE  
DUE: Homework assignment: Description of five specific useful ways to get information for a case study project with examples of each – to be turned in by email (so they can be shared easily) AND bringing a hard copy to class to share in class – can be for different possible case studies.
- 4/4 Tilly, 65-122, and assigned film in A FORCE MORE POWERFUL: “South Africa, Freedom in Our Lifetimes”
- 4/7 Tilly, 123-158, film MOVEON (VIDEO JK 1764 .M935 2009)
- 4/11 Bill Moyer, DOING DEMOCRACY, recommended film “AMANDLA!”
- 4/15 , Moyer, 42-98 and [http://en.wikipedia.org/wiki/Swot\\_analysis](http://en.wikipedia.org/wiki/Swot_analysis)
- 4/18 Moyer selections from 137-199 and readings tba, recommended films AFTER STONEWALL and OUT OF THE PAST  
DUE: First Paper: Basic Narrative Summary of the Case and SWOT analysis with annotated bibliography including relevant theories (cf. Appendix I) as well as historical and social analysis
- 4/22 Gene Sharp, WAGING NONVIOLENT STRUGGLE, pp. 1-68 and 223-232, assigned film: People power, 1989 (Polish Solidarity Movement)
- 4/25 Conscientization and Liberation Theology -- Paulo Freire, CULTURAL ACTION FOR FREEDOM, pp. 1-52
- 4/28 Ian Iluminato – Friends of the Earth  
TBA – mid-term review
- 5/2 Moyer, 99-136 and Vincent Harding et. al. EYES ON THE PRIZE CIVIL RIGHTS READER: DOCUMENTS, SPEECHES AND FIRSTHAND ACCOUNTS FROM THE BLACK FREEDOM STRUGGLE, pp. 1-34

10/19 Taylor Branch, PARTING THE WATERS: AMERICA DURING THE KING YEARS 1951-63, pp. 27-104 (Especially recommended: pp. )

DUE: Second Paper -- Applying Moyers, Tilly and other theorists to your case study – Four to six page paper answering the questions: 1. What light do the theories of Moyers, Tilly, Sharp and Freire cast on our case study? 2. What light does your case study cast on the strengths and limitations of the theories of Moyers, Tilly, Sharp and Freire?

5/5 Start Branch, 105-180, class visitor, Jodi Baker

5/9 Harding, pp. 35-106

5/12 Harding, 106-203

Presentation on Case study: Alex

5/16 DUE: Short paper on social movement theories

Readings on portal:

selection from Erica Chenoweth and Maria Stephan's Why Civil Resistance Works

selection from Marc Lynch's The Arab Uprising (section on Syria)

Other Recommended:

ISIS Fast Facts -- <http://www.cnn.com/2014/08/08/world/isis-fast-facts/>

The Military Power of the Islamic State by Gabi Siboni -- <http://www.inss.org.il/uploadImages/systemFiles/The%20Military%20Power%20of%20the%20Islamic%20State%20%20Gabi%20Siboni260750900.pdf>

selection from Gene Sharp's Waging Nonviolent Struggle, chapters one through 4 [http://www.aeinstein.org/wp-content/uploads/2013/09/WNS\\_excerpts\\_for\\_Self\\_Lib.pdf](http://www.aeinstein.org/wp-content/uploads/2013/09/WNS_excerpts_for_Self_Lib.pdf)

<http://beautifultrouble.org/introduction/>

Presentations:

Kali on Transition Towns

Julia and Lika on Autism

5/19 Readings: selection from George Lakoff

The Social Movements Reader, ed. By Jeff Goodwin and James M. Jasper: "Are Frames Enough?" by Charlotte Ryan and William A. Gamson

Presentation on Free Bleeding by Hannah and Elise

Leigh and Hunter on 3 weeks in May and performance art on sexual assault

5/23 Selected Essays from Izik and others (read at least two)

Presentations:

Arbonita and Casey – Social Media  
Izik and Felipe -- ??

5/26 report – Reproductive Justice

5/30 report – Alter-Globalization with a focus on water

6/2 report – Chilean Student Movement  
and Closing for the term  
Final Papers DUE