

**The University of Ontario Institute of Technology**  
**Faculty of Social Science & Humanities**  
**Fall term 2013**

**CDPS 2000U Mobilizing for Change**  
**(CLASS: Thursdays 11:10-2:00 p.m., DTA214)**

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard Message (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Monday by app't or by chance; Tuesday & Thursday 2:30-3:30pm (or by appointment)

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## Course Description

Students taking this course will learn about the major controversies and issues in the study of social movements and contentious politics. Different types of social movements will be explored as well as their origin, emergence and organization within the context of community/collective action. Emphasis will be placed on community leadership and the ability to prepare and aid in future social movements (online/conventional). The course content will give examples to students on how to best translate theory and policy into sustainable practice. 3 cr, 3 lec. Prerequisite: CDEV 1000U, SOCI 1000U.

## Learning Outcomes

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

1. Understand the development of grass roots resistance from previous examples of collective action.
2. Identify and evaluate different modes of collective action based on progressive outcomes.
3. Actively explain and interpret the formation of various community coalitions/partnerships within the context of community development.
4. Locate the role(s) of different institutions and partnerships responsible for fostering community development and change.

## Required Text

Staggenborg, Suzanne. (2011). *Social Movements*, 2nd ed. Don Mills: Oxford University Press. ISBN 978-0-19-544124-6 ON RESERVE @ UOIT LIBRARY Call Number: HM881 .S73 2012

Miles, Angela, Ed. (2013). *Women in a Globalizing World: Transforming Equality, Development, Diversity and Peace*. Toronto: Inanna Publications. ISBN 978-1-926708-19-5

**NOTE:** Additional required readings are on reserve or available online at the UOIT library. Additional materials, electronic resources and links will be posted on the course WebCT site throughout the term.

**HIGHLY RECOMMENDED:** *Publication Manual of the American Psychological Association*. 6th Edition. Washington, D.C.: American Psychological Association, 2010.

## Course Requirements

Students are required to attend all class sessions and to be prepared to participate in discussions in which we seriously engage each text. Students are expected to help create a learning environment based on respect, personal motivation, and intellectual curiosity.

1. **Contribution to class learning (15%):** active participation in class means demonstrating that weekly readings have been done BEFORE class

NOTE: Missing 4 or more classes will result in a zero for this component because you are not actively participating if you are not in attendance.

2. **Online Discussion Posts (20%):** 2 substantive posts per week for 10 weeks (250 words or more) based on readings & in-class discussions. You will write at least one original post, AND at least one

comment on another student's post. Remember: minimum effort = minimum grades. DUE by 9 pm Sundays following class.

3. **Major Assignment (40% in total – 2 components):**
  - A. **Essay Proposal and Annotated Bibliography (10%): DUE October 3, 9am.** 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)
  - B. **Final research essay (30%): DUE November 14, 9am.** 2000-2500 words
4. **Final take-home test (25%): DUE December 6, 9am** [NOTE: test will be distributed during the final class on November 28].

### Requirement Details

**Submitting Assignments:** Unless otherwise directed, all assignments will be submitted electronically in Blackboard. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion. All essay assignments** must be submitted to Turnitin.com, unless the professor is notified one week prior to the due date and all notes and rough drafts are submitted with the final copy.

**TURNITIN.COM: Class ID: 6814217 password: cdps2000**

1. **Contribution to Class Learning (15%):** regular attendance and **active participation** in class, in addition to any assigned online activities. NOTE: Missing 4 or more classes will result in a zero for this component and will impact your grade for the reflections and blogs.
2. **Discussion Posts (20%):** Each week you must make at least two substantive entries (250 words or more) based on readings & in-class discussions: one post can be the first response to the kick-off questions, while the second post must be a comment on another student's post. You may do more than two posts each week. You should plan to spend at least 30 minutes per week on your discussion posts (topics and dates as assigned in the syllabus).
  - In a posting, you should consider how you feel about a topic AND analyse why you feel this way. You are reflecting on the topic or idea, but you must do more than simply state your opinion. You must use the ideas, concepts and theories discussed in class and in the readings. The goal is for you to push your understanding of the topic at hand beyond a simple reaction. For an entry to "count," it must include reference to relevant material from at least one text, document or lecture from the course and/or an outside source (news reports, books, magazine articles, documentaries, etc.) that is directly relevant to the point you are making. You are being asked not just for opinion, but opinion with evidence.
  - You must cite properly in your posts using APA formatting. You don't need to provide a reference list at the end of the post, just include within the body of your post reference to the author, date, title of the work, and (if it is an article) the publication [e.g., Lots of people have made arguments similar to Homer-Dixon. Alvin Toffler, in his book *The Third Wave* (1980), argues we need new institutions to deal with changing socio-economic crises (pp. 41-60).].
  - Although your post does not have to be perfect, please use proper grammar, punctuation, spelling, etc. Don't use instant messaging or texting lingo or acronyms without explanation.

Weekly discussions will open Tuesday mornings, and will close the following Sunday at 9 pm. DO NOT LEAVE YOUR POSTINGS TO THE LAST MINUTE! If you miss a week, you cannot catch up on entries.

*There are NO substitute assignments for this (or any) requirement.*

3. **Major Assignment (40% in total):** The major assignment consists of 2 components. Choose a topic of interest to you based on the class topics listed below. It can be a historical or current topic, as long as you can find adequate, scholarly research on it. If you have an idea for a topic and you are not sure if it fits, please feel free to meet with me to discuss it.

*Possible topics:*

- Student protest movements (i.e., global, Canadian, contemporary, historical, etc.)
- Environmental/ecological movements (i.e., logging protests, alternative housing, alternative energies, etc.)
- Global justice (i.e., G20 protests)
- Aboriginal movements (i.e., Canadian, Australian, American, Latin American, etc.)
- Feminist movements (i.e., first wave historical movements, 1960s & 1970s, 'post-feminist', women's studies programmes, etc.)
- Sexuality (i.e., historical movements, celibacy, GBLTQ, gay marriage/rights, etc.)

*Components of major assignment:*

- A. Essay Proposal and Annotated Bibliography (10%):** The proposal must be between 250 and 350 words outlining the policy you will be analysing and a general overview of your theoretical framework. The annotated bibliography must include at least **6 scholarly** sources. Each entry in the bibliography must follow APA format and include an annotation of 50 words indicating the source's relevance to your topic. An example from another course is posted in Blackboard. **DUE October 3, 9am.** 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)
- B. Final research essay (30%):** Your final essay will be on the topic of your proposal. Context includes things such as historical information, regional analysis, theoretical analysis, and the like. Your final essay will be between 2000 and 2500 words, will follow APA formatting (with correct grammar, spelling, etc.) and will use a minimum of 6 scholarly sources. Your final essay must be submitted to **Turnitin.com** before handing it in. Originality Report must be submitted with your final essay. **DUE November 14, 9am.** 2000-2500 words

4. **Final take-home exam (25%): DUE December 6, 9am** [NOTE: test will be distributed during the final class on November 28].

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## Course Schedule

Below please find an outline of course topics and readings for the term. Please note that there may be some adjustments as the term progresses. Unless otherwise indicated, all required articles are available online through the UOIT Library.

1. **Thursday, September 5, 2013:** Introduction to course: human rights & social movements  
 READ: Syllabus & course assignments  
 VIEW: "The Burning Issue: The DNA of Human Rights" by Professor Conor Gearty, LSE.  
<http://www2.lse.ac.uk/newsAndMedia/videoAndAudio/channels/theBurningIssue/player.aspx?id=1367>
2. **Sept. 12: What are social movements and collective action?**  
 READ: (1) Staggenborg, Chaps. 1 (Introduction) and 2 (Theories of Social Movements & Collective Action); and,  
 (2) Women's Action Agenda 21 Preamble (pp. 13-14) and McPhedran (pp. 429-448) in Miles (2013); and,  
 OPTIONAL: Christian Fuchs. (2006). The Self-Organization of Social Movements. *Systemic Practice and Action Research*, Vol. 19, No. 1, pp. 101-137. DOI: 10.1007/s11213-005-9006-0  
 DISCUSS: 1. How do different definitions of social movements focus our attention on different aspects of movements? 2. Thinking of your topic for your research essay, how might a theory of social movements influence how a movement is studied and analysed? Which theory best suits your research question?
3. **Sept. 19: Understanding social movements and collective action**  
 READ: (1) Chap. 3 (Issues); and,  
 (2) articles by Johnson (pp. 24-26), Mies (pp. 49-62) in Miles (2013); and,  
 (3) Bert Klandermans and Dirk Oegema, (Aug. 1987). Potentials, Networks, Motivations, and Barriers: Steps Towards Participation in Social Movements. *American Sociological Review*, Vol. 52, No. 4, pp. 519-531. Stable URL: <http://www.jstor.org/stable/2095297>  
 DISCUSS: Who gets involved in social movements? Why? What are the motivational factors for involvement?
4. **Sept. 26: Protests in the 1960s**  
 READ: (1) Chap. 4 (Protest Cycle); and,  
 (2) Dominique Clément. (Spring 2008). The October Crisis of 1970: Human Rights Abuses Under the War Measures Act. *Journal of Canadian Studies/Revue d'études canadiennes*. Volume 42, Number 2, pp. 160-186. DOI: 10.1353/jcs.0.0059  
 DISCUSS: How has the protest cycle of the 1960s influenced the social movements of today? What was the impact of the October Crisis of 1970 for Quebec and Canada?

<p><b>Essay Proposal and Annotated Bibliography (10%): DUE October 3, 9 am.</b> 250-350 words + min. 6 scholarly sources (with 50-60 word annotations)</p>
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**5. Oct. 3: Student Movements worldwide**

1989 Tiananmen Square protests

READ: (1) <http://www.tsquare.tv/>;

(2) Maura E. Cunningham and Jeffrey N. Wasserstrom. (Winter 2011). Interpreting Protest in Modern China. *Dissent*. <http://www.dissentmagazine.org/article/interpreting-protest-in-modern-china>;

(3) Maura Elizabeth Cunningham. (April 11, 2011). Protest and Repression in China: An Update to "Interpreting Protest in Modern China". *Dissent*. Blog, <http://www.dissentmagazine.org/blog/protest-and-repression-in-china-an-update-to-interpreting-protest-in-modern-china>;

(4) Filipe R. Campante and Davin Chor. (2012). Why was the Arab World Poised for Revolution? Schooling, Economic Opportunities, and the Arab Spring. *Journal of Economic Perspectives*. Volume 26, Number 2, Pages 167–188. Doi:10.1257/jep.26.2.167  
[<http://www.aeaweb.org/articles.php?doi=10.1257/jep.26.2.167>]

(5) Wasserstrom, Jeffrey. (3 June 2013). Looking Back at the June 4 Massacre, Twenty-Four Years on. *Dissent*. <http://www.dissentmagazine.org/blog/looking-back-at-the-june-4-massacre-twenty-four-years-on>

VIEW: "1989: Massacre in Beijing's Tiananmen Square," CBC Archives, <http://www.cbc.ca/archives/categories/politics/international-politics/protest-silenced-in-tiananmen-square/massacre-in-beijings-tiananmen-square.html>

DISCUSS: What has been the impact of the Tiananmen Square protests of 1989 in China and internationally? How do the protests of Arab Spring compare with those of China?

**6. Oct. 10: Student Movements in Canada**

READ: (1) Churchill, David S. (2010). SUPA, Selma, and Stevenson: The Politics of Solidarity in mid-1960s Toronto. *Journal of Canadian Studies/Revue d'études canadiennes* Vol. 44, No. 2, pp. 32-69. DOI: 10.1353/jcs.2010.0028 [http://muse.jhu.edu.uproxy.library.utoronto.ca/journals/journal\\_of\\_canadian\\_studies/v044/44.2.churchill.pdf](http://muse.jhu.edu.uproxy.library.utoronto.ca/journals/journal_of_canadian_studies/v044/44.2.churchill.pdf) ; and,

(2) Olivier Robichaud. (July 11, 2012). Education and the free market don't mix, say Chilean protesters. *University Affairs*. <http://www.universityaffairs.ca/chilean-student-protests.aspx>;

WEB: CBC.ca: <http://www.cbc.ca/news/canada/quebecvotes2012/story/2012/08/13/quebec-students-return-to-class-strike.html>; and, Out of the Mouths of "Casseroles": Textes qui bougent au rythme du carré rouge. *Wi: Journal of Mobile Media*, Special Issue – Spring 2012. Edited by Kim Sawchuk, Owen Chapman, Alison Reiko Loader, Magda Olszanowski and Ben Spencer. <http://wi.mobilities.ca/?s=casseroles>

LISTEN: The Current, episode on Quebec students:

<http://www.cbc.ca/player/Radio/The+Current/ID/2261897294/>

DISCUSS: How have the nature of student protest and the issues being addressed changed over the last 50 years?

**October 17 – No Class**

**7. Oct. 24: Social Movements & Collective Action in Native Communities**

READ: (1) Chap. 5 (Aboriginal Protest); and,

(2) articles by Stirbys (pp. 449-462), Nanibush (pp. 503-504), Harper (p. 540-548) in Miles (2013);

OPTIONAL: Ramos, Howard. (Spring 2006). What Causes Canadian Aboriginal Protest? Examining Resources, Opportunities and Identity, 1951-2000. *The Canadian Journal of Sociology*, Vol. 31, No. 2, pp. 211-234. DOI: 10.1353/cjs.2006.0045 Project Muse

VIEW: Kanehsatake 270 Years of Resistance,

[http://www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance](http://www.nfb.ca/film/kanehsatake_270_years_of_resistance)

DISCUSS: Why are Native social movements important for all Canadians? Do Native protests affect policy? In what ways?

**8. Oct. 31: Feminism & the Women's Movement**

READ: (1) Chap. 6 (The Women's Movement); and,

(2) articles by Stinson (pp. 123-130), Grant-Cummings (pp. 325-330), Green (pp. 331-338), Friendly (pp. 483-490), and McTavish (pp. 491-499) in Miles (2013);

OPTIONAL: Staggenborg, Suzanne. (2010). Feminist Activism at a Canadian University. *Resources for Feminist Research* Vol. 33, no. 3/4, pp. 95-118. ProQuest database.

DISCUSS: How and why has the women's movement changed over the last 50 years? How would you classify women's issues and women's rights and how important are these issues today?

**9. Nov. 7: Sexuality & the GBLTQ Liberation Movement**

READ: (1) Chap. 7 (Gay & Lesbian Movement); and,

(2) articles by Poulin (pp. 302-312) and Marple & Latchmore (pp. 533-539) in Miles (2013);

OPTIONAL: Herriot, Lindsay. (2011). Trends in Canadian Newspaper Coverage of Gay–Straight Alliances, 2000–2009. *Journal of LGBT Youth*, vol. 8, pp. 215–233. DOI: 10.1080/19361653.2011.584205.

DISCUSS: Given that religion and government are separate in Canada and that Canada has agreed to the UN Declaration of Human Rights, how would you analyse the GBLTQ movement in Canada today? Are the issues relevant today? Why or why not?

**Final research essay (30%): DUE November 14, 9am.** 2000-2500 words

**10. Nov. 14: Environmental Movement & Eco-Activism**

READ: (1) Chap. 8 (Environmental Movement); and,

(2) articles by Isla (pp. 169-188), Dalla Costa (pp. 189-194), Shiva (pp. 210-217), Forsey (pp. 218-223), Isla (pp. 224-235), and Milne (pp. 236-245) in Miles (2013);

OPTIONAL: Harter, John H. (Fall 2004). Environmental justice for whom? Class, new social movements, and the environment: a case study of Greenpeace Canada, 1971-2000. *Labour* vol. 54, pp. 83-119. ProQuest

DISCUSS: How relevant is Greenpeace today? What is the best approach to environmental action?

**11. Nov. 21: Global Justice Activism**

READ: (1) Chap. 9 (Global Justice); and,

(2) articles by Lakeman et al. (pp. 511-514), Perkins (pp. 515-524), McMahon (pp. 525-532), Foster (pp. 572-576), and Rebick (pp. 577-581);

OPTIONAL: Kobayashi, Audrey and Ray, Brian. (Winter 2000). Civil risk and landscapes of marginality in Canada: A pluralist approach to social justice. *Canadian Geographer* vol. 44, no. 4, pp. 401-417. ProQuest Science Journals.

DISCUSS: How important is global justice activism? What strategies work the best in achieving change?

### 12. Nov. 28: Conclusions

READ: (1) article by Boler (pp. 582-590) in Miles (2013); and,  
(2) Curry-Stevens, Ann. (2006). Rooting Social Policy Advocacy in Social Movements. *Canadian Review of Social Policy* vol. 56, pp. 113-130. ProQuest

IN CLASS: Conclusions, last questions, receive take-home exam

**Final take-home exam (25%): DUE December 6, 9am** [NOTE: test will be distributed during the final class on November 28].

**Exam Period: December 6-18, 2013. NOTE: Make no vacation plans during this period.**

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## Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself and the other instructors. To ensure that you have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

## Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to an instructor as soon as possible. We have designed this course in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

## Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.



2. **PLAGIARISM** is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://www.uoit.ca/EN/academicintegritystudent/>.
3. **For your protection:** because assignments sometimes get lost, files get corrupted, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You **must keep your research notes and rough drafts** for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray. It is your responsibility to ensure that electronic files are not corrupt when submitted and that you submit the correct file the first time. **Always check your university email and Blackboard messages regularly to ensure you receive all important messages in a timely fashion.**

## Policy for Late Assignments

### Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

### Negotiated Late Assignment

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

### Extenuating Circumstances

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic

accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

### Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the term, it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

### TURNITIN.COM

*UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.*

### ASSIGNMENT COVER SHEET

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).

\_\_\_\_\_

Date

\_\_\_\_\_

Name of Student (Please print)

\_\_\_\_\_

Student ID Number

\_\_\_\_\_

Signature of Student