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## **POSC 4037 Social Movements and Revolutions** **Interdisciplinary Capstone Course**

**Spring 2018**  
**Thursday, 2:30 p.m. – 5:00 p.m.**  
**Faber Hall 668**

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### **Course Description**

World history abounds with examples of violent revolutions, labor strikes, and student protests. The twentieth century, for example, has seen the development of the civil rights movement in the United States and a tide of ethnic mobilization in the Soviet Union. In 1968 youth-led protests occurred in such diverse places as Czechoslovakia, France, and Mexico. Specifically, a large number of university students protested against US military engagement in Vietnam in the late 1960s. More recently, we have witnessed electoral revolutions in Eastern Europe, the Arab Spring in the Middle East, and the emergence of the Occupy Wall Street, the Black Lives Matter and #MeToo Movement in the USA. What are causes of revolutions? Why are some social movements more successful than others in achieving their goals and bringing about social change? Who protests? The course will address these issues from an interdisciplinary perspective, drawing upon literature in anthropology, history, political science, and sociology.

This course is divided into three parts. In Part I we will examine several revolutions, starting with the American Revolution in the eighteenth century and ending with the Arab Spring in 2011-2012. Part II will analyze how the intersection of gender, race, and socioeconomic class shaped mass mobilization in the United States and abroad. The course will conclude with a discussion of academic writing and student presentations of their research in the field of contentious politics.

## Course Objectives

By the end of the course, students will

- advance their knowledge of different disciplinary approaches to the study of social movements and revolutions
- deepen their understanding of contentious politics in the United States and abroad
- strengthen their communication and research skills

## Course Requirements

Participation	10 percent
Research Presentation	10 percent
Quiz	10 percent
CCA Profile	15 percent
Midterm Exam	25 percent
Final Research Paper	30 percent

### *Participation*

Student participation is critical to effective learning. Students are expected to complete assigned readings prior to the class and meaningfully contribute to classroom discussions of the course material.

### *Presentation*

At the end of the semester, each student will make a short presentation based upon his or her research project. Students are also expected to attend their fellow students' presentations and ask thoughtful questions about their research.

### *Quiz*

There will be one quiz administered in class to test one's knowledge of key concepts. The quiz will be composed of ten multiple-choice questions.

### *Contentious Collective Action Profile*

This assignment is designed to prepare students for completing a research paper at the end of the course. Each student will write a profile of a protest campaign, a social movement, or a revolution, describing its goals, composition, protest tactics, resources, and interactions with their main adversary. This profile should NOT describe one of the cases we have extensively discussed in class. The paper should be approximately five double-spaced pages long, excluding a list of references at the end of the text. Further instructions will be provided in class.

### *Final Research Paper*

Each student is expected to write a research paper at the end of the course. This paper will build upon the student's research on a profile and the student's expanded knowledge of social movement literature. In the final research paper the student is required to explain the emergence, development, or decline of contentious collective action, drawing upon newspaper reports, social media, and archival material, if necessary. The paper

should be approximately 12 pages long, excluding references and the appendix (double-spaced, 12-point Times New Roman font). There is no final exam.

### **Important Dates**

March 1	Midterm Exam
April 5	CCA Profile due
April 26/May 3	Student Presentations
May 10	Final Paper due

### **Late Penalty**

Students are responsible for submitting a *hard copy* of each assignment at the beginning of the class on due date. Assignments handed in after the class will be considered late. The late penalty is ten percent of the assignment's grade per each day of lateness.

### **Academic Integrity**

Failure to properly acknowledge the intellectual contribution of others constitutes plagiarism and is a very serious academic offence. Please consult the *Fordham University Undergraduate Policy on Academic Integrity* to get familiar with the standards of academic integrity.

### **Required Readings**

There is no general "textbook" for this course. Most assigned readings are articles published in peer-reviewed journals and book chapters. The course readings are available via the Blackboard. Students are expected to download the assigned readings from the course web site and read them prior to the class.

## **Class Schedule and Reading Assignments**

### **Jan 18. Introduction/Definitions**

Roggeband, Conny and Bert Klandermans. 2017. "Introduction." In *Handbook of Social Movements across Disciplines*. New York: Springer, pp. 1–12

Staggenborg, Suzanne. 2016. "Introduction." In *Social Movements*, 2nd ed. New York: Oxford University Press, pp. 1–13

Rojas, Rene and Jeff Goodwin. 2012. "Revolutions." *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, eds. David Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Malden, MA: Blackwell

### **Jan 25. Causes and Consequences of Protests**

Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Sociology* 4: 139–187

Chenoweth, Erica and Jay Ulfelder. 2017. "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" *Journal of Conflict Resolution* 61(2): 298–324

Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. "The Political Consequences of Social Movements." *Annual Review of Sociology* 36: 287–307

NYC General Assembly. 2011. *Declaration of the Occupation of New York City*, <http://www.nycga.net/resources/documents/declaration/>

### **Feb 1. The French and the American Revolutions**

Mason, David. 2011. "The French Revolution and Napoleon." In *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, 2nd ed. Lanham, MD: Rowman and Littlefield, pp. 23–36

Lynd, Staughton and David Waldstreicher. 2011. "Free Trade, Sovereignty, and Slavery: Toward an Economic Interpretation of American Independence." *The William and Mary Quarterly* 68(4): 597–630

*The Declaration of Independence*, <https://www.archives.gov/founding-docs/declaration>

*The Declaration of the Rights of Man and of the Citizen*. Retrieved from the Digital Public Library of America, <https://dp.la/primary-source-sets/sets/declaration-of-the-rights-of-man-and-of-the-citizen/>

### **Feb 8. The Russian and the Chinese Revolutions**

Mason, David. 2011. "The Russian Revolution and Communism." In *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, 2nd ed. Lanham, MD: Rowman and Littlefield, pp. 115–130

DeFronzo, James. 2014. "Revolution in China." In *Revolutions and Revolutionary Movements*. Boulder, CO: Westview Press, pp. 79–106

Recommended: PBS Documentary *China A Century of Revolution 1 China In Revolution 1911-1949*, <https://www.youtube.com/watch?v=I5cl0GjPjy4&list=PLd6O6ASBjtW4psczhqfNFJXf4RbiJ9iie>

## **Feb 15. Electoral Revolutions in Eastern Europe and the Arab Spring**

McFaul, Michael. 2005. "Transitions from Postcommunism." *Journal of Democracy* 16(3): 5–19

Nikolayenko, Olena. 2012. "Tactical Interactions between Youth Movements and Incumbent Governments in Post-Communist States." *Research in Social Movements, Conflicts and Change* 34: 27–61

Bayat, Asef. 2015. "Plebeians of the Arab Spring." *Current Anthropology* 56(11): 33–43

Recommended: *Bringing Down a Dictator* (a documentary directed by Steve York). For more information, see <http://www.aforcemorepowerful.org/films/bdd/>

*Arab Awakening: Seeds of Revolution* (a documentary produced by Al Jazeera English), <https://www.youtube.com/watch?v=BSZ7Ln5KzRU>

## **Feb 22. Research Methods in Contentious Politics**

Snow, David. 2013. "Case Studies and Social Movements." In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, eds. David Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam

Blee, Kathleen. 2013. "Interviewing Activists." In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, eds. David Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam. Malden, MA: Blackwell

Soule, Sarah. 2013. "Protest Event Research." In *The Wiley-Blackwell Encyclopedia of Social and Political Movements*, eds. David Snow, Donatella Della Porta, Bert Klandermans, and Doug McAdam

## **March 1. MIDTERM EXAM**

## **March 8. International Women's Day/No Class**

## **March 15. Gender in Contentious Politics**

McCammon, Holly, Karen Campbell, Ellen Granberg, and Christine Mowery. 2001. "How Movements Win: Gendered Opportunity Structures and U.S. Women's Suffrage Movements, 1866 to 1919." *American Sociological Review* 66(1): 49–70

Gilbert, Sophie. 2017. "The Movement of #MeToo: How a Hashtag Got Its Power." *The Atlantic*, <https://www.theatlantic.com/entertainment/archive/2017/10/the-movement-of-metoo/542979/>

**April 5. Race and Protests**

NOTE: *The profile is due.*

Andrews, Kenneth. 2002. "Creating Social Change: Lessons from the Civil Rights Movement." In *Social Movements: Identity, Culture, and the State*, eds. David S. Meyer, Nancy Whittier, and Belinda Robnett. New York: Oxford University Press, pp. 105–117

Rickford, Russell. 2015. "Black Lives Matter: Toward a Modern Practice of Mass Struggle." *New Labor Forum* 25(1): 34–42

Black Lives Matter Organization. *The Guiding Principles*. Retrieved from <http://blacklivesmatter.com/guiding-principles/>

**April 12. Student Protests in Comparative Perspective**

Rootes, Christopher. 1982. "Student Activism in France: 1968 and after." In *Social Movements and Protest in France*, ed. Philip Cerny. London: Frances Pinter, pp. 17–45

Keller, George. 1968. "Six Days that Shook Morningside." *Columbia College Today*, pp. 4–16

Students for a Democratic Society. 1962. *Port Huron Statement*, <http://www.sds-1960s.org/documents.htm>

Wong, Alia. 2015. "The Renaissance of Student Activism." *The Atlantic* May 21, <http://www.theatlantic.com/education/archive/2015/05/the-renaissance-of-student-activism/393749/>

**April 19. Writing a Research Paper**

**April 26. Student Presentations**

**May 3. Student Presentations**