

Course Outline

COURSE:	FYSM 1502B (Security and Social Movements: Protest, Democracy and Social Change)
TERM:	Fall/Winter 2013-2014
PREREQUISITES:	None
CLASS:	Day & Time: Fridays, 2:30pm – 5:30pm Room: Please check with Carleton Central for current room location
INSTRUCTOR: (CONTRACT)	Joel Davison Harden
CONTACT:	Office: B442 LA (Loeb Building) Office Hrs: Fridays (by appointment only) Telephone: Email: Joel.Harden@carleton.ca

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The **Paul Menton Centre** for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

COURSE DESCRIPTION

This course explores the nature of political protest, and its interaction with our sense of “security” in legal, political, and social terms. It is also an opportunity to discover why protest happens, how it can foster larger social movements, and how this process impacts our society.

Without question, the context for our learning is timely. The twentieth century ended with global protests against the World Trade Organization, the epicentre of which was felt in Seattle as trade talks there

were disrupted. A global justice movement soon emerged, creating space for alternatives to the “fend for yourself”, neoliberal consensus dominant among decision-makers in our society’s establishment. In early years of our current century, from 2000-2003, hundreds of thousands of people protested that consensus, objecting to, among other things, various trade agreements and wars.

The impact of terrorist attacks on September 11, 2001 led many to conclude waves of mass protest would disappear. A new climate of war and restricted civil liberties led to widespread suspicion about protest on a large scale. But despite these significant obstacles, a global peace movement emerged, reaching its height on February 15, 2003. On this day, estimates suggest up to 30 million people (in 60 cities around the world) protested the imminent US-led invasion of Iraq, the largest recorded protest in world history. This mass wave of dissent, while failing to stop the war, polarized global opinion and divided would-be allies from those seeking military intervention.

More recently, an Arab Spring begun in Tunisia spread across the Middle East, and offered inspiration to an “Occupy Wall Street” global movement. Idle No More, and indigenous rights movement, has activated a new generation of Aboriginal activism, and shaken the foundations of Canadian politics. Green activists are stalling the pipeline projects of some of the world’s most powerful corporations. Quebec students, Chicago teachers, and anti-austerity movements in Greece, Spain and elsewhere are making waves in a time of global crisis.

As this has happened, space has emerged for alternative views to the mainstream, rankling power-holders and power-hungry alike. A weary public grown frustrated with existing society (which often includes unions and other progressive groups) listens to protest movements, and this despite daily smear campaigns from predictable sources.

How do we explain or understand these events? In the span of a decade, grassroots activism on a global scale has impacted our politics, culture and society. But what motivates and sustains it, and what differentiates it from historical predecessors? How can we predict when this will challenge the societal mainstream, and create moments for social change?

To date, university-based learners have consulted “social movement theory” to explore these questions, an approach that has grown in social science over the last four decades. Unfortunately, this literature is filled with a confusing discourse that often seeks to classify -- rather than understand --emerging forms of activism. Academics write about “political opportunity structures”, “discursive struggles”, or “counter-hegemonic practices”-- all of which, for the most part, provide little grasp about why activism has seen a pronounced resurgence today.

To address this problem, this course will avoid readings that aren’t rooted in the experience of activists and movements. Our aim is not to create a filing cabinet to classify forms of dissent. Instead, we seek to understand social movements *on their own terms*, their relationship to our sense of “security”, and situate them in a larger historical and political context. We will also encourage participant observation (i.e.: being involved in protest movements); for that reason, activists themselves (or those interested in activism) are encouraged to enroll in this course.

REQUIRED TEXTS

Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism*, second edition. Toronto: Random House, 2009.

Joel Davison Harden, *Quiet No More: New Political Activism in Canada and Around the Globe*. Toronto: Lorimer, 2013. Available October 1, 2013.

Elizabeth Whitmore, Maureen G. Wilson, and Avery Calhoun, *Activism That Works*. Black Point, NS: Fernwood Publishing, 2011.

You will find these texts at Octopus Books, 118 Third Avenue, Ottawa – www.octopusbooks.ca

* Additional readings will be posted on our course website.

SUPPLEMENTARY TEXTS

Louise Dunlap, *Undoing the Silence: Six Tools for Social Change Writing*. Oakland: New Village Press, 2007.

EVALUATION

(All components must be completed in order to get a passing grade)

Fall Semester

Class participation	15%
First essay (on “security” and “social movements”)	10%
First in-class quiz	5%
Major essay proposal	10%

Winter Semester

Class participation	15%
Second in-class quiz	5%
Class facilitation	10%
Major essay (on “social movements in perspective”)	30%

* **Please note:** late assignments will not be accepted without establishing a reasonable case for accommodation. In general, last minute requests for accommodation are discouraged.

Class participation

Your grade for class participation is based on your active engagement in our learning process. Some may think this means speaking frequently in class, while others who are shy might assume they can hold back and express themselves to me privately.

Both assumptions are false. Above all, I am interested in the quality of your interventions in class, not the quantity of them. I also expect students who face challenges around shyness to speak to me immediately about how they can facilitate effective class participation.

At a minimum, I expect you to discuss the merits of our course readings. I also expect you to engage with our learning process, and demonstrate a commitment to active listening and appreciative inquiry as others do the same (we will establish our collective expectations for these and other things during our first day of class).

First essay (on security and social movements – 1000 words)

Your first paper will explore the core theme of this course – the relationship between protest, democracy, social movements, and our sense of security (in individual and collective terms).

Our first two classes will explore various interpretations of this theme, and students will be given a few options to reflect on it during a short essay. I expect the paper to be articulate, thoughtful, based on course materials (to be handed out with the assignment), and referenced effectively.

This essay will be assigned at the end of our second class, and due the following week.

In-Class Quizzes

Two in-class quizzes will be held during the year, and these are meant to reward those who prepare effectively for class. We will collectively decide on the best format and duration for each quiz the week before it happens (e.g. open or closed book, the number of questions, 30/40/60 minutes, etc.).

As I assess your quiz, I will be looking for evidence that suggests you have closely reviewed our course readings. A strong quiz will demonstrate a capacity to raise thoughtful questions, struggle with contradictions, and demonstrate a capacity for critical thinking.

Major Essay Proposal

In the Winter Semester, you are expected to submit a major essay on the theme “social movements in perspective”. To facilitate your preparation, you are expected to submit a major essay proposal that is due at the start of class on November 29, 2013.

The proposal will be at least 1000 words, and no more than 1500 words. To pass muster with me, it must include the following items:

- A tentative essay title, and proposed core argument (also known as a “thesis”);
- Talk about why you chose this subject, and its relationship to our course material;
- Discuss potential challenges and concerns in writing this essay (e.g.: what is the best reason not to do this project? What compelling arguments could undermine your thesis? How do you intend to address those arguments?);
- Provide me with details about your research methodology (primary or secondary sources, participant observation, interviews, quantitative data, etc.). Those using participant observation research must provide contact information for your movement mentor, and establish a journal submission process with me (further details on this are provided below);
- An annotated bibliography of at least ten sources (or five sources for essays based on participant observation). The annotated bibliography must include a short paragraph that outlines the key argument established by each source, and your assessment of this about how convincing that argument is.

You are strongly encouraged to start work on this proposal in early September, and I expect everyone to meet with me personally once your research is well underway.

Class facilitation

During the Fall Semester, you will see experience an array of facilitation techniques I use to encourage discussion of our course materials. In the Winter Semester, during the first half of our class, I will rely on you to do the same in small groups of three people.

Learning how to foster vibrant debate is a key skill, one that will serve you well in your academic journey, and even your future professional exploits. Most presenters struggle with how to stimulate interest, and usually resort to some version of the powerpoint, “TED talk strategy”.

Research suggests that while that approach can work, it pales in comparison to presentation methods that engage and involve participants through a variety of methods. With that in mind, I encourage you to meet with me about your group’s strategy for facilitating class discussion.

Above all, be creative in what you prepare for us; assume we are familiar with course materials, and curious about their relationship to other issues. Consider what those are, and what facilitation techniques can stimulate rich conversations about them.

Major essay (on “social movements in perspective” – 3000 words)

Your major essay will discuss how a particular social movement has impacted our understanding of security, and the functioning of our society’s legal, political, and cultural norms. Your essay will also discuss the movement’s contradictions, the reasons for its rise and fall, and the historical/political conditions in which it emerged.

You have two options for your major essay. The first is the traditional social science essay, where I will expect (as outlined in your proposal) a detailed analysis of a given social movement based on thoughtful, and documented, research.

This course will introduce you to many social movements, and varying perspectives accounting for their emergence, reach, and resonance. You are expected to build on this foundation with sources beyond our course materials. This essay will be at least 3000 words in length (not including the bibliography).

You are also invited to consider a less traditional approach for your major essay. This will involve writing about your participation in a social movement, and considered reflection on your experiences in doing so. Students opting for this choice will keep a journal, and meet with me bi-weekly about the progress of their work.

Your essay will take the form of a social science paper, but it will require fewer sources (a minimum of five sources is necessary). While some might think this type of paper is too challenging, my experience suggests it is easier to write about something you have seen first-hand. This type of research may even provide new skills and relationships for your own academic and professional future.

Those choosing this second option for their major essay must locate a mentor in your chosen social movement, and provide me with that person’s contact information. Establishing a clear program of work will be critical to develop an adequate amount of research (which you will need to write about the movement in question, and your role in it).

SCHEDULE

FALL SEMESTER

1. Getting to know “us” (introductions, expectations, process)
2. On reading; what is “security”?
3. On writing; what are “social movements”?
4. Social movements in the early twentieth century
5. Social movements and Cold War politics
6. The rise (or return) of the “fend for yourself” society
7. 1994: the emergence, and impact, of the Zapatistas
8. 1999: The Seattle moment, and rise of global protest

9. February 15, 2003 (the world says “no” to war)
10. 2008-2010: crisis, protest, and insecurity
11. 2011: the year of the protester
12. Where next?

WINTER SEMESTER

1. Green activism: from consumer choice to climate justice
2. Recent Palestine solidarity movements: olive trees, caterpillars, and flotillas
3. Chicago teachers, Toronto library workers, and the future of North American unions
4. Idle No More: the recent rise of aboriginal activism
5. Slut walks and pussy riots: recent feminist movements in perspective
6. Gay pride, then and now: assessing the impact of queer activism
7. Disability pride movements: challenging barriers, changing assumptions
8. Quebec's maple spring and the future of student activism
9. No borders: the role, and resilience, of migrant worker organizing
10. Where next?