

POLI 4911 FA
Social Movements in Canada
Fall 2021

Monday: 2:30 – 5:30 am
Room: RB – 3023
Professor: Dr. Toby Rollo
Office: RB – 2044
E-mail: toby.rollo@lakeheadu.ca
Phone: 807-343-8284
Office Hours: On Request.

1. Course Description

This course is about how people act collectively to challenge the status quo of powerful political, social, economic, and cultural systems that resist change. Social movements that challenge such systems vary widely in terms of their group identities, social locations, strategies for action, particular demands, and tactics. To better understand social movements, we will begin broadly with some key questions: What are social movements and how do we approach the task of defining them? What tools do we need to analyze how movements work? And how can we appreciate how and why some movements succeed in achieving their goals while others apparently fail? Materials in the course will cover the definition of a social movement, issues of violence and civil disobedience, as well as movements initiated by Indigenous peoples, LGBTQ folks, migrant and refugee activists, Black activists, labour movements, disability activists, environmentalists, and antifa protestors and pandemic protestors. The goal is for students to learn the analytic tools necessary to examine and critically assess the role of social movements in our society.

2. Required Texts

None! All readings and other materials will be linked or posted on the D2L Courselink site for this course.

3. Grading, Expectations, and Assignments

Your grade for the course will be based on the following 4 required components:

Participation and Attendance:	30%
Presentation:	20%
Mid-Term Paper:	20%
Final Paper:	30%
Total	100%

1. **Participation and Attendance (30%):** Participants who attend and participate have an opportunity to earn up to 30% for their time and effort. (With 14 classes, this ends up being roughly 2% per class.)
2. **Presentation (20%):** Participants will give a presentation 15 to 20-minute presentation for one or two of the weekly readings. Presenters should summarize the main points of the work(s) they choose and provide their critical interpretation of the arguments and evidence offered in the work(s). Presenter should also prepare three questions for the class to discuss.

You choose to do a deep dive into one reading, or a more general reading of two or more of the readings.

Please email you presentation slides and/or material to me so that I may disturbed the to the class prior to your presentation.

Presentation sign-up will be conducted on D2L.

3. **Short Paper I (20%):** 3 to 5-page essay. You can choose whatever topic you like so long as it deals with the themes covered in the course. Please email me with your topic idea. I will provide some guidance and a marking rubric to help students write a great paper. This paper is **due on October 8, 2021**.
4. **Short Paper II (30%):** 5 to 7-page essay. You can choose whatever topic you like so long as it is not the same as the first paper and deals with the themes covered in the course. Please email me with your topic idea. I will provide some guidance and a marking rubric to help students write a great paper. This paper is **due on December 6, 2021**.

4. E-mail

E-mail will be answered within two business days.

I welcome e-mail queries and comments. All students are required to have a valid Lakehead e-mail address. It is your responsibility to maintain your e-mail address in good working order. The University expects you to correspond with me through your official e-mail address, and not through a commercial e-mail account.

Failure to receive important class announcements and messages from me because of a faulty e-mail account (for example, an account which screens out my e-mails as junk mail; bounced messages because of overloaded caches) are not legitimate excuses.

Forwarding your Lakehead email to a Hotmail, Gmail, Yahoo or other type of e-mail account is not advisable. In some cases, messages from your Lakehead addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that e-mails from me may end up in your spam or junk mail folder.

5. Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me, and/or Accessibility Services. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

6. Essays

You are to complete two essays, one in first section, and one in the second. The goal of each essay is to provide a clear, concise response (argument) to the research question backed by rational consideration of the evidence.

Summarize your response (argument) in a sentence or two – the thesis statement – and appear in the first paragraph of your essay. Be explicit. The reader should be clear on what you are arguing. Assume an educated reader. Do not spend more than a few paragraphs providing background information. Focus on providing information that advances your argument. While the balance of the paper will defend your argument, you should also acknowledge counterarguments and seek to demonstrate that your argument is superior.

7. Formatting bibliographies, references

You can use whatever citation style you prefer in your paper, but make sure to use is correctly and consistently throughout the paper. The written assignments should all be double-spaced in 12pt Times New Roman font with standard margins. Essays should be free of spelling and grammatical errors. They must include appropriate citations and complete bibliography. Include a title page with your name, the date, the course number, and my name.

In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students must use a recognized standard format correctly in their bibliographies, references, and footnotes. Failure to do so will result in a penalty in calculating your assignment grade.

8. Academic Integrity

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences. Also, it is not acceptable to submit the same assignment in two different courses.

9. Late Penalties

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day including weekends. Assignments will not be accepted two weeks after the due date. If you require an extension or accommodation, please email me.

9. Course Schedule

Week 1 (September 6) No Class

Monday was Labour Day

Week 2 (September 13): Introduction and Syllabus

Week 3 (September 20) What is a Social Movement?

“What Kind of Theory do we Need and What is a Good Theory?” Karl-Dieter Opp, p. 1.

“The Political Context of Social Movements,” Blackwell Companion p. 19.

“Social Movements as Politics,” Tilly, et al, p. 3.

Week 4 (September 27) Violence and Non-Violence

Class Cancelled

Week 5 (October 4) Violence & Indigenous Nationhood Movements

“Non-Violent and Violent Trajectories in Social Movements” Blackwell Companion p. 338.

“The Justifiability of Violence Civil Disobedience,” Morreall

“Genealogies of Activism and Scholarship,” Deloria

“Examining the Effects of Violence and Nonviolence in Indigenous Direct Action,” Hodgins

“Kanehsatake: 270 Years of Resistance”

https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/

Week 6 (October 11) Break/Reading Week - No Classes!

Nothing!

Week 7 (October 18) Environmentalism

“Violence and the Environment: The Case of ‘Earth First!’,” Lee

“Radical Environmentalism in an Age of Antiterrorism,” Vanderheiden

“Understanding the Ideology of the Earth Liberation Front,” Parson

“Can Extinction Rebellion Survive?” Kinniburgh

Week 8 (October 25) Occupy Wallstreet and the 1%

“The Working-Class Movement in Canada: An Overview,” Camfield

“Beyond Tear Gas and Torched Dumpsters: Rethinking Violence at Occupy Oakland,” Brissette

“Civil Resistance and the ‘Diversity of Tactics’ in the Anti-Globalization movement: Problems of Violence, Silence, and Solidarity in Activist Politics,” Conway

Week 9 (November 1) No One is Illegal! Refugees and Migrants

“Post-nationalism re-considered: a case study of the ‘No One Is Illegal’ movement in Canada,” Abji

“Migrant Protests as a Form fo Civil Disobedience,” Mégret

“No One is Illegal,” Paris

Week 10 (November 8) LGBTQueer

“Marching with Pride? Debates on Uniformed Police Participating in Vancouver’s LGBTQ Pride Parade,” Holmes

“Freaking F— Revolutionaries: New York’s Gay Liberation Front, 1969-1971,” Kissack

“Imagined Violence/Queer Violence: Representation, Rage, and Resistance,” Halberstam

“Against Equality, Against Marriage: An Introduction,” Nair

NOVEMBER 5 Deadline for Course Withdrawal!

Week 11 (November 15) Black Panthers and Black Power!

“Violence and/or Nonviolence in the Success of the Civil Rights Movement: The Malcolm X–Martin Luther King, Jr.,” Nimtz

“The Roots of Black Power? Armed Resistance and the Radicalization of the Civil Rights Movement,” Wendt

“Repression Breeds Resistance: The Black Liberation Army and the Radical Legacy of the Black Panther Party,” Umoja

Week 12 (November 22) Antifa and Altright

“Violence and Restraint within Antifa,” Copsey and Merrill

“Violence Performed and Imagines: Militant Action, the Black Bloc, and the Mass Media in Genoa,” Juris

“The ‘Alt’ Right, Toxic Masculinity, and Violence,” Grant and Macdonald

Week 13 (November 29) Disability

“The Trouble with marching: Ableism, Visibility, and Exclusion of People with Disabilities,” Beasley

“Crip Resistance,” McRuer

“Krips, Cops, and Occupy: Reflections from Oscar Grant Plaza,” Taylor *et al*

Week 14 (December 6) Pandemic Pandemonium! & The End of Protest

“The Pandemic Crowd,” Gerbaudo

“The Pandemic is a Battlefield,” Pleyers

“Street Protests in a Times of COVID-19: Adjusting Tactics and Marching ‘As Usual’,” Kowalewski

“Does Protest Work?” Brown-Nagin

“Micah White at Rise Up! Kingston, NY”

<https://www.youtube.com/watch?v=u8dkv6tH6nc>

“Protest doesn't work — except when it does”

<https://www.salon.com/2018/07/11/protest-doesnt-work-except-when-it-does/>