

Course Name	: Global Social Movements/<i>Gerakan Sosial Global</i>
Course Code	: SPB 2307IUP/SPB 2320
Credit Points (SKS)	: 3 Credits
Teaching Period	: August – December Semester
Language of instruction	: English/Indonesian
Program	: IUP, Regular
Department	: International Relations (<i>Hubungan Internasional</i>)
Faculty	: Faculty of Social and Political Science (FISIPOL)

Ayu Diasti Rahmawati

Email: adrahmawati@ugm.ac.id

Kantor IIS BA 503, with appointment

Can you spot a social movement when you see one? What sets it apart from other kinds of contentions politics and collective action? How do you understand and/or explain it? Do you feel like you are a part of a social movement?

Throughout the semester, you will learn various theories of social movements—such as macrosocial vs micrososal; structuralist vs rationalist vs culturalist; etc.—and discuss various case studies. The class will also take you to discuss how power-plays, identities, socio-political-economic conditions, free-riding, and emotions influence social movements.

The idea is that, by the end of the semester, you will be able to:

- Generate hypotheses on the causes and dynamics of global social movements, which corresponds to ELO 1, 2, and 5.
- Assess the effectiveness of various kinds of global social movements, which corresponds to ELO 2 and 3.
- Choose how you would participate in a certain kind of global social movement, which corresponds to ELO 1, 3, 4, 6, and 7.

RULES OF THE “GAME”

All students are required to:

- attend at least 75% or 11 class meetings as regulated by the University – a student arriving more than 15 minutes late can follow the class, but cannot sign the attendance list;
- read all required readings before class;
- submit all assignments on time;
- contribute in any class discussion or group assignment.

In the case of class cancellation, the lecturers are obliged to let the students know at least 2 (two) days prior to the cancelled meeting and to discuss the date for make-up classes with the students. The lecturers are only allowed to change the class schedule 3 (three) times.

This class does not tolerance any form of plagiarism or academic cheatings. Late submission of class assignments will result in grade reduction.

GRADING COMPONENTS

The final grade will be calculated based on the following components:

- **Class participation** (20%), this component not only includes the students' presence records, but also their active participation in any class activity.
- **Memo** (20%)
- **Individual presentation of a case study** (20%), each student will present one case study on the topic of her/his own choice. No written paper is required for this assignment and the students can choose their own method of presentation, i.e. power point slides, video, etc.
- **Mid-term exam** (20%)
- **Final exam** (20%)

All assignments should be written in Times New Roman 12, space 1.5, A4 format, and submitted via email to the lecturer with the following subject: GSM 2022: THE NAME OF THE ASSIGNMENT – THE NAME OF THE STUDENT.

CLASS SCHEDULE, TOPICS, AND READING ASSIGNMENTS

Session, Date	Class Topic	Class Activities, Reading Assignments
O1	Introduction: Social Movement Today	<u>Required reading(s):</u> Jasper (2010)
O2	What Is Social Movement? <i>How should we define social movement?</i>	The class discusses the existing conceptual frameworks on social movements, such as typologies, indicators, definitions, as well as its critiques. <u>Required reading(s):</u> della Porta and Diani (2006), Ch. 1 della Porta and Tarrow (2005), Ch. 1 Melucci (1996), Ch. 1 McAdam, Tarrow, and Tilly (2001), Ch. 1 Tilly and Tarrow (2015), Ch. 1 and 2

O3	Macro-social vs. Micro-social Explanations on Social Movements	<u>Required reading(s):</u> The next chapter of all of the previous session's readings
O4	Case Study #1	The class will be having a movie screening.
O5	Case Study #2	The class will invite a guest lecture.
O6	Case Study #3	The class will invite a guest lecture.
O7	Tipping, Timing, Framing	This class will be using case studies to discuss on tipping, timing, and framing. <u>Required reading(s):</u> Baldez (2002), Ch. 1 <u>Assignment(s):</u> Memo on the assigned reading material.
----- MID-TERM EXAM -----		
O8	Framing Processes	This class will be using case studies to discuss on diagnostic, prognostic, and motivational frames. <u>Required reading(s):</u> Benford and Snow (2000) <u>Assignment(s):</u> Memo on the assigned reading material.
O9	Emotions	This class will be using case studies to discuss on problem statements, goals, and means adopted by social movements. <u>Required reading(s):</u> Jasper (2011) <u>Assignment(s):</u> Memo on the assigned reading material.
10	Case Study #4	The class will do a field-trip.

11	Case Study #5	Student presentation.
12	Case Study #6	Student presentation.
13	Case Study #7	Student presentation.
14	Conclusion: Lessons Learned and Future Plans	

GRADING RUBRICS

The following explains the grading rubrics used by this class:

- **Grade A** is given to student who performs very well in the class for all grading components. The student moreover should participate in every class activities while having the ability to show excellent analytical and reflection skills, theoretical adeptness, as well as systematic, critical, and logical thinking both in written or oral assignments.
- **Grade B** is given to student who performs well in the class for all grading components. The student should participate in most of the class activities and has the ability to show good analytical and reflection skills, theoretical adeptness, as well as systematic, critical, and logical thinking both in written or oral assignments.
- **Grade C** is given to student who does not really perform in the class. The student also has lower attendance level while showing only fair analytical and reflection skills, theoretical adeptness, as well as systematic and logical thinking both in written or oral assignments.
- **Grade D** is given to student who does not perform in the class. The student does not participate in class activities while at the same time showing minimal analytical and reflection skills, theoretical adeptness, as well as systematic and logical thinking both in written or oral assignments.

READING MATERIALS

Baldez, Lisa. *Why Women Protest: Women's Movement in Chile*. Cambridge: Cambridge University Press, 2002.

Benford, Robert D. and David A. Snow. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* Vol. 26 (2000): 611-639.

- della Porta, Donatella and Mario Diani. *Social Movements: An Introduction*. Malden/Oxford/Victoria: Blackwell Publishing, 2006.
- della Porta, Donatella and Sidney Tarrow (eds.). *Transnational Protest and Global Activism*. Lanham, MD: Rowman & Littlefield Publishers, 2005.
- Goodwin, Jeff and James M. Jasper (eds.). *The Social Movements Reader: Cases and Concepts*. West Sussex: Wiley Blackwell, 2015.
- Goodwin, Jeff, James M. Jasper, and Francesca Polletta (eds.). *Passionate Politics: Emotions and Social Movements*. Chicago: University of Chicago Press, 2001.
- Harvie, David, Keir Milburn, Ben Trott, and David Watts. *Shut Them Down! The G8, Gleneagles 2005 and the Movements of Movements*. West Yorkshire/New York: Dissent! & Autonomedia, 2005.
- Jasper, James M. "Social Movement Theory Today: Toward A Theory of Action?." *Sociology Compass* Vol. 4 No. 11 (2010): 965-976.
- Jasper, James M. "Emotions and Social Movements: Twenty Years of Theory and Research." *Annual Review of Sociology* Vol. 37 (2011): 285-307.
- McAdam, Doug, Sidney Tarrow and Charles Tilly. *Dynamics of Contention*. Cambridge: Cambridge University Press, 2004.
- Melucci, Alberto. *Challenging Codes: Collective Action in the Information Age*. Cambridge: Cambridge University Press, 1996.
- Polletta, Francesca and James M. Jasper. "Collective Identity and Social Movements." *Annual Review of Sociology* Vol. 27 (2001): 283-305.
- Smith, Jackie. "Social Movements for Global Democracy. Baltimore: The John Hopkins University Press, 2008.
- Tilly, Charles and Sidney Tarrow. *Contentious Politics*. Oxford: Oxford University Press, 2015.