

Social Movements and Contentious Politics in Modern Europe

(POS 4931 & EUS3930, cross-listed)

Instructor: Conor O'Dwyer

Email: PLEASE EMAIL ME WITHIN THE CANVAS SYSTEM!

Time: Tues: 10:40-11:30am & Thurs: 10:40-12:20pm (approximately)

Location: Zoom and LEI 0242

Office Hours: Mon: 3-4pm & Thur 3-4pm (and by appointment)

Classroom Rules:

- Only students who are **registered** for the HyFlex/in-person section and who have been **cleared for campus** can be in the classroom.
- These students are required to abide by UF guidelines posted at <https://coronavirus.ufl.edu/forward-faculty-staff/forward-faculty-staff-health/> (Links to an external site.) . Specifically,
 - When in the classroom, students are **required to wear a face mask** and to **practice social distancing** at all times.
 - They are also required to follow the indicated **classroom seating arrangements**.
 - At the end of each class, in-person students are required to **sanitize classroom objects** they come into physical contact with.
- In-person students are expected to **bring a laptop computer** (or comparable device) to class so that they can join the zoom class session for discussion and group work.
- Food and drink are not permitted.
- Use of electronics must be limited to class-related activities.

Online Class Rules:

- - All students, whether in-person or online, are expected to abide by the Zoom etiquette guidelines available under the Files tab in Canvas.

- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Since class sessions will be live and students should both attend with their camera engaged and participate orally and in writing, the recording of class sessions is prohibited.

Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). [Click here to get started with the Disability Resource Center \(Links to an external site.\) \(Links to an external site.\)](#). It is the student's responsibility to contact the DRC at the beginning of the semester and to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code \(Links to an external site.\) \(Links to an external site.\)](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Course Description:

This class is intended for intermediate and upper-level undergraduates in European Studies and the related social sciences and humanities. Its subject is the relation between social contention and politics. Using modern Europe, both East and West, as a source of comparative case studies, the course aims to:

- provide a survey of the literature on social and protest movements,
- introduce students to methods for studying these movements,
- furnish tools for interpreting protest across different social and political contexts,
- cover selected movement case studies drawn from Europe, and

- provide the opportunity for students to do an independent research project on social movements, and present that research as both a paper and an oral presentation.

Specifically, we will address the following questions: Under what conditions do social movements form? How and when do they exploit opportunities to mobilize? What internal resources do they draw on in order to overcome obstacles to mobilization? What are the implications of how a social movement frames its cause? What is the role of internationalization on social movement development? Relatedly, can transnational institutions and networks successfully promote social movements whose goals they support?

These questions are central to disciplines across the social sciences – political science, sociology, anthropology, and history – and this class aims to draw intermediate to advanced undergraduate students from across those disciplines for a class focused on the European and East European context.

Assignments and Other Elements of Student Assessment

- **Attendance** (4% of final grade): Class attendance is the foundation for success in this course. Repeated absences will unquestionably affect your performance on exams since they will be based on class lectures, section discussions, as well as readings. To keep track of attendance, there will be ungraded pop quizzes periodically over the course of the semester. Students will complete these quizzes using Canvas, and they cannot be made up. (Completing the quiz shows that you were present for that class period.) The attendance grade is calculated as the percentage of pop quizzes completed. Excused absences do not count against your grade, but these require prior consultation with the instructor or, in the case of illness, a doctor's note.
 - According to the Office of the University Registrar, "acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused."
- **Oral participation in class discussion** (4% of grade): This will be assessed based on the instructor's assessment of how engaged each student is in class discussion over the course of the semester. Participation is assessed on "effort," not the correctness of what you say, so be encouraged to contribute your two cents to the discussion! There will be three categories for assessing this effort: highly engaged (100% for this category), moderately engaged (80% for this category), and insufficiently engaged (50% for this category).

- **2 in-class tests** (18% of grade each): These will be completed via Canvas and will require use of Honorlock.
- **Research Paper** (20% of grade): The intent of the paper is to allow students to apply the class's theoretical perspectives comparatively to specific empirical cases drawn from Europe. Student will develop their research topic, selection of cases, theoretical perspectives, and empirical research in stages over the course of the semester through assignments and exercises outlined below and in consultation with the instructor. The paper is expected to be 10-12 pages in length. Independent research will be necessary in order to understand the details and context of the case chosen.
- **Presentation of the Research Project** (10% of grade): In the sessions before submitting the Research Paper, students will present their research to the rest of the class via Zoom.
- **Building-Block Assignments for the Paper** (14% of grade): Over the course of the semester, the following 3 assignments will provide opportunities to develop and get feedback on the Research Paper. Each of these assignments will be graded on "effort," with the following three categories for assessing this effort: "solid and satisfactory effort" (100% for that particular assignment), "insufficient effort" (70% for the assignment), and "not completed" (0% for the assignment). The assignments are as follows:
 - **Proposal for the Research Paper** (20% of the total for this category)
 - **1st Draft of the Research Paper** (60% of the total for this category)
 - **Peer-review of the 1st Draft** (20% of the total for this category)
- **In-class Exercises** (12% of grade): Each week there will be an in-class exercise that students are expected to complete and turn in via Canvas. These will also be graded on the basis of effort," with the following three categories for assessing this effort: "solid and satisfactory effort" (100% for that particular assignment), "insufficient effort" (70% for the assignment), and "not completed" (0% for the assignment). Because these are in-class exercises, they **MUST** be submitted by the deadlines specified in Canvas. There will be no make-ups for missed in-class exercises.

Policy on Exam Make-Ups

I will only schedule exam make-ups for students who are *physically* unable to take the exam at the normally scheduled time.

Grading Scale:

Grade:	Range:	
A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Books for Purchase:

There is one required book, which is available for purchase at the university textbook store:

- - David A. Snow & Sarah A. Soule. (2010) *A Primer on Social Movements*. New York: W.W. Norton & Co.

The rest of the readings will be available on Canvas; click under the Files tab.

Schedule of Topics, Readings, and Assignments

Week 1 (Jan 12 & 14): Introduction to social movements

- What are social movements? How have they been studied?
- Exercise: Discussion -- Initial thoughts on social movements

Reading:

- Snow and Soule, Chapter 1

Week 2 (Jan 19 & 24): Grievances and Frames

- What motivates social movements?
- Exercise: Using the library's resources for research

Readings:

- Snow and Soule, Chapter 2

Week 3 (Jan 26 & 28): Opportunities, Resources, and Ecological Factors: The Role of Context

- What conditions lead social movements to emerge?
- Exercise: Finding a research topic

Readings:

- Snow and Soule, Chapter 3

Week 4 (Feb 2 & 4): Participation

- Who participates and why?
- Due Feb 4 in class: Proposal for the research paper
- Exercise: Peer feedback on paper proposals

Readings:

- Snow and Soule, Chapter 4

Week 5 (Feb 9 & 11):

- Review Session (Feb 9)
- TEST #1 (Feb 11)

Week 6 (Feb 16 & 18): (Feb 9 & 11): Social movement dynamics: organization, tactics, and diffusion

- How do movements operate?
- Exercise: Doing a literature review

Readings:

- Snow and Soule, Chapter 5

Week 7 (Feb 23 & 25): Social movements' impact

*Note: February 25 is a "recharge" day: no class.

Readings:

- Snow and Soule, Chapter 6

Week 8 (March 2 & 4): Democracy Movements in Europe

- Exercise: Thinking about research methodology

Readings:

- Anthony Oberschall, "Opportunities and Framing in the Eastern European Revolts of 1989," in Doug McAdam, John McCarthy, Mayer Zald (eds.), *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings* (Cambridge UP, 1996): pp. 93-121. [CANVAS]
- Timur Kuran. (1991) "Now Out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44(1): 7-48.
- Special issue on the Maidan Protests in Ukraine in the *Journal of Democracy* (2014) v.25 n.3:
 - [Editors' introduction \(Links to an external site.\)](#), pp. 17-18.

- [Lucan Way, "Civil Society and Democratization \(Links to an external site.\),"](#) pp. 35-42.
 - [Olga Onuch, "Who Were the Protesters?" \(Links to an external site.\)](#) pp. 44-51.
- Reading on Belarus: TBD

Week 9 (March 9 & 11): Populist Movements in Europe

- Due in class (March 9): 1st draft of research paper

Readings:

- Yascha Mounk. *The People versus Democracy*. (Harvard UP, 2018): Selected chapters TBD. (Available as an eBook on the UF library website).
- Mario Diani. 1996. "Linking Mobilization Frames and Political Opportunities: Insights from Regional Populism in Italy," *American Sociological Review* 61: 1053-69. [CANVAS]
- Ruud Koopmans and Susan Olzak. (2004) "Discursive Opportunities and the Evolution of Right-Wing Violence in Germany," *American Journal of Sociology* 110: 193-230. [CANVAS]

Week 10 (March 16 & 18): LGBT Movements in Europe

- Due in class (March 18): Peer review of research paper drafts
- Exercise: oral discussion of peer reviews

Readings:

- John D'Emilio, "The Gay Liberation Movement" in Goodwin, Jeff and James Jasper (eds.), *The Social Movements Reader: Cases and Concepts, 2nd Edition* (Wiley-Blackwell, 2009): 24-29. [CANVAS]
- Phillip M. Ayoub. 2014. "With Arms Wide Shut: Threat Perception, Norm Reception, and Mobilized Resistance to LGBT Rights," *Journal of Human Rights*, 13:3, 337-362. [CANVAS]
- Conor O'Dwyer. 2020. "Russian and Eastern European LGBT Movements and Interest Groups." In *Oxford Research Encyclopedia of Politics*. Oxford University Press. [CANVAS]

Week 11 (March 23 & 25): Environmental Movements in Europe

- Exercise: TBD

Readings:

- Dieter Rucht, "Lobbying or Protest? Strategies to Influence EU Environmental Policies," In Doug Imig and Sidney Tarrow (eds.) *Contentious Europeans: protest and politics in an emerging polity*. (Rowman & Littlefield Publishers, 2001: 125-142).
- [Adam Fagan and Joann Carmin. 2010. "Environmental Mobilization and Organisations in Post-Socialist Europe and the Former Soviet Union," *Environmental Politics* 19\(5\): 689-707 \(Links to an external site.\)](#)
- 3rd Reading TBD.

Week 12 (March 30 & April 1):

- Review Session (March 30)
- Test #2 (April 1)

Week 13 (April 6 & 8):

- Consultations regarding presentations and paper
- Research presentations: Session I
- Exercise: Peer feedback on research presentations I

Week 14 (April 13 & 15):

- Research presentations: Sessions II & III
- Exercise: Peer feedback on research presentations II
- Exercise: Peer feedback on research presentations III

Week 15 (April 20): Concluding reflections on social movements

- Final paper due in class (April 20)

Miscellaneous Points

- **Technical Support for E-Learning, Canvas, and HonorLock:** Contact the [UF Computing Help Desk \(Links to an external site.\) \(Links to an external site.\)](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Resources for Health and Wellness**
 - *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website \(Links to an external site.\) \(Links to an external site.\)](#) to refer or report a concern and a team member will reach out to the student in distress.
 - *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website \(Links to an external site.\) \(Links to an external site.\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.