

Social Movements and Contentious Politics in Modern Europe (CPO 4144 & EUS3930, cross-listed)

Instructor: Conor O'Dwyer

Email: PLEASE EMAIL ME WITHIN THE CANVAS SYSTEM!

Time: MWF 10:40-11:30am

Location: Anderson 101

Office Hours: F 2-3:30pm in Anderson 332; and by appointment.

1. 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 as a source of comparative case studies, the course aims to:

- provide a survey of the literature on contentious politics and social movements,
- introduce students to methods for studying these movements and politics,
- furnish tools for interpreting contentious politics and social movements comparatively,
- cover selected movement case studies drawn mainly from Europe, and
- provide the opportunity for students to do an independent research project on social movements.

Specifically, we will address the following questions: How can we understand contentious politics? 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?

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.

2. Textbook

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.

I expect you to have completed the relevant assigned readings prior to class and to be ready to discuss them. As you will notice below, the readings are grouped by week. In each class period, I will keep you posted on which readings I will expect you to have completed for the next

period. The reading schedule below is subject to change depending on the pace of progress and unforeseen scheduling changes. Please refer to the online syllabus for the latest, and official, version.

3. Attendance and Policy on Make-Up Assignments

Class attendance is essential to success in this course, and roll will be taken each day. It is the student's responsibility to provide documentation for any absences that meet UF's policy for excusable absences.* Up to two unexcused absences will not count against your final attendance grade. Repeated absences will unquestionably affect your performance on exams since they will be based on class lectures and section discussions in addition to readings.

* 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."

Assignments, in-class exercises and tests, can only be made up if the absence is excused. The terms for make-up assignments, including late penalties, are at the instructor's discretion. In the case of exams, a make-up is possible only with notification to the instructor prior to the exam and official medical documentation as to why the student was physically unable to take the exam. Make-ups for exam absences falling outside of these criteria will be scheduled at the instructor's discretion. They may take different form (essays) and may be assessed a late penalty.

4. Assignments and Grading

- **Attendance (5% of grade, see above).**
- **Participation in class discussion and activities/assignments (20% of grade, of which 5% for oral participation and 15% for in-class assignments):** Student participation is a very important component of this course. Students are expected to contribute to classroom discussions (5%). Oral participation will be assessed based on the instructor's assessment of how engaged each student was in class discussions over the course of the semester. In-class assignments (15%) will consist of questions about the reading and various building block assignments for the final paper (see below). In the interests of fairness and given the size of the course, there will be no extra credit assignments. In terms of grading participation in class discussion and on individual assignments, there will be four possible categories: highly engaged (100%), moderately engaged (85%), insufficiently engaged (75%), and unengaged/incomplete assignment (0%).
 - NOTE: Because the in-class quizzes and activities/assignments (see below) will require using Canvas, students will need to bring a laptop or other device capable of logging in to Canvas.
- **2 in-class tests (20% of grade each).**
- **Research Paper (25% 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, theoretical perspectives, and empirical research design in stages over the course of the semester through assignments and

exercises and in consultation with the instructor. The paper is expected to be 8-10 pages in length and will require independent research.

- **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 at the end of the semester.

5. 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 \(Links to an external site.\)](#). 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.

6. 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%

Schedule of Topics, Readings, and Assignments

Week 1 (Jan 13-17): Introduction to contentious politics and social movements

- What is contentious politics? What are social movements? How have they been studied?

Reading:

- Snow and Soule, Chapter 1

Week 2 (Jan 22-24): Grievances and Frames

- What motivates collective action?

Readings:

- Snow and Soule, Chapter 2

Week 3 (Jan 27-31): Opportunities, Resources, and Ecological Factors: The Role of Context

- What conditions lead to collective action?
- Due Jan 27 in class: Proposal for the research paper

Readings:

- Snow and Soule, Chapter 3

Week 4 (Feb 3-7): Participation

- Who participates in collective action and why?

Readings:

- Library workshop: tips for doing research
- Snow and Soule, Chapter 4
- Rachel L. Einwohner. "Identity work and collective action in a repressive context: Jewish resistance on the "Aryan side" of the Warsaw Ghetto." *Social Problems* 53.1 (2006): 38-56.

Week 5 (Feb 10-14): Organization, tactics, and diffusion

- How do movements operate?

Readings:

- Snow and Soule, Chapter 5
- Doug McAdam. "Tactical innovation and the pace of insurgency." *American Sociological Review* (1983): 735-754.

Week 6 (Feb 17-21): Collective action's impact / Social media & the internet

Readings:

- Snow and Soule, Chapter 6
- Yascha Mounck, 2018. *The People versus Democracy* (Harvard University Press), Chapter 4 "Social Media."
- W. Lance Bennett, Alexandra Segerberg, & Yunkang Yang. "The Strength of Peripheral Networks: Negotiating Attention and Meaning in Complex Media Ecologies" *Journal of Communication* Vol 68, No 4, pp. 659-684, 2018. [CANVAS]

Week: 7 (Feb 24-28)

- Review Session for Test #1 (Feb 2)
- TEST #1 (Feb 26)
- Paper work day: Research question & Theoretical Framework (see Canvas assignments tab)

Week 8 (Mar 3-7): The Power of Perception (contentious politics revisited)

Readings:

- Due March 3 "Research question & Theoretical Framework" (submit via Canvas)
- 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.
- Charles Kurzman. (1996) "Structural and Perceived Opportunity: The Iranian Revolution of 1979," *American Sociological Review* 61(Feb.): 153-170.

Week 9 (Mar 10-14): New Social Movements and Postmaterialism

Readings:

- Suzanne Staggenborg, 2011. *Social Movements* (Oxford University Press), chap. 4 "The Protest Cycle of the 1960s" in, pp. 51-62 [CANVAS, add to]
- Buechler, Steven M. "New Social Movement Theories." *The Sociological Quarterly* 36, no. 3 (1995): 441-64. [CANVAS]
- Inglehart, R. (1995). "Public support for environmental protection: Objective problems and subjective values in 43 societies." *PS, Political Science & Politics*, 28(1), 57-72. [CANVAS]
- Paper work day: Discussion of Research Design for final paper

SPRING BREAK (Mar 17-21)

Week 10 (Mar 24-28): Populism

- Due: Discussion of Research Design (submit via Canvas)
- Sheri Berman. (1997) "Civil Society and the Collapse of the Weimar Republic," *World Politics* 49(3): 401-429. (Canvas)
- Mario Diani. 1996. "Linking Mobilization Frames and Political Opportunities: Insights from Regional Populism in Italy," *American Sociological Review* 61: 1053-69. [CANVAS]
- Ronald Inglehart and Pippa Norris. 2016. "Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash." HKS Faculty Research Working Papers. [CANVAS]

Week 11 (Mar 31-Apr 2): Transnational Diffusion

- Phillip Ayoub. (2014) "Cooperative Transnationalism in Contemporary Europe," *European Political Science Review*. [CANVAS]
- Clifford Bob. 2012. *The Global Right Wing and the Clash of World Politics*. Cambridge UP, Chapters 2 & 3. [CANVAS]

Week 12 (Apr 7-11): Test & Research Presentations

- Review session (April 7)
- TEST #2 (April 11)
- Research Presentations #1

Week 13 (April 14-18): Research Presentations continued

- Research Presentations #2
- Research Presentations #3
- Research Presentations #4

Week 14 (April 21-23): Conclusion

- Research Presentations #5
- Concluding thoughts / course evaluations / Final paper due in class (April 23)

Appendices

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 \(Links to an external site.\)](#). 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.

Academic Honesty and AI:

Since writing, analytical, and critical thinking skills are essential aspects of this course, all assignments should be prepared by the student. Developing strong competencies in these areas will prepare you for a competitive workplace. Finding your own writing, research and creative style will be one of the strongest assets you can offer professionally. Finding this style usually happens in a zone that Brian Eno terms, “happy accidents.” Utilizing AI to generate your own work prevents you from making those accidental connections and ultimately slows your progress during your higher ed journey and may limit you professionally. This learning space is created to support your vulnerability in finding that writing, research and creative voice and I hope you will offer that space for vulnerability as well. You will need to adhere to the following guidelines in our class:

Appropriate use of AI when writing essays or completing assignments on Canvas:

- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself

Inappropriate use of AI when writing essays or completing assignments on Canvas:

- You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: “Explain what is meant by the term ‘Triple Bottom Line’” (February 15, 2023, <https://chat.openai.com/>).
- You may not have an app write a draft (either rough or final) of an assignment for you

Sources: [Sample Syllabi Polices for Generative AI \(maintained by Lance Eaton\)](#)

Online Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. ([Links to an external site.](#))[Summaries of course evaluation results are available to students here \(Links to an external site.\)](#).

Technical Support for E-Learning and Canvas

E-learning technical support: Contact the [UF Computing Help Desk \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) 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 \(Links to an external site.\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.