

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Sociology

Fall 2008

SOC 200Z-3: Global Social Movements

Lower Division

Faculty Name: Dr. Kesho Y. Scott

Suggested Pre-requisites:

Successful completion of an introductory course or the permission of the instructor is required.

COURSE DESCRIPTION

What is a social movement? What is a global social movement? What is collective behavior and collective action? And how do all of these, play themselves out in a global world? The central objective of this course is to answer these questions, through case studies within the countries we visit. This course will use Ian Robinson's framework of social movements to critically analyze and test its applicability in the 21st century where contested political issues will be fought in the transnational political space? It will also explore the origins, leadership and organizational formations, transnational politics, and the possibilities and impulses of reform and revolution of contemporary social movements in each case. Two main theoretical approaches to the study of these questions will be used: *the Globalization Approach and the International Relations Approach*. However, other competing and central paradigms within the contexts of race, class, ethnicity, gender, sexuality, and nationality will also be introduced. The challenge for each student is to learn both sides of the "transnational arguments" as well as appreciate the "taste" of what is to come in their lives regarding the "big questions" in social movement studies and international relations. For example, how are corporate icons, such as Michael Jordan or Nike's "Swoosh", as examples of the "soft power" to influence commercial and political life received and interpreted in Brazil, South Africa, India, Malaysia, China, etc? And in reverse, how do religious fundamentalism, ethnic conflicts and national civil wars impact Western democracies? To what extent do these icons and movements influence and change transnational activism? Do they change the actors and the politics of coalition at the local and national levels? Do we all have to be global citizens and operate in a global culture in order to make social change in our respective countries? And, how do these new dimensions of social movements affect our inherited beliefs of the autonomy of nations, nationalities and international politics?

COURSE OBJECTIVES

1. To help students become familiar with social movements as agents of social change.
2. To become cognizant of the need and challenges of global citizenship.
3. To appreciate the causes and consequences of global social movements.
4. To recognize the subtle ways corporate capital pushes its values and goods and the reactions of those affected.
5. To identify when and why global social movements operate.
6. To be able to appreciate the “other” points of view of transnational activism.
7. To recognize the complexities of participation in global social movements on both sides of the issue and for all countries involved.

TOPICAL OUTLINE OF COURSE

1. **Enroute to Brazil:** Introduction to the course. What is social change? What is its impact on individuals and society? What is a social movement; its general goals, outcomes, strengths and weaknesses?
Readings: *Social Movements: An Introduction* (SMAI), Donatella Della Porta, Wiley-Blackwell, 2006
Handouts, *SMAI*, Preface
Case study: Afro-Brazilian Activism
2. What are the four core questions and two theoretical approaches to doing social movements analysis?
Readings: *SMAI*, Chapter 1
Case Study: The Movimento Sem Terra (MST) Brazil's Landless Peasant's Movement
3. What is a global social movement?
Readings: *SMAI*, Chapter 2
Case Study: Brazil's Agro-Fuels Movement

***FDPs in Brazil

(Global Feminism, Human Rights and Sustainable Development)

4. **Enroute to Namibia:** What are the cultural dimensions of social movements?
Readings: *SMAI*, Chapter 3
Case Study: Religious Diversity in Namibia: independent, indigenous, initiated and instituted churches.
5. What are the national identity dimensions of social movements?
Readings: *SMAI*, Chapter 4
Case Study: Study of SWAPO Women's urban history in the National Liberation Movement. Who was Kakurukaze Mungunda and why is December 10th called Namibia's Women's Day?

6. What are the levels of participation in social movements?
Readings: *SMAI*, Chapter 5
Case Study: ANERELA of Namibia, an African Network of Religious Leaders living with or personally affected with HIV and AIDS. What is the work of Rev. Magdalena Ya-shalongs?
7. **Enroute to South Africa:** What are the functions of social movement organizations?
Readings: *SMAI*, Chapter 6
Case Studies:
 - *Congress of South African Trade Union (COSATU)*
 - *Intersex Movement Organizations*
 - *Post-Apartheid Anti-gang and Vigilante Organizations*
8. **Enroute to India:** What does protest “got to do with” social movements?
Readings: *SMAI*, Chapter 7
Case Study: Chipko Movement (Environmentalism), Adivas (“indigenous”) and Dalit (“untouchables) Social Movements
9. How do we police transnational social movements?
Readings: *SMAI*, Chapter 8
Case Study: Human Watch, Amnesty International and Corp Watch Campaigns against Sex Trafficking and Child Labor Abuse.
10. What does democratization “got to do with” social movements?
Readings: *SMAI*, Chapter 9
Case Study: The Women’s Movement in India: Urvashi Butalia-the co-founder of Kali for Indian Women.
11. What is the role of popular culture in globalizing a social movement?
Readings: Handouts on the Critical Voices about Indian Film Making and American Popular Culture: Stephen Alter, Tejaswini Ganti, Lalit Mohan Joshi, Manjunath Pendakur and Gurbir Jolly, Zenia Wadhwan, and Deborah Barretto.
Case Study: Bollywood as a Social Movement
12. Does globalization mean decreasing or increasing poverty?
Readings: Handouts from Yale Global, “Unpopular Globalization: Why So Many Are Opposed”, David Dapice, 2006 and “Globalization Fails”, Thomas Palley, 2006
Class Activity: Debate

- 13. Enourte to Penang:** How are transnational corporate icons made and why?
Readings: *Michael Jordon and the New Global Capitalism* (MJNGC), Walter Lafeber, W.W. Norton & Company, 2002
MJNGC, Preface, Chapters 1, 2
Case Study: Famous Penangites: Anwar Fazal (Ralph Nadar of Penang); Charlie See (Festival of Beauty, Inc. Pageant title holder), Lillian Too (Famous fun shu best-selling author), Jimmy Choo (Famous shoe designer), Lee Chog Wei (No. 2 badminton player in the world)
- 14.** How are autobiography, biography, nationalism and corporatism connected?
Readings: *MJNGC*, Chapters 3, 4
Case Study: Film making in Penang: Indochine (France, 1992), Anna and the King (USA, 1999), Sun Yat-sen's biography, Road to Dawn, (China, 2007), Ang Lee's Lust, Caution (Taiwan, 2007), and The Touch (Hong Kong, 2002)

*****FDPs in Malaysia
(Global Feminism, Human Rights and Sustainable Development)**

- 15. Enroute to Vietnam:** What are the cultural contradictions in globalization and global corporatism?
Readings: *MJNGC*, Chapters 5, 6
Case Studies:
- *Status of Daughters, globalization and new work for unmarried daughters in Vietnam*
 - *Post-Vietnam War: Healing, Reconciliation and Neo-nationalism.*

*****FDPs in Vietnam
(Global Feminism, Human Rights and Sustainable Development)**

- 16. Enroute to Hong Kong:** Are their “new and insidious” forms of imperialism on both sides of the issue of globalization? Is pro-democracy, anti-China?
Readings: *MJNGC*, Chapters 6, 7
Case Study: Hong Kong Federation of Students, the Hong Kong July 1 March, the Civil Human Rights Front, Basic Law Article 23 and the HKSAR establishment day.

17. Enroute to Japan: Can we reverse the impact of post 9/11 politics and the counter-movements that have evolved?

Readings: *The New Transnational Activism* (TNTA), Sidney Tarrow, Cambridge University Press, 2005

Handout, Film, *TNTA*, Introduction, Chapter 1

Case Study: Japanese Feminism and Activism

- *Fujin Kaikan networks of women who organize non-challenging cultural activities*
- *ūman ribu activists (women's liberation movement)*
- *Joseigaku nyūmon' (Introduction to Women's Studies)*
- *Osaka Gender Equality Foundation (Domestic Violence)*
- *Working Women's Network (Kintō Hō Network)*

***FDPs in Japan

(Global Feminism, Human Rights and Sustainable Development)

18. Enroute to Honolulu: What are the social justice issues involved in the new transnational activism?

Readings: *TNTA*, Chapters 2

Case Study: Challenges to Hawaiian Tourism, People against Racist Terror (PART a front organization for Hawaiian sovereignty, the decolonization of the Kanaka Maoli, the freedom of indigenous people of the Hawaiian Islands.

19. What are the structures, processes and actors of transnational activism?

Readings: *TNTA*, Chapters 3, 4

Case Study: Who is Rev. Mike Young and his allies in Honolulu at the First Unitarian Church?

20. What is “politically correct and incorrect” about the local and global and visa versa?

Readings: *TNTA*, Chapters 5, 6

Case Study: Bill and Melinda Gates Foundation, the Global Fund to fight AIDS, Tuberculosis, and Malaria in 70 countries.

21. What is the impact of transnational activism at home and abroad?

Readings: *TNTA*, Chapters 7, 8

Case Study: Dr. Betty L. Well's work on Sustainable Food Systems, Rural women of Iowa organizing to confront local/global economic issues.

22. Who wins and loses in global social change?

Readings: *TNTA*, Chapters 9, 10

Case Study: Lessons from Global Warning about social movement.

23. Enourte to Panama Canal: Why might transnational activism be a permanent feature of global social movements in the 21st century?

Readings: *TNTA*, Chapter 11

Conclusion: Employing the “Mc Donaldization” and “soft power” theories in search of political and cultural answers.

FIELD COMPONENT

The field component of the course is organized around *four* dimensions of global social movements:

- Leadership
- Organizations
- Popular culture and
- Strategies of protest.

All students are required to participate in THREE field practica. At least TWO of these should be field trips led by me (FDPs) in Brazil, Malaysia, Vietnam or Japan since these are central to the material we are covering in class. The final ONE may be from the list of options below or an independent practica approved by me.

SUGGESTED PRACTICA:

BRAZIL:	Cultural Mobilization Project in Brazil (FDP); Service Visit: Calabar Fevela; Afro- Brazilian Museum and Candomble House; Capoeira School
NAMIBIA:	Peace Corp Volunteer Visit
SOUTH AFRICA:	Cape Town, Aparthied and Robben Island; District Six and Township Visit
INDIA:	Dalit Work Project in India; Socio-economic Problems in Chennai,
MALAYSIA:	Ethnic Communities in Malaysia (FDP)
VIET NAM:	Ho Chi Minh City’s Temples and Churches (FDP)
HONG KONG:	Family Insight Tour; Environmental Attitudes and Values in China
JAPAN:	Hiroshima (FDP)

In class reading of these *four dimensions of social movements* will prepare each student to apply what they see, hear and learn in the field about individuals, NGO’s, cultural formations and government (State) responses to the transnational activism, global social change and it impact on the global North and South.

Students will be required to dialogue with individuals, examine organizations sites of contentious politics of both sides of the globalization argument as well as photograph and collect cultural evidence of global social movements. Moreover, they will examine the intersection of gender, language, religion, ethnicity, sexuality, class and the North/South political contexts of each movement.

Finally, the field component will provide students with comparative and accumulative insights,

from one port to another, that help them examine the weaknesses, strengths and challenges of transnational activism such as:

- Landless Peasants
- Afro-Brazilian movements
- The community development work of the Sisters of Malaysia
- The Chipko Movement in India against the destruction of the forest
- Gita Sen's work with DAWN (Third World Feminist group)
- The branch officers of Asia, a Japan Women's Resource Center
- The Association of African Women for Research and Development (AAWORD)
- The South Africa's Congress of South African Trade Unions (COSATU).

METHODS OF EVALUATION

10% Attendance, class participation and presentations, internet and homework assignments

35% Take Home Mid Exam, essay style (classes 1-14)

35% Take Home Final Exam, essay style (classes 15-23)

20% **Field Requirements/paper:**

Students are required to write a 10-12 page paper using your FDP field observations, field notes, course readings, internet searches and write about a one of the *four* dimensions of global social movements **or** any instructor approved topic related to global social movements.

100%

*Class participation is involvement in discussions, individual and group presentations and debates, role-plays and sharing internet discoveries.

REQUIRED TEXTBOOKS

Donatella Della Porta
Social Movements: An Introduction
Wiley-Blackwell
Paperback
pgs. 360
\$25 used to \$45 new

Walter Lafeber
Michael Jordan and the New Global Capitalism
W.W. Norton and Company 2002
pgs. 224
987-0393-3233-692 Paperback
\$15 used to \$25 new

Sidney Tarrow
The New Transnational Activism
Cambridge University Press 2005
pgs. 276
978-0521-616-775 Paperback
\$30 used to \$50 new

RESERVE LIBRARY LIST

Doug Mc Adams, John D. Mc Carthy and Mayer N. Zald
Comparative Perspective on Social Movements
Cambridge University Press
0-521-48569
Paperback 1999
pgs. 442

Joan Ferrance
Sociology: A Global Perspective
Wadsworth Publishing Company
0-534-209796
Paperback 2003
pgs. 650

John E. Stiglitz
Making Globalization Work
W.W. Norton & Company
0-393-06122-1
Paperback 2006
pgs. 350

Christopher Chase-Dunn and Salvatore J. Barones
Global Social Change
The John Hopkins University Press
0-8018-8424-1 Paperback
2006
pgs. 375

Nancy Naples and Manisha Desai
Women's Activism and Globalization
Routledge Press
Paperback 2002
pgs. 322