

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Contents:

- | | |
|------------------------------------|------------------------------------|
| 1. Course Description | 6. In-Class Presentation |
| 2. Course Objective | 7. Discussion Board |
| 3. Required and Supplemental Texts | 8. Intellectual Honesty/Plagiarism |
| 4. Grading | 9. Attendance |
| 5. Writing Assignments | 10. Course Schedule |
| a. First Paper | |
| b. Final Paper | |

1. Course Description:

This course offers an introduction to the study of political protest, as well as the ideologies that both inspire and conspire against insurgent social movements. We begin with a theoretical grounding in the ideological worlds of late-modernity before transitioning to the methodological considerations that will guide consideration of five cases of political protest: ACT-UP, Critical Mass, Occupy Wall Street, and Black Lives Matter, Standing Rock/DAPL. In the process, discussion of topics will include the interplay between competing ideas, social conditions, and collective action; the role of new media in organizing insurgent politics (and its repression); the power of affects like outrage and hope in mobilizing dissent; and the potential for the emergence of both new forms of political protest and the recuperation of legacy tactics and strategies.

2. Course Objectives:

Completion of this course will secure an introduction to prevailing political ideologies, including liberalism, socialism, communism, anarchism, fascism, feminism, and environmentalism. It will also provide a survey of common social science qualitative methodological approaches to the study of political protest movements. Completion will also grant an additional primer on five examples of political protest under conditions of neoliberal governance in a way that amplifies what is distinctive about contentious political action in late-modernity while still accenting continuities with prior historical examples of social movement insurgency, such as the Civil Rights Movement and the student anti-war movement. Finally, skills such as critical reading, analytical writing, and collaborative discussion will be reinforced and expanded.

3. Required Texts:

ALL required readings and materials are available on Moodle.

Please be sure to come to class with the assigned texts and materials, either printed out or accessible via *wi-fi disabled*, aka: *offline*, tablet or laptop.

On days when the cumulative readings exceed 60 pages, it is expected that you pick any two of the assigned articles to read.

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

4. Grading:

Attendance: 20%.

First Paper: 15% (see below for details).

Class Participation: 20%.

In-Class Presentation: 15% (see below for

Final Paper: 30% (see below for details).

details).

5(a). First Paper—Critical Reconstruction of an Argument:

The first written assignment will be 750 – 1000 words in length (approximately 3-4 double-spaced, 12 point, Times New Roman font, **margins justified** pages). Papers either over or under this range will not receive full consideration. The goal of this essay is to reconstruct an argument encountered in the readings on ideology and to conclude with a critical evaluation of the argument thus reconstructed. The format of this essay is 75% reconstruction, 25% critical evaluation.

5(b). Final Paper—Critical Construction of an Original Argument:

The final written assignment will 2000 – 2250 words in length (approximately 8 – 9 double-spaced, 12 point, Times New Roman font, and **margins justified** pages). Papers either over or under this range will not receive full consideration. The goal of this essay is to critically construct an original argument informed by engagement with readings in the class. A specific grading rubric for the final paper will be circulated in advance of the assignment.

6. In-Class Presentation:

One in-class presentation will be delivered over the course of the semester. The purpose of the in-class presentation is to allow students to lead the classroom discussion by framing the material under consideration. Like the first written assignment, successful presentations will reconstruct and critically evaluate an essential aspect of the reading by making it accessible to the class for further discussion. Each presentation should be about 5 – 7 minutes in duration (approximately 2.5 – 3.5 pages long, or 500 – 750 words). Presentations must be submitted for approval 48 hours in advance of the class. Thus, a presentation on Friday must be submitted by Tuesday (5pm), leaving 48 hours (Wednesday and Thursday) for approval and any required revisions.

7. Discussion Board Posts: Posing Critical Questions

One discussion board post posing a critical question per week is expected, for a total of 13 discussion board posts. No more than six (6) of these posts can be thoughtful replies to other posts from your peers, however students are encouraged to actively engage. A discussion board post raises a question inspired by the reading and shares it with the class in advance of our meeting. A successful discussion board post poses possible answers to the question it raises and invites others to either help adjudicate or share additional possibilities. The discussion board post is factored into your class participation grade.

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

8. Intellectual Honesty/Plagiarism:

Simply: *do not* plagiarize. If there are any questions whatsoever about the proper way to cite a source, please consult me, or refer to Charles Lipson's *How to Do Honest Work in College* (2004). Plagiarism will lead to automatic failure of the course and will be referred to the College administration for additional sanction.

9. Attendance:

Because of the importance of attendance, absences will be excused only in documented cases of illness, personal emergency, or religious observance. I expect *prior notification* of your absence (via email), and reserve the right to request documentation. After the first unexcused absence, each additional unexcused absence will result in a deduction of *one full letter grade* from your participation grade.

10. Schedule: 28 classes, including intro and conclusion (26 substantial 1hr20min sessions).

Classes begin: Wed., Jan. 22; Spring Recess: Sat., April 4 – Sun., April 12. Classes end: Tues., May 5. Final exam week: May 6–12. Final Paper Due: May 12.

Week One:

Friday, Jan. 24:

Theme: Introductory remarks concerning the interface of “political protest” and “ideology.”

Reading:

- Syllabus.

Week Two:

Tuesday, Jan. 28

Theme: Alienation, Resources, and Political Processes of Protest:

Reading:

- McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970*, Ch. 1- 4 (pp. 1-64).

Friday, Jan. 31

Theme: Regimes, Repertoires, and Opportunities

Reading:

- Tarrow, Sidney and Charles Tilly, *Contentious Politics*, 2nd Ed., Ch. 3 and 4 (pp. 49-74)
- Taylor, Verta and Nella Van Dyke. “‘Get Up, Stand Up’: Tactical Repertoires of Social Movements,” *The Blackwell Companion to Social Movements* Edited by David A. Snow, Sarah A. Soule, Hanspeter Kriesi (Oxford: Blackwell Publishing Ltd, 2004), Ch. 12 (pp. 262 – 292).

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Week Three:

Tuesday, Feb. 4

Theme: Ideology

Reading:

- Althusser, Louis, "Ideology and Ideological State Apparatuses," in *Essays in Ideology* (New York: Verso, 1984), pp. 1 – 60.

Friday, Feb. 7

Theme: Interpretive Frames, Ideology Critique, Consciousness-Raising

- Brown, Wendy, "Wounded Attachments," *Political Theory* Vol. 21, No. 3 (Aug., 1993), pp. 390-410.
- Butler, Judith, "Conscience Doth Make Subjects of Us All," *Yale French Studies* No. 88, *Depositions: Althusser, Balibar, Macherey, and the Labor of Reading* (1995), pp. 6-26.
- Mills, Charles. "'Ideal Theory' as Ideology," *Hypatia* Vol. 20, No. 3 (Summer 2005), pp. 165-184.
- Sarachild, Kathie, "Consciousness-Raising: A Radical Weapon,"
- Zizek, Slavoj, Commentary on "They Live!" in *Pervert's Guide to Ideology* (<https://www.youtube.com/watch?v=TVwKjGbz60k>)

Week Four:

Tuesday, Feb. 11

Theme: Naming the "We" of Protest

Reading:

- Butler, Judith, *Notes Toward a Performative Theory of Assembly*, Ch. 5. "'We, the People' and '" (pp. 155 – 192).
- Dean, Jodi. "Claiming Division, Naming a Wrong." *Theory & Event* 14, no. 4 (2011)

Friday, Feb. 14:

Theme: Naming the "We" of Protest, Continued.

Reading:

- Hardt, Michael and Toni Negri, *Commonwealth*, Ch. 6.1-6.3 (pp. 326 – 375)

Week Five:

Tuesday, Feb. 18:

Theme: Dynamics of Contentious Political Action

Reading:

- Tarrow, Sidney and Charles Tilly, *Contentious Politics*, 2nd Edition, Ch. 5 and 6 (pp. 97-116, 119-142).

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Friday, Feb. 21: **Grading Rubric for First Written Assignment Out**

Theme: Contentious Political Action, Continued.

Reading:

- Smith, Jason E. "The Politics of the Street - Commune and Party in the Age of Riots," *The South Atlantic Quarterly* 113:4, Fall 2014, pp. 687 – 700.
- Hartman, Saidiya. "The Anarchy of Colored Girls Assembled in a Riotous Manner," *The South Atlantic Quarterly* 117:3, July 2018, pp. 465 – 490.

Week Six:

Tuesday, Feb. 25:

Theme: Affect, Emotion, and Acting Out

Reading:

- Smith, Jason, E. "The Politics of Incivility: Autonomia and Tiquun" *Minnesota Review* (Fall, 2010) Vol. 75: pp. 119-132.
- Aminzade Ron and Doug McAdam. "Emotions and Contentious Politics," in *Silence and Voice in the Study of Contentious Politics*, ed. Sidney Tarrow, Ch. 2 (pp. 14 – 50).

Friday, Feb. 28:

Theme: Affect, Emotion, and Acting Out

Reading:

- Juris, Jeffrey S. "Performing politics: Image, embodiment, and affective solidarity during anti-corporate globalization protests." *Ethnography* 9, no. 1 (2008): 61-97.
- Jasper, James M. *The Emotions of Protest*. Chicago: University of Chicago Press, 2018), Ch. 5 (pp. 101 – 126).

Week Seven:

Tuesday, Mar. 3: **First Written Assignment Due**

Theme: Networks

Reading:

- Castells, Manuel. *Networks of Outrage and Hope*, Ch. 7 and 8 (pp. 218-246)
- Juris, Jeffrey S. "The new digital media and activist networking within anti-corporate globalization movements." *The Annals of the American Academy of Political and Social Science* 597, no. 1 (2005): 189-208.

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Friday, Mar. 6:

Theme: Networks, Continued.

Reading:

- González-Bailón, Sandra, and Ning Wang. “Networked Discontent: The Anatomy of Protest Campaigns in Social Media.” *Social Networks* 44 (January, 2016.): 95–104.
- Tewksbury, Doug. “Digital Solidarity, Analogue Mobilization: An Ethnography of the Technology-Embedded Protest Networks of the Québec Student Strike.” *Canadian Journal of Communication* 43, no. 4 (August 2018): 601–17.

Week Eight:

Tuesday, Mar. 10:

Theme: State Responses

Reading:

- Davenport, Christian. *Media Bias, Perspective, and State Repression: the Black Panther Party*, Ch. 3 (pp. 74-90).
- Harcourt, Bernard. *The Counterrevolution*, Ch. 7, 8, and 9 (pp. 108-50)

Friday, Mar. 13:

Theme: State Responses, Continued.

Reading:

- Neal, Andrew, Sven Opitz, and Chris Zebrowski. 2019. “Capturing Protest in Urban Environments: The ‘Police Kettle’ as a Territorial Strategy.” *Environment & Planning D: Society & Space* 37 (6): 1045–63.
- Wall, I. rua. (2019). Policing Atmospheres: Crowds, Protest and ‘Atmotechnics.’ *Theory, Culture & Society*, 36(4), 143–162.
- Vüllers, Johannes, and Elisa Schwarz. “The Power of Words: State Reactions to Protest Announcements.” *Comparative Political Studies* Vol. 52, no. 3 (March 2019): 347–81.

Week Nine:

Tuesday, Mar. 17:

Theme: Measuring the Impact of Protest.

Reading:

- Chan, Michael. 2016. “Psychological Antecedents and Motivational Models of Collective Action: Examining the Role of Perceived Effectiveness in Political Protest Participation.” *Social Movement Studies* Vol. 15 No. 3: 305–21.
- Einwohner, Rachel L. “Practices, Opportunity, and Protest Effectiveness: Illustrations from Four Animal Rights Campaigns,” *Social Problems*, Vol. 46, No. 2 (May, 1999), pp. 169-186.

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Friday, Mar. 20:

Theme: Measuring the Impact of Protest: Electoral Politics and Beyond.

- Gillion, Daniel Q., and Sarah A. Soule. 2018. "The Impact of Protest on Elections in the United States." *Social Science Quarterly*, no. 5: 1649.
- el Hourri, Walid. "Beyond failure and success: Revolutions and the politics of endurance." *Radical Philosophy*. Jun2018, Issue 202, p72-78.

Week Ten:

Tuesday, Mar 24:

Theme: Case Study—ACT-UP

Reading:

- ACT-UP Civil Disobedience Training Manual, pp. 1-53.
- Shepard, Benjamin. *Queer Political Protest and Performance: Play, Pleasure, and Social Movement*, Ch. 3 (pp. 70 – 133).

Friday, Mar. 27:

Theme: Case Study—ACT-UP, Continued.

- Gould, Deborah B. "Political Despair," in *Politics and the Emotions: The Affective Turn in Contemporary Political Studies*, ed. Paul Hoggett, Ch. 6 (pp. 95-114)
- Weiner, Andrew. "Disposable Media, Expendable Populations – ACT UP New York: Activism, Art, and the AIDS Crisis, 1987–1993." *Journal of Visual Culture* 11, no. 1 (April 2012): 103–9.
- Gould, Deborah B. 2012. "ACT UP, Racism, and the Question of How To Use History." *Quarterly Journal of Speech* 98 (1): 54–62.

Week Eleven:

Tuesday Mar. 31:

Theme: Case Study—Critical Mass

Reading:

- Furness, Zach. *One Less Car: Bicycling and the Politics of Automobility*, Ch. 4, (pp. 78 – 107).
- L. Morhayim, "From counterpublics to counterspaces: Bicyclists' efforts to reshape cities," *Spatial Justice* (2013: No. 5), pp. 1 – 19.
- Stehlin, J. "Regulating Inclusion: Spatial Form, Social Process, and the Normalization of Cycling Practice in the USA." *MOBILITIES*, 2014, pp. 21-41.

Friday, Apr. 3: **Grading Rubric for Final Written Assignment Out**

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

Theme: Case Study—Critical Mass, Continued.

Reading:

- Parry, S 2015, ' A Theatrical Gesture of Disavowal: The Civility of the Critical Mass Cycle Ride ' *Contemporary Theatre Review*, vol 25 , no. 3 , pp. 344-356 .
- G. Oliver, “A Critical Mess: New York City’s Response to Critical Mass Bicycle Rides, 2004-2010,” *National Lawyers Guild Review* (2010: Vol. 67 Issue 1), 37-51.
- Blickstein, S. Hanson, S. “Critical Mass: Forging a Politics of Sustainable Mobility in the Information Age,” *TRANSPORTATION -AMSTERDAM-*. 28(4):347-362

Week Twelve: **SPRING BREAK**

Week Thirteen:

Tuesday, Apr. 14:

Theme: Case Study—Occupy!

Reading:

- Harcourt, Bernard, et. al. *Occupy: Three Inquiries in Disobedience*, Ch. 2 (pp. 45 – 91).
- Dean, Jodi. "Occupy wall street: Forcing division." *Constellations* 21, no. 3 (2014): 382-389.

Friday, Apr. 17:

Theme: Case Study—Occupy!, Continued.

Reading:

- Tremayne, Mark. “Anatomy of Protest in the Digital Era: A Network Analysis of Twitter and Occupy Wall Street.” *Social Movement Studies* 13, no. 1 (January 2014): 110–26.
- Gottlieb, Julian. “Protest News Framing Cycle: How The New York Times Covered Occupy Wall Street.” *International Journal of Communication* Vol. 9 (2015, January): 1–23.
- Radovac, Lilian. “Mic Check: Occupy Wall Street and the Space of Audition,” *Communication & Critical/Cultural Studies*. Mar, 2014, Vol. 11 Issue 1, p. 34-41.
- Gould, Deborah B. "Occupy's Political Emotions." *Contexts* 11, no. 2 (2012): 20-21.

Week Fourteen:

Tuesday, Apr. 21:

Theme: Case Study—Black Lives Matter.

Reading:

Political Protest and Ideology

POL 3290

Prof. Samuel Galloway, Ph.D.

Tue. & Fri. 2.30 – 4.10.

- LeBron, Christopher J. *The Making of Black Lives Matter: a Brief History of an Idea*, Ch. 4 (pp. 97 – 125).
- McIvors, David W. *Mourning in America: Race and the Politics of Loss*, Ch. 6, (pp. 161 – 184).

Friday, Apr. 24:

Theme: Case Study—Black Lives Matter, Continued.

Reading:

- Taylor, Keeanga-Yamahtta. *From #BlackLivesMatter to Black Liberation*, Ch. 6 & 7 (pp. 153 – 190; pp. 191 – 219).

Week Fifteen:

Tuesday, Apr. 28:

Theme: Case Study—Standing Rock/DAPL

Reading:

- Estes, Nick, “Fighting for Our Lives: #NoDAPL in Historical Context,” *Wicazo Sa Review*, Volume 32, Number 2, Fall 2017, pp. 115-122.
- Nicolescu, Ionut. “Cases of Equality: Idle No More and the Protests at Standing Rock.” *Canadian Journal of Urban Research* 27, no. 2 (Winter 2018): 1–13.
- Harrison Summer. “‘We Need New Stories’: Trauma, Storytelling, and the Mapping of Environmental Injustice in Linda Hogan’s *Solar Storms* and Standing Rock.” *American Indian Quarterly* Vol. 43, no. 1 (2019): 1-36.

Friday, May 1:

Theme: Case Study—Standing Rock/DAPL, Continued.

Reading:

- Anna M. Brígido Corachán. “Material Nature, Visual Sovereignty, and Water Rights: Unpacking the Standing Rock Movement,” *Studies in the literary imagination*, 50, no. 1 (2019): 69–90.
- Martini, Michele. “Online Distant Witnessing and Live-Streaming Activism: Emerging Differences in the Activation of Networked Publics.” *New Media & Society* Vol. 20, no. 11 (November 2018): 4035–55.

Week Sixteen:

Tuesday, May 5: **Last Class**

Friday, May 8: Exam Week Begins.

Political Protest and Ideology
POL 3290
Prof. Samuel Galloway, Ph.D.
Tue. & Fri. 2.30 – 4.10.

Week Seventeen:

Tuesday, May 12: **Final Written Assignment Due.**