

SOCIAL MOVEMENTS IN WORLD HISTORY

HIST 469 A04, 2009
Thursday, 2:30-5:30pm
Clearihue B215

INSTRUCTOR: Dr. Benjamin Isitt
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COURSE DESCRIPTION:

From slave revolts in the pre-modern world to the “alter-globalization” movement of the 21st century, we find the interaction between ruling elites and peoples’ movements. This engaging seminar course draws from a wide international and interdisciplinary literature to help you understand the role of social movements in World History. You will have the opportunity to focus your work around a particular social movement, developing expertise through readings, a primary research essay, and a class presentation. You will also engage the history of ideas, social relations, and economic and political power—at diverse moments in time and geographic settings around the globe.

LEARNING GOALS:

I look forward to working with you to achieve the following learning outcomes:

- Understand the context of social movements and their role in shaping world history
- Become acquainted with theories of social movements and social change
- Critically engage interdisciplinary readings and discuss concepts in the seminar setting
- Develop primary source research skills and writing skills

READINGS:

This is a seminar course, so completion of assigned readings is essential for productive class meetings and for individual student success. There is no textbook. Instead, journal articles have been assigned, available electronically through Blackboard (www.blackboard.uvic.ca). Readings not available electronically will be deposited in hard copy in the History reading room (second floor of Clearihue beside the department office) and on Reserve in the Library (beside the loan desk). Familiarize yourself with the location of these readings at the beginning of the semester. Please return all readings in a timely manner so they are available for other students.

EVALUATION:

I will evaluate you based on:	Seminar Participation/Completion of Readings:	35%
	Film Review:	15%
	Research Essay:	40%
	Presentation:	10%

CLASS SCHEDULE

**Readings are tentative pending student input
The final list of readings will be provided on Sept 17**

Sept 10: Introduction

Sept 17: **SEMINAR 1: Approaches to Social Movements and World History**

Marta Fuentes and Andre Gunder Frank. "Ten Theses on Social Movements." *World Development* 17, no. 2 (February 1989): 179-191.

E. A. Thompson, "Peasant Revolts in Late Roman Gaul and Spain." *Past & Present* 2 (November 1952): 11-23.

Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848).

Sept 24: **SEMINAR 2: Religion and Social Movements**

Daniel J. O'Neil. "Communist Prefiguration: The Munster Anabaptists." *International Journal of Social Economics* 21:10 (1994): 116-132.

Alan Cole. "The Quakers and the English Revolution." *Past & Present* 10 (November 1956): 39-54.

Susan Budd. "The Loss of Faith: Reasons for Unbelief among Members of the Secular Movement in England, 1850-1950." *Past & Present* 36 (April 1967): 106-125.

Philip W. Sutton and Stephen Vertigans, "Islamic 'New Social Movements'? Radical Islam, Al-Qaida, and Social Movement Theory," *Mobilization* 11, No. 1 (February 2006): 101-115.

Oct 1: **SEMINAR 3: Anti-Slavery and Civil Rights Movements**

IN-CLASS FILM: "Boycott" (2001)

Mary Reckford. "The Jamaica Slave Rebellion of 1831." *Past & Present*, 40 (July 1968): 108-125.

Margaret Shortreed, "The Antislavery Radicals: From Crusade to Revolution, 1840-1868." *Past & Present* 16 (November 1959): 65-87.

Emily Stoper, "The Student Nonviolent Coordinating Committee: Rise and Fall of a Redemptive Organization." *Journal of Black Studies* 8, no. 1 (September 1977): 13-34.

Martin Luther King. "I Have a Dream" (1963).

Oct 8: **SEMINAR 4: The Industrial Revolution and Labour Movement**

E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism." *Past & Present* 38 (1967): 56-97.

E.J. Hobsbawm. "The Machine Breakers." *Past & Present* 1 (Feb. 1952): 57-70.

A.G. Hopkins. "The Lagos Strike of 1897: An Exploration of Nigerian Labour History." *Past & Present* 35 (December 1966): 133-155.

Gregory S. Kealey. "1919: The Canadian Labour Revolt." *Labour/Le Travail* 13 (Spring 1984): 11-44.

Oct 15: **SEMINAR 5: The Russian Revolution and World Responses**

Rosenberg, William G. and Diane P. Koekner. "The Limits of Formal Protest: Worker's Activism and the Social Polarization in Petrograd and Moscow, March to October, 1917." *American Historical Review* 92, no. 2 (April 1987): 296-326.

Benjamin Isitt. "Mutiny from Victoria to Vladivostok, December 1918." *Canadian Historical Review*. 87, no. 2 (June 2006): 224-264.

L. J. MacFarlane. "Hands Off Russia: British Labour and the Russo-Polish War, 1920." *Past & Present* 38 (December 1967): 126-152.

Brigitte Studer and Berthold Unfried. "At the Beginning of a History: Visions of the Comintern After the Opening of the Archives." *International Review of Social History* 42, no. 3 (1993): 419-446.

Oct 22: **SEMINAR 6: Anti-Colonial Movements**

Frantz Fanon. *The Wretched of the Earth: The Handbook for the Black Revolution that is Changing the Shape of the World*. New York: Grove Press, 1963. Introductory chapter "Concerning Violence," pp 35-106.

J. Chesneaux. "Stages in the Development of the Vietnam National Movement 1862-1940." *Past & Present* 7 (April 1955): 63-75.

Gay Seidman. "Guerillas in their Midst: Armed Struggle in the South African Anti-Apartheid Movement." *Mobilization* 6: 2 (2001): 111-127.

Vinod Raina. "Political Diversity, Common Purpose: Social Movements in India." *Inter-Asia Cultural Studies* 5, no. 2 (August 2004): 320-327.

Oct. 29: **SEMINAR 7: Womens' Movements and Equality Struggles**

Doug McAdam. "Gender as a Mediator of the Activist Experience: The Case of Freedom Summer." *American Journal of Sociology*, 97:5 (March 1992): 1211-40.

Sara Evans. "Women's Consciousness and the Southern Black Movement." In Pam McAllister, ed., *Reweaving the Web of Life: Feminism and Nonviolence* (Gabriola Island, BC: New Society Publishers, 1982): 115-127.

Maxine Molyneux. "Mobilization without Emancipation? Women's Interests, the State, and Revolution in Nicaragua." *Feminist Studies* 11:2 (1985): 227-254.

Amy Lind. "Gender and Neoliberal States: Feminists Remake the Nation in Ecuador." *Latin American Perspectives* 30, no. 1 (2003): 181-207.

Nov 5: **SEMINAR 8: Peace, Student and "Sixties" Movements**

Sam Marullo and David S. Meyer. "Anti-War and Peace Movements." In David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, eds. *The Blackwell Companion to Social Movements* (Malden, MA: Blackwell, 2004): 640-665.

Sarah Waters. "Situating Movements Historically: May 1968, Alain Touraine, and New Social Movement Theory." *Mobilization* 13, no. 1 (February 2008): 63-82.

James Harding. "The New Left in British Columbia." In Dimitrios I. Roussopolous, ed. *The New Left in Canada* (Montreal: Black Rose, 1970): 17-40.

Nov 12: **SEMINAR 9: Indigenous and Modern Third-World Movements**

Biplab Dasgupta. "The Naxalite Movement: An Indian Experiment in Maoist Revolution." *China Report* 10:4 (July/August 1974): 25-43.

James Petras and Henry Veltmeyer. "Are Latin American Peasant Movements Still a Force for Change? Some New Paradigms Revisited." *Journal of Peasant Studies*. 28:2 (2001): 83-118.

Harry M. Cleaver. "The Zapatista Effect: The Internet and the Rise of an Alternative Political Fabric." *Journal of International Affairs* 51 (Spring 1998): 621-640.

Nov 19: **SEMINAR 10: Environment and Ecology Movements**

Frank Zelco and Kristine Kern. "Greenpeace and the Development of International Environmental Activism in the 1970s." *Historians and Nature: Comparative Approaches to Environmental History* (Oxford, NY: Berg, 2007): 296-318.

Franklin D. Rothman and Pamela E Oliver. "From Local to Global: the Anti-Dam Movement in Southern Brazil, 1979-1992." *Mobilization* 4, no. 1 (1999): 41-57.

Colin Beck. "On the Radical Cusp: Ecoterrorism in the United States, 1998-2005." *Mobilization* 12, no 2 (June 2007): 161-176.

Nov. 26: **SEMINAR 11: Social Movements and State Power**

Francis Fox Piven. "The Decline of Labor Parties: An Overview." In Piven, ed. *Labor Parties in Postindustrial Society* (Cambridge: Polity Press, 1991): 1-19.

Glenn Adler and Eddie Webster. "Challenging Transition Theory: The Labor Movement, Radical Reform, and Transition to Democracy in South Africa." *Politics & Society* 23, no. 1 (March 1995): 75-106.

Jahn Detlef. "The Rise and Decline of New Politics and the Greens in Sweden and Germany: Resource Dependence and Social Cleavages." *European Journal of Political Research* 24, no. 2 (August 1993): 177-194.

Dec 3: **SEMINAR 12: Globalization and Alter-Globalization Movements**

IN-CLASS FILM: "This is What Democracy Looks Like" (Independent Media Center / Big Noise Films, 2000).

Jackie Smith, "Globalizing Resistance. The Battle of Seattle and the Future of Social Movements." *Mobilization* 6, no. 1 (2001): 1-20.

Robert O'Brien. "Workers and World Order: The Tentative Transformation of the International Union Movement." *Review of International Studies* 26, no. 4 (October 2000): 533-555.

James Rochlin. "Latin America's Left Turn and the New Strategic Landscape: The Case of Bolivia." *Third World Quarterly* 28, no. 7 (October 2007): 1327-1342.

TO: STUDENTS IN HISTORY
RE: ACADEMIC INTEGRITY

The standards and reputation of any university are the shared responsibility of its faculty and students. Therefore, subject to the obvious limits implicit in the difference between undergraduate work and specialized research, students at the University of Victoria are expected to observe the same standards of scholarly integrity as their academic and professional counterparts.

Please read the Policy on Academic Integrity in the University of Victoria Calendar.

Offences

Misconduct under this heading that is subject to penalty includes, but is not limited to, the following:

1. Plagiarism.

Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, there is a difference between a person's use of an acknowledged restatement of another's arguments, and the unacknowledged restatement of another's arguments in the guise of original work. Plagiarism, therefore, is a form of academic misconduct in which an individual submits or presents the work of another person as his or her own.

Plagiarism exists when an entire work is copied from an author, or composed by another person, and presented as original work.

Plagiarism exists when there is no, or there is inadequate, recognition given to an author for phrases, sentences and arguments of the author incorporated in one's work; and, without limiting the generality of the foregoing, it includes the failure to indicate clearly through quotation marks or indentations of longer passages, that materials have been incorporated verbatim into one's written work. In short, when excerpts from the work of another person are used in one's work, the author must be acknowledged through footnotes or other accepted practices.

2. Submitting the same essay, presentation, or assignment more than once (whether the earlier submission was at this or at another institution) unless prior approval has been obtained.
3. Cheating on an examination or falsifying materials subject to academic evaluation.

In addition to copying the answers or other work of another person, cheating includes, inter alia, having in an examination any materials or equipment other than those authorized by the examiners; fraudulently manipulating laboratory processes in order to achieve desired results; and using commercially prepared essays in place of a student's own work.

4. Impersonating a candidate at an examination or availing oneself of the results of such impersonation.
5. Submitting false records, information or data, in writing or orally.
6. Attempting to engage in or assisting others to engage in or attempt to engage in the conduct described above.

Penalties and Enforcement

Academic departments and faculties have the authority to enforce proper standards of scholarly integrity by whatever internal procedures seem most appropriate to their respective disciplines. Students in the Department of History found to have cheated or to have committed acts of plagiarism face sanctions ranging from mark reductions to failure on assignment to failure on the course. Under the University Act, only the President has the authority to suspend a student for academic misconduct.

Appeals

Students may appeal decisions to the Department's Student/Faculty Committee and then to the Dean of the Faculty, and from the Dean of the Faculty to the Senate Committee on Appeals.

<u>HISTORY GRADES</u>		
<u>Mark</u>	<u>Letter Grade</u>	<u>Point Average</u>
90 - 100	A+	9
85 - 89	A	8
80 - 84	A-	7
75 - 79	B+	6
70 - 74	B	5
65 - 69	B-	4
60 - 64	C+	3
55 - 59	C	2
50 - 54	D	1
40 - 49	E	0
0 - 39	F	0