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407 Woodburn Hall
Office Hours: Thursday,
9:00-12:00 or by appointment

POLS Y490: Global Protest



Following the world economic crisis in 2008, many countries have witnessed the rise of mass protest movements demanding governmental reform or policy change. Movements have emerged in a wide variety of unexpected contexts: in response to election fraud and policy decisions, in democracies and in autocracies, and in the face of international conflict or domestic contestation. In this class we will focus on four key protest events:

- Arab Awakening (Egypt, 2011)
- For Free Elections Protest (Russia 2011-2102)
- EuroMaidan (Ukraine, 2014)
- Umbrella Revolution (Hong Kong, 2015)

These four cases are distinct from each other in a number of ways. Some of the protest movements led to regime change or a change in leadership as in Ukraine. Other movements, as in Hong Kong, did not change leadership but did change both policy decisions and political behavior of the opposition. In Russia, protest provoked a deepening of authoritarian political strategies. While the Kremlin was remarkably restrained in the face of protest, protest in other cases led to violence of varying degrees such as all out warfare in Ukraine, to police aggression in Egypt and Hong Kong. The first goal of this class is to provide students with the knowledge to understand this wave of global protest, its effects on domestic and international politics, and the likelihood of civic activism in the future.

The second goal of the class is to provide students with a grounding in political science analysis that can be used to untangle complex events around the world. We will read and discuss core theories of protest behavior, including:

- **Patterns of Mobilization and Participation** – There are a number of theories that explain why individuals protest, even when it is possible that they could be hurt or killed.

- **Framing and Symbolic Politics** – Framing is a set of ideas or arguments that each side of a movement uses to explain
- **Social Media and Protest Events** – Social media and other technologies as key to protest organization as well as framing and state response.
- **State Response to Protest and Policing**
- **Outcomes** – There are a number of outcomes you might consider – whether or not violence occurred, whether the incumbent ruler fell, whether or not there was regime change

The final goal of this class is help you to become a more effective writer and presenting by increasing your knowledge in five key areas: (1) knowledge of writing processes, (2) knowledge of rhetoric, (3) knowledge of subject matter, (4) knowledge of genre, and (5) knowledge of the discourse community they are operating in. A wide variety of writing assignments will be conducted in groups (only in class) and individually so that students have an opportunity to

The first portion of the class will be built on gaining knowledge of the subject matter, you are not expected to be expert yet. This background knowledge is critical at every stage of communication including knowing which questions to ask, to identifying the interests of your target audience, and producing a convincing product. We will build expertise individually and as a group. You need enough information on your selected topic to be able to present effective arguments to different audiences. The background knowledge you accumulate will allow you think critically (using theory and frameworks specific to political science) in order to create new or innovative knowledge. The second portion of the class will focus theories of global protest to provide you with opportunity to analyze your facts. The final portion will focus on individual research and writing. While we will be writing throughout the class, the final section of our work will focus on presenting findings through writing and presentation.

Your grade will be based on a combination of your performance in class and your individual writing exercises.

Inclass Performance: Performance in class encompasses three components: attendance (20 percent); engagement in discussion (30 percent); and preparedness and completion of inclass assignments, including your group PowerPoint presentations (50 percent). Please note that attendance is mandatory. If you must miss class for a legitimate reason, please let the Professor know prior to the class session. There will be no credit for inclass assignments that are not submitted due to class absence. If a student misses more than two classes there will be a participation penalty that increases as the number of absences increase.

Papers and Individual Assignments: You will write **three short papers** (two preliminary papers and a final policy memo) for this class. To prepare for these papers you will also compile **two annotated bibliographies**. Each paper will have a different audience and style of presentation which we will discuss at length in class. Late papers and assignments will be accepted but grades will be diminished by five points for each day that the paper is late.

General Course Policies:

- PowerPoint lecture outlines will be posted, but these slides should be considered an outline of lectures. It is the student's responsibility to take notes.
- Feedback will not be provided on assignments before assignment due date unless otherwise noted.
- Course communications will be sent via Canvas. It is your responsibility to check your Canvas messages to stay updated on announcements, assignments, grades, feedback, and other communication.
- Any concerns with grades should be discussed with the instructor in person during office hours. I will not discuss grades over email.
- This is a writing course so plagiarism will not be tolerated. All assignments will be monitored by Turnitin. Students should review Indiana University's Code of Student Rights, Responsibilities and Conduct. We will discuss the components of good practice, including what constitutes plagiarism in class. Oxford University has published a useful discussion of best practices in academic life, including avoiding plagiarism. Please take a look at this document, available at:
http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/Academic_good_practice_a_practical_guide.pdf
- Assignments submitted through Canvas must be submitted in .doc, or .docx format. Other file formats will not be accepted.

Week 1, January 12 – Course Introduction and Structure

Writing Focus: Preparing an Annotated Bibliography

Inclass Assignment: Writing exercise – article analysis and determining essential background

Section 1: The Facts of Protest

Week 2, January 19 – No Class -- Events Timeline Due

Mandatory Viewing Assignment:

Vice News: Riots Unrest, and the Umbrella Movement available at:

<https://www.youtube.com/watch?v=6HxbHY86CZc>

Vice News: The End of the Umbrella Revolution: Hong Kong.

<https://www.youtube.com/watch?v=wXUuLAG5z4>

Homework: Please prepare a list of five questions that you have about the events in Hong Kong or observations about the movement that you found interesting. This will forge the basis of our discussion in class next week.

Week 3, January 26: Annotated Bibliography Assignment Due

Viewing and Discussion: Winter Go Away!

We will also discuss the video documentaries on the Umbrella Movement.

Inclass Assignment: Collaborative Bibliography and Paper Resources

Week 4, February 2: Background Paper Assignment Due

Viewing and Discussion: Viewing and Discussion: Winter on Fire: Ukraine's Fight for Freedom.

<https://www.netflix.com/watch/80031666?trackId=13752289&tctx=0%2C0%2C03be903325af5d6ce798def0cb7446baaa1c5fde%3Af395ea4e19c0b18d493ad2877de3911a3009fda8>

Writing Focus: Writing a Policy Brief

Inclass Assignment: Group Briefing

Week 5, February 9: Events of Global Protest

Viewing and Discussion: The Square

Inclass Assignment: Protest in Context Brief

Section 2: Analyzing Protest Events – In this section of the class, students will write a second annotated bibliography and short paper that focuses on the nature of the theory that they have chosen on the first day of class. This second annotated bibliography will be based on scholarly, peer reviewed literature. Due dates will be staggered in this section of the class. These bibliographies will be due on the day that the topic will be discussed.

Week 6, February 16: What explains the timing and outbreak of protest events?

Reading:

- Thomas Carothers and Richard Youngs, “The Complexity of Global Protest,” Carnegie Endowment for International Peace, available on CANVAS files/reading
- Mason, P. (2013). Chapter 2, “Nobody Saw It Coming: How the Worlds Collective Imagination Failed, in *Why it's still kicking off everywhere: The New Global Revolutions*. Verso Books. Available on CANVAS.

- Krastev, I. (2014). From politics to protest. *Journal of Democracy*, 25(4), 5-19.

Writing Focus: Writing an effective Literature Review

Inclass Assignment: Based on the readings, define the global and particularistic factors that shaped the protest event that you have been studying.

Week 7, February 23 - Theories of Protest – Mobilization and Participation

Reading:

- Stekelenburg, J., Klandermans, B., & Akkerman, A. (2016). Does Civic Participation Stimulate Political Activity? *Journal of Social Issues*, 72(2), 286-314.
- Boekkooi, M., & Klandermans, B. (2013). Micro-Meso Mobilization. *The Wiley-Blackwell Encyclopedia of Social and Political Movements*.
- Pearlman, W. (2016). Moral Identity and Protest Cascades in Syria. *British Journal of Political Science*, 1-25.

Inclass Assignment: Defining Movement Participation

Week 8, March 2 – Theories of Protest – Framing and Symbols

Reading:

- Benford, R. D., & Snow, D. A. (2000). Framing processes and social movements: An overview and assessment. *Annual review of sociology*, 611-639.
- Ketelaars, P. (2016). What Strikes the Responsive Chord? The Effects of Framing Qualities on Frame Resonance among Protest Participants. *Mobilization: An International Quarterly*, 21(3), 341-360.
- Chwe, M. S. Y. (2013). *Rational ritual: Culture, coordination, and common knowledge*. Princeton University Press. Available on CANVAS.

Inclass Assignment: Identifying Frames

*****Spring Break*****

Week 9, March 23 – Theories of Protest – Social Media and New Technologies

Viewing and Discussion: Social media and Social Networks in the EuroMaidan Protests

https://www.youtube.com/watch?v=k9ApYj8k_jY

Reading:

- Valenzuela, S. (2013). Unpacking the use of social media for protest behavior the roles of information, opinion expression, and activism. *American Behavioral Scientist*, 57(7), 920-942.
- Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of Communication*, 62(2), 363-379.
- Arafa, M., & Armstrong, C. (2016). " Facebook to Mobilize, Twitter to Coordinate Protests, and YouTube to Tell the World": New Media, Cyberactivism, and the Arab Spring. *Journal of Global Initiatives: Policy, Pedagogy, Perspective*, 10(1), 6.

Inclass Assignment: New Media Analysis of Your Movement

Week 10, March 30 – State Response and Violence

Reading:

- Bosi, Lorenzo, Charles Demetriou and Stephan Malthaner, "A Contentious Politics Approach to the Explanation of Radicalization," chapter 1 in Demetriou, C., Malthaner, S., & Bosi, L. (Eds.). (2014). *Dynamics of political violence: a process-oriented perspective on radicalization and the escalation of political conflict*. Ashgate Publishing, Ltd..
- Moss, D. (2014). Repression, Response, and Contained Escalation Under "Liberalized" Authoritarianism in Jordan. *Mobilization: An International Quarterly*, 19(3), 261-286.
- O'Brien, K. J., & Deng, Y. (2015). Repression Backfires: tactical radicalization and protest spectacle in rural China. *Journal of Contemporary China*, 24(93), 457-470.

Inclass Assignment: Policing and Violence in Your Movement

Week 11, April 7 – Theories of Protest – Outcomes

Reading:

- McAdam, D., & Tarrow, S. (2010). Ballots and barricades: On the reciprocal relationship between elections and social movements. *Perspectives on Politics*, 8(02), 529-542.
- Koesel, K. J., & Bunce, V. J. (2013). Diffusion-proofing: Russian and Chinese responses to waves of popular mobilizations against authoritarian rulers. *Perspectives on Politics*, 11(03), 753-768.
- Brownlee, J., Masoud, T. E., Masoud, T., & Reynolds, A. (2014). Chapters 5 and 6 in *The Arab Spring: Pathways of Repression and Reform*. Oxford University Press, USA. Available on CANVAS.

Writing Focus: Writing a Literature Review

Inclass Assignment: Characterize the protest outcomes

Section 3: Conclusion

Week 12, April 13 – Class Work Period

Mandatory Collective Presentation Formulation

Week 13, April 20 – Final Project Consultations

No class on this day but students are encouraged to take advantage of extra office hours this week in order to go over questions regarding final projects.

Week 14, April 27 – Group Presentations and Final Projects Due