

Saving the World or Wasting Time: Understanding the Impact of Social Movements and Activism

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Course Number:

Time: Tuesday, 9am-12pm

Location: Remote – Zoom (Link TBA)

“Office” hours: Thursday – 2-4pm (<https://umich.zoom.us/j/5991252651>)
(Passcode: 672944)

Introduction

We are in this class to learn about how we can and cannot improve our world by engaging in activism and figuring out what works

Grading:

Individual Examination: 30 points

- an essay with one question written “in class”

Group Assignment: 25 points

- all team members must participate
- overall product should be divided across team members (what is being pursued, why does the problem exist, what strategies were applied to fix the problem, what would success look like and was the effort successful) and all components of the assignment must be submitted in class on the due date

Individual Final Submission: 45 points

- format to be determined (subject to be determined with the Professor)

Virtual Expectations for the Covid Period

- I acknowledge that many of us are dealing with a great deal
- That said, we have material to learn and interactions to have in a respectful as well as helpful manner
- Try to keep your camera on so that individuals can see who they are interacting with
- I will record all class sessions so that people can access them

Inclusivity Statement: Members of the LSA community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services](#) (CAPS) and/or [University Health Service](#) (UHS). For a listing of other mental health resources available on and off campus, visit: <https://uhs.umich.edu/stressresources>

Communication: During this semester, the best way to communicate with me is via email. I will try to respond with 2-3 days. To facilitate my seeing your email, please use the phrase "*I am in your class*" in the subject line. I search for this phrase and it is prioritized in my email account. If you do not use this phrase, then it is possible that I

will not see your email as I am averaging somewhere between 75-150 a day.

Class Schedule

Orientation and Introduction – January 19

Reading for another time:

The Activists Handbook

– Randy Shaw, University of California Press, 2001

An Action a Day Keeps Capitalism Away

– Mike Hudema, Between the Lines, 2004

Its Your World, If you Dont Like it Change it

– Mikki Halpin, Simon Pulse, 2004

Be the Change

– Michele Nunn (editor), Hundreds of Heads Books, 2006

How to Save the World in Your Spare Time

– Elizabeth May, Key Porter Book, 2007

Steal This Book

– Abbey Hoffman, Four Walls Eight Windows, 1995

Reflection

Reading for class:

This is an Uprising: How Nonviolent Revolt is Shaping the Twenty-First Century

– Mark Engler and Paul Engler

January 26

The Failure of Nonviolence

– Steve Crenshaw and John Jackson

February 2

Examination – February 9

Study

Reading (read articles for each class):

February 16: General Orientation and a Classic Case

Giugni, Marco G. (1998): "Was It Worth the Effort? The Outcomes and Consequences of Social Movements," *Annual Review of Sociology* 24: 371-393.

Luders, Joseph (2006): "The Economics of Movement Success: Business Responses to Civil Rights Mobilization," *American Journal of Sociology* 111: 963-998.

Or

Andrews, Kenneth T., and Sarah Gaby. 2015. "Local protest and federal policy: The impact of the Civil Rights Movement on the 1964 Civil Rights Act." In *Sociological Forum* 30: 509-527.

February 23: Digging Deeper into Causes

Soule, Sarah A. and Brayden King. 2006. "The Impact of Social Movements at Stages of the Policy Process: The Equal Rights Amendment, 1972-1982." *American Journal of Sociology* 111(6): 1871-1909.

Wouters, Ruud and Stefann Walgrave. 2017. "Demonstrating Power: How Protest Persuades Political Representatives," *American Sociological Review* 82(2): 361-383

March 2: Dynamics

Soule, Sarah A. & Susan Olzak (2004): "When Do Movements Matter? The Politics of Contingency and the Equal Rights Amendment," *American Sociological Review* 69: 473-497.

Dorf, Michael C., and Sidney Tarrow. "Strange bedfellows: How an anticipatory countermovement brought same-sex marriage into the public arena." *Law & Social Inquiry* 39, no. 2 (2014): 449-473.

March 9: Complexities and Scale

Stout, Christopher T., Kristine Coulter, and Bree Edwards. (2017). "#Blackrepresentation, Intersectionality, and Politicians' Responses to Black Social Movements on Twitter." *Mobilization: An International Quarterly* 22.4: 493-509.

Vine, David. 2019. "No Bases? Assessing the Impact of Social Movements Challenging US Foreign Military Bases," *Current Anthropology* 60(19): 158-172

Debating

March 16 & 30: Did it work? Did it not work? You Will Have a Side & a Vote

[Group Assignment]

Building

April 6

Pick a Group – Identify and Justify

April 13

Evaluate a Group – Assess what they are interested in and how well they have done

April 20

Improve a Group – Develop a preliminary strategy to improve their effectiveness

Submitting

TBA