

**McMaster University**  
**Globalization Studies GS718: Global Actors Beyond the State: Methods and Cases**  
**Fall 2017**

**Tuesdays 2:30 – 5:30pm**  
**Kenneth Taylor Hall KTH-308**

Instructor: Dr. Julie Young  
Office: L.R. Wilson Building 2023  
Office hours: Tuesdays 11:00am-12:00pm or by appointment  
Email: [youngj14@mcmaster.ca](mailto:youngj14@mcmaster.ca)

**Calendar description:** This course examines the emergence and effects of global activism beyond that of state actors and associations of states. It introduces methods for analyzing global social movements: frame and discourse analyses; historical approaches; case-based and comparative research; network analysis; and approaches that emphasize political processes and opportunity structures. We also examine various cases, including: human rights movements; campaigns against neo-liberal policies affecting the developing world; and international religious mobilizations. Students will work on research papers using research methods appropriate to a case study of their own design.

**Goals:** The course is framed by three overarching and interrelated questions that will drive our discussions and challenge us to think critically about social movements and methodologies:

- 1) What does resistance mean and how is it related to social movements?
- 2) How do/should we study social movements? What ethical, methodological, and practical questions must we take into account?
- 3) What is the role of scholars and researchers in the processes we are examining? Can research effect change?

Note that alterations to the course content may take place as the term progresses in order to respond to questions or areas of focus that arise through our discussions and that we would like to pursue further.

**Late policy:** Assignments are to be handed in on the due date unless prior arrangements have been made with the instructor. Students are required to keep a hard copy of all work submitted for evaluation.

**Assessment:**

**Proposal presentation** (/10) – peer evaluated

**Workshop facilitation** (/20)

**Reflection papers** x 3 (each /5)

**Final paper** (/40)

**Participation** (/15)

The assignments for the course are designed to be cumulative and to build up to the final paper. This is aimed at providing you with feedback throughout the course and the space to work with this feedback as you focus over a sustained period on a research project. Here are further details about each component:

### **Proposal presentation (/10)**

In the **September 26<sup>th</sup> class**, each student will have **10 minutes** to present to the class what they propose to focus on in their workshop session and final research paper for the course. There will be time for the class to provide feedback on your proposed topic and raise questions you might want to consider as you move forward with your research. The presentation should outline your proposed area of focus, why you have selected it (i.e. the significance of this project), and what you plan to examine. You will also submit a **2-page proposal** (*Times New Roman, 12 pt font, double spaced*) that summarizes your project and a plan for how you will make use of the workshop time later in the term. This proposal will include three potential readings (from which you will select one for the class to read in preparation for your workshop).

*\*Note: This component will be peer-evaluated.*

### **Workshop facilitation (/20)**

Classes from **October 24<sup>th</sup> through November 28<sup>th</sup>** will be primarily led by students. Each student will facilitate a **one-hour workshop** with the class on their selected area of research. At least one week prior to your workshop date, you will notify the class of the reading you have selected to frame the session. You are free to organize and make use of the workshop time as you prefer, but at least half of the time should be devoted to engaging the class in discussion of questions relevant to your selected research area and that build on the reading.

*\*Please feel free to consult with the instructor as you plan your workshop.*

### **Shared reflection papers x 3 (each /5)**

In order to continue the discussions opened in the workshops and to provide written outlets for further participation, this component of course evaluation requires active engagement with and reflection on the facilitated workshops. At the end of each workshop, there will be time set aside for you to reflect and jot down notes, which you will then turn into a more formal reflection paper (**2 pages** – *Times New Roman, 12 pt font, double spaced*) and post on the Avenue to Learn site. **Three** of these reflections will be evaluated:

- One of the papers will be a **reflection on your own workshop** session. It will focus on questions like: What did you learn from this session? How will the discussion contribute to your own work going forward? What questions did the workshop raise for you?
- The other two papers will be **reflections on workshops** by your colleagues. You will complete these for each workshop but select two for formal evaluation. These papers will focus on such questions as: What questions were raised for you in relation to this topic/session/reading? What feedback do you have for your colleague and their project? What about this workshop resonated for you (e.g. did it relate to questions you're working through with your own project)?

*\*To be posted on Avenue to Learn by 4:00pm the **Friday** following the relevant workshop.*

### **Final paper (/40)**

The culmination of your work throughout the term will be a research paper (**18-20 pages** – *Times New Roman, 12 pt font, double spaced*) focused on your selected topic. The theme of your paper will be developed by you in consultation with the instructor and class colleagues. Final papers are due on Monday, **December 11<sup>th</sup>**.

### **Participation (/15)**

This is a seminar course and you are expected to attend all class sessions and participate in the discussions. This collaborative learning space will work best when all students arrive in class having completed the required readings and reflected carefully about them, and prepared to take an active part in the seminar. The quality of your questions and comments will be valued more than the quantity. Active listening will also be valued.

## **OUTLINE OF WEEKLY SESSIONS**

### **Tuesday, September 5th**

#### ***Week 1: Introduction: Social movements & the production of knowledge***

##### **Readings:**

- 1) Mitchell, K. (2008) Introduction: Becoming political. *Antipode* 40(3): 345-350.
- 2) Pickerill, J. (2008). The surprising sense of hope. *Antipode* 40(3): 482-487.
- 3) O'Donnell, K. (2008). Weaving solidarity from Oneonta to Oxchuc. *Antipode* 40(3): 414-420.

### **Tuesday, September 12th**

#### ***Week 2: Globalization, transnational networks & conceptual frameworks***

##### **Readings:**

- 1) Appadurai, A. (2000). Grassroots globalization and the research imagination. *Public Culture* 12(1): 1-19.
- 2) Keck, M.E., & Sikkink, K. (1998). Transnational advocacy networks in international politics: Introduction. In *Activists beyond borders: Advocacy networks in international politics* (pp. 1-38). Ithaca NY: Cornell University Press.
- 3) Horn, J. (2013). Social movements: Evolution, definitions, debates and resources. In *Gender and social movements: Overview report*. Brighton UK: BRIDGE, Institute of Development Studies. Available at: <http://socialmovements.bridge.ids.ac.uk/start-here/overview-report-and-brief-bulletin>.
- 4) Benford, R.D., & Snow, D.A. (2000). Framing processes and social movements: An overview and assessment. *Annual Review of Sociology* 26: 611-639.

### **Tuesday, September 19th**

#### ***Week 3: Decolonization & social movements research***

##### **Readings:**

- 1) Tuck, E., & Yang, W.K. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society* 1(1): 1-40.

- 2) Zavala, M. (2013). What do we mean by decolonizing research strategies? Lessons from decolonizing, Indigenous research projects in New Zealand and Latin America. *Decolonization: Indigeneity, Education & Society* 2(1): 55-71.
- 3) Barker, A.J. (2015). ‘A direct act of resurgence, a direct act of sovereignty’: Reflections on Idle No More, indigenous activism, and Canadian settler colonialism. *Globalizations* 12(1): 43-65.
- 4) Proulx, C. (2014). Colonizing surveillance: Canada constructs an indigenous terror threat. *Anthropologica* 56(1): 83-100.

## **Tuesday, September 26th**

### **Week 4: Critical collaboration & the politics of solidarity**

**\*Deadline: Proposal presentations & one-pagers due in class\***

#### Readings:

- 1) Walia, H. (2012). Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization. *Briarpatch*, 1 January. Available at: <https://briarpatchmagazine.com/articles/view/decolonizing-together>
- 2) Benson, K., & Nagar, R. (2006). Collaboration as resistance? Reconsidering the processes, products, and possibilities of feminist oral history and ethnography. *Gender, Place and Culture* 13(5): 581-592.
- 3) Chazan, M. (2016). Settler solidarities as praxis: Understanding ‘granny activism’ beyond the highly-visible. *Social Movement Studies* 15(5): 457-470.
- 4) Routledge, P. (2003). Rivers of resistance: Critical collaboration and the dilemmas of power and ethics. *Ethics, Place and Environment*. 6(1): 66-73. [See also other contributions to the special section on “Ethics and Global Activism”]

## **Tuesday, October 3rd**

### **Week 5: (Public) space matters**

#### Readings:

- 1) Della Porta, D., & Fabbri, M. (2016). Producing space in action: The protest campaign against the construction of the Dal Molin Military Base. *Social Movement Studies* 15(2): 180-196.
- 2) Jeyapal, D. (2016). Regarding the protests of others. *Social Movement Studies* 15(1): 60-79.
- 3) Tungohan, E. (2017). The transformative and radical feminism of grass-roots migrant women’s movement(s) in Canada. *Canadian Journal of Political Science* 50 (2): 479-494.
- 4) Rossiter, D. (2004). The nature of protest: Constructing the spaces of British Columbia’s rainforests. *Cultural Geographies* 11(2): 139-164.

**[Unofficial fall reading week: October 9-13 – no class this week]**

## **Tuesday, October 17th**

**Week 6: Theorizing resistance & prefigurative politics**

Readings:

- 1) Sparke, M. (2008). Political geographies of globalization III: Resistance. *Progress in Human Geography* 32(3): 423-440.
- 2) Jones, R. (2012). Spaces of refusal: Rethinking sovereign power and resistance at the border. *Annals of the Association of American Geographers* 102(3): 685-699.
- 3) Fernández-Savater, A., & Flesher Fominaya, C. (2017). Life after the squares: Reflections on the consequences of the Occupy movements. *Social Movement Studies* 16(1): 119–151.
- 4) Abji, S. (2013). Post-nationalism re-considered: A case study of the ‘No One Is Illegal’ movement in Canada. *Citizenship Studies* 17(3–4): 322–338.

**October 24<sup>th</sup>, 31<sup>st</sup>, November 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup>**

**Weeks 7-12: Workshops**

*From this point onward, student-facilitated workshops – presentations, discussions, reflection papers.*

*Openings also for engagement with topics that arise through class discussions.*

*Potential guest lecture(s).*

**December 5<sup>th</sup>**

**Week 13: Wrap-up**

**\* Deadline: Research papers due on (or before!) Monday, December 11<sup>th</sup>\***

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**Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

### **Faculty of Social Sciences Email Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student.

It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion. Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link. (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

### **Statement on Electronic Resources**

In this course we will be using Email and Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Course Modification Statement**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.