

# SW 4J03 Social Change: Social Movements and Advocacy

* January 10 to April 12, 2022, Tuesdays, 2:30 PM to 5:20 PM
* Instructor: Randy Jackson
* Office hours: Mondays 3:00 PM to 5:00 PM (in person or virtual by appointment)
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# Course Overview

Advocacy and social activism are integral to the practice of social work. Although we often think of social work as creating change in the lives of individuals, much of the work done by social workers occurs through advocacy and activism at the mezzo and macro levels of practice. This creates change for organizations, governments, and society, but also for individuals. This is an overview course which will provide students: (1) with an introduction to theory related to advocacy and social activism; (2) exposure to various forms of practice in the community; and (3) opportunities to engage in experimental learning in advocacy and social activism.

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## Course Objectives

* To assist students in understanding the connection between social work with individuals and advocacy and social activism at the mezzo and macro levels;
* To assist students in understanding the connection between social work with individuals and advocacy and social activism at the mezzo and macro levels;
* To expose students to a variety of practitioners of advocacy and social activism in the community. This will give students a foundation in a variety of approaches and technique; and
* To provide experiential opportunities to students so that they can begin to develop their skills in, and knowledge of, advocacy and social activism.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity, and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.

## Course Format

This course will be delivered via a combination of in-person (2/3) and virtual (1/3) lectures. Please refer to the lecture schedule for dates we meet virtually. When meeting in person, hourly breaks will be provided for fresh air and a break from wearing masks. All course materials will be delivered via the following platforms: In-person, on Avenue to Learn, and will use Zoom for virtual lectures. Zoom links will be emailed and will also made available on Avenue to Learn the morning of the lecture. All lectures will be recorded and made available on Avenue to Learn. For privacy purposes, class discussions will not be recorded.

## Required Texts

* Required readings (web links provided) are noted below in the weekly course schedule.

## Additional Suggested Readings

* Chester, G. & Welsh, I. (2011). Social Movements: The Key Concepts. New York, New York: Routledge.
* Dalrymple, J. & Boylan, J. (2013). Effective Advocacy in Social Work. Thousand Oaks, California: Sage Publications.
* Shragge, E. (2013). Activism and Social Change: Lessons for Community Organizing. Toronto, Ontario: University of Toronto Press.
* Smith, M. (Ed.; 2009). Group Politics and Social Movements in Canada. Toronto, Ontario: University of Toronto Press.
* Staggenborg, S. & Ramos, H. (2016). Social Movements (3rd Edition). Don Mills, Ontario: Oxford University Press.

Note: Some of the additional suggested readings are available as electronic resources via Mills Library. Many of these suggested readings are also good resources to use in the final term paper.

# Course Requirements/Assignments

## Overview and Deadlines

1. Critical Reflection and the Art of Social Change; 15%, due January 25 to February 1, 2022;
2. Outline of Final Term Paper (Part 1), 20%, due February 8 to 15, 2022;
3. Outline of Final Term Paper (Part 2), 20%, due March 1 to 8, 2022;
4. Participation Reflection,15%, due March 22 to 29, 2022; and
5. Final Term Paper, 30%, due April 5 to April 15, 2022.

## Requirements/Assignment Details

### Critical Reflection and the Art of Social Change (15%) due January 25 to February 1, 2022

* + Not only do a range of social movements deploy art forms to spread their claims (see, for example, <https://carpenter.center/program/act-up-new-york-activism-art-and-the-aids-crisis-1987-1993i>), but art in social justice education can also be used as a tool for self-exploration, learning about the claims of social movement, collective advocacy, expression, and action against inequality and injustice. In this assignment students will identify a photo (from a website; properly cited), another art form (photo of painting, collage; properly cited), or one’s own work of art, etc. This work of art should depict the social movement the student will be writing about in both outlines and in the final term paper. In two pages, double spaced, including and using the art form as a tool to help reflect, strive to respond to the following questions:
  + Provides a brief introduction and a summary conclusion (2.5%)
  + Include the art and briefly describe the social movement being depicted in the work of art, highlighting the movement’s main claims (5%)
  + Briefly describe the impact of the art on you as an emerging social worker. Do you have an existing connection to the social movement—for example—personally impacted (i.e., self, friends, family) by the social justice issue of the social movement? Involved as an activist, advocate, social change agent, etc.? Not involved, but supportive, and why? In all responses explore why and what, if any, impact reading and writing a social movement has had on you as a person, as a beginning social work practitioner? (5%)
  + Organization of ideas, structure of the argument, and spelling/grammar count (2.5%)

### Outline of Final Term Paper, Part 1 (20%) due February 8 to 15, 2022

* Students will submit a bullet-point form outline, single spaced, and two to three pages maximum of their final term paper. Choose a social movement (e.g., #metoo, Idle No More, anti-poverty, etc.) explored in the literature, respond to the questions below, and map your emerging argument linked to appropriate scholarly sources of information (e.g., three to four articles about the social movement, as well as any relevant lecture, film, podcast, readings offered in the course). You will receive feedback on the outline and are expected to incorporate this feedback into your final term paper.
  + - Provides an introduction (2.5%)
    - Briefly introduce the social movement and describe how it is structured (5%)
    - Do community organizations play a role (recruit members, mobilize support) in the social movement? (5%)
    - How does the social movement frame their claims? (5%)
    - References, organization of ideas, structure of the argument, and spelling/grammar (2.5%)

### Outline of Final Term Paper, Part 2 (20%) due March 1 to 8, 2022

* Students will continue to build their outline arguments—in bullet-point form—for their final term paper (single spaced; two to three pages maximum). As before, begin mapping your emerging argument linked to appropriate scholarly sources of information (i.e., using the same three or four articles about the social movement, including readings offered in the course). Feedback on the outline will be incorporated and serve as the basis for the final term paper.
* Describe the repertoire of collective actions used to shape the social movement’s actions? (5%)
* What was the role of the political opportunity structure and/or the media in fostering or preventing mobilization? How did the state react to the growth of the movement? (5%)
* What was the impact of the movement? In other words, what outcomes did the movement bring about? (5%)
* Provides a conclusion (2.5%)
* Organization of ideas, structure of the argument, and spelling/grammar count (2.5%)

### Attendance, Reading, and Participation (15%) due March 22 to 29, 2022

In assigning yourself a grade for the instructor to consider, provide no more than a one-page, single-spaced written reflection that strives to respond to the following questions:

* + - When you did attend lecture and discussion groups, how do you feel about your level of engagement (‘I do not feel confident’ to ‘I feeling very confident’) and why? (4%)
    - What three salient take-away messages did you receive from attending the course? (7%)
    - What questions remain unanswered and how might you address these moving forward (4%)

### Final Term Paper (30%) due April 5 to April 15, 2022

### Responding to feedback provided on the outlines for your final term paper (Parts 1 and 2), as well as further developing your arguments (e.g., argument detail, additional citations, etc.), complete your final term papers (double spaced, no more than 8 to 10 pages maximum).

* + - Provides an introduction (2.5%)
    - Briefly introduce the social movement and describe how it is structured (4%)
    - Do community organizations play a role (recruit members, mobilize support) in the emergence of the movement? (4%)
    - How does the social movement frame their claims? (4%)
    - Describe the repertoire of collective actions used to shape the social movement’s actions? (3%)
    - What was the role of the political opportunity structure and/or the media in fostering or preventing mobilization? How did the state react to the growth of the movement? (3%)
    - What was the impact of the movement? In other words, what outcomes did the movement bring about? (4%)
    - Provides a conclusion (2.5%)
    - Organization of ideas, structure of the argument, and spelling/grammar count (3%)

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced (unless otherwise noted) and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced unless otherwise noted) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
* The structure of arguments in paper, as well as grammar and spelling matter.

## Avenue to Learn and Zoom

In this course, we will be using Avenue to Learn and Zoom. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail 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 with the course instructor.

### Submitting Assignments & Grading

* Submit all assignments to your individual Dropbox on Avenue to Learn between or on the due dates provided;
* Unless a new deadline has been negotiated prior to the original deadline, late assignments will be docked 2% per day, weekends included; and
* Submit all assignments in Microsoft Word. Assignments submitted in PDF format will not be accepted as it is difficult to provide comprehensive feedback.

### Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

* Direct return of materials to students in class;
* Return of materials to students during office hours;
* Students attach a stamped, self-addressed envelope with assignments for return by mail;
* Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

### Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Course Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

### 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](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf) (see <https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>). The following illustrates only three forms of academic dishonesty:

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

## **Authenticity/Plagiarism Detection**

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g., A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning, and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in university activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g., use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s Academic Accommodation of Students with Disabilities policy.

### Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

### Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous, or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical, and artistic work, including lectures by university instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

### E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail 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, they may not reply.

### Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details (see <https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf>)

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)).

# Course Weekly Topics and Readings

*This lecture schedule is based upon current university and public health guidelines and may be subject to changes during the term. Any changes to the schedule or course delivery will be communicated on the course announcements section on Avenue to Learn. Please check the announcements prior to attending class.*

## Week 1: January 11, 2022 – Virtual/Synchronous via Zoom

### Topics: Introduction to Social Change, Social Movements, and Advocacy

### Required Reading:

* Grenier, R. (2019). Speaking truth to power through social movements and learning. Advances in Human Development. Vol. 21 (No. 2): 143-149. Doi: [10.1177/1523422319827902](https://doi.org/10.1177/1523422319827902).

### Films/Podcasts/Supplementary Readings:

* Sivers, D. (2010). How to start a movement. Ted Talks. Retrieved from <https://www.ted.com/talks/derek_sivers_how_to_start_a_movement>.
* Richardson, T. (2017). How to start a social movement. Ted Talks. Retrieved from <https://www.youtube.com/watch?v=BVYbxOAy4kQ>.

## Week 2: January 18, 2022

### Topics: Theories of Social Change/Social Movements

### Required Readings:

* Chesters, G. & Welsh, I. (2011). Social Movements: The Key Concepts. New York, New York: Routledge (Note: [E-book](https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=592957&ppg=12) available via Mills Library; Read pages 1-22).

### Films/Podcasts/Supplementary Readings:

* Brown, D. (2014). Social movements, society, and culture. Retrieved from <https://www.youtube.com/watch?v=y7YPTD7QwR4&feature=emb_logo>.

## Week 3: January 25, 2022 – Virtual/Synchronous via Zoom

### Topics: Mobilization, Growth, and Decline in Collective Organizing

### Required Readings:

* Christiansen, J. (2019). Four stages of social movements. Salem Press Encyclopedia. New York: Salem Press (Access [E-book](http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ers&AN=89185475&site=eds-live&scope=site) available via Mills Library).

### Films/Podcasts/Supplementary Readings:

* Satell, G. (2017). Why do some movements succeed, while others fail? Ted Talks. Retrieved from <https://www.youtube.com/watch?v=IOt1dLVyHjQ&feature=emb_title>.

Note: (1) Critical Reflection and the Art of Social Change due between January 25

to February 1, 2022.

## Week 4: February 1, 2022

### Topics: Black Lives Matter

### Required Reading (i.e., choose one of three readings):

* Clayton, D. (2018). Black Lives Matter and the Civil Rights Movement: A comparative analysis of two social movement in the United States. Journal of Black Studies. Vol. 49 (No. 5): 448-480. Doi: [10.1177/0021934718764099](https://doi.org/10.1177/0021934718764099).
* Jones-Eversley, S., Adedoyin, C., Robinson, M. & Moore, S. (2017). Protesting black inequality: A commentary on the Civil Rights Movement and Black Lives Matter. Journal of Community Practice. Vol. 25 (No. 3-4): 309-324. Doi: [10.1080/10705422.2017.1367343](https://doi.org/10.1080/10705422.2017.1367343).
* Rickford, R. (2016). Black Lives Matter: Toward a modern practice of mass struggle. New Labor Forum. Vol. 25 (No. 1): 34-42. Doi: [10.1177/1095796015620171](https://doi.org/10.1177/1095796015620171).

Films, Podcasts, Supplementary Readings:

* Fifth Estate. (2017). Black Lives Matter. CBC/Radio-Canada. Retrieved from <https://www.youtube.com/watch?v=XiCZyh9Y0kQ>.

## Week 5: February 8, 2022 – Virtual/Synchronous via Zoom

## Topics: Contemporary Indigenous Protests, Canada

### Required Readings:

* Barker, A. (2015). “A direct act of resurgence, a direct act of sovereignty”: Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism. Globalizations. Vol. 12 (No.1): 43-65. Doi: [10.1080/14747731.2014.971531](https://doi.org/10.1080/14747731.2014.971531).

Films, Podcasts, Supplementary Readings:

* Indigenous Action. (2020). Beyond Indigenous Peoples Day. Retrieved from <https://www.indigenousaction.org/indigenous-action-podcast-ep-3-beyond-indigenous-peoples-day/>.

Note: (1) Outline of Final Term Paper (Part 1), due February 8 to 15, 2022.

(2) Aaron Li will provide a short 30-minute lecture related to the Indigenous men’s movement.

## Week 6: February 15, 2022

### Topics: The Environmental Movement

### Required Readings (choose one of two readings):

* Coates, J. & Gray, M. (2011). The environment and social work: An overview and introduction. International Journal of Social Welfare. Vol. 21: 230-238. Doi: 10.1111/j.1468-2397.2011.00851.x.
* Garlington, S. & Collins, M-E. (2020). Addressing environmental justice: Virtue ethics, social work, and social welfare. International Journal of Social Welfare. Vol. 30: 353-363. Doi: 10.1111/ijsw.12466.

### Films/Podcasts/Supplementary Readings:

* Rothwell, J. (2015). How to Change the World: The Revolution will not be Organized. London, England: MET Film Production. Note: Some content may be disturbing to some viewers.

## Week 7: February 22, 2022

### Topics: Reading Week

### Required Readings (choose one of two readings):

Note: I will be available during week on Monday and Tuesday (at regularly scheduled times on Monday and Tuesday) for consultation.

## Week 8: March 1, 2022

### Topics: The LGBT Movement

### Readings (choose one of two readings):

* Rayside, D. (2019). Canada’s LGBT Movement and Interest Groups. Oxford Research Encyclopedia of Politics. Don Mills, Ontario: Oxford University Press. Doi: [10.1093/acrefore/9780190228637.013.1296](https://doi.org/10.1093/acrefore/9780190228637.013.1296).
* Mulé, N. (2020). State involvement in LGBT+ health and social support issues in Canada. Environmental Research and Public Health. Vol. 17 (No. 19): 7314. Doi: [10.3390/ijerph17197314](https://doi.org/10.3390/ijerph17197314).

### Films/Podcasts/Supplementary Readings:

* 99pi (2016). Remembering Stonewall. Retrieved from <https://99percentinvisible.org/episode/remembering-stonewall/>.

Note: (1) Janet Lawson (PhD Candidate) will provide a guest lecture.

(2) Outline of Final Term Paper (Part 2), due March 1 to March 8, 2022.

## Week 9: March 8, 2021

### Topics: Global Justice Movement

### Required Reading

* + - Jaffe, S. (2013). Occupy Wall Street was Humbling to Many of Us. The Sociological Quarterly. Vol. 54 (No. 2): 198-202. Doi: http://libaccess.mcmaster.ca.libaccess.lib.mcmaster.ca/login?url=https://www.jstor.org/stable/24581902.
    - Staggenborg, S. & Ramos, H. (2016). Social Movements. Don Mills, Ontario: Oxford University Press—read chapter 186. (On reserve at Mills Library)

### Films/Podcasts/Supplementary Readings:

* Ripper, V. (2008). Fierce Light: When Spirit Meets Action. Toronto, Ontario: National Film Board of Canada.

## Week 10: March 15, 2021

### Topics: The HIV/AIDS Movement

### Required Reading (choose one of two articles to read):

* + - Parker, R. (2011). Grassroots activism, civil society mobilization, and the politics of the global HIV/AIDS epidemic. The Brown Journal of World Affairs. Vol. 17 (No. 2): 21-37. Doi: [jstor.org/stable/24590789](https://www.jstor.org/stable/24590789).
    - Rayside, D. & Lindquist, E. (1992). AIDS Activism and the State in Canada. Studies in Political Economy. Vol. 39: 37-76. Doi. [10.1080/19187033.1992.11675417](https://www.researchgate.net/publication/265158366_AIDS_Activism_and_the_State_in_Canada).

Films/Podcasts/Supplementary Readings:

* + - Neigh, S. (2016). The history of radical HIV/AIDS organizing in Canada. Talking Radical Radio: Rabble Canada. Retrieved from <https://rabble.ca/podcasts/shows/talking-radical-radio/2016/11/history-radical-hivaids-organizing-canada>.

Note: William Gooding (PhD Candidate) will provide a guest lecture. Ann Pollard and colleagues, working with an informal group in Hamilton, will also attend to describe their local/international work in HIV here in Canada and Africa.

## Week 11: March 22, 2022

### Topics: COVID-19: A threat to social movements?

### Readings (choose one of two readings):

* Kowalewski, M. (2020). Street protests in times of COVID-19: Adjusting tactics and marching ‘as usual’. Social Movement Studies. Doi: [10.1080/14742837.2020.1843014](https://doi.org/10.1080/14742837.2020.1843014).
* Pleyers, G. (2020). The pandemic is a battlefield: Social movements in the COVID-19 lockdown. Journal of Civil Society. Doi: [10.1080/17448689.2020.1794398](https://doi.org/10.1080/17448689.2020.1794398).

### Films/Podcasts/Supplementary Readings:

* Global News. (2020). Coronavirus: Protesting during a pandemic. Retrieved from <https://globalnews.ca/video/7037039/coronavirus-protesting-during-a-pandemic>.

Note: (1) Russ Ford (PhD Candidate) will provide a guest lecture.

(2) Final deadline to hand in the Participation Reflection due March 22 to 29, 2022.

## Week 12: March 29, 2022

### Topics: Community Engagement: Towards Inspiring Social Change and A Focus on What’s Possible.

### Readings:

* Smith, M. (2017/2018). Protest and politics: The promise of social movement societies. BC Studies. Vol. 196 (Winter): 165-166. (Note: [E-Resource](https://search-proquest-com.libaccess.lib.mcmaster.ca/docview/2046737630/fulltext/27FA16DAFD7947C6PQ/3?accountid=12347) available via Mills Library).
* Taylor, V. (2013). Social Movement Participation in a Global Society: Identity, Networks, and Emotions. In Stekelenburn, J., Roggeband, C. & Klandermans (Eds.), Future of Social Movement Research: Dynamics, Mechanisms, and Processes (pp. 37-58). Minneapolis, Minnesota: University of Minnesota Press. (Not: [E-Resource](https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=1362026&ppg=12) available via Mills Library)

## Week 13: April 5, 2022

Topics: The Future of Social Movement Research

### Readings:

* Koopmans, R. (2013). The End of the Social Movement as We Know it? Adaptive Challenges in Changed Context. In Stekelenburn, J., Roggeband, C. & Klandermans (Eds.), Future of Social Movement Research: Dynamics, Mechanisms, and Processes (pp. 37-58). Minneapolis, Minnesota: University of Minnesota Press. (Not: [E-Resource](https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=1362026&ppg=12) available via Mills Library)
* Smith, M. (2017/2018). Protest and politics: The promise of social movement societies. BC Studies. Vol. 196 (Winter): 165-166. (Note: [E-Resource](https://search-proquest-com.libaccess.lib.mcmaster.ca/docview/2046737630/fulltext/27FA16DAFD7947C6PQ/3?accountid=12347) available via Mills Library).

## Week 14: April 12, 2022 – Virtual/Synchronous via Zoom

### Topics: Course Reflections / Wrap Up

Note: (1) Final Term Paper due April 5 to April 15, 2022.

(2) Consultation during regularly scheduled office hours, during scheduled lecture time, or by appointment.