



McMaster University
School of Social Work

Randy Jackson
Office: KTH 312

Email: jacksr3@mcmaster.ca

Office Hours: Tuesdays, 10:00 a.m. to 1:00 p.m.
January 5th – April 8th, 2015

SOCIAL CHANGE: SOCIAL MOVEMENTS AND ADVOCACY
SOC WORK 4J03
Tuesdays: 2:30 to 5:20 p.m.

Course Description

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 with: (1) an initial grounding in theory related to advocacy and social activism; (2) exposure to various forms of practice in the community; (3) and opportunities to engage in experimental learning in advocacy and social activism in our community.

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 give students a beginning working knowledge of advocacy and social movement theory;
- 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 techniques; and
- To provide experiential opportunities to students so that they can begin to develop their skills in, and knowledge of, advocacy and social activism.

Fundamental Principles

The basic assumption in this course concurs 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.

Class Format

This course will be structured differently from what you have come expect. The course will combine a variety of methods to teach course content—from traditional lecture format to guest lecturers to documentary films about social movement, activism and advocacy. Students will also work in

learning groups and write, produce and direct a documentary about a social movement or social movement issue.

Required Texts

Goodwin, J. & Jasper, J.M. (Ed.: 2009). *The Social Movements Reader: Cases and Concepts*. Malden, MA: Wiley-Blackwell Publishing.

Smith, M (Ed.; 2009). *Group Politics and Social Movements in Canada*. Toronto, Ontario: University of Toronto Press.

Evaluation

1. Weekly Readings and Class/Group Participation (10%) - Due Weekly

Students are expected to attend all class sessions, complete all assigned readings, and actively prepare for and participate in classroom discussions. The course is structured in such a way as to divide class lecture time with active, critical and engaged class discussion. Discussion can only happen if everyone one comes prepared to participate.

2. Final Term Paper Proposal (15%) - Due on February 13, 2015

All students are expected to submit a written proposal (no more than two to three pages, not including bibliography) specifying the final term paper topic. The learning group assignment topic serves also as a basis for final term paper proposal. These final term proposals will outline a research question (see list of questions below in Final Term Paper) and provide an summary outline of key arguments (major headings with bullet points of major arguments, and under each section, will link bullet points to the bibliography). All final term paper proposals are due on or before **February 13, 2015**. Feedback from this assignment will be incorporate and serve as a basis for the Final Term Paper (see below).

3. Documentary Short Film (35%) - Due on March 27, 2015

New media approaches, such as documentary short film, have made it possible for individuals working alone or together in groups to bring awareness and teach others about important social issues. In part, this course has been built around a learning group project in which members will conduct research on a particular social movement in order to produce a documentary short film. Your team can choose any social movement or social movement issue it wants, but all learning group members must agree on the same social movement. Groups will work on this project over the course of the entire semester. We will devote class time discussing documentary short projects, inviting feedback from our colleagues, and you will also use the expertise you gain in researching a particular movement to help inform our more general class discussions, final term paper proposal and final term paper.

Working in learning groups, students will write, produce and direct a documentary short film about a social movement or an issue focused on by a social movement. The production of a documentary short film will draw on the principles of digital storytelling (i.e., point of view, dramatic question, emotional content, gift of your voice, soundtrack, economy and pacing). A considerable amount of time will be spend during lecture time to learn about, unpack these elements, and begin using them in your own documentary short film. Films will have a running time of three to five minutes in length, including introduction and film credits. You will not be

collecting original interviews with activists. Rather, you will rely on secondary sources (e.g., books, journal articles that are available in the library) if you think they provide sufficient information and any image or video footage use must respect copyright.

On **January 20** and **January 27, 2015** each group will take 5 to 10 minutes to present their documentary short film plans and gather feedback and reactions from other students in the class. Each week, we'll reserve lecture time for class discussion, for learning group work, and for supporting one another with our learning group's emerging documentary short film. As well, apart from the learning groups, each student is also expected to research and write both a final term paper proposal and a final term paper. These individual writing assignments will build on the work of the learning group. All films will be screened in class on **April 7, 2015**—where you'll have a chance as a group to present and talk about our work. This documentary short film is your opportunity to participate in and contribute to a social movement in an innovative and imaginative way through your own creative license.

4. Final Term Paper (40%) - Due on April 13, 2015

All students are expected to write an individual final term paper (not more than 12 pages and no less than 10 pages) that will be assessed on the basis of academic writing style, grammar/spelling, as well as on the basis of the structure and content of the argument. All papers will use the American Psychological Association (APA) reference style. Guidelines are available at Mills Library.

Final term papers will apply the concepts and theories learned in class to analyze a specific social organization (e.g., Assembly of First Nations), protest event (e.g., Idle No More), or a social movement (e.g., Aboriginal Rights Movement). Final term papers are based on the learning group's work of producing a documentary short film (i.e., same topic). If your paper analyzes one of the social movements discussed in class, you are expected to go beyond the course lectures and readings. You will not be collecting original data nor doing interviews with activists. Rather, you will rely on secondary sources (e.g., books, journal articles that are available in the library) if you think they provide sufficient information.

All final term papers should address one or more of the following questions: (1) what are the roles of the organization in the emergence of the movement; (2) How did social movement organizations recruit members and mobilize support?; (3) How did they frame their claims?; (4) How did the existing repertoire of collective action shape their actions?; (5) How were decisions made?; (6) How was the movement structured?; (7) What was the role of the political opportunity structure and/or the media in fostering or preventing mobilization?; (8) How did movement opponents and the state react to the growth of the movement?; (9) What explains the decline of the movement?; (10) What was the impact of the movement; (11) What outcomes did it bring about? All final term papers are due on or before **April 13, 2015**.

Instructions for Completing Assignments—please include a title page with your name, student number and email address, the topic title of the assignment, and the date submitted. All assignments will be typed in Times New Roman with the font size set to 12 pts., aligned left, line spacing set to double, and with all margins set to 2.54 cm. Papers will also be assessed on the basis of academic writing style, grammar and spelling, and on the content, flow and structure of the argument. All papers will use the American Psychological Association referencing style. Please hand in papers via Dropbox on Avenue to Learn by the due date (midnight). All work is due on the date stated in the

course syllabus unless other arrangements have been made in advance with the instructor (e.g., medical, accommodation or other reason with appropriate documentation, no exceptions). A late penalty of 2 percentage points per day will apply after the due date (weekends included).

Summary of Evaluation

Assignment	Percentage	Date Due
Reading/Participation	10%	Weekly
Proposal for Final Term Paper	15%	February 13, 2015 (forms basis of final term paper)
Documentary Short Film	35%	March 27, 2015 (Select learning group on January 13 and present topics/ideas in class on January 20 & 27, 2015)
Final Term Paper	40%	April 13, 2015 Final
Total	100%	

Avenue to Learn

In this course we will be using Avenue to learn. Students should be aware that when they access the 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.

Email 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 email to Teaching Assistants) 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 own discretion.

Email forwarding* is MUGS: <http://www.mcmaster.ca/uts/emailforward.html>

*Email forwarding will take effect 24-hours after students complete the process at the above link.

Academic Integrity

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at the following location:

http://www.mcmaster.ca/senate/academic/ac_integrity.htm

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

Support Services

Student Accessibility Services offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities; and personal counselling. If you believe these services may be helpful to you, contact (905) 525-9140 (ext. 28652); sas@mcmaster.ca.

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. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Lecture Schedule

1. **Overview of Course and Introduction to Digital Storytelling** (January 6, 2015)
2. **What are social movements and what do they do?** (January 13, 2015)

Thompson, N. (2002). Social Movements, Social Justice and Social Work. *British Journal of Social Work*. 32 (6): 711-722. (Note: available through Mills Library).

Goodwin, J. & Jasper, J.M. (2009)—read Part I, Goodwin and Jasper's Editors' Introduction

Smith, M. (2009). Theories of Group and Movement Organizing. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 15-32). Toronto, Ontario: University of Toronto Press.

Assignment: Learning Group—select group and topic

3. **Why do social movements emerge, grow and decline?** (January 20, 2015)

In Goodwin, J. & Jasper, J.M. (2009)—read Part II (When and Why do Social Movements Occur?), McCarthy & Zald’s Social Movement Organizations, and Haug’s “Meeting Arenas”, and Part III, “Who Joins or Supports Movements?”

Assignment: Learning Group—present topic

4. Social movements and the media? (January 27, 2015)

Goodwin, J. & Jasper, J.M. (2009)—read Amenta, Caren, Olasky & Stobaugh’s “Movements in Media” and Castell’s “The Egyptian Revolution.”

Van Laer, J. & P. Van Aelst. (2010). Internet and Social Movement Action Repertoires. *Information, Communication and Society*. Vol. 13 (No. 8): 1146-1171 (available through Mills Library).

Garnett, KR. (2006). Protest in an Information Society: A Review of Literature on Social Movements and new ICTs. *Information, Communication and Society*. Vol. 9 (No. 2): 202-224 (available through Mills Library).

Assignment: Learning Group—present topic

5. Social movements and democracy (February 3, 2015)

Goodwin, J. & Jasper, J.M. (2009)—Read Part V “How are Movements Organized?”, Part VI “What Do Movements Do”, Auyero’s “Everyday Life, Routine Politics and Protest”, and Gould’s “The Emotion Work of Movements”.

Documentary Film: Fierce Light (2009)

6. What difference do social movements make? (February 10, 2015)

Goodwin, J. & Jasper, J.M.—read Part IX

Assignment: Final Term Paper Proposal Due on February 13, 2015

7. Reading Week—No Class (February 15-21, 2015)

8. The Canadian Labour Movement (February 24, 2015)

Goodwin, J. & Jasper, J.M. (2009)—read Lerner’s Global Corporation, Global Unions

Camfield, D. (2009). The Working-Class Movement in Canada: An Overview. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 61-83). Toronto, Ontario: University of Toronto Press.

Yates, C. (2009). Organized Labour in Canadian Politics: Hugging the Middle or Pushing the Margins? In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 85-106). Toronto, Ontario: University of Toronto Press.

9. Social Movements that are Anti-Capitalist, Anti-Globalization or Resist Neoliberalism
(March 3, 2015)

Goodwin, J. & Jasper, J.M. (2009)—read Milkman, Luce & Lewis’s Occupy Wall Street.

Greene, J. (2009). Boardrooms and Barricades: Anti-Poverty Organizing in Canada. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 107-127). Toronto, Ontario: University of Toronto Press.

James, M. (2009). Occupy: History, Physicality, Virtuality. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 128-140). Toronto, Ontario: University of Toronto Press.

Documentary Film: Occupy Love (2013).

10. Canadian Women’s Movement (March 10, 2015)

Goodwin, J. & Jasper, J.M. (2009)—read Freeman’s “The Women’s Movement.”

Dobrowolsky, A. (2009). The Women’s Movement in Flux: Feminism and Framing, Passion, and Politics. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 159-180). Toronto, Ontario: University of Toronto Press.

Documentary Film: The F Word: Who wants to be a Feminist? (2011).

10. Canadian Aboriginal Movement (March 17, 2015)

Ladner, KL. (2009). Aysaka’paykinit: Contesting the Rope around the Nations’ Neck. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 227-249). Toronto, Ontario: University of Toronto Press.

Cooke, M. & McWhirter, J. (2011). Public Policy and Aboriginal Peoples in Canada: Taking a Life-Course Perspective. *Canadian Public Policy*. Vol. 37 (Supplement – April 2001): S15-S31. (Note: available through Mills Library).

Barker, AJ. (2012). Already Occupied: Indigenous Peoples, Settler Colonialism and the Occupy Movements in North America. *Social Movement Studies: Journal of Social, Cultural and Political Protest*. Vol. 11 (No. 3-4): 327-334. (Note: available through Mills Library).

11. Gay, Lesbian, Bisexual and Transgender Rights Movement (March 24, 2015)

Goodwin, J. & Jasper, J.M. (2009)—read D’Emilio’s The Gay Liberation Movement.

Smith, M. (2009). Identity and Opportunity: The Lesbian and Gay Rights Movement. In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 181-202). Toronto, Ontario: University of Toronto Press.

Kollman, K. & Waites, M. (2009). The Global Politics of Lesbian, Gay, Bisexual and Transgender Human Rights: An Introduction. *Contemporary Politics*. Vol. 15 (No. 1): 1-17. (Note: available through Mills Library).

12. Canadian Health Movements: A Focus on HIV/AIDS (March 31, 2015)

Orsini, M. (2009). Health Social Movements: The Next Wave in Contentious Politics? In M. Smith (Ed.), *Group Politics and Social Movements in Canada* (pp. 329-348). Toronto, Ontario: University of Toronto Press.

Documentary Film: How to Survive a Plague (2013).

13. Film Screening/Group Presentations/Celebrate (April 7, 2015)

Assignment—Final Term Papers are due on April 13, 2015.

Note: 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 medication 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 to note any changes.