

**City University of Hong Kong
Course Syllabus**

**offered Department of Asian and International Studies
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: **Social Movements in an Age of Globalisation**

Course Code: **AIS 4042**

Course Duration: **One semester**

Credit Units: **3**

Level: **B4**

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: **English**

Medium of Assessment: **English**

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) **AIS3053 Social Movements in Asia**

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

Social Movements in an Age of Globalisation equips students with advanced knowledge of various approaches to social movements in local and global contexts. The course surveys a range of theories seeking to make sense of the dynamics of social movement mobilization in both the developed and developing world, focusing on dissidents pressing demands on sovereign states and international organizations. After covering the general literature on social movement theory as well as the relationship between globalization and dissent, the course focuses on a series of transnational trends/movements broadly related to the global fight for (and against) democracy. The course encourages active learning. Students will conduct role-play activities designed to simulate the dynamics of contentious politics; they will also conduct and subsequently present group research on real-world social movements, which will entail among other things the formulation of innovative proposals envisioned to maximize the effectiveness of mobilization efforts and strategies for action.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyze the relationship between the globalisation process and the repertoires (forms) of social movements in various countries.		✓	✓	
2.	Examine the dynamics of social movement mobilization and the dynamics of strategic interactions between governments and organized protesters		✓	✓	
3.	Apply general theories regarding social movements to real-world cases			✓	✓
4.	Understand how transnational trends in social movement mobilization affect the domestic politics of both developed and underdeveloped countries.		✓	✓	
5.	Identify and reflect on the social and ethical dimensions of a range of critical issues and the responsibilities they entail for citizens and professionals in Hong Kong.			✓	
6.	Demonstrate the ability to accomplish discovery and innovation		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Lectures/seminars, documentaries, readings.	√	√	√	√	√		2 hours
2	Tutorial discussions	√	√	√	√	√		.5 hours
3	Role play, group presentations/research.	√	√	√	√	√	√	.5 hours

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: ____%								
Attendance/participation in tutorials	√	√	√	√	√	√	10%	
Presentation	√	√	√	√		√	20%	
Role play/simulation	√	√	√	√	√	√	10%	
In-class quizzes	√	√	√	√	√		60%	
Examination: ____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Attendance, participation, and simulations	Attendance in tutorial sessions, frequency and quality of contributions to discussions and activities.	Perfect attendance in tutorials, with frequent and excellent contributions to discussions and activities.	Near-perfect attendance, with active participation in class.	Good attendance record, sporadic participation in discussions and activities.	Poor attendance record, little contribution to discussions and activities.	Failure to attend most tutorial sessions.
2. Presentations	Innovativeness, quality, and style of in-class presentation and supporting slides.	Excellent analysis of social movement activities, complete with innovative proposals with regard to mobilization and tactics. Impressive presentation delivery and slides	Effective analysis of social movement activities, but lack of truly innovative proposals. Effective presentation delivery/slides.	Adequately researched but superficial analysis of social movement activities. Clear presentation delivery/slides..	Incomplete, shallow analysis of social movement activities. Poor presentation delivery/slides.	Failure to complete the assignment.
3. Quizzes	Understanding of general theories, capacity to apply general concepts in analysis of particular cases. Detailed knowledge of topics covered in course lectures and readings.	Answers contain unusually sophisticated discussion and application of general theories, reflect deep, wide-ranging knowledge of topics covered in course lectures and readings.	Answers contain effective discussion and application of general theories, reflect thorough preparation of topics covered in course lectures and readings.	Answers contain satisfactory but shallow discussion and application of general theories, reflect sufficient but less than impressive preparation of topics covered in course lectures and readings.	Answers contain fundamental misunderstandings of general theories, insufficient command of course materials, reflect inadequate knowledge of topics covered in course lectures and readings.	Answers exhibit little or no ability to discuss general theories, little or no demonstrable knowledge of topics covered in course lectures and readings..

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Social movement theory; Overcoming the “Collective Action Problem;” Social movement mobilization: Structure, rationality, identity, and the emotions; Tactical repertoires of social movements; Dynamics of collective mobilization; Globalization and transnational activism; The Global Justice Movement; Democratic movements and transnational trends in the fight for democracy; “People Power” movements in Asia; Middle-class movements against democracy; Globalization and Islamic Radicalism; Digital activism and “hacktivism.”

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Saul D. Alinsky. 1971. <i>Rules for Radicals: A Pragmatic Primer for Realistic Radicals</i> . New York: Random House.
2.	Donatella Della Porta and Sidney Tarrow (eds.). 2005. <i>Transnational Protest and Global Activism: People, Passions, and Power</i> . Lanham, MD: Rowman & Littlefield (Ch. 1 and 10).
3.	Jeff Goodwin. 2001. <i>No Other Way Out: States and Revolutionary Movements, 1945-1991</i> . Cambridge University Press (Ch. 8).
4.	Jonathan Haidt. 2012. <i>The Righteous Mind: Why Good People Are Divided by Politics and Religion</i> . New York: Vintage Books (Ch. 7 and 9).
5.	Samuel P. Huntington. 1991. <i>The Third Wave: Democratization in the Late Twentieth Century</i> . University of Oklahoma Press (Ch. 1-2).
6.	Rasma Karklins and Roger Peterson. 1993. “The Decision Calculus of Protesters and Regimes: Eastern Europe, 1989.” <i>Journal of Politics</i> : 588-614.
7.	George Katsiaficas. 2013. <i>Asia’s Unknown Uprisings, Vol. 2</i> . Oakland: PM Press (Ch. 1).
8.	Joshua Kurlantzick. 2013. <i>Democracy in Retreat: The Revolt of the Middle Class and the Worldwide Decline of Representative Government</i> . Yale University Press (Ch. 1-5).
9.	Mark I. Lichbach. 1995. <i>The Rebel’s Dilemma</i> . University of Michigan Press (Ch. 1).
10.	Valentine M. Moghadam. 2013. <i>Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement</i> . Lanham, MD: Rowman & Littlefield.
11.	Clay Shirky. 2011. “The Political Power of Social Media.” <i>Foreign Affairs</i> , Jan./Feb. Issue
12.	David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. 2004. <i>The Blackwell Companion to Social Movements</i> . Malden, MA: Blackwell Publishing (Ch. 17-18).

13.	Jacquelien van Stekelenburg and Bert Klandermans. 2009. "Social Movement Theory: Past, Present, and Prospects." In Stephen Ellis and Ineke van Kessel (eds.), <i>Movers and Shakers: Social Movements in Africa</i> . Leiden: Brill.
14.	Wendy H. Wong and Peter A. Brown. 2013. "E-Bandits in Global Activism: WikiLeaks, Anonymous, and the Politics of No One." <i>Perspectives on Politics</i> 11: 1015-33.
15.	Graeme Wood. 2015. "What ISIS Really Wants." <i>The Atlantic</i> , March.