

Wentworth Institute of Technology
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SOCL 410: SOCIOLOGY OF SOCIAL MOVEMENTS

Course Description:

We will be investigating contemporary social movements, with a focus on Asian democracy movements from 1980 to the present. Beginning with a brief overview of the 1968 global New Left and European autonomous movements after 1968, we will discuss the 1980 Gwangju Uprising in South Korea and then the 1987 June Uprising and 2008 candlelight protests. In the second half of the semester, we will cover the wave of democratic uprisings in the Philippines, Taiwan, Burma, Tibet, China, Nepal, and Thailand. Some of these movements were more or less successful; others were horrifically repressed. Students will become acquainted with East Asian history, culture, and politics through the prism of social movements.

Required Reading:

Course Book: available as described below and as noted in class. Most material will be posted on my website or BlackBoard.

Choi Jungwoon, "The Kwangju People's Uprising: Formation of the 'Absolute Community'" in *Korea Journal*, (Vol.39 No.2 Summer 1999) pp.238~282; available on the web at:
<http://www.ekoreajournal.net/archive/detail.jsp?BACKFLAG=Y&VOLUMENO=39&BOOKNUM=2&PAPER NUM=12&SEASON=Summer&YEAR=1999>

Recommended Reading:

Lee Jae-eui, **Kwangju Diary: Beyond Death, Beyond the Darkness of the Age** (UCLA Press, 1999).

Henry Scott-Stokes and Lee Jae-eui, editors, **The Kwangju Uprising: Eyewitness Press Accounts of Korea's Tienanmen** (M.E. Sharpe, 2000).

George Katsiaficas, **The Imagination of the New Left: A Global Analysis of 1968** (South End Press, 1987).

GRADING:

In addition to the responsibility for the assigned reading, attendance, and occasional short papers, students are required to take the midterm and final exams; write a paper and do a PowerPoint presentation on a topic described later in this syllabus; and write about field research.

The final grade will consist of the results of the two exams, the term paper, the presentation, the field research, and an additional component comprising classroom participation. For extra credit, students may choose to do an extra field research report as described below. All written work submitted for this course must meet the standards for English 1. Poorly written papers will be returned to you, without a grade, for revision. Students are encouraged to utilize the Academic Resource Center for help polishing their papers.

Grading Formula:

Midterm = 20%; Final= 20%;
Paper = 30%; Presentation= 10%;
Field Research = 10%; Participation= 10%.

COURSE LEARNING OUTCOMES:

Students will:

- become acquainted with and be able to discuss East Asian history, culture, and current politics.
- conduct research on a social movement of their choice
- use their Internet and library resources to locate at least two scholarly sources on that movement
- write a critical assessment of the research materials they find as part of a ten-page (or more) paper
- do a PowerPoint presentation on a topic related to social movements
- go off-campus to a seminar (most students go to Harvard, MIT, Simmons, or Northeastern) and write a summary of a field research event.
- formulate and express their own opinion and viewpoint on the above topics
- analyze in writing the impact and outcome of a social movement

At the completion of this course, the following outcomes should have occurred:

1. Increased student engagement in provocative material.
2. Development of critical thinking and analysis.
3. Greater awareness of the impact of history on current events.
4. Increased respect for the bravery, initiative, perseverance, and leadership of forebears who created change.
5. Heightened awareness of social justice issues/decrease in powerlessness.
6. Capacity for respectful and inclusive dialogue.
7. Achieve greater awareness of the dangers of prejudice and discrimination.
8. Development of increased civic awareness/ increased civic engagement.
9. Increased awareness/involvement of the student using research, interviews, and volunteer activities, of social movements that are having or have made an impact on society.
10. Greater willingness to take intellectual risks and capacity to take action in the face of injustice.
11. Reflection on the direction/action of one's life.
12. Research and writing skills are improved through frequent writing assignments.
13. Students learn from group projects that provide team building skills and cooperative work experience.

INSTRUCTIONAL METHODOLOGIES:

While the main methodology we will employ will be qualitative comparative-historical analysis, quantitative data will also be presented in the course of the semester. In order to gain insight into the field of social movements, I have utilized a spectrum of means: interviews of participants, perusal of primary documents, comparative and historical research, analysis of the narrative of events, and sifting of quantitative data. Students are encouraged to use a variety of methodologies in their papers and presentations. We will visit the Museum of Fine Arts at least once to give students a first-hand experience with cultural artifacts.

ATTENDANCE POLICY:

Strict adherence to Wentworth's attendance policy applies. Procedures for notification for absences and explanations of excused and unexcused absences appear in the catalogue.

Research Paper

The most important component of your grade is your research paper, which should be a combination of research and critical analysis. You must document your research with footnotes, which can be formatted in any style so long as Prof. K can decipher your sources of information. When you come across articles of great utility, print out a copy and turn it in with your paper. This paper cannot be less than 10 pages and is due no later than the week of April 4. An outline including the topic, the specific focus, and the references that will be used (no encyclopedias) is due at or before the midterm exam. You may submit an outline of your proposed research at any time before the deadline. The sooner you submit your outline, the sooner you can get it back with comments and begin your work. Your outline should include:

- * Statement of your research question (your topic).
- * What your specific focus will be. For example:
 - Topic: The Burmese Movement for Democracy
 - Focus: The 8-8-88 Uprising
- * How you will go about gathering your data (your sources of information). You need a minimum of 3 sources of information. These can be books, articles, web pages or interviews.

Examples of acceptable topics include the following uprisings:

- Gwangju: South Korea May 18-27, 1980
- Philippines: February 22-25, 1986
- South Korea: June 10-29, 1987
- Taiwan: 1989-90
- Burma: 8/8/88
- Tibet: 1959, 1987, and 1988
- China: May, June 1989
- Nepal: April 1990 (7 weeks) or April 2006.
- Thailand: May 17-20, 1992
- Indonesia: March-May 1998 esp. May 14

The above list is an indication of possibilities—a list from which you can choose in a variety of ways. You could choose to investigate connections between these movements, or alternatively, US and/or corporate policy with respect to them. You could do a comparative/historical analysis of these uprisings; you could write about their context or historical antecedents; or you could write about other democracy movements from 1975 to the present. The final two pages of your paper should be your view, and therefore you should begin your section with a phrase like “In my opinion...” or “I think...” Be careful not to write about a social problem (crime, poverty etc.) but to write about social movements—long-term, popular attempts to transform norms, values and institutions. After you complete your paper, you must do a brief (5-10 minute) in-class PowerPoint presentation on it in class. If you do this presentation as part of a group, it should be longer and more in-depth.

Presentations

Each student must prepare a PowerPoint presentation of about 10 minutes on a topic of his or her own choice (with the approval of the instructor). You may do this as part of a team of two. If there are more members of a team, the presentation should be very detailed. **Guidelines for the presentation:** Use as many images as possible. Do not simply read from the screen. Make your presentation effective by looking at us. Present—don’t read. Work on pronunciation of difficult terms ahead of time so you can say them with ease. Use graphics. Have a good introduction and conclusion. Speak clearly. A disk copy should be turned in (or emailed) with the presentation. Don’t forget to shrink the photos!

WEEKLY READINGS AND TOPICS

Note: Unless otherwise noted, all readings are in the course book and should be done before date listed.

<u>Week of:</u>	<u>Topic:</u>	<u>Readings:</u>
1/17	Introduction to Social Movements	first pages in course book
1/24	Post-World War II Korea	“Impressions of North Korea” http://eroseffect.com/articles/northkorea.htm “Remembering the Kwangju Uprising” (web)
1/31	Gwangju Uprising	Choi Jungwoon, “The Kwangju People's Uprising: Formation of the ‘Absolute Community’” (on web); “Neoliberalism and the Gwangju Uprising” http://eroseffect.com/articles/neoliberalismgwangju.htm
2/7	Gwangju Uprising	“A New Perspective on the Gwangju Peoples Uprising” “Comparing the Paris Commune and Gwangju Uprising” “Korean Community Politics in Los Angeles”
2/14	The June 1987 Uprising and Workers Movement	“Social Movement Organizations and the June Uprising” “The Great Labor Offensive”
2/21	Monday, February 21 is Presidents’ Day Review	
2/28	MIDTERM EXAM	TERM PAPER OUTLINES DUE
3/7	SPRING BREAK	
3/14	Philippines	handout
3/21	Burma	“Burma’s Revolution of the Spirit” <i>Burma In Revolt</i> excerpt
remote learning leave March 24 to SF return April 3 to Boston		
3/28	Tibet	<i>Circle of Protest</i> excerpt TERM PAPERS DUE
4/4	China, Taiwan	“The 1989 Chinese Movement” <i>The Perils of Protest</i> excerpt

4/11	Thailand	“Black May” FIELD RESEARCH DUE
4/18	Nepal	(patriots’ Day Holiday) handout
4/25	Presentations and Review	
5/2	***** FINAL EXAM *****	

SOCIOLOGY 410: SOCIAL MOVEMENTS
FIELD WORK: HANDS-ON OBSERVATION AND ANALYSIS

We are quite fortunate to have the resources of the Boston metropolitan area from which to learn about politics. Each student should attend an off-campus event and write a two-page report (double-spaced, typed) about it. This paper is due in class by April 13 and constitutes 10% of your semester grade. The two-page write-up should describe what happened and detail what you think about what happened (about a page each). Be sure to think about your critical comments and develop them in your paper.

I will pass around schedules of talks at various institutes. The most popular are: The Institute Of Politics, Kennedy School Of Government, Harvard University (last building on your right before the river as you walk from the Harvard Square subway stop to the river on JFK Street—telephone 617-495-1100); MIT's Center for International Studies, 292 Main Street (Building E38) in Cambridge near the Kendall Square subway stop (phone 617-253-3121 or 253-8093); Harvard's Korea Institute, CGIS South Building, 1730 Cambridge Street, Cambridge, tel. (617) 384-7388; Harvard's Center for European Studies/Minda de Gunzburg Center for European Studies, 27 Kirkland Street, Cambridge, tel: 617 495-4303; and of course, the guided tours and programs at the Museum of Fine Arts. All of these venues are easily googled to find the time of their events.

You may also find your own off campus event with the approval of Prof. K. A schedule of events is in the Thursdays' Calendar Section of the *Boston Globe*. You could interview a member of a social movement group like Greenpeace, National Organization of Women or a politically involved person from your local religious or civic group; attend a social movement event; or go to meetings at the Massachusetts Sate House, Boston City Council, or your local town council.

Wentworth Grading System:

Grade Definition	Weight	Numerical
A Student learning and accomplishment	4.00	96-100
A- far exceeds published objectives for the course/test/assignment and student work is distinguished consistently by its high level of competency and/or innovation.	3.67	92-95
B+ Student learning and accomplishment	3.33	88-91
B goes beyond what is expected in the published objectives for the course/test/assignment and student work is frequently characterized by its special depth of understanding, development, and/or innovative experimentation.	3.00	84-87
B- Student learning and accomplishment	2.67	80-83
C+ meets all published objectives for the	2.33	76-79
C course/test/assignment and student work demonstrates the expected level of understanding, and application of concepts introduced.	2.00	72-75
C- Student learning and accomplishment	1.67	68-71
D+ based on the published objectives for	1.33	64-67
D the course/test/assignment were met with minimum passing achievement.	1.00	60-63
F Student learning and accomplishment based on the published objectives for than 60 the course/test/assignment were not sufficiently addressed nor met	0.00	Less

DROP/ADD:

The drop/add period for day students ends on Friday of the first week of classes. Dropping and/or adding courses are done online. Courses dropped in this period are removed from the student's record. Courses to be added that require written permission, e.g. closed courses, must be done using a *Drop/Add form* that is available in the Student Service Center. Non-attendance does not constitute dropping a course. If a student has registered for a course and subsequently withdraws or receives a failing grade in its prerequisite, **then the student must**

drop that course. In some cases, the student will be dropped from that course by the Registrar. However, it is the student's responsibility to make sure that he or she meets the course prerequisites and to drop a course if the student has not successfully completed the prerequisite. The student must see his or her academic advisor or academic department head for schedule revision and to discuss the impact of the failed or withdrawn course on the student's degree status.

MAKE-UP POLICY:

Policy should describe how a student who is legitimately absent makes up the materials missed (what is the student's responsibility in make-up).

ACADEMIC SUPPORT:

The Center for Teaching and Learning (CTL) assists all Wentworth students with academic challenges in the areas of math, science, technical courses specific to majors, and writing. The CTL is a supportive and safe learning environment for students looking to improve or maintain their academic standing. In this student-based learning environment, students can receive individual help with their studies, meet and work in study groups, or go on-line to find resources to assist them in meeting their goals for academic success. It includes tutors in many subjects, online writing assistance, and workshops. Make appointments at www.wit.edu/academics/resources or through Lconnect.

ACADEMIC HONESTY STATEMENT:

“Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, inventing false information or citations, plagiarism, tampering with computers, destroying other people's studio property, or academic misconduct” (Academic Catalog). See your catalogue for a full explanation.

STUDENT ACCOUNTABILITY STATEMENT:

Strong statement about cheating and plagiarism with consequences of such actions clearly described.

DISABILITY SERVICES STATEMENT:

Any student who thinks s/he may require a disability-related accommodation for this course should contact me privately to discuss your specific needs. Disability Services coordinates reasonable accommodations for students with documented disabilities. They are located in Watson Hall 003 (the Counseling Center) and can be contacted at 617-989-4390 or counseling@wit.edu. For more information on acceptable documentation and the Disability Services process, visit the Disability Services website at www.wit.edu/disabilityservices