

PIA4042: GLOBAL SOCIAL MOVEMENTS

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Global Social Movements

Subject Code

PIA - Public and International Affairs

Course Number

4042

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS4042 Global Social Movements, PIA3142 Global Social Movements

Exclusive Courses

Nil

Part II Course Details

Abstract

When do movements arise? What do the organizers do to mobilize people and motivate them to stay? How do they deal with fence-sitters and movement foes? Why do some movements scale up and become transnational? Why do movements

dissipate? This course, designed as an overview of the social movements and contentious politics literature, will help you explore these questions. We will go over the primary theoretical building blocks, such as political opportunities, resource mobilization, and framing, and apply them to specific cases. Students will investigate movements of their choice for a research project.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyze the relationship between the globalisation process and the repertoires (forms) of social movements in various countries.	x	x	
2	Examine the dynamics of social movement mobilization and the dynamics of strategic interactions between governments and organized protesters	x	x	
3	Apply general theories regarding social movements to real-world cases		x	x
4	Understand how transnational trends in social movement mobilization affect the domestic politics of both developed and underdeveloped countries.	x	x	
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.		x	
6	Demonstrate the ability to accomplish discovery and innovation	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures/seminars, documentaries, readings, etc.	Review of basic concepts: Presenting, explaining, and discussing basic ideas and concepts	1, 2, 3, 4, 5	2 hours

2	Discussions, group presentations/research, role play, etc.	Analysis of concepts, cases, and contexts: Students engage in peer and group discussions, conduct research, and present findings	1, 2, 3, 4, 5, 6	1 hours
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance/participation	1, 2, 3, 4, 5, 6	10
2	Presentation	1, 2, 3, 4, 6	20
3	Response memo	1, 2, 3, 4, 5, 6	10
4	In-class quizzes	1, 2, 3, 4, 5	60

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Attendance and participation

Criterion

Attendance in tutorial sessions, frequency and quality of contributions to discussions and activities.

Excellent (A+, A, A-)

Perfect attendance in tutorials, with frequent and excellent contributions to discussions and activities.

Good (B+, B, B-)

Near-perfect attendance, with active participation in class.

Fair (C+, C, C-)

Good attendance record, sporadic participation in discussions and activities.

Marginal (D)

Poor attendance record, little contribution to discussions and activities.

Failure (F)

Failure to attend most tutorial sessions.

Assessment Task

2. Presentations

Criterion

Innovativeness, quality, and style of in-class presentation and supporting slides.

Excellent (A+, A, A-)

Excellent analysis of social movement activities, complete with innovative proposals with regard to mobilization and tactics. Impressive presentation delivery and slides

Good (B+, B, B-)

Effective analysis of social movement activities, but lack of truly innovative proposals. Effective presentation delivery/slides.

Fair (C+, C, C-)

Adequately researched but superficial analysis of social movement activities. Clear presentation delivery/slides..

Marginal (D)

Incomplete, shallow analysis of social movement activities. Poor presentation delivery/slides.

Failure (F)

Failure to complete the assignment.

Assessment Task

3. Quizzes

Criterion

Understanding of general theories, capacity to apply general concepts in analysis of particular cases. Detailed knowledge of topics covered in course lectures and readings.

Excellent (A+, A, A-)

Answers contain unusually sophisticated discussion and application of general theories, reflect deep, wide-ranging knowledge of topics covered in course lectures and readings.

Good (B+, B, B-)

Answers contain effective discussion and application of general theories, reflect thorough preparation of topics covered in course lectures and readings.

Fair (C+, C, C-)

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.

Marginal (D)

Answers contain fundamental misunderstandings of general theories, insufficient command of course materials, reflect inadequate knowledge of topics covered in course lectures and readings.

Failure (F)

Answers exhibit little or no ability to discuss general theories, little or no demonstrable knowledge of topics covered in course lectures and readings..

Assessment Task

4. Response memo

Criterion

Original content that reflects the understanding of the source material and theories/concepts covered in course lectures and readings

Excellent (A+, A, A-)

Highly original content that reflects superb understanding of the source material and theories/concepts covered in course lectures and readings

Good (B+, B, B-)

Original content that reflects good understanding of the source material and theories/concepts covered in course lectures and readings

Fair (C+, C, C-)

Satisfactory content that reflects satisfactory understanding of the source material and theories/concepts covered in course lectures and readings

Marginal (D)

Below-average content that show below-average understanding of the source material and theories/concepts covered in course lectures and readings

Failure (F)

Poor content that show poor understanding of the source material and theories/concepts covered in course lectures and readings

Part III Other Information

Keyword Syllabus

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.”

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Saul D. Alinsky. 1971. Rules for Radicals: A Pragmatic Primer for Realistic Radicals. New York: Random House.
2	Donatella Della Porta and Sidney Tarrow (eds.). 2005. Transnational Protest and Global Activism: People, Passions, and Power. Lanham, MD: Rowman & Littlefield (Ch. 1 and 10).
3	Jeff Goodwin. 2001. No Other Way Out: States and Revolutionary Movements, 1945-1991. Cambridge University Press (Ch. 8).
4	Jonathan Haidt. 2012. The Righteous Mind: Why Good People Are Divided by Politics and Religion. New York: Vintage Books (Ch. 7 and 9).
5	Samuel P. Huntington. 1991. The Third Wave: Democratization in the Late Twentieth Century. University of Oklahoma Press (Ch. 1-2).
6	Rasma Karklins and Roger Peterson. 1993. “The Decision Calculus of Protesters and Regimes: Eastern Europe, 1989.” Journal of Politics: 588-614.
7	George Katsiaficas. 2013. Asia’s Unknown Uprisings, Vol. 2. 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.