

CALIFORNIA STATE UNIVERSITY, LONG BEACH
POLITICAL SCIENCE POSC 450: COMPARATIVE POLITICAL MOVEMENTS
INSTRUCTOR: SOM CHOUNLAMOUNTRY schounla@csulb.edu
SPRING SEMESTER 2010

Section	Class #	Time	Room	Final Exam
01	8567	6:30-9:15PM	SPA-211	Monday, May 17, 2010, @7:15PM - 9:15PM
02	11190	6:30-9:15PM	SPA-006	Wednesday, May 19, 2010 @ 7:15PM - 9:15PM

Note: There are two (2) separate section of the class. Similar content will be covered. Students are encouraged to attend their enrolled section, but may elect to attend the other section, with instructor consent, if there are special events or time conflicts. Weekly attendance will be taken.

Office Hours: Mondays & Wednesday 5:30 to 6:15PM (& by appointment) in SPA-336
Office Phone: (562) 985-4708. Please use only during office hours. Please do not leave voicemail; use email when possible.

A NOTE REGARDING THE CSU FURLOUGH: I am committed to your academic success. However, due to the extreme budget cuts, all 23 CSU campuses have cut admissions, classes, and faculty positions. Class sessions will be canceled on certain days this semester because of budget cuts.

A cancelled class does not mean you get an extra vacation. You still need to know the material for exams, but you'll have less explanation and class time with your professor. Faculty may not be available during office hours. Department offices will be closed on a regular basis. The library will have shorter hours and many campus support services are decreased. If you need signatures to meet deadlines, but there's nobody to sign or the department office is closed, you will be stuck. You've probably already noticed that many classes you need are cut from the schedule. This means it may take you longer to graduate.

The days when I am forced to cancel class because of budget cuts are marked on your syllabus.

Log on to <http://savethecsu.com> for more information and Facebook links. We need to take collective action so CSULB can continue to offer high-quality education.

Instructor Chounlamountry will take several Furlough Days mandated by the University: Thursday January 28, Friday February 12, Monday March 22*, Wednesday March 24*, Tuesday April 6, and Tuesday May 11, 2010.

MR. SOM CHOUNLAMOUNTRY'S FORLOUGH DAYS: NO MEETING	* NO MEETING: MONDAY MARCH 22, 2010 & WEDNESDAY MARCH 24, 2010	USE THIS WEEK TO COMPLETE THE ONLINE MIDTERM ON BEACHBOARD
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I. UNIVERSITY CATALOG COURSE DESCRIPTION

450. Comparative Political Movements (3)

Prerequisites: Completion of the GE Foundation, completion of one Explorations course, and upper division standing.

Comparative study of the causes, progression, and consequences of political movements.

II. COURSE OVERVIEW

COURSE DESCRIPTION

Political movements are often the most dynamic and transforming of all political phenomena. Why do political movements occur? Who joins them? What sorts of ideologies have justified and motivated political movements? How have various social groups been affected by political movements? What are the political, economic, and social consequences of political movements? Do the dynamics of political movements differ in democracies and non-democracies? This course explores answers to these questions, through a comparative examination of political movements around the world, and through the personal experience of working with a local political movement organization. In so doing, it seeks to encourage students to become more active and engaged citizens.

COURSE GOALS AND OBJECTIVES

A. Goal: Understanding Course Content

Objectives:

1. Students will be able to explain the relationship between the political environment and collective political action.
2. Students will be able to explain various scholarly theories regarding the cause(s), progression, and outcome(s) of political movements.
3. Students will be able to describe the cause(s), progression, and outcome(s) of at least three different political movements in at least two major world regions.
4. Students will be able to compare and contrast the political movements studied in class with the experience of a local activist group.

B. Goal: Critical Thinking and Analysis

Objectives:

1. Students will be able to use data gained through at least 20 hours of work with a local activist group to identify and analyze community problems giving rise to political movements.
2. Students will be able to apply the theoretical concepts presented in class to the real-world experience of a local activist group.
3. Students will be able to apply the theoretical concepts presented in class to the political movements studied in class.

C. Goal: Self-Awareness

Objectives: Through classroom study, course readings, and at least 20 hours of work with a local activist group, students will be able to reflect on their own values and skills as citizens and potential political activists.

III. REQUIRED TEXTS/MATERIALS

► Books (may be purchased on-line, at the campus book store, or at most book stores)

Clayborne Carson et al, editors, *Eyes on the Prize Civil Rights Reader* (NY: Penguin 1991). ISBN 978-0-14-015403-0

R. Hrair Dekmejian, *Spectrum of Terror* (DC: CQ Press, 2007). ISBN 978-1-933116-90-7

Harvard Sitkoff, *The Struggle for Black Equality* (NY: Hill and Wang, 1993). ISBN 978-0-8090-8924-6

Teresa Wright, *The Perils of Protest: State Repression and Student Activism in China and Taiwan* (Honolulu: University of Hawaii Press, 2001). ISBN 978-0-8248-2401-3

► Articles

Some assigned articles have been compiled and will be available in the Course Documents area of the BeachBoard class page.

IV. SERVICE LEARNING REQUIREMENT

This is a service learning course. Along with teaching content, this course explicitly encourages students to become more active and engaged citizens. Thus, all students will explore—on the ground level—the activities, goals, challenges, and successes of politically-oriented groups and movements within the community.

In order to receive a passing grade in the course, during the semester all students must volunteer at least twenty (20) hours (roughly 2 hours/week) for a selected politically-oriented group, such as:

The Asian Pacific American Legal Center of Southern California (<http://www.apalc.org>)

Californians for Justice (<http://www.caljustice.org>)

Gay and Lesbian Center of Greater Long Beach (<http://www.centerlb.org>)

Khmer Girls in Action (<http://www.kgalb.org>)

Los Angeles Community Action Network (<http://www.cangress.org>)

Starlight Children's Foundation (<http://www.starlight.org>)

Surfrider Foundation (<http://www.surfrider.org>)

Tree People (<http://www.treepeople.org>)

United Way of Greater Los Angeles (<http://www.unitedwayla.org>)

Service-Learning Registration Process

Students will access approved service-learning placements and required service-learning documentations online through the Center for Community Engagement's website (<http://www.csulb.edu/cce>). You need your student ID number to log in to **Service Learning Pro Online Database (SL Pro)**.

Registration should take place during the first four weeks of the semester.

- * Go to the Center for Community Engagement's home page (<http://www.csulb.edu/cce>)
- * Click on the Student Login link below "Service Learning Database" on the upper right side of the page
- * Follow the easy four-step instructions laid out on the page

For more information, please refer to the *Student Service Learning Database User Guide* available on the CCE website: <http://www.csulb.edu/divisions/aa/personnel/cce/students/>

V. GRADING AND ASSESSMENTS

Assessment	Due Date	Points
Weekly Attendance, Participation & Quizzes	Various	50 points
Resume and Cover Letter Assignment in Discussion	Week 2	50 points
Journal Entry 1	Week 4	25 points
Online BeachBoard Midterm Exam	Week 9	100 points
Research Paper Integrating 5 Scholarly Sources	Week 12	100 points
Journal Entry 2	Week 14	25 points
PowerPoint Presentation of Organization in Discussion	Week 15	50 points
Final Exam	Finals Week: See Below	100 points

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Grade	Point Totals	Assessment Criteria
A	450-500 points	Indicates mastery of the relevant course standards
B	400-449 points	Indicates above average proficiency of the relevant course standards
C	350-399 points	Indicates satisfactory proficiency of the relevant course standards
D	300-349 points	Indicates partial proficiency of the relevant course standards
F	0-299 points	Indicates little or no proficiency of the relevant course standards

Weekly Attendance and Participation. Students may miss two class sessions without penalty. For each subsequent unexcused absence, a student's overall course grade will drop 5 points (out of 20 participation total). Exceptions will be made only in cases of demonstrated medical emergencies, religious holidays, or university business. Students are expected to attend class, and to demonstrate knowledge of assigned readings through discussions. Students will complete at least two informal in-class assignments.

Journal Entries. Students will submit two (2) short journal entries (each worth 15% of the overall course grade) to be inspected in class. *To receive a passing grade in the course, students must submit all journal entries.* Details on the content and form of the journals are posted on *BeachBoard*, and will be discussed in class. Journals must be turned in on time to receive full credit. Late Journal Entries will be marked down 5 points (out of 25 possible points) for each week. Because the entries will be essential to the PowerPoint Presentation and the Research Paper, students are encouraged to keep an electronic version also. Possible slide topics can be found near the end of this document.

PowerPoint Presentation. Students will submit a PowerPoint presentation assessing the effectiveness of their organization based upon Journal Entries, observations of the organization, and the class materials. Possible slide topics can be found near the end of this document. A sample of PowerPoint presentation can be found in the *BeachBoard*.

Online Midterm Exam. The exam will include identification and essay questions. *To receive a passing grade in the course, all students must take the mid-term exam.* Make-up exams will be held only in cases of demonstrated medical emergencies, religious holidays, or university business. The essay portions of the exams must be accompanied by an outline which will also be graded. Format will be determined by the instructor. Cheating, copying from other students, and talking during the exam will be grounds for dismissal and result in a “0” failing grade and possible reporting to the University. To avoid plagiarism, please cite properly when possible.

In-Person Final Exam. The exam will include identification and essay questions from the final half of the course, as well as comprehensive essay questions covering the entire course. *To receive a passing grade in the course, all students must take the final exam.* Make-up exams will be held only in cases of demonstrated medical emergencies, religious holidays, or university business.

Research Paper Integrating at Least 5 Scholarly Articles: *To receive a passing grade in the course, students must submit both papers.* Details on the content and form of the papers are posted on *BeachBoard*, and will be discussed in class. Papers must be turned in on time to receive full credit. Late papers will be marked down 2 points (out of 100 possible points) for each day that the paper is late (M-F; including weekdays that the class does not meet). Exceptions will be made only in cases of demonstrated medical emergencies, religious holidays, or university business.

Each student will write a 5 to 7 page research paper based on scholarly sources on a current topic of contentious politics to be assigned by the instructor. All papers must be double-spaced, and paginated, 12 fonts (Times New Roman), have standard margin, and use MLA or APA citations using (Author Year, Page) in text citation. See *Beachboard* for full details and full instructions. **Note:** papers integrating less than 5 scholarly sources will receive an automatic ‘C’ grade of 70 or less. Please consult <http://www.stchas.edu/library/scholar.shtml> for further details.

Attendance and Class Participation: Students are to attend each class having read the required selections and prepare questions and discussion points already in mind for each class session. The Pop Quizzes will cover materials and topics only discussed in class sessions and current news items. Attendance will be taken each session. You are permitted 1 (one) absence. Each additional absence will result in a 10% reduction in Attendance and Participation Grade.

VI. CLASS POLICIES

Plagiarism and Cheating Policy: As university students, you are a member of an academic community that strives to maintain the highest standards of academic quality. Students engaging in cheating or plagiarizing, will receive zero (0) points for that assignment or exam. Further disciplinary action may be taken, including failing the class and/or reporting to the university. Refer to <http://library.duke.edu/research/citing/> for help.

Policy on Withdrawals: You are responsible for withdrawing from courses in which you enrolled. University policy on withdrawals applies. Please refer to current California State University, Long Beach Catalog of Undergraduate and Graduate Studies for more detailed guidelines.

Late Assignments, Early Exams and Exam Make-ups: Late assignments will result in a lower score, unless otherwise noted one grade level per school week for that assignment. Exceptions will be made only in cases of demonstrated medical emergencies, religious holidays, or university business. Early exams are not allowed except under conditions of a make-up exam. Make-up assignments will be available only in cases of demonstrated medical emergencies, religious holidays, or university business. Typically a make-up exam will be taken at the end of the semester and may have a different format than the original.

Policy on reasonable accommodations for students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

Disabled Student Services Office

Location: Brotman Hall, Room 270

Phone: (562) 985-5401 Fax: (562) 985-7183

E-mail: dss@csulb.edu

Semester Hours: Monday through Thursday: 8 AM - 7 PM, Friday: 8 AM - 5 PM

Winter & Spring Break Hours: Monday through Friday: 8 AM - 5 PM

VII. BEACHBOARD AND EMAIL ETIQUETTE

Email Etiquette: Your real name will be identified as “Sender.”

Use the Subject Line: All email in this course must be addressed as if it were a business letter, including on the subject line the student’s Full Name, Class Number and Topic of the correspondence. The content must be formatted as a business letter, including a Real Name Signature and Phone Number. Barring technical difficulties, I will usually respond within 24 hours, except for the weekends. Please follow up with another email if there is no response.

Beachboard: Students are required to access the Beachboard site for this course and the e-mail account registered to it. Please have reliable internet access with compatible internet web browsers. You may access the Library Resources from Beachboard after you have registered for a pin. This will be useful when researching your topics.

BeachBoard How-To Videos for Students http://www.csulb.edu/lats/its/bb/students/videos.html Login and set-up <ul style="list-style-type: none">• Resolve BeachBoard login problems• Increase or decrease BeachBoard's text size• Change your BeachBoard email address Access courses and course content <ul style="list-style-type: none">• Access BeachBoard courses• Read and print a syllabus in BeachBoard• Read and print course documents in BeachBoard	Submit assignments <ul style="list-style-type: none">• Submit an assignment to a BeachBoard course• Submit a Turnitin assignment to a BeachBoard course Communicate <ul style="list-style-type: none">• Send email in a BeachBoard course• Read and reply to a BeachBoard Discussion Board post Please take the tours within the first weeks of the class.
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Online Discussions, Attendance and Class Participation: Students are to attend each class having read the required selections, with questions and discussion points already in mind for each class session. The teaching staff will design classroom and BeachBoard activities throughout the semester to evaluate the quality of student participation. The teaching staff has full discretion over assigning participation grades.

Class Participation Grading Rubric

	Quality	Relevance	Contribution	Bigger Picture	Response
Excellent 100%	Appropriate comments: thoughtful, reflective, and respectful of other student's postings	Clear reference to assignment or prior posting being discussed	Furtheres the discussion with questions, or statements that encourage others to respond	Clearly connects the text or reference points from previous readings, activities, and discussions	Appropriate comments: thoughtful, reflective, and respectful of other student's comments
Fair 75%	Appropriate comments and responds respectfully to other student's comments	Some reference but taken out of context, the reader would not understand.	Participates, but does not encourage others to respond to the comments	Vague or possible connection to reference points from previous readings, activities, and discussions.	Appropriate comments and responds respectfully to other student's comments
Poor 50%	Responds, but with minimum effort or detail. (i.e. "I agree with the statement")	Comments do not clearly reflect the assignment	Comments do not further any discussions	Mentions the videos, text or previous activity without logical link to topic	Responds, but with minimum effort. (i.e. "I agree with Bob")

VIII. WHAT IS SERVICE LEARNING?

Service Learning integrates community service into an academic course. It is a method of teaching and learning that allows you to see and experience the relationship between theory and practice by making connections between your community service experience and your course readings, lecture, research, and classroom discussion. Learning through experience provides richer learning opportunities, and is a way to make a course more relevant - and also often more interesting! *This way of learning often results in increased information retention and higher grades!*

Benefits of Service Learning

- Increased academic and social self-confidence
- Increased critical thinking skills
- Greater awareness of community opportunities
- The chance to develop community networks
- Increased sense of community "connectedness" and civic engagement
- Enriched experiences strengthen resumes and/or graduate school applications

Characteristics of Service Learning

- Links academic study to community service through intentional learning goals and structured reflection to enhance both learning and service.
- Emphasizes active learning in different environments.
- Must involve service activities that are relevant to both the course learning objectives and to the needs of the community.
- Values *reciprocity*, with the community (community-based organization and community members) and academic (faculty and students) partners sharing the roles of learner, server, and educator to meet both academic and community goals.
- Engages students in responsible and challenging community service that meets identified community needs.
- Allows students to *reflect* critically on their experiences.
- Is *integrated* into the course and not an "add-on" or extra work. Service Learning faculty design courses so that the out-of-class time required for a Service Learning course is equivalent to that required for a non-Service Learning course.
- Is *not* receiving credit for doing community service. You will be graded on the learning related to the service, not on the service itself.

IX. JOURNAL ENTRIES TOPICS

Journal Entry 1: around Week 4. Investigate the various volunteer opportunities and pick your top three agencies.

1. Please explain what drew you to these organizations.
2. What expectations do you have about your service experience?
3. What do you think you will do and what impact do you think you will have?

Journal Entry 2: from Weeks 4-13. As they become relevant to your experience in your agency, address the following questions in your journals. You may address more than one question in a particular journal, and you do not need to answer each one. In addition, you do not need to follow a specific order, and you may revisit questions in later journals as they become relevant to your service experience. Note that your observation can be helpful in creating your PowerPoint Presentation and Research Paper.

1. What community needs gave rise to this agency?
2. What factors created these community needs?
3. How well does this agency address these needs?
4. What obstacles and/or challenges does this agency face in attempting to achieve its goals?
5. Did you do anything this week that made you feel that you made a difference? If so, what? If not, why not?
6. How do you plan to continue your involvement with this group or issue after this class is finishes?
7. How can you educated others or raise awareness about this group or issue?
8. How have your views about this issue and/or agency changed as a result of your service learning experience?
9. Describe the most difficult/satisfying aspects of your service work.
10. How might the work of this agency improve the quality of your life?

X. RESEARCH PAPER TOPIC

Using theories and concepts from the course, citing within the text at least 5 scholarly sources, analyze the effectiveness of a particular organization in bring about elements of social and political change. **Note:** papers integrating less than 5 scholarly sources will receive an automatic 'C' grade of 70 or less. Please consult <http://www.stchas.edu/library/scholar.shtml> for further details.

XI. POWERPOINT SLIDE TOPICS (integrating and citing at least 5 scholarly sources)

1. What community needs gave rise to this agency?
2. What factors created these community needs?
3. How well does this agency address these needs?
4. What obstacles and/or challenges does this agency face in attempting to achieve its goals?
5. Assess the overall effectiveness of the organization according to theories discussed in class.
6. What changes or modification would you make? What would be the possible challenges?
- 7a. Assess your experience in your agency. Look back to your original expectations. Were they met? -OR- 7b. If analyzing a different organization, what are prospects of success?

XI. SCHEDULE OF ASSIGNMENTS

Week	Readings & Assignments Articles in “Quotations” are in BeachBoard and www.jstor.org (with CSULB access)	Lecture & Discussion Topics
W01: Jan 25	DUE: Email Instructor Online Quiz from BeachBoard Assignments Area (5 points) DUE: Post and Reply Biography in Beachboard Discussion Forum (5 points)	Introductions to the Class Syllabus Overview Organization Presentation
W02: Feb 01	1. Tilly, “Contentious Choices” 2. Dobson, “Social Movements: A Summary of What Works” Due: Resume & Cover Letter Assignment in BeachBoard Discussion Forum (50 Points) Post and Bring Printed Copy to Class	What is Contentious Politics? What are successful elements of Social and Political Movements? Organization Presentations
W03: Feb 08	1. Meyer and Staggenborg, “Social Movements, Countermovements, and Structure of Political Opportunity” DUE: Register with the Center for Community Engagement’s website (http://www.csulb.edu/cce). You need your student ID number to log in to Service Learning Pro Online Database (SL Pro).	What are countermovements? What are structures of political opportunity? What outcomes and consequences of social and political movements? Organization Presentations
W04: Feb 15	1. Giugi, “Was It Worth the Effort?” 2. Dekmejian, “Charismatic Leadership in Islam” DUE: Journal Entry 1 (25 points)	How is power in movements measured? What is the role of leaders in movements?
W05: Feb 22	1. Sitkoff, <i>The Struggle for Black Equality</i> 2. US Declaration of Independence	The American Civil Rights Movement: An Overview What were the preconditions of the Civil Rights Movement? What were the catalysts for the Movement?
W06: Mar 01	1. Carson, <i>Eyes on the Prize</i> Chapters 1-6 2. McAdam & Tarrow, “Nonviolence as Contentious Interaction”	What are Non-Violence and Civil Disobedience tactics? How did these contribute to the movement?
W07: Mar 08	1. Carson, <i>Eyes on the Prize</i> Chapters 7-11	What are examples and elements of Black Power and Empowerment organizations? How did the authorities respond to these organizations?

Week	Readings & Assignments Articles in “Quotations” are in BeachBoard and www.jstor.org (with CSULB access)	Lecture & Discussion Topics
W08: Mar 15	1. Carson, <i>Eyes on the Prize</i> Chapters 12-14 Midterm Review	What laws and programs were enacted as a result of the Civil Rights Movement? Has equality been achieved? What is the enduring value of the Movement?
W09: Mar 22	Mr. Chounlamountry’s Furlough Days: Mar 22 & 24: No Class Meetings DUE: BEACHBOARD ONLINE MIDTERM EXAM (100 Points) due by 11:00 PM Friday March 26, 2010.	
W10: Mar 29	SPRING BREAK: NO CLASS MEETINGS	
W11: Apr 05	1. Wright, <i>The Perils of Protest</i> , Intro to Chapter 4 DUE: Bring MLA or APA list of 10 Possible Scholarly Sources on the Research Paper Topic (20 Points)	What were the preconditions of 1989 Student Movement in China? How did the political environment influence the leaders and protestors in the movement?
W12: Apr 12	1. Wright, <i>The Perils of Protest</i> , Chapters 5-6 2. Ulfelder, “Contentious Collect Action and the Breakdown of Authoritarian Regimes” DUE Friday April 16, 2001 by 11pm: Research Paper Integrating 5 Scholarly Sources using BeachBoard Turn-It-In Assignment Link (100 Points)	What were the preconditions of 1990 Month of March Movement in Taiwan? What were the similarities between the two student movements in China and Taiwan? What is the relationship between Contentious Collective Action and Authoritarian Regimes?
W13: Apr 19	1. Dekmejian, <i>Spectrum of Terror</i> , Preface to Chapter 3	What is Political Violence? What is Political Physics? How can Game Theory contribute to the understanding of interactive political violence? What are examples and elements of Assassins and Ethnic Nationalists versus the State?

Week	Readings & Assignments Articles in “Quotations” are in BeachBoard and www.jstor.org (with CSULB access)	Lecture & Discussion Topics
W14: Apr 26	1. Dekmejian, <i>Spectrum of Terror</i> , Chapters 4-5 DUE: Journal Entry 2 (25 Points)	What are examples and elements of Religious Militants and Ideological Militants versus the State?
W15: May 03	1. Dekmejian, <i>Spectrum of Terror</i> , Chapter 7 DUE Friday May 07, 2001 by 11pm: PowerPoint Presentation of Organization Posted in the BeachBoard Discussion Area. (100 Points)	How do states use Political Violence? What are examples and elements of State Terrorism, Politicide, and Genocide?
W16: May 10	Review of Course DUE: Rating of Other Student PowerPoint Presentations in the BeachBoard Discussion Area. NOTE: 20 Participation Points will be assigned by the teaching staff base on attendance and quality of participation. Please bring a printed copy of your Gradebook to confirm grades before the final exam. Some items may be graded later.	What is the importance of Political Movements in our society?

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