Social Movements, Activism and Social Change

Section A: Headline Information	
Module title	Social Movements, Activism and Social Change
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher
Parent programme(s)	BA (Honours) in Social, Political and Community Studies
Stage of parent programme	Stage 4
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	5 ECTS
List the teaching and learning modes	Lectures, seminars, debates, presentations, web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	Creativity and Social Media
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average 2 hours per week Lectures: 12 x 2 hours (24 hours)
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall. Round Tables. Internet Access. Web Research Facilities. Space for movement.
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demon-strations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:5					31	70			125 hours

Allocation of marks (within the module)						
		Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution		100%				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The study of social movements and their significance with regard to models of citizen participation is a key issue in the consideration of civic engagement and social change. This module facilitates the development of an appreciation and understanding of the value of social movements, their specific dynamics and tactics. The study of social movements adds to the overall analysis of community and non-profit organisations as it supports the development of critical awareness of the ideological and practical intersections between both.
Module Aims and Objectives	This module critically examines a range of social movement theoretical frameworks determining what differentiates social movements from other forms of protest and politics. The connection between citizenship, social movements and social change is analysed within the framework of economic, political and cultural influences and exchanges. The module aims to analyse a range of social alternatives, demonstrating models of citizen engagement through co-operative communities, social responsibilities, national and global social movements.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Critique social, political and cultural theoretical perspectives on social movements, citizen power, social activism and civil society in Ireland and internationally. (MIPLO 1) 2. Critically examine the impact of social movements on social change using specific examples. (MIPLO 3)

	3. Assess the potential achievements and limitations of citizen engagement in a range of social movements nationally and globally. (MIPLO 1) 4. Contribute to a collaborative peer learning process and demonstrate effective critical thinking and presentation skills. (MIPLO 6)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources. Diploma Supplement contains module name, code, stage and ECTS.
Module Content, Organisation and Structure	*Social Activism and Social Movement Theory:* • Social activism and contentious politics. • Differentiating social movements from formal politics, protest and revolutions. • Social movement dynamics, tactics, repertoires and actors. • Collective behavior theories; Resource mobilization; Political process and contentious politics; New social movement theories. • Social movements and the age of the internet. *Citizenship, Social Movements and Activism in a Global Era:* • Considering the nature of citizenship in a global context; • Global citizenship and civil society; • Alter-Globalization, civil society and political power; • Civic participation within different social, cultural, economic and political arenas. *Social Movement Case Studies:* 1968 student movement; Anti-war and anti-nuclear movements; Green movements; Women's movements (historical and contemporary); World Social Forum; African American Civil Rights Movement (USA); Chipko (India): Via Campesina (South America); Contemporary movements in the Irish context.
Module Teaching and Learning Strategy	The module teaching and learning strategy is based on the core objectives of introducing learners to the field of social movement and social activist studies inclusive of historical and contemporary academic theoretical analysis and conceptual frameworks. The module is also focused on the development of learner capacity to engage in the formation of their own world-view and perspectives on the complexities of social movement dynamics and the relationship between social activism and the community development context. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, collaborative and critically reflective learning approaches inclusive of the following methods:

	Lectures, peer learning achieved through face-to-face classroom discussion, presentations and interactive group discussion, group exercises, case studies, video.
	Lectures will include group discussion / projects, interactive presentations and peer learning, while tutorials will be used for formative learning. Learners will be obliged to engage meaningfully in class discussions /tutorials and to contribute vocally where appropriate as well as make one presentation during the term.
Work-Based Learning and Practice-Placement	N/A
E-Learning	The virtual learning environment (Moodle) is the platform to disseminate module material to the learners. Moodle will also be used for learners to share topics on the discussion board incorporating peer learning and exchange of knowledge. Learners will be introduced to the concept of the flipped classroom and will prepare for lectures through accessing online material in advance of classroom contact.
Specifications for Module Staffing Requirements	One lecturer. Staff – learner ratio is a maximum of 1:25.
Module Summative and Formative Assessment Strategy	The module assessment strategy is based on a balance between theoretical and practical learning; building knowledge, skills and competencies relevant to the social movements, critical analysis, independent argument and presentation skills. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their experience and knowledge of social movement activism. The formative assessment strategy relies on in-class discussions and facilitated debate based on academic articles on social movement theory and empirical examples. This approach is informed by the flipped classroom concept which supports learners to develop critical thinking and independent learning skills. The summative assessment requires the research and development of an essay and web page. This module will be assessed by two in-class assignments: • Web page (40%) (learning outcomes 3, 4) • Essay (60%): (learning outcomes 1, 2)
Sample Assessment Materials	Essay 60% (LO 1 and 2), 1,500-2,000 words Sample questions: 1. Manuel Castells (2012) proposes that social movements are distinctive in the age of mass self-communication. He also contends that they emerge on the basis of fear, outrage and hope. Write an essay critically analysing Castell's perspective, using specific examples to support your analysis. 2. Critically analyse the key features of new social movement theory and discuss new social movement theoretical concepts to a contemporary social movement. 3. "Contentious politics is triggered when changing political opportunities and constraints create incentives to take action for actors who lack resources on their own. People contend through known repertoires of contention and expand them by creating innovations at their margins" (Tarrow, 2011:6). Critically evaluate the core thesis of contentious politics in relation to social movement examples.

	4. The concept of global civil society as outlined by Kaldor (2012) is contested. Critically analyse this concept using empirical examples to illustrate your argument. Web page, 40% (LO 3 and 4): This assessment is linked to the co-requisite module Creativity and Social Media, providing an integrated approach to assessment. Taking an article on a relevant social movement, construct a web page to present your analysis of the movement tactics and dynamics and the relevance to a particular social movement theoretical framework. Add resources to the online resource forum using relevant video, articles and webpages.
Reading Lists and Other Information Resources	**Essential Reading:** Castells, M. (2012). *Networks of outrage and hope – social movements in the Internet age.* UK: Wiley. Connolly, L. and Hourigan, N. (2006). *Social Movements and Ireland*. Manchester: Manchester University Press. Della Porto, D. and Diani, M. (2015). *The Oxford Handbook of Social Movements.* Oxford: Oxford University Press. Goodwin, J. and Jasper, J. (2009). *The Social Movements Reader: Cases and Concepts*. New Jersey: John Wiley and Sons. Tarrow, S. and Tilly, C (2015). *Contentious Politics*. Oxford: Oxford University Press. **Other Reading:** Amenta, E., Caren, N., Chiarello, E., and Sue, Y. (2010). 'The political consequences of social movements', *Annual Review of Sociology, 36*, 287–307. Della Porta, D. (2015) *Social Movements in times of austerity: Bringing Capitalism back into protest analysis*. London: Sage Publications. Earl, J. (2004). 'The cultural consequences of social movements' in D. A. Snow, S. Soule, and H. Kriesi (Eds.), *The Blackwell companion to social movements* (pp. 508–530). Malden, MA: Blackwell Publishing. Goodwin, J., Jasper, J. M., and Polletta, F. (2004). 'Emotional dimensions of social movements', in D. A. Snow, S. A. Soule, & H. Kriesi (Eds.), *The Blackwell companion to social movements* (pp. 413–432). Malden, MA: Blackwell Publishing. Grossman, L. (2009, June 17). Iran protests: Twitter, the medium of the movement. *Time*. http://www.time.com/time/world/article/0,8599,1905125,1905100.html

	Jobin-Leeds G., (2016). *When We Fight, We Win! Twenty-First-Century Social Movements and the Activists That Are Transforming Our World. New York, New Press.*

Kaldor, M. (2012). 'Global civil Society: ten years of politics from below, Open Democracy'; https://www.opendemocracy.net/mary-kaldor/global-civil-society-2012-ten-years-of-%E2%80%98politics-from-below%E2%80%99.

Kirby, P (2010). 'Civil Society, Social Movements and the Irish State', *Irish Journal of Sociology*, Vol. 18.2.

Meyer, D. S. (2007). *The politics of protest: Social movements in America*. New York, NY: Oxford University Press.
https://www.irishtimes.com/life-and-style/people/people-to-watch-in-2016-advocacy-and-activism-1.2489542

Powell, F. (2013). *The Politics of civil Society: Big and Small government*, Bristol: Policy press.

Journals

Social Movement Studies
Interface: A Journal for and about Social Movements: http://www.interfacejournal.net/
Mobilization
Irish Journal of Sociology

Essential Viewing:
Hermens, K., Enabling young social activists to drive change in their communities
https://www.youtube.com/watch?v=tkVM8ajZSD8

Chomsky N – The Youth and the mass media's false reality and history
https://www.youtube.com/watch?v=gUCYoJ8KSF8

http://www.henamedmemalalamovie.com/ malala yousafzai.

A conversation with Vandana Shiva – Tree Hugging and the Chipko Movement
https://www.youtube.com/results?search_query=chipko+movement |
| **Module Physical Resource Requirements** | Lecture hall equipped with internet, projector, round tables and speakers. |