

SYA 7933 Social Movements

Spring 2022

Thursday 1:55 PM - 4:55 PM (Keene-Flint Hall 0117)

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Office hours: Tuesday 12:00pm–2:00pm or by appointment

Course Description:

This course provides an overview of theoretical and empirical research on social movements and contentious politics. The key questions we will examine include the following: When and why do social movements occur? How are movements organized? What do movement participants think and feel? How do social movements work? How do authorities respond to movements? Why do movements decline? What changes do movements bring about? The course provides different theoretical perspectives on social movements and meanwhile exposes students to empirical studies of movements in the U.S. and across the world, including civil rights movement, Occupy Wall Street movement, Black Lives Matter movement, women's movement, environmental movement, labor movement, transnational activism, Iranian revolution, and Arab Spring.

Education Objectives:

Through a review of major paradigms and debates in the literature, a critical reading of course materials, class discussion, and writing assignments, the course offers analytical frameworks to interpret movements and protests in various socio-political contexts, encourages students to interrogate theories of social movement and contentious politics, helps students identify gaps in existing literature, and develops students' ability of analytical and critical thinking in general.

Course Requirements:

This graduate seminar is designed as a reading and a discussion course. Students are expected to do regular reading, post questions on Canvas before class, lead the class discussion, and actively participate in class discussions. It is also required to make a presentation of supplemental material, hand in an outline of your final research paper, make a presentation of the research project, and submit your final paper in the end.

1. Discussion Posts (26%)

To facilitate thought-provoking and informative conversations during class, students are expected to submit discussion posts about the required readings via **Canvas** for each week between WK 2 and WK 14. Discussion posts should contain the following: 1) THREE

interesting and/or new takeaways from the readings, which can include new theoretical perspectives, innovative methodologies, or anything you did not know; 2) THREE questions that help stimulate class discussion.

You may refer to **Reading Guide** below to formulate your discussion posts. The posts are due on Canvas by **1pm on Mondays**. For instance, post for the readings of Week 2 is due by 1pm of Monday of that week. In class discussion, you may be asked to provide further thoughts on your posts. It is crucial to be prepared to discuss before coming to class.

Reading Guide: take notes and think about the following questions.

- 1) What is the author's explanatory objective? Pay special attention to how this is defined and operationalized.
- 2) What is the author's argument?
- 3) What is the logic connecting 1) and 2)? How convincing do you find this logic?
- 4) What are the intellectual roots and/or empirical inspiration for the argument?
- 5) Is the research design and methodology appropriate for the questions being asked?
- 6) What types of evidence, if any, is provided for the argument? Does the evidence actually support the intended argument? What type of evidence would strengthen or weaken the argument?
- 7) Overall, good discussion posts show your solid understanding of the readings and your ability to build connections between readings, make insightful comments or critiques of the readings, think of alternative research design, or consider comparative approaches.

2. Discussion Lead* (24%):

Each week, one or two students will be responsible for facilitating the discussion of the required readings for that week. To lead the discussion, you should 1) prepare a position paper; 2) present your comments and/or critiques of the readings; and 3) lead a scholarly discussion of the readings, e.g., raising insightful questions to generate conversation with the rest of the class. Each student is expected to lead the class discussion twice during the semester.

- 1) The position paper (1-2 pages, **single** spaced) should concisely summarize the readings of that week (pick three readings if there are more than three) *and* then comments on the group of readings. You may compare different readings to show how the information and arguments in one reading corroborate or contradict those in another reading, discuss how one reading sheds light on the content of another, or explain why the argument of the reading(s) is convincing (or not). You may use the questions listed in the **Reading Guide** above as a guide for analyzing the readings.
- 2) Present your comments and/or critiques of the readings in an engaging manner. Do NOT simply read your position paper. Presentation should be less than 20 minutes.
- 3) Students may use PowerPoint Presentation or handouts when leading class discussion. Discussions should be around 30 minutes, unless otherwise noted.
- 4) The position paper and the questions discussed in class are due at the end of class.

*Depending on the enrollment, the structure of this assignment may be adjusted.

3. In-Class Participation (13%)

To get full points, you have to speak up in class frequently *and* demonstrate a solid understanding of the readings.

4. Supplemental Reading Presentations (7%):

You are expected to present a synopsis and discussion of a supplemental reading for the course (attached after each week's required readings). In this presentation (no more than 20 minutes), you should introduce the main idea of the text, use your own language and examples to explain the arguments of the author(s), and *provide* a few *discussion questions* in relation to the overall theme of the course. Using these discussion questions, you are expected to engage with audience and to lead a brief discussion.

Your presentation will be graded on the extent to which it accurately explains the main arguments, concepts, and points presented in the article. You will also be graded on the validity of your critiques of the article.

5. Research Paper (30%):

A research paper, 8-10 double-spaced pages (double-spaced, size 12 font, Times New Roman, 1-inch margins), is due on **1pm on April 26, 2021**. The outline of the paper is scheduled to submit by **1pm March 29, 2021**. The research paper should make an argument and focus on a central question. You are free to select a topic of interest to you based on the course material and class discussions. Topics can include, *but not limited to*, delving into a particular form of social movements or contention in a country or region, comparing protests by different social groups, making cross-national comparison between different other countries/regions, examining a transnational movement, drawing chronological comparison of movements in a country/region, and comparing state responses to a particular movement across regions or social groups. More specific guidelines will be offered in the class. Besides the course readings, you should also introduce additional literature. UF librarians and the instructor will help you resolve problems about literature searching. For developing writing skills, you are encouraged to go to the UF Writing Studio for further help (see below the section "**UF Campus Resources Services**" for details).

A SUMMARY OF ALL ASSIGNMENTS

	Grading	Deadlines
Discussion posts	26%	1pm on <i>Wednesday</i>
Lead Class Discussion	24%	
Class participation	13%	
1 presentation of supplemental reading	7%	The date you signed up
Final paper & outline	30%	Outline (5%): 1pm March 29, 2021 Presentations: Week 16 Final paper (25%): 1pm on April 26, 2021

Grading Scale

A	94 and above
A-	90-93
B+	87-89
B	83-86
B-	79-82
C+	76-78
C	72-75
C-	69-71
D+	66-68
D	62-65
D-	59-61
E	58 and below

Here earning an “A” entails: *Excellent mastery of course material, student performance indicates a very high degree of originality, creativity, or both excellent performance in analysis, synthesis, and critical expression, oral or written student works independently with unusual effectiveness.*

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Academic Ethics:

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating, plagiarism, reuse of essays, improper use of the internet and electronic services, unauthorized collaboration, alteration of graded essays, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

At UF, students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards

of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Accommodation for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF Campus Resources Services:

1. Writing Studio, help brainstorming, formatting, and writing papers, 302 Tigert Hall, 846-1138, <http://writing.ufl.edu/writing-studio/>.
2. E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu, <https://lss.at.ufl.edu/help.shtml>.
3. Library Support, various ways to receive assistance with respect to using the libraries or finding resources, <http://cms.uflib.ufl.edu/ask>.
4. University Counseling Center, personal and career counseling, 392-1575, www.counsel.ufl.edu.
5. Student Mental Health, Student Health Care Center, personal counseling, 392-1575, www.health.ufl.edu/shcc.
6. Center for Sexual Assault/Abuse, Student Health Care Center, sexual counseling, 392-1161.
7. Career Resource Center, Reitz Union, career development assistance and counseling, 392-1601, www.crc.ufl.edu.

Course Evaluations:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

Reading Material:

Required Books:

- ❖ Jeff Goodwin and James M. Jasper. 2015. *The Social Movements Reader: Cases and Concepts*. Third Edition. Malden, MA: Wiley Blackwell.
- ❖ Tarrow, Sidney. 2011 (3rd ed.). *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

The books are available as ebooks via the UF Library Course Reserve (<https://cms.uflib.ufl.edu/accesssupport/coursereserves>).

All other readings are available on Canvas.

Course Schedule and Reading list

(*We may modify the schedule as needed depending on the pace of the class; any changes will be announced in class and on the course website)

Week 1 Introduction

Emergence of movements

Milkman and Lewis “Occupy Wall Street” (30-44)*

*[*In the required textbook by Goodwin and Jasper; readings listed below with the same citation format all from the same textbook]*

Documentary screening: History of an Occupation (about Occupy Wall Street by Al Jazeera; <https://www.youtube.com/watch?v=K4VLYGfGDZg>)

Week 2 Movements Participation

Non-participation

Goodwin and Jasper “Who Joins or Supports Movements” (53-57)

Olson “The Free Rider Problem” (59-64)

Oegema, Dirk, and Bert Klandermans. "Why social movement sympathizers don't participate: Erosion and nonconversion of support." *American Sociological Review* (1994): 703-722.

Movements Participation

McAdam “Recruits to Civil Rights Activism” (65-75)

Kurzman “Who are the Radical Islamists” (76-82)

A Case Study: Freedom Summer (PBS)—

Documentary screening: only the first 50 min is required.

<https://www.pbs.org/wgbh/americanexperience/films/freedomsummer/#part01>

Supplementary reading: Maresca, A. and Meyer, D.S., 2020. Tracking the Resistance. *Sociology Compass*: 1-13.

Supplementary reading: Fu, Diana. "Disguised collective action in China." *Comparative Political Studies* 50, no. 4 (2017): 499-527.

Supplementary reading: Francisco, Ronald. "After the massacre: Mobilization in the wake of harsh repression." *Mobilization: An International Quarterly* 9.2 (2004): 107-126.

Week 3 Social Movement Theories: Movement Organizations & Resource Mobilization

Do Organizations Undermine or Support Movements?

Goodwin and Jasper, “How are Movements Organized” (155-158)

McCarthy and Zald, “Social Movement Organizations” (159-174)

Piven, Frances Fox, and Richard A. Cloward. 1991. "Collective Protest: A Critique of Resource Mobilization Theory." *International Journal of Politics, Culture and Society* 4:435-458.

McKane, R.G. and McCammon, H.J., 2018. Why We March: The Role of Grievances, Threats, and Movement Organizational Resources in the 2017 Women's Marches. *Mobilization: An International Quarterly*, 23(4), pp.401-424.

Supplementary reading: Lei, Y.W., 2021. Delivering solidarity: Platform architecture and collective contention in China’s platform economy. *American Sociological Review*, 86(2), pp.279-309.

Supplementary reading: Klandermans, Bert. 1984. "Mobilization and Participation: Social Psychological Expansions of Resource Mobilization Theory." *American Sociological Review* 49:583-600.

Week 4 Social Movement Theories: Political Opportunity Structure

Political opportunity structure

Tarrow, Sidney. 2011 (3rd ed.). "State, Capitalism, and Contention," pp. 71-91, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Eidlin, Barry. 2016. "Why is there no labor party in the United States? Political articulation and the Canadian comparison, 1932 to 1948." *American Sociological Review* 81.3: 488-516.

Political opportunity structure: A Critique

Kurzban, Charles. "Structural opportunity and perceived opportunity in social-movement theory: The Iranian revolution of 1979." *American Sociological Review* (1996): 153-170.

Goodwin, Jeff, and James M. Jasper. 1999. "Caught in a Winding, Snarling Vine: The Structural Bias of Political Process Theory." *Sociological Forum* 14:27-54.

Supplementary reading: Ho, M.S., 2016. Making an Opportunity: Strategic Bipartisanship in Taiwan's Environmental Movement. *Sociological Perspectives*, 59(3), pp.543-560.

Supplementary reading: Kitschelt, H. P. (1986). Political opportunity structures and political protest: Anti-nuclear movements in four democracies. *British journal of political science*, 16(1), 57-85.

Week 5 Social Movement Theories: Framing

Benford R. and D. Snow. 2000. Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology*. 26: 611-39.

Malaena J. Taylor and Mary Bernstein (2019). "Denial, Deflection, And Distraction: Neutralizing Charges of Racism by the Tea Party Movement." *Mobilization: An International Quarterly*: Vol. 24, No. 2, pp. 137-156.

Framing Theory: Recent Development

Ryan and Gamson, "Are Frames Enough?" (136-142)

Snow, David, Robert Benford, Holly J. McCammon, Lyndi Hewett, and Scott Fitzgerald. 2014. "The Emergence, Development, and Future of the Framing Perspective: 25+ Years Since "Frame Alignment"." *Mobilization* 19(1):23-45.

Documentary screening: Politics, Religion and the Tea Party (Al Jazeera)

Supplementary reading: Ayoub, P.M. and Chetaille, A., 2020. Movement/countermovement interaction and instrumental framing in a multi-level world: rooting Polish lesbian and gay activism. *Social Movement Studies*, 19(1), pp.21-37.

Supplementary reading: Ketelaars, Pauline, Stefaan Walgrave, and Ruud Wouters. 2014. "Degrees of Frame Alignment: Comparing Organisers' and Participants' Frames in 29 Demonstrations in three Countries." *International Sociology* 29(6):504-524.

Week 6 Movement Tactics and Strategies

What are the different ways movements work to achieve their goals?

McAdam, Doug. 1983. "Tactical Innovation and the Pace of Insurgency," *American Sociological Review* 48: 735-754.

Seidman, "Armed Struggle in the South African Anti-Apartheid Movement" (224- 238)

Brym, "Suicide Bombing" (239-245)

Movement across borders

Tarrow, Sidney. 2011 (3rd ed.). "Transnational Contention," pp. 234-258, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Lerner, "Global Corporations, Global Unions" (335-342)

Wapner, "Transnational Environmental Activism" (175-183)

Supplementary reading: Oliver, Pamela, and Daniel Myers. "The coevolution of social movements." *Mobilization: An International Quarterly* 8, no. 1 (2003): 1-24.

Supplementary reading: Friedman, Eli. "External pressure and local mobilization: Transnational activism and the emergence of the Chinese labor movement." *Mobilization: An International Quarterly* 14, no. 2 (2009): 199-218.

Week 7 Movements & Media: Mass Media

Media bias in protest coverage and why it matters

Jackie Smith et al., "From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington, D.C.," *Social Forces* 79 (2001): 1397-1423.

Boykoff, Jules, and Eulalie Laschever. "The tea party movement, framing, and the US media." *Social Movement Studies* 10, no. 4 (2011): 341-366.

Kim, Kisun, and Saif Shahin. "Ideological parallelism: toward a transnational understanding of the protest paradigm." *Social Movement Studies* 19, no. 4 (2019): 391-407.

Supplementary reading: Shahin, Saif, Pei Zheng, Heloisa Aruth Sturm, and Deepa Fadnis. "Protesting the paradigm: A comparative study of news coverage of protests in Brazil, China, and India." *The International Journal of Press/Politics* 21, no. 2 (2016): 143-164.

Supplementary reading: Gottlieb, Julian. "Protest news framing cycle: How the New York Times covered occupy wall street." *International Journal of Communication* 9 (2015): 231–253

Week 8 Movements & Media: Internet and Social Media

Does media facilitate or restrain the development of a movement? What are the dark sides of social media?

Tufekci, Zeynep. *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale University Press, 2017. Introduction, pp. xxi-xxix.

Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted," *The New Yorker*, October 4, 2010, pp. 1-9.

http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell.

Bonilla, Yarimar, and Jonathan Rosa. "# Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist* 42, no. 1 (2015): 4-17.

Documentary screening: *The Facebook Dilemma (Part I)*; PBS, 2018
<https://www.pbs.org/video/the-facebook-dilemma-part-one-s43cuc/>

Supplementary reading: Bennett, W. Lance. "The personalization of politics: Political identity, social media, and changing patterns of participation." *The ANNALS of the American Academy of Political and Social Science* 644, no. 1 (2012): 20-39.

Week 9 Right-Wing Movements

Williamson, Vanessa, Theda Skocpol, and John Coggin. "The Tea Party and the remaking of Republican conservatism." *Perspectives on Politics* 9, no. 1 (2011): 25-43.

McVeigh, Rory, David Cunningham, and Justin Farrell. "Political polarization as a social movement outcome: 1960s Klan activism and its enduring impact on political realignment in Southern counties, 1960 to 2000." *American sociological review* 79, no. 6 (2014): 1144-1171.

Documentary screening: Documenting Hate: Charlottesville (PBS)

Supplementary reading: Linden, Annette and Bert Klandermans. 2006. "Stigmatization and Repression of Extreme-Right Activism in the Netherlands." *Mobilization* 11(2):213–228.

Week 10 SPRING BREAK: No class

Week 11 Social Control and Repression

Typology, Mechanisms, and Trend

Earl, Jennifer. "Tanks, tear gas, and taxes: Toward a theory of movement repression." *Sociological theory* 21, no. 1 (2003): 44-68.

Soule, Sarah, and Christian Davenport. 2009. "Velvet glove, iron fist, or even hand? Protest policing in the United States, 1960-1990." *Mobilization: An International Quarterly* 14, no. 1: 1-22.

Discrepancy across Social Groups

Kurzman, Charles, Ahsan Kamal, and Hajar Yazdiha. 2017. "Ideology and threat assessment: law enforcement evaluation of muslim and right-wing extremism." *Socius* (3): 1–13.

Davenport, Christian, Sarah A. Soule, and David A. Armstrong. "Protesting while black? The differential policing of American activism, 1960 to 1990." *American Sociological Review* 76, no. 1 (2011): 152-178.

Supplementary reading: Reynolds-Stenson, Heidi. "Protesting the police: anti-police brutality claims as a predictor of police repression of protest." *Social movement studies* 17, no. 1 (2018): 48-63.

Supplementary reading: Brame, Wendy J. and Thomas E. Shriver. 2013. "Surveillance and Social Control: The FBI's Handling of the Black Panther Party in North Carolina." *Crime, Law and Social Change* 59(5):501–16.

Supplementary reading: Hooker, Juliet. "Black Lives Matter and the paradoxes of US Black politics: From democratic sacrifice to democratic repair." *Political Theory* 44, no. 4 (2016): 448-469.

Week 12 Social Control and Repression

Repression-Dissent Nexus: Does repression deter or encourage activism?

Hess, David, and Brian Martin. 2006. "Repression, backfire, and the theory of transformative events." *Mobilization: An International Quarterly* 11, no. 2: 249-267.

Chang, Paul Y. 2008. "Unintended Consequences of Repression: Alliance Formation in South Korea's Democracy Movement (1970-1979)." *Social Forces*, Vol. 87, No. 2, pp. 651-677.

Tarrow, Sidney. 2011 (3rd ed.). "Cycles of Contention," pp. 195-214, in *Power in Movement: Social Movements, Collective Action and Politics*. Cambridge: Cambridge University Press.

Framing by Elites

Roscigno, Vincent, Julia Cantzler, Salvatore Restifo, and Joshua Guetzkow. "Legitimation, state repression, and the Sioux Massacre at wounded knee." *Mobilization: An International Quarterly* 20, no. 1 (2015): 17-40.

Supplementary reading: Bray, Laura A., Thomas E. Shriver, and Alison E. Adams. "Framing authoritarian legitimacy: elite cohesion in the aftermath of popular rebellion." *Social Movement Studies* (2019): 1-20.

Supplementary reading: Li, Yao. "Official framing—portraying the implementation of an unpopular policy as responsive governance." *Social Movement Studies* (2021): 1-19.

Supplementary reading: Francisco, Ronald A. 2005. "The dictator's dilemma," pp. 58-81, in *Repression and mobilization*, Davenport, Christian, Hank Johnston, and Carol McClurg Mueller (eds). University of Minnesota Press.

Week 13 Movement Consequences

Does Social Movements Matter?

Gamson, "Defining Movement 'Success'" (383-385)

Meyer, "How Social Movements Matter" (386-390)

Schelly, David, and Paul B. Stretesky. "An analysis of the "path of least resistance" argument in three environmental justice success cases." *Society and Natural Resources* 22.4 (2009): 369-380.

Movement Consequences: Two Recent Cases

Gitlin, Todd. 2013. "Occupy's Predicament: The Moment and the Prospects for the Movement." *British Journal of Sociology* 64(1): 3-25.

Dreier, “Black Lives Matter joins a long line of protest movements that have shifted public opinion”

(https://www.salon.com/2015/08/15/black_lives_matter_joins_a_long_line_of_protest_movements_that_have_shifted_public_opinion_most_recently_occupy_wall_street/)

Supplementary reading: McAdam, Doug and Yang Su. “The War at Home: Antiwar Protests and Congressional Voting, 1965 to 1973.” *American Sociological Review* 67 (2002): 696-721.

Supplementary reading: Klatch, Rebecca E. "The formation of feminist consciousness among left-and right-wing activists of the 1960s." *Gender & Society* 15, no. 6 (2001): 791-815. [Movement Consequences on Movement Participants]

Week 14 Movements beyond the U.S.

Kevin J. O’Brien and Lianjiang Li. 2006. *Rightful Resistance in Rural China*. Cambridge University Press. Chapter 1 Rightful Resistance, pp.1-15.

Robertson, Graeme B. 2009. “Managing Society: Protest, Civil Society, and Regime in Putin’s Russia.” *Slavic Review* 68 (3): 528–47.

Justino, P. and Martorano, B., 2019. Redistributive preferences and protests in Latin America. *Journal of Conflict Resolution*, 63(9), pp.2128-2154.

Supplementary reading: Geoffroy, Marie Laure. 2014. “Channeling Protest in Illiberal Regimes: The Cuban Case since the Fall of the Berlin Wall.” *Journal of Civil Society* 10 (3): 223–38.

Supplementary reading: Li, Yao. 2019. *Playing by the Informal Rules: Why the Chinese Regime Remains Stable Despite Rising Protests*. Cambridge University Press. Chapter 1, Introduction: Rising Protests and Regime Stability, pp. 1-26.

Week 15 Movements beyond the U.S.

Arab Uprising

Castells, “The Egyptian Revolution” (45-52)

Goldstone, “Understanding Revolutions: The Arab Uprisings” (398-404)

Stacher, Joshua. "Fragmenting states, new regimes: militarized state violence and transition in the Middle East." *Democratization* 22, no. 2 (2015): 259-275.

Documentary screening: Egypt in Crisis (PBS)

Supplementary reading: Barrie, C. and Ketchley, N., 2018. Opportunity without organization: Labor mobilization in Egypt after the 25th January revolution. *Mobilization*, 23(2), pp.181-202.

Supplementary reading: Moss, Dana, 2016. Transnational repression, diaspora mobilization, and the case of the Arab Spring. *Social Problems*, 63(4), pp.480-498.

Week 16 Presentations

Student presentations on final projects

Final paper due: 1pm on April 26, 2020

NO LATE PAPER ACCEPTED