

PSC 408E/608E Labor, Economy, and Protest Spring 2023

Tuesday and Thursday 10:30am to 11:45am in OB 203

Course Information

Instructor Information

Instructor: Ian M. Hartshorn

Class Meeting Time and Location: Tuesday and Thursday 10:30am to 11:45am in OB 203

Student Hours: Via Zoom

Email: ihartshorn@unr.edu

Office Hours: Every Tuesday at 1pm to 1:30pm on Zoom at this link:

<https://unr.zoom.us/j/81508283801?pwd=SWd5bUhLSkkreVMxWVgyS0FBMUlIQT09>

Meeting and Passcode: Meeting ID: 815 0828 3801 Passcode: 317260

Course Description

Popular revolt and protest is often driven by, or justified through, economic frustration. This course looks at economic-based protest movements from the right (anti-tax in California, anti-PT in Brazil) the left (workers' rights, anti-Apartheid) and those that transcend normal dichotomies (Brexit, Mouvement des gilets jaunes, Arab Uprisings). We will explore how conventional economic actors (such as business and labor) react to and change through these new movements.

This course will satisfy Core Objective 11: Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

Course Pre/Co-requisites

ENG 102; CH 201 or CH 202 or CH 203 or CH 212; PSC 211 or PSC 231; Junior or Senior standing.

Required Texts/Course Materials

This course will use Canvas-based materials and will not require the purchase of any text

Class Procedures/Structures

This class will have in person meetings, outside readings, quizzes, tests, papers and projects.

Student Learning Outcomes

Students will be able to define the main theories used by political scientists to explain protest

Students will be able to classify different protest movements by their ideology, attitude, and goals

Students will be able to demonstrate in exams and essays a mastery of these theories and an understanding of how they change

Students will be able to critically reflect on student, labor, and economic protests in global contexts, across multiple countries

Students will be able to examine how labor and business react to different forms of pressure

Students will be able to explain how economic protest movements differ from other types of protest and predict how social partners might react to new movements in different global contexts

For Graduate Students

Graduate students will be able to conduct original analysis using theoretical background from class on a novel protest movement. Graduate students will meet with instructor early to assess research topics and generate a list of supplemental readings

Course Requirements

Mid-Term Exam 20%

Reaction Papers 20% (2 per student, 2 pages each on that week's reading turned by 11:59pm on Sunday of the week, detailed separately) Reaction papers will have students identify and analyze the relationship between local cases and global theories.

Weekly Assignment: 10% (Assessed through brief Canvas-based questions, prompts, and responses, ideally done on the day assigned, but due by 11:59pm on Sunday the week it was assigned)

Participating in Class: 10% (Class will be held every week)

Final Presentation: 15% (8-10 minute pre-recorded presentation)

Final Exam: 25%

Grading Criteria, Scale, and Standards

Grading Rubric for Papers

Cognition 25%

Did you grasp the assignment? Do you understand what this paper is supposed to be? Do you have all the necessary parts and did you follow the steps as instructed? Did you take all preliminary steps assigned?

Development/Reasoning 50%

Was your writing well-reasoned? Do you develop a consistent argument? Are the reasons, reasons? Are the examples proper examples? Do you provide support?

Mechanics/Style 25%

Clear, concise, and straightforward writing. Proper mechanics and grammar. Proper tone and attention to audience.

Letter grade assignment:

A: 93% - 100%

A-: 90% - 92.9%

B+: 87% - 89.9%

B: 84% - 86.9%

B-: 80% - 83.9%

C+: 77% - 79.9%

C: 74% - 76.9%

C-: 70% - 73.9%

D+: 67% - 69.9%

D: 64% - 66.9%

D-: 60% - 63.9%

F: <60%

Late Work or Make-up Exams Policies

Late Work will lose 1/3 of a letter grade per day until turned in. I reserve the right to set a 'last day' for any assignment. I will re-grade if requested (no requests will be considered for at least 48 hours after returned) but the grade may go down.

Class attendance is strongly encouraged, note that 10% of your grade is participation in class discussions, however I do not take attendance. Do not send medical excuses, medical documentation, or personal material to my University email, as it is not secured. I do not request or accept these documents. If you cannot come to class, you cannot come to class, and I encourage you to get notes from a colleague. Again, DO NOT SEND MEDICAL MATERIAL TO ME.

Course Calendar or Topics Outline

Course Calendar or Topics Outline

- Week 1 Making Identities/Making Movements
 - Read Before Class Tuesday January 24th
 - Gemma Edwards *Social Movements and Protest* Chapter 1
 - Read Before Class Thursday January 26th
 - Nicki Lisa Cole "What Is Social Class, and why Does it Matter?"
<https://www.thoughtco.com/what-is-social-class-and-why-does-it-matter-3026375>

- Barry Eidlin and Jasmine Kerrissey “Social Class and Social Movements” in *The Wiley Blackwell Companion to Social Movements*
- Week 2 Making Identities/Making Movements
 - Read Before Class January 31st
 - Gemma Edwards *Social Movements and Protest* Chapter 2
 - Douglas Clement “Do Unions Work?”
<https://www.minneapolisfed.org/article/2001/do-unions-work>
 - Read Before Class February 2nd
 - Michael Zweig *The Working Class Majority* Chapters 1
 - “What Unions Do” <https://aflcio.org/what-unions-do>
- Week 3 Making Identities/Making Movements
 - Read Before Class February 7th
 - Michael Zweig *The Working Class Majority* Chapter 2
 - Read Before Class February 9th
 - Nelson Lichtenstein *State of the Union* Chapter 1
 - Peter Fairbrother, “Social Movement Unionism or Trade Unions As Social Movements”
- Week 4 Making Identities/Making Movement
 - Read Before Class February 14th
 - Peter B. Owens, Rory McVeigh, and David Cunningham “Race, Ethnicity, and Social Movements” in *The Wiley Blackwell Companion to Social Movements*
 - Steven A. Reich “Organized Labor and the Civil Rights Movement: Lessons from a Troubled Past”
 - Read Before Class February 16th
 - Phillip Thompson “Taking Freedom: Capitalism, Democracy, and W.E.B. Du Bois’s Two Proletariats”
 - Joe William Trotter “African American Workers Organize” from *Workers on Arrival : Black Labor in the Making of America*
- Week 5 Making Identities/Making Movements
 - Read Before Class February 21st
 - Michael MacDonald *Why Race Matters in South Africa* Chapters 4 and 5
 - Read Before Class February 23rd
 - Anthony Butler *Contemporary South Africa* Chapter 1 and Chapter 2
- Week 6 Activism and Apartheid

- Read Before Class February 28th
 - Thomas McClendon & Pamela Scully “The South African Student Exchange Program: Anti-Apartheid Activism in the Era of Constructive Engagement”
- Read Before Class March 2nd
 - Francis Njubi Nesbitt *The Race for Sanctions* Chapter 5 and Chapter 6
- Week 7 Activism After Apartheid
 - Read Before Class March 7th
 - Gemma Edwards *Social Movements and Protest* Chapter 3 and Chapter 4
 - Read/Watch Before Class March 9th
 - Susan Booyesen et. Al. *FeesMustFall* Chapters 1 and 2
 - Documentary “Have You Heard From Johannesburg” Episode 5 From Selma To Soweto
- Week 8 Activism After Apartheid
 - Read Before Class March 14th
 - Susan Booyesen et. Al. *FeesMustFall* Chapter 4 through page 95
 - Read Before Class March 16th
 - Susan Booyesen et. al. *FeesMustFall* Chapter 10, Appendix 1
- SPRING BREAK
- Week 9 Campus Based Activism in the US
 - Watch Before Class March 28th
 - “Agents of Change” Documentary
 - Midterm Exam March 30th
- Week 10 Campus Based Activism in the US
 - Background note: in the 1990s Graduate Student Workers at New York University organized a union and obtained a contract. A decision by the NLRB in 2004 said graduate students were not workers, and in 2005 NYU said they would not negotiate. Graduate students went on strike in 2006. These are their stories.
 - Read Before Class April 4th
 - Monika Krause et. al. *The University Against Itself* Sections from Part 2 (page 149-185)
 - Read Before Class April 6th
 - Monika Krause et. al. *The University Against Itself* Sections from Part 3 (224-258)
- Week 11 Middle Class Protest

- Read Before Class April 11th
 - Heng Chen “Why Middle Class Activism Surprises Economists”
<https://blogs.lse.ac.uk/businessreview/2017/10/10/why-middle-class-activism-surprises-economists/>
 - Martin *The Permanent Tax Revolt* Chapters 1 and 2
- Read After Class April 13th
 - Recruitment to High-Risk Activism: The Case of the Freedom Summer by Doug McAdam
- Week 12 Middle Class Protest
 - Read Before Class April 18th
 - Nalder “The Paradox of Prop. 13”
 - Read Before Class April 20th
 - John W. Cleveland “Does the New Middle Class Lead Today’s Social Movements?”
<https://library.fes.de/libalt/journals/swetsfulltext/17580736.pdf>
 - Friedersdorf “After 40 years, Proposition 13’s failures are evident”
- Week 13 Middle Class Protest
 - Read Before Class April 25th
 - Hunter: “The Transformation of the Worker’s Party in Brazil 1989-2009” Chapter 6
 - Watch Before Class April 27th
 - Swen Hutter, Hanspeter Kriesi, and Jasmine Lorenzini “Social Movements in Interaction with Political Parties”
 - Documentary: Edge of Democracy
- Week 14 Middle Class Protest
 - Read Before Class May 2nd
 - Winter “Revisiting Brazil’s 2013 Protests: What Did They Really Mean?” <https://www.americasquarterly.org/content/revisiting-brazils-2013-protests-what-did-they-really-mean> (Links to an external site.) (Links to an external site.)[Links to an external site.](#)
 - Winter “System Failure: Behind the Rise of Jair Bolsonaro” <https://www.americasquarterly.org/content/system-failure-behind-rise-jair-bolsonaro> (Links to an external site.)[Links to an external site.](#)
 - Read Before Class May 4th
 - Sirianne Dahlum and Tore Wig “Chaos on Campus: Universities and Mass Political Protest”

- Week 15 Final Review
 - May 9th

University Policies

Statement on COVID-19 Policies

Face Coverings

Pursuant to Nevada law, NSHE **employees, students and members of the public are not required to wear face coverings while inside NSHE buildings irrespective of vaccination status.** However, students may elect wear face coverings if they choose.

Disinfecting Your Learning Space

Disinfecting supplies are provided for your convenience to disinfect your learning space. You may also use your own disinfecting supplies.

Testing Positive for COVID-19 or Exhibiting COVID-19 Symptoms

Students testing positive for COVID 19 or exhibiting COVID 19 symptoms will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](#) or their health care provider to receive care and information pertaining to the latest COVID 19 quarantine and self-isolation protocols. If you are required to quarantine or self-isolate, you must contact your instructor immediately to make instructional and learning arrangements.

Accommodations for COVID 19 Quarantined Students

For students who are required to quarantine or self-isolate due to testing positive for COVID or exhibiting COVID 19 symptoms, instructors must provide opportunities to make-up missed course work, including assignments, quizzes or exams. In courses with mandatory attendance policies, instructors shall not penalize students for missing classes while quarantined.

Statement on Academic Dishonesty

The University Academic Standards Policy defines academic dishonesty, and mandates specific sanctions for violations. See the University Academic Standards policy: [UAM 6,502](#).

Statement on Student Compliance with University Policies

In accordance with section 6,502 of the University Administrative Manual, a student may receive academic and disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or any other prohibited action. "Disruptive behavior" is defined in part as behavior, including but not limited to failure to follow course, laboratory or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and with approval of the college dean. A student may also receive disciplinary sanctions through the Office of Student Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom. The student shall not receive a refund for course fees or tuition.

Statement of Disability Services

Use either the traditional or online statement, in addition to the last sentence regarding third party materials.

For Traditional and Seated Classrooms:

Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the [Disability Resource Center](#) (Pennington Achievement Center Suite 230) as soon as possible to arrange for appropriate accommodations.

For Online Courses:

If you are a student who would normally seek accommodations in a traditional classroom, please contact me as soon as possible. You may also contact the Disability Resource Center for services for online courses by emailing drc@unr.edu or calling 775-784-6000. Academic accommodations for online courses may be different than those for seated classrooms; it is important that you contact us as soon as possible to discuss services. The University of Nevada, Reno supports equal access for students with disabilities. For more information, visit the [Disability Resource Center](#).

This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify your instructor.

Statement on Audio and Video Recording

Student-created Recordings

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Instructor-created Recordings

Class sessions may be audio-visually recorded for students in the class to review and for enrolled students who are unable to attend live to view. Students who participate with their camera on or who use a profile image are consenting to have their video or image recorded. If you do not consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not consent to have your voice recorded during class, keep your mute button activated and only communicate by using the "chat" feature, which allows you to type questions and comments live.

Statement on Maintaining a Safe Learning and Work Environment

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the [Equal Opportunity and Title IX](#) page.

- Statement for Academic Success Services: Your student fees cover usage of the [University Math Center](https://www.unr.edu/university-math-center) (https://www.unr.edu/university-math-center), (775) 784-4433; [University Tutoring Center](https://www.unr.edu/tutoring-center) (https://www.unr.edu/tutoring-center), (775) 784-6801; and [University Writing & Speaking Center](https://www.unr.edu/writing-speaking-center) (https://www.unr.edu/writing-speaking-center), (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.