



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

**INTP 377: Transnational Activism and Advocacy in Global Politics
20 POINTS**

TRIMESTER 2 2016

Key dates

Trimester dates: 11 July to 13 November 2016

Teaching dates: 11 July to 16 October 2016

Mid-trimester break: 22 August to 4 September 2016

Last assessment item due: 14 October 2016

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Monday 10:00-11:50*

Venue: Hunter 323

Workshops: Tuesday 12:00-12:50

Venue: New Kirk 301

*Some workshops will be incorporated into this lecture time.

Names and contact details

Course Coordinator: Greta Snyder

Room No: MY510

Phone: 04 463 **5972**

Email: greta.snyder@vuw.ac.nz

Office hours: Monday 12:00-14:00 and by appt.

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding. Additional information and any changes to the timetable or lecture and tutorial programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course focuses on the role of transnational advocacy networks and social movements in world politics. In addition to taking a social scientist's perspective on how such networks and movements affect international relations, we will look at the strategic dilemmas involved in transnational activism from an embedded actor's perspective.

Course content

Week 1: Introduction: Defining Advocacy and Activism

Week 2: Historicizing and Contextualizing Transnational Activism

Week 3: Starting the battle

Week 4: Working with/in the system

Week 5: Rejecting/Tearing down the system

Week 6: Mid-term exam/Group Construction

Week 7: Organisation

Week 8: Framing with words

Week 9: Framing with pictures

Week 10: Tactics

Week 11: Media Strategy

Week 12: Group presentations/Conclusion

Course learning objectives (CLOs)

Students passing the course should be able to:

1. demonstrate their knowledge of key features of world politics, like international and intergovernmental organisations, and key concepts in the study of international relations, like soft power, framing and tactics;
2. identify TANS/TNSMs and explain their significance in world politics;
3. explain the strategic choices that advocates and activists must make; and
4. analyse and create multiple kinds of texts.

Teaching format

The course includes one 55 minute lecture and two 50 minute workshops each week (one embedded in the lecture and one stand-alone). Students will be expected to do the reading for each week in advance of the lectures, and to do the tasks required for specific workshops in advance of each workshop session.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend at least three workshops (in addition to the one you "lead") in order to engage in the required group work which facilitates CLOs 3 and 4.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

The suggested workload outlined below assumes an average native English-speaking student. Some students will take longer while others will take less time (in terms of absolute number of hours) when completing different activities.

Per week (average)

Lecture attendance: 3 hours

Completing required reading: 4 hours

Completing assignments/studying for the examination: 9.6 hours (note: amount of time spent on assignments/studying will vary from week to week)

Total: 16.6 hours

Assessment

Assessment items	%	CLO(s)	Due date
1 Workshop facilitation	5	1,2,3	Ongoing
2 Closed-book, in-class test (1 hour, 20 min)	30	1,2,3	15 August 10:00
3 Essay proposal (500 words)	15	1,2,3,4	4 September 17:00
4 Group Strategy Report (at least 1,000 words) and Presentation (10 min)	10	3, 4	10 October 10:00
5 2,500 to 2,800-word research essay	40	1,2,3,4	14 October 17:00

Workshop facilitation (worth 5% of the final mark). To ensure that the course is responsive to student interests and needs, each student is required to help “lead” one workshop over the course of the term. Students must commit to leading one of the 14 Monday or Wednesday workshops by 9 pm on 12 July via a Google docs sign-up sheet that will be made available to the whole class. Students are required to collaborate with others signed up for the same workshop to determine how best to use the workshop time, whether that involves introducing peers to new and relevant scholarship, relating recent events to the course’s content, looking further into a case study, introducing a new case study, or something else entirely. A workshop plan – including any discussion questions, links to any relevant resources (i.e. news stories, blog posts, etc.), and/or descriptions of activities to be engaged during the workshop (i.e. analysing video clips, etc.) – should be finalised by 17:00 PM on the Thursday prior to the Monday workshop or by 17:00 PM on the Friday prior to the Tuesday workshop. *Each group must meet with Greta prior to this deadline to discuss its workshop plan.* Students will be assessed as a group on the quality of the group’s workshop plan as well as the group’s ability to facilitate relevant and productive discussion. All students within a group will receive the same mark. More information about this assessment will be posted to Blackboard. This assessment furthers CLOs 1 through 4.

Closed-book, in-class mid-term (worth 30% of the final mark). The 1 hour, 50 minute closed-book in-class test is scheduled during the lecture period on 15 August. The test composition will be discussed in week 4 of the course. This assessment furthers CLOs 1 through 3.

Essay proposal (worth 15% of the final mark). The 500 word proposal, due 4 September by 5 pm, should present a clear research question, explain the importance of this question, and provide a tentative outline of the paper alongside a bibliography. It will also include a timeline indicating how students plan to manage their research and writing. This exercise will ensure students have a feasible, valuable research project, furthering CLOs 1 through 4.

Group strategy report and presentation (worth 10% of the final mark). During the term, students will opt into groups that will each develop a concrete, cohesive, and well-considered action plan for activism or advocacy in an issue area that matters to its members. The groups will present these plans at the end of the term in 10 minute presentations during the final class period, 10 October 10 (if need be, the workshop time during 11 October will be used as well). The presentations should reflect the (minimum 1,000 word) strategy report that each group must develop and submit. In this strategy report, groups will lay out and justify their strategic choices, drawing on the lectures and required readings from the second half of the course especially. All students within a group will receive the same mark. More information about this assessment will be posted to Blackboard. This assessment furthers CLOs 3 and 4.

2,500 to 2,800-word research essay (worth 40% of the final mark). Each student is required to write a 2,500-2,800 word essay on transnational activism/advocacy. Ideas engaged in this course must feature centrally in the essay. Each student must submit the essay via Blackboard by 5 pm on 14 October. The rubric that will be used for marking the essay will be made available on Blackboard. Typical late penalties apply (see below). This essay is intended to further learning objectives 1, 2, and 4.

Submission and return of work

Essay proposals and final essays should be submitted via Blackboard. Marks and comments will be given electronically within about 3 weeks.

A hard copy of the group portfolio must be submitted at the end of the final lecture on 10 October. Marks and comments will be given electronically within about a week's time.

Extensions and penalties

Extensions

Late submission of assignments will incur the penalties specified in this course outline unless the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted). The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook.

(See: www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

Penalties

Students will be penalised for late submission of assignments. For essay proposal, group portfolio and final essay, late submission will incur a deduction of 5% for the first day late, and 2% per day thereafter. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

Set texts

All required readings can be found on Blackboard, and can be printed on demand at Vic Books.

Recommended reading

Recommended reading for this course will be listed in a document posted to Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

In the 2015, I solicited extensive feedback about the course structure and assessment from the students in the class both in-class, through the assessments, and in evaluations. The new, more varied set of assessments is inclusive of more learning styles and will facilitate the practical application of the knowledge learned in the course. It will also enable more active learning. Course content also reflects student feedback.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

Required reading

Week 1 (Lecture on 11 July, workshop on 12 July): Introduction: Defining Advocacy and Activism

- THE MAINSTREAM UNDERSTANDING: Khagram, Sanjeev, James V. Riker and Kathryn Sikkink. 2002. Excerpt from "From Santiago to Seattle: Transnational Advocacy Groups Restructuring World Politics." In *Restructuring World Politics: Transnational Social Movements, Networks, and Norms*. Pp. 3–10.
- THE OBFUSCATED: Dellacioppa, Kara Zugman. 2011. "The Bridge Called Zapatismo: Transcultural and Transnational Activist Networks in Los Angeles and Beyond." *Latin American Perspectives*. Pp. 120-137.

Week 2 (Lecture on 18 July, 1st workshop on 18 July, 2nd Workshop on 19 July): Historicizing and Contextualizing Transnational Activism

- THE PAST: Barrett, Deborah and Charles Kurzman. "Globalizing social movement theory: The case of eugenics." *Theory & Society* 33 (2004): 487–527.
- TODAY: Mertes, Tom. "Introduction." In *A Movement of Movements*, Tom Mertes (ed). London: Verso, 2004. vii–xii.
- NEW ZEALAND-SPECIFIC: Smith, Linda Tuhiwai. 1999. "The Indigenous People's Project: Setting a New Agenda." In *Decolonizing Methodologies: Research and Indigenous Peoples*. Pp. 111-126.

Week 3 (Lecture on 25 July, 1st workshop on 25 July, 2nd workshop on 26th July): Starting the battle

- CONSCIOUSNESS-RAISING: Giroux, Henry A. 2010. "Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy." *TruthOut*. Pp. 1-10.
- IMAGINATION: Kelley, R. D. 2002. "When History Sleeps: A Beginning." In *Freedom Dreams: The Black Radical Imagination*. Pp. 1-12.
- EMOTIONS: Pearlman, Wendy. 2013. "Emotions and the Microfoundations of the Arab Uprisings." *Perspectives on Politics*. Pp. 387-409.
- CASE (ZAPATISTA WOMEN): Klein, Hilary. 2015. "The Courage to Organize." In *Compañeras: Zapatista Women's Stories*. Pp.

Week 4 (Lecture on 1 August, 1st workshop on 1 August, 2nd workshop on 2 August): Working with/in the system

- TRANSNATIONAL POLICY: Zippel. 2004. "Transnational Advocacy Networks and Policy Cycles in the European Union: The Case of Sexual Harassment." *Social Politics*. Pp. 57-85.
- GOVERNANCE ARRANGEMENTS: Duffy. 2006. "Non-governmental Organisations and Governance States: The Impact of Transnational Environmental Management Networks in Madagascar." *Environmental Politics*. Pp. 731-749.
- THE COURTS: Cox, Robert. 2015. "A Climate Change Litigation Precedent: Urgenda Foundation v. The State of the Netherlands." *CIGI Papers*. Pp. 1-15.

Week 5 (Lecture on 8 August, 1st Workshop on 8 August, 2nd Workshop on 9 August): Rejecting/Tearing down the system

- BUILDING AN ALTERNATIVE WORLD: ROAR Collective. 2014. *Between Light and Shadow: Marcos' last words*. Retrieved from <http://roarmag.org/2014/05/subcomandante-galeano-between-light-shadow/>
- STRIKING AGAINST: Asal, V., Nussbaum, B., & Harrington, D. W. (2007). "Terrorism as transnational advocacy: An organizational and tactical examination." *Studies in Conflict & Terrorism*, 30(1), 15-39.

Week 6: Mid-term exam on 15 August / Group Construction workshop on 16 August

- Reflection: Have you ever participated in activism or advocacy? Why do you want to study this? What political issues or causes do you care about and why?
- Open Space Meeting

Week 7 (Lecture on 5 September, 1st Workshop on 5 September, 2nd Workshop on 6 September): Organisation

- THEORY: Bennett. 2005. "Social Movements beyond Borders: Organization, Communication, and Political Capacity in Two Eras of Transnational Activism." In *Transnational Protest and Global Activism*. New York: Rowman & Littlefield Publishers, Inc. Pp. 203-226.
- CASE (ZAPATISTAS/OCCUPY): Nail, Thomas. 2013. **Excerpt** from "Zapatismo and the Global Origins of Occupy." *Journal for Cultural and Religious Theory*. Pp. 20-33.

- CASE (FRIENDS OF THE EARTH): Doherty, Brian. "Friends of the Earth International: Negotiating a Transnational Identity." *Environmental Politics*. Pp. 860-880.

Week 8 (Lecture on 12 September, 1st Workshop on 12 September, 2nd workshop on 13 September): Framing with words

- THEORY: Benford. 2011. "Framing Global Governance from Below: Discursive Opportunities and Challenges in the Transnational Social Movement Arena." In *Arguing Global Governance: Agency, Lifeworld, and Shared Reasons*. London: Routledge. Pp. 67-84.
- CASE, DIAGNOSTIC (FEMINISM): Goldscheid, Julie. 2015. "Gender Neutrality, the 'Violence against Women' Frame, and Transformative Reform." *UMKC LAW REVIEW*. Pp. 623-662.
- CASE, IDENTITY (PEASANTS): Desmarais, Annette Aurélie. 2008. **Excerpt** from "The power of peasants: Reflections on the meanings of La Vía Campesina." Pp. 138-142.

Week 9 (Lecture on 19 September, 1st Workshop on 19 September, 2nd Workshop on 20 September): Framing with pictures

- CASE (CIVIL RIGHTS): Harold, Christine and Kevin Michael DeLuca. 2005. "Behold the Corpse: Violent Images and the Case of Emmett Till." *Rhetoric & Public Affairs*. Pp. 263-286.
- CASE (CLIMATE CHANGE): Doyle, Julie. 2007. "Picturing the Clima(c)tic: Greenpeace and the Representational Politics of Climate Change Communication." *Science as Culture*. Pp. 129-150.

Week 10 (Lecture on 26 September, 1st Workshop on 26 September, 2nd Workshop on 27 September): Tactics

- THEORY: Taylor and Van Dyke. 2004. "'Get up, Stand up': Tactical Repertoires of Social Movements." In *The Blackwell Companion to Social Movements*. London: Blackwell. Pp. 262-293.
- THEORY: Van Laer and Van Aelst. 2010. "Internet and Social Movement Action Repertoires: Opportunities and Limitations." *Information, Communication & Society*. Pp. 1146-1171.
- CASE (ANTI-APARTHEID) Zunes, Stephen. 2013. "Mandela: Violence Vs Nonviolence." *Popular Resistance*. Pp. 1-4.
- CASE (WIKILEAKS, ANONYMOUS): Wong, Wendy H. and Peter A. Brown. 2013. "E-Bandits in Global Activism: WikiLeaks, Anonymous, and the Politics of No One." *Perspectives on Politics*. Pp. 1015-1033.

Week 11 (Lecture on 3 October, 1st Workshop on 3 October, 2nd Workshop on 4 October): Media Strategy

- THEORY/CASE (ZAPATISTAS/OGONI): Bob, Clifford. 2001. "Marketing Rebellion: Insurgent Groups, International Media, and NGO Support." *International Politics*. Pp. 311-334.
- THEORY: Cottle. 2011. "Transnational Protests and the Media: New Departures, Challenging Debates." In *Transnational protests and the media*. New York: Peter Lang. Pp. 17-40.
- CASE (ISIS): Farwell, James P. 2014. "The Media Strategy of ISIS." *Survival: Global Politics and Strategy*. Pp. 49-55.

Week 12 (October 10th and 11th): Group presentations/Conclusion