



Universitat de Lleida

# DEGREE CURRICULUM

# **CONTEMPORARY SOCIAL MOVEMENTS**

Coordination: MACIÀ FARRÉ, MARC

Academic year 2020-21

## Subject's general information

Subject name	CONTEMPORARY SOCIAL MOVEMENTS			
Code	100121			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in History	2	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	MACIÀ FARRÉ, MARC			
Department	HISTORY			
Teaching load distribution between lectures and independent student work	Attendance Hours: 22,5. Non-Presential Hours: 127,5.			
Important information on data processing	Consult <a href="#">this link</a> for more information.			
Language	Classes: Catalan. Readings: Catalan, Spanish and English.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MACIÀ FARRÉ, MARC	marc.macia@udl.cat	6	

## Subject's extra information

The subject proposes the study of social movements in the contemporary and modern eras (19th and 20th centuries), with special emphasis on questions about identity and culture in general. The subject is organized into five thematic blocks (Introduction; Revolutions and social movements; Social order, war and crisis; Marginalization and social movements; and New social movements) that explore the history of social movements and their protagonists.

In the methodological aspect, the subject uses elements of cooperative learning methodologies, student-centered learning, and Project Based Learning adapted to the contents of the subject's calendar. Students' evaluation will be continuous monitorized through various tests and the preparation of a final project through group work.

## Learning objectives

This course is designed to teach students to find and learn the resources needed to successfully solve independent historiography tasks. As many of the subject tests will be conducted as a group, students will also learn to work effectively as a team, and to present the material in a consistent and emphatic way, which will be essential skills for their postgraduate life.

There will be no exams in this subject since an evaluation approach centered on the student is applied continuously. This means that the students will actively pursue the learning of the necessary competences and objectives with the guidance of the teaching staff. The competences and training objectives of the subject are the following:

### Learning objectives:

- O1. Analyze the variables that have caused the main revolts throughout the most recent history.
- O2. Understand the theoretical contributions of women and gender studies in their application to the study of historical reality.
- O3. Analyze the different forms of collective action - cultural, social and political - through their institutionalization and their confrontations against the system.
- O4. Forge a critical spirit to promote the discussion of social, cultural and political problems.
- O5. Acquire the methods, techniques and instruments of analysis to critically examine historical sources applying the gender perspective.
- O6. Distinguish political transformations, social movements and the impact they have on cultural changes.
- O7. Identify the evolution of gender relations in economic, social, political and cultural spheres.
- O8. Promote critical perspectives among students aimed at promoting social situations of equality between men and women.
- O9. Identify the various forms of power structures in past societies.
- O10. Locate the main political actors relating them to their cultural, social and economic environment.

## Competences

### Significant competences of the subject:

- C1. General knowledge and detailed features of a specific period of the most recent past, centered on one or more concrete human collectives.
- C2 Ability to analyze and understand texts referring to different social movements.
- C3 Ability to analyze historiographical texts.
- C4 Social commitment to the plurality and diversity of realities of today's society, from respect for fundamental rights and equality between men and women; equal opportunities; the non-discrimination and universal accessibility of people with disabilities and the values of a culture of peace and democracy.
- C5 Use properly the concepts, categories, theories and most relevant topics of the different branches of historical research (economic, social, political, cultural, gender, among others), as well as appreciate the importance of different contexts for the search economic, political, cultural and social.

## Subject contents

### *I. Introduction.*

- 1.- Social history and social movements.
- 2.- Old and new social movements: continuities and discontinuities.

### *II. Revolutions and social movements.*

- 3.- Social movements and frustrated revolutions.
- 4.- Culture and identity in social movements.

### *III. Social order, war and crisis.*

- 5.- Social movements and collective action. From the symbolic production to the change of values.
- 6.- Totalitarianism and interwar period.

### *IV. Marginalization and social movements.*

- 7.- A new radicality of liberation.

### *V. New social movements.*

- 8.- From the post-War to the post-Cold War.
- 9.- Social movements in the global crisis.

## Methodology

### About the methodology

As explained in the description of the subject, in the methodological aspect, it draws elements of cooperative learning methodologies, student-centered learning, and Problem Based Learning adapted to the content of the subject. These types of methodologies have been based on successful experiences demonstrated in prestigious universities such as the University of Alberta (Canada) or the Massachusetts Institute of Technology (USA). Each class has been designed and developed forefront, taking into account the competencies and objectives of the subject.

## Group tasks

Each student will complete a group project, focusing on a topic about contemporary social movements. These projects will be worked on during the course but the objective, in summary, is to understand the thinking, dialectics and tangible practice of different aspects of social movements and place them in their historical context. These projects are central to the subject and to achieve the competences that students must learn to master. The students will have multiple opportunities to obtain feedback on their tests but, in exchange, they will have to dedicate the time consigned in the 6 ECTS credits both inside and outside the classroom. According to the distribution of credits, corresponds to the subject 10 hours of work per week, of which 4 hours are of classes and 6 of work outside the classroom. This distribution of work hours will be rigorously followed by the faculty and it is expected that the students will do the same. In addition, the professor expects each student to be active and, therefore, actively contribute as a member of their group. Classes will end with the presentation of the material created throughout the subject, but the evaluation of the test will be based on the set of tasks carried out to develop the classes.

## Entries in the Wiki

As part of their group project students will be asked to publish an entry every two weeks on the Wiki of the subject (Virtual Campus) explaining their progress (or lack of it). Wiki entries are designed to help students develop their writing skills, they will be written in group but evaluated and reviewed by the teacher to assess students individually. The entries in the Wiki must have a minimum length of one page, and will discuss honestly and seriously what the students will have done, learned and achieved during the classes or outside of them.

## Self-reflective group test

In addition to the entries in the Wiki and the completion of the project, the students are asked to write a self-reflective group essay. The essay should be between 3-5 pages, analyze the project, how the work has gone, and what has been learned from it. The date of delivery of the essays is June 5 before the final class, it will be delivered electronically (in pdf, word, pages or odt) through the Virtual Campus. The essay must be in the form of an official report, written in Times New Roman, size 12, at a space of 1.5 and suitably quoted if necessary, in addition to containing the bibliography and the sources used. For more information on how to write the essay, consult the Library's website (<https://blocs.xtec.cat/filosofiamallafre/tecnicas-destudi-i-treball/fer-assaigs/>).

## Report on the groups

For the end of the subject, each student will be asked to analyze and critique the work of their group and the presentations of the other groups. This report will be taken into account for the individual grades of each student, although the teacher reserves the right to discard statements that lack seriousness or evidence of what is counted. At the same time, the test will be used as an indicator of the involvement of the same students in the work throughout the course. See several report writing guides:

UAB: <https://www.uab.cat/doc/Linforme>

UdG: <http://www2.udg.edu/projectesbiblioteca/Babel/Centrederedaccio/Comferuninforme/tabid/15635/language/es-ES/Default.aspx>

## Group classes

Each group will be asked to do two classes in the classroom on pre-assigned topics related to the contents of the subject. All members of the group must intervene in the preparation of their classes, which will reflect the entries in the Wiki, the self-reflexive essay and the final report. The classes will take the format that the group believes most appropriate, with total freedom of methodological and pedagogical approach, always under the supervision and approval of the teaching staff that will guarantee the achievement of the learning objectives.

## Mandatory tutorials

In order to guarantee the quality of the group classes and the final project, 4 compulsory tutorials will be established for each group throughout the subject's calendar. In these tutorials the students will send the teacher a proposal of the day of the tutoring with the points to be discussed. The tutoring will have a maximum duration of 30 minutes forcing students to be clear, expeditious and concrete in the resolution of doubts. The teacher always reserves the power to include a point in the agenda to clarify problems derived from the activity in the classroom. The lack of attendance or realization of these tutorials will imply a penalty in the final evaluation.

## Participation and assistance

The student body will also be evaluated, as indicated in the Development Plan, in terms of participation and

attendance to face-to-face classes throughout the course. Assistance in the whole process of the subject is essential since it depends on the achievement of the objectives and competencies necessary to overcome the subject, with the exception of those cases duly justified to which an adapted evaluation will be offered (see section "evaluation"), or a Single Evaluation (test). The only exception regarding attendance in the face-to-face continuous evaluation is in the audiovisual viewing when the students may not attend as long as they watch the audiovisual before the class and, also before viewing, submit a review. Students who follow the continuous face-to-face evaluation may absent themselves from two classes unjustifiably without affecting their evaluation score, but any subsequent absence without justification will have an impact on their participation grade. The only unexcused excusable absence is due to illness, which must be satisfactorily explained within a maximum period of one week by medical or equivalent proof.

The recording of the classes will only be allowed with the prior consent of the teaching staff.

## Student behavior

The University of Lleida is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards, especially those related to academic honesty and maintain the UdL's policies regarding this issue. Students are encouraged to familiarize themselves with the UdL's Code of Ethics (<http://www.udl.cat/export/sites/universitat-lleida/ca/.galleries/docs/udl/docs/CodiEticUdL.pdf>) and avoid any behavior that may result, potentially, in suspicions of deception, plagiarism, misinterpretation and/or participation in an offense. Academic dishonesty is a serious offense and may result in the suspension of the subject. For more information about plagiarism, see the corresponding web section of the UdL Library (<https://biblioguies.udl.cat/comcitar/plagi>).

The faculty also expects each student to show appropriate respect towards the teacher, the other students and the subject's format with attitudes such as being in class on time, and making sure that the activities in the classroom, as master classes or discussions, will not be interrupted by mobile phones, among other casuistry. In the same line of action, the teaching staff hopes that the responses in teacher surveys will provide feedback to teachers, instead of superficial or irrelevant comments, resulting from ignorance or imperviousness to pedagogical innovation. Surveys are a useful tool to which students must have methodological respect and academic honesty.

If you are interested in reading the details of what the University requires of students, teachers and the degree in History, please take a look at the web of the studies of History (<http://www.historia.udl.cat/ca/index.html>).

## E-mail communication

Teachers will always be available for consultations, feedback, and general advice by email, but this must take place in a respectful and appropriate manner. Occasionally students forget that there is a person on the other side reading and writing emails, so it is important that you keep this in mind to avoid messages that may be interpreted as disrespectful, rude and/or excessively personal. Accordingly, in order to maintain a positive and respectful dialogue, it would be advisable that they address their interlocutor with the corresponding treatment. Therefore, students will be expected, for example, to address the teaching staff with their title and surname (for example, Professor Macià or Dr. Macià), with the exception of those teachers of the subject who express other preferences. During the classes this type of formalities will not be necessary.

Activity	CODIFICATION / Description / Typology TPD	o*	G*	HP*	HNP*
Master class (M)	See subject contents.	O.1, O.2, O.3, O.6, O.7, O.8	1	45	
Seminars (S)					
Practices (P)					
Assignment (T)	Final project, group classes, Wiki entries, group essay, and individual report.	O.4, O.5, O.9, O.10	4		93

Activity	CODIFICATION / Description / Typology TPD	o*	G*	HP*	HNP*
Tutorials (Tut)	Mandatory group tutorials.	O.4, O.5	4	12	
Other (AA)					
Evaluation (AV)					
TOTAL				57	93

O: Objective. G: number of groups involved in the activity. HP: contact hours of the student. HNP: non-contact hours of the student.

## Development plan

Date	DEVELOPMENT PLAN
	<b>Week 1. Introduction. Key concepts.</b>
February 18	Introduction to the subject: evaluation system, competences, objectives, class dynamics, bibliography, etc.
February 19	Master class: "Key concepts about contemporary social movements".
	<b>Week 2. Introduction. Creation of Projects.</b>
February 25	Workshop: "Work in a group, complete a project and present it". Groups for work tasks will be announced in class.
February 26	Compulsory reading (not in person): Pedro Ibarra, "¿Qué son los movimientos sociales?".
	<b>Week 3. Introduction. Sources and bibliography.</b>
March 4	Audiovisual: <i>Animal farm</i> (Joy Batchelor, John Halas, 1954).
March 5	Workshop: "Sources and bibliography".
	<b>Week 4. Revolutions and social movements. Group classes.</b>
March 11	Class of Group 1: "John Wilkes".
March 12	Master class: "Frustrated revolutions, culture and identity in social movements".
	<b>Week 5. Revolutions and social movements. Group classes.</b>
March 18	Compulsory reading (not in person): E. P. Thompson, "La economía 'moral' de la multitud en la Inglaterra del siglo XVIII".
March 19	Class of Group 2: "William Lovett".
	<i>First entry to the Wiki. Limit time: 6 pm.</i>
	<b>Week 6. Social order, war and crisis.</b>

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Date	DEVELOPMENT PLAN
March 25	Master class: "From symbolic production to change of values: collective action and totalitarianism".
March 26	Workshop: "Sharing resources, shared reports".
	<b>Week 7. Social order, war and crisis. Group classes.</b>
April 8	Audiovisual: <i>The Big One</i> (Michael Moore, 1997).
April 9	Class of Group 3: "Rosa Luxemburg".
	<i>Second entry to the Wiki. Limit time: 6 pm.</i>
	<b>Week 8. Social order, war and crisis. Group classes.</b>
April 15	Compulsory reading (not in person): Mark Mazower, "Violencia y Estado en el siglo XX".
April 16	Class of Group 4: "Mussolini".
	<b>Week 9. Marginalization and social movements.</b>
April 22	Master class: "Feminisms, poverty and national identities."
April 23	Workshop: "Analysis of texts and writing essays".
	<i>Third entry to the Wiki. Limit time: 6 pm.</i>
	<b>Week 10. Marginalization and social movements.</b>
April 29	Audiovisual: <i>Hale County This Morning, This Evening</i> (RaMell Ross, 2018).
April 30	Class of Group 1: "Virginia Woolf".
	<b>Week 11. New social movements. Group classes.</b>
May 7	Class of Group 2: "Gandhi".
	<b>Week 12. New social movements. Study the experience. Group class.</b>
May 13	Master class: "From the post-War to the global crisis".
May 14	Class of Group 3: "Malcolm X".
	<b>Week 13. New social movements. Group classes.</b>
May 20	Compulsory reading (not in person): Henry David Thoreau, <i>Desobediencia Civil</i> .
May 21	Class of Group 4: "Rigoberta Menchú".
	<i>Fourth entry to the Wiki. Limit time: 6 pm.</i>
	<b>Week 14. Closure of projects.</b>
May 27	Workshop: "Proposal of projects and presentations. Report and essay".



Date	DEVELOPMENT PLAN
May 28	Audiovisual: <i>This is England</i> (2006).
	<b>Week 15. Presentation of projects and final balance.</b>
June 3	Presentation and final delivery of the project. Groups 1 and 2.
June 4	Presentation and final delivery of the project. Groups 3 and 4. <i>Group self-reflective essay delivery.</i>
Exam date	<i>Individual report delivery.</i>

## Evaluation

The grades in all classes will be absolute. This means that they will not bend to the demands of the student and that the grade will rigorously reflect their work in the subject, in accordance with the standards that are requested in the UdL's Evaluation Regulations. The students must understand that the teachers will maintain high standards, expect the students to dedicate a considerable effort in the classroom and that they will be pushed and challenged to stimulate their scientific and academic interest, in no case to harm it. Please make sure you have the time, energy and motivation to carry out the demanded tasks.

As indicated by the UdL evaluation standards, students have the right to a Continuous Evaluation (which will be adapted to the needs of the students by decision of the teaching staff) or to a Unique Evaluation (exam and long essay). In addition, students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

evaluation mechanisms	Codification / Description-criteria/ Typology TPD	Observations	O*	Activity	%*
Attendance and participation (As)	Attendance and participation to classroom practices		O1, O2, O3, O6, O7, O8		20
Evaluation workshop (TA) (Exam)					
Report (In) / Assignments (T)	Final project, group classes, Wiki entries, group essay.		O4, O5, O9, O10		50
Other (A)	Group classes and individual report.		O4, O5, O9, O10		30
TOTAL					100

O: Objective. %: Percentage in the final grade.

About the evaluation see the document "Regulations for the evaluation and qualification of teaching in the Degrees and Masters of the UdL" (<http://www.udl.cat/export/sites/universitat->

lleida/ca/udl/norma/.galleries/docs/Ordenacio\_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-UdL-modif.-CG-24-07-2018.pdf).

## Bibliography

Since this is a learning subject based on experience, the complete reading of the bibliography recommended in this subject guide is not mandatory but instead it should serve as a general recommendation and voluntary reading to have an academic understanding of the syllabus. At the same time the students will have to look for their own resources, with the help of the teachers, and compile their own bibliography list. Finally, several of the classroom activities will require the reading of academic articles or book chapters to complete the tasks, these bibliographic resources will be offered through the Virtual Campus, the Copy Service and the Library Service.

Anderson, Bonnie; Zinsser, Judith. *Historia de las mujeres: una historia propia*. Barcelona: Crítica, 2000.

Anjou, Leo d'. *Social Movements and Cultural Change: The First Abolition Campaign Revisited*. Nova York: Aldine de Gruyter, 1996.

Ash, Roberta. *Social Movements in America*. Chicago: Markham, 1972.

Ballard, Richard; Habib, Adam; Valodia, Imraan. *Voices of Protest: Social Movements in Post-Apartheid South Africa*. Pietermaritzburg: Univeristy of Kwazulu Natal Press, 2006.

Beissenger, Mark. *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge: Camdridge University Press, 2002.

Bladon, Rachel. *Gandhi*. Oxford: Macmillian Heinemann, 2011.

Bright, Charles; Harding, Susan (eds.). *Statemaking and Social Movements*. Ann Arbor: University of Michigan Press, 1984.

Beuchler, Steven M. *Women's Movements in the United States: Woman Suffrage, Equal Rights, and Beyond*. Nova Jersey: Rutgers University Press, 1990.

—, *Social Movements in Advanced Capitalism: The Political Economy and Cultural Construction of Social Activism*. Nova York: Oxford University Press, 2000.

Burke, Edmund (ed.). *Global Crises and Social Movements: Artisans, Peasants, Populists, and the World Economy*. Colorado: Westview, Boulder, 1988.

Clark, Samuel D. *Movements of Social Protest in Canada, 1640-1840*. Toronto: University of Toronto Press, 1959.

Clark, Samuel D.; Grayson, J. Paul; Grayson, Linda M. (eds.). *Prophecy and Protest: Social Movements in Twentieth-Century Canada*. Toronto: Gage, 1975.

Cohan, A.S. *Introducción a las teorías de la revolución*. Madrid: Espasa, 1977.

Dalton, Russell J.; Kuechler, Manfred (comp.). *Los nuevos movimientos sociales*. València: Edicions Alfons el Magnànim, 1992.

Davis, Gerald F.; McAdam, Doug; Scott, W. Richard; Zald, Mayer (eds.). *Social Movements and Organizational Theory*. Cambridge: Cambridge University Press, 2005.

Duby, Georges; Perrot, Michelle (dir.). *Historia de las mujeres*. Madrid: Taurus, 2000.

Evans, Richard J. *Las feministas. Los movimientos de emancipación de la mujer en Europa, América y Australasia, 1840-1920*. Siglo XXI, 1980.

Fauré, Christine (dir.). *Enciclopedia histórica y política de las mujeres. Europa y América*. Madrid: Akal, 2010.

Fernández Buey, Francisco [et al.]. *Pensamiento pacifista: Henry D. Thoreau, Leon Tolstói, Ghandi, Albert Einstein, Virginia Woolf, Hannah Arendt, Martin Luther King, E. P. Thompson*. Barcelona: Icaria, 2004.

Fredrickson, George M. *The Comparative Imagination: On the History of Racism, Nationalism, and Social Movements*. Berkeley: University of California Press, 1997.

Geary, Dick (comp.). *Movimientos obreros y socialistas en Europa, antes de 1914*. Madrid: Ministerio de Trabajo y Seguridad Social, 1992.

Guha, Ramachandra. *Gandhi before India*. New York: Vintage Books, 2015.

Guillem Mesado, Juan Manuel. *Los movimientos sociales en las sociedades industriales*. Madrid: Eudema, 1994.

Heberle, Rudolf. *Social Movements: An Introduction to Political Sociology*. Nova York: Appleton-Century-Crofts, 1951.

Hobsbawm, E. J. *Rebeldes primitivos. Estudios sobre las formas sociales en los siglos XIX y XX*. Barcelona: Critica, 2014.

Ibarra, Pedro (ed.). *Social Movements and Democracy*. Nova York: Palgrave Macmillan, 2003.

Ibarra, Pedro; Tejerina, B. (eds.). *Los movimientos sociales. Transformaciones políticas y cambio cultural*. Madrid: Trotta, 1998.

Inglehart, R. *El cambio cultural en las sociedades industriales avanzadas*. Madrid: CIS-Siglo XXI, 1991.

Jameson, J. Franklin. *The American Revolution Considered as a Social Movement*. Boston: Beacon, 1956 [primera edició de 1926].

Jones, Gareth Stedman. *Lenguajes de clase. Estudios sobre la historia de la clase obrera inglesa*. Madrid: Siglo XXI, 1981.

Kaplan, Temma. *Ciudad roja, período azul: los movimientos sociales en la Barcelona de Picasso*. Barcelona: Península, 2003.

Kriesi, Hanspeter; Koopmans, Ruud; Duyvendak, Jan Willem; Giugni, Marco. *New Social Movements in Western Europe: A Comparative Analysis*. Minneapolis: University of Minnesota Press, 1995.

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Laraña, E.; Gusfield, J. (eds.). *Los nuevos movimientos sociales. De la ideología a la identidad*. Madrid: Centro de Investigaciones Sociológicas, 2001.

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Mayer, Amo. *Las Furias. Violencia y terror en las revoluciones francesa y rusa*. Saragossa: Prensas de la Universidad de Zaragoza, 2014.

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Thébaud, Françoise. *Escribir la historia de las mujeres y del genero*. Oviedo: KRK, 2014.

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