

GD912-20 Popular Movements and Sustainable Change

26/27

Department

Global Sustainable Development

Level

Taught Postgraduate Level

Module leader

Edward Loveman

Credit value

20

Module duration

10 weeks

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

Despite some limited success, we are not on track to meet the 2030 Sustainable Development Goals (SDGs). Across the world, there is an increased emphasis on citizen participation in doing 'something' about challenges that the goals aim at. From climate change to food sovereignty and anti-racism, popular movements advocating social change have arisen. Concomitantly, a new generation of popular movements and activists are emerging. From the School Strike for Climate to #MeToo and Black Lives Matter, the message is clear that previous efforts have not led to sustained and sustainable change. On this module you will consider the questions this has provoked about the nature of social action today: what leads to action, disenfranchisement, hope or anger; how this intersects with social structures, ideologies, identities, models of citizenship, or structures of power; and how socio-political energy can be catalysed, co-opted or diluted.

Module aims

On this module we will explore different social challenges and the forms of action that we can use in movements to address them. In doing so we will learn about the lineage of different social movements, mobilisations and sociological paradigms, as well as the ways in which these have been studied more broadly. We will consider what can be learnt from earlier movements, why

people seek change, what would a more sustainable world look like, and is it even possible? The aim is to harness your own capabilities and interests to, in your own ways, help movements succeed in dealing with the magnitude and complexity of today's global challenges.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Through a series of weekly seminars and workshops the module will begin with an introduction and overview of theories of social change and popular movements. Drawing on case studies, you will be asked to consider key questions such as why and when do popular movements emerge, why do people participate? Theories and examples of key popular movements will be situated in their historical context and critically evaluated. In the following weeks you will critically interrogate non-state actors such as civil society, the third sector, nongovernmental organisations and transnational civil society before moving on to look at the variety of organisational forms, coalitions and transnational organisations. Theories of leadership, movement professionals and organic intellectuals will then be evaluated in relation to conflicting views of social change 'from above' and 'from below'. The later part of the module will draw together the key themes of the contestation of and within movements and how movements frame and understand grievances and persuade others to participate, before critically reflecting on fundamental divisions over strategies and tactics. Finally, you will assess a much under researched area of how to sustain collective and individual participation in popular movements.

Learning outcomes

By the end of the module, students should be able to:

- Distinguish major concepts applied to the understanding of popular movements and explain their relevance and limitations with concrete examples
- Critically analyse the theories of leadership in relation to the strategy, tactics and ideas of popular movements
- An ability to formulate and articulate strategies and ideas for social change, orally, in seminars and in written form in assessed work
- Develop interpersonal skills and the ability to engage in cooperative group learning through seminar discussions

Indicative reading list

[Reading lists can be found in Talis](#)

Research element

Healey & Jenkins (2009) propose that Research-led-teaching design should consider four discrete opportunities. This module has been designed to include all four of these opportunities.

1. Research-led learning, where the module syllabus is developed from current research in

relevant fields, being based on contemporary and seminal, peer reviewed and other high quality research literature. As such, all knowledge for student engagement will be consciously and specifically chosen for its merits in reference to broader academic understanding. This will include the most contemporary literature regarding global COVID-19 pandemic, as well as leading work from other contexts.

2. Research-tutored learning, where students engage actively in discussing high quality, contemporary and seminal research literature. Contact time will use seminal and contemporary research papers for a basis of discussion and other learning activities.
3. Research-Orientated, where student develop research and inquiry skills. In line with the recommendations of scholarship, research skills - for Critical Discourse analysis research and analysis - are embedded into the subject content teaching of the module.

Interdisciplinary

Positive global transformations are widely recognised to require transdisciplinary approaches and this approach is adopted in the design and delivery of learning opportunities. Leadership is broadly conceived and the module draws on knowledge from Philosophy, Development Studies, Sociology, Political-Ecology etc. Authentic assessment will require students to demonstrate transdisciplinary aptitude, through the production of a Personal Methodology of change that draws on a range of disciplinary knowledge sets. Transdisciplinary aptitude will be explicitly embedded in the marking rubric, as adapted from the standard university scale and descriptors.

International

This is a module on the Master's in Global Sustainable Development which offers learning experiences that draw on a range of different national and international and subjects. Literature will be chosen according to the principles of decolonising the curriculum, with space consciously created for the expression of usually more marginal discourses. For example, the module will include literature authored by stakeholders in the Global South, as well as covering these geographies and local narratives about them, as a point of subject.

Subject specific skills

The students will develop a transdisciplinary aptitude for reflecting on the nature of appropriate, positive intellectual leadership for transformation in social movements, including an ability to engage effectively with varied vocabularies and the knowledge sets they represent, as well as how to combine these authentically and innovatively.

Students will also have the opportunity to develop skills for personal research, note taking, synthesis of information, the communication and discussion of information, necessary for change agency.

Transferable skills

Enhancing and deepening written and oral communication skills. The development of which will be

linked to understanding and critically interrogating complex ideas and to apply these to practical situations. This will be aided through extending research and analytical skills, including the ability to interpret and challenge numerical data and and complex argument and the ability to use evidence and logic to construct strong arguments.

All of which will require the ability to plan, organise and undertake sophisticated research.

Study

Study time

Type	Required
Seminars	10 sessions of 1 hour (10%)
Practical classes	10 sessions of 1 hour (10%)
Private study	80 hours (80%)
Total	100 hours

Private study description

Students are expected to prepare for classes and seminars. They will also be expected to work cooperatively to prepare seminar presentations on key themes from the course such as the ideas, strategies and tactics of specific campaigns and events linked to social movements, and gender and leadership in social movements.

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group A2

	Weighting	Study time	Eligible for self-certification
Assessment component			
Critical Review	50%	50 hours	Yes (extension)
A critical review of the tactics of a popular movement through reflection on learning from the module workshops.			

	Weighting	Study time	Eligible for self-certification
Reassessment component is the same			
Assessment component			
Presentation	30%	30 hours	No
A presentation for a non-academic audience exploring movements as catalysts of change in relation to one of the Sustainable Development Goals (SDGs). Identify and problematise the key challenges and persuade an audience to act.			
Reassessment component is the same			
Assessment component			
Portfolio	20%	20 hours	Yes (extension)
Students will compile a written portfolio of responses to key questions regarding their experience of local sustainability campaigns			
Reassessment component is the same			

Feedback on assessment

Each assessment will both receive written feedback on Tabula in line with departmental policy.

Availability

Courses

This module is Optional for:

- Year 1 of TIPA-LA9Z Postgraduate Taught Community, Engagement and Belonging (MASc)
- Year 1 of TIPA-LA9Y Postgraduate Taught Community, Engagement and Belonging (PGDip)

This module is Option list A for:

- Year 1 of TIPA-LA9Z Postgraduate Taught Community, Engagement and Belonging (MASc)

This module is Option list B for:

- Year 1 of TGDA-L801 Postgraduate Taught Global Sustainable Development