

SOC163: Social Change

Department of Sociology & Interdisciplinary Social Sciences
San José State University - Spring 2024 - Asynchronous

COURSE BASICS

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→ Office hours: TBA

- ◆ I genuinely want to get to know you better! My office hours are a time set aside for you. My office hour times are TBA on Zoom. If these times don't work for you because of a time conflict such as work or class, reach out to me and we can schedule another time.

Class Modality: Online/Asynchronous

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Course Description

In this class, we will review revolutions and social movements historically and in the present, and engage in critical analysis of structural causes, consequences and the role of individuals, organizations and collective actions in producing social change.

In our work together, we will engage in key debates around social movements and collective action in the US and globally.

In the first half of the course, we begin by grounding ourselves in explorations of the classical and current social science theories around social movements. We then move to learn about and analyze the scales and approaches for social change - from broader questions of revolution and

reform, to questions of the state and autonomy. Some questions we will try to answer include: What does transformative social change mean at these scales? What are the possibilities and limits of these approaches and scales? For the second half of the course, we move into an examination of case studies of movements in the US and beyond, to engage in a plumbing of the facets, strategies, and debates around collective struggle, activism, and movements. We will explore social movements from the Black Power to the Black Lives Matter movements to Indigenous movements in the US, to autonomous movements in the Americas and beyond, student movements, environmental activism, LGBTQ activism, and more.

In addition to reading significant sociological and interdisciplinary scholarship on social movements, we will try to understand social movements “from the inside,” reading some primary documents, manifestos, communiqués, and activist reflections and debates with a sociological and analytic eye, seeking patterns, themes and differences. Through our work together, we will explore and engage with key concerns in the social sciences around questions of social change, power, and resistance.

Our goal will be to understand the workings and effects of movements, but also to open ourselves up to critically examining the world we live in, the issues that matters to us, our own and others political desires and imaginaries, and how we might work in collaboration with others to transform the world or bring a new world into being

Course Learning Outcomes

By the end of this course, you will be able to:

1. **Critically analyze** historical and contemporary social movements and their tactics, strategies, aims, and results, and to think deeply about the role of power, injustice, freedom, and agency in bringing about social change.
2. **Define and explain** key concepts in the sociological and interdisciplinary study of social change and social movements.
3. **Participate in current debates** around social movements.
4. **Apply and evaluate** social change and social movements concepts.
5. **Actively engage in close readings** of both scholarly texts around social movements, as well as other primary sources such as speeches, communiqués, articles, and zines from people involved in activism and movements.
6. **Develop your writing skills and critical/creative thinking**, and to use your emerging familiarity with the course concepts and readings to **analyze others’ arguments and to articulate** your own arguments and analysis.

Course Materials

All the assigned readings and films will be available through our course Canvas page as links in the respective Module.

My Teaching Philosophy and Our Work Together

1. I genuinely love teaching Sociology and I am very happy to be working with you this quarter. I believe in every student's capacity for learning, regardless of age, academic background, and learning style. I am committed to facilitating an inclusive and welcoming learning environment in which each student has the opportunity to experience themselves as capable, insightful, and appreciated. I also believe that each person's life experiences are an important contribution to our class community. As an educator, I take responsibility for ensuring that every student has access to a variety of ways to demonstrate the knowledge of Sociology you gain through our work together in this class.
2. I am here to help. If you are struggling with any aspect of this class, please let me know. I know that some of the material is difficult, and I understand that life circumstances sometimes flare up that may affect your ability to keep up with coursework. One of my main purposes here is to be a source of support for you, but I can't help you if I don't know what's going on. If you are having trouble, please reach out to me as soon as possible. I will do my best to support you and help you do your best in the class.

Pedagogy and Course Format

Pedagogy is the academic study of teaching and learning, and how each can be made most potent. This class is designed with the latest research on teaching and learning in asynchronous modalities in mind. We will have no quizzes or exams (which are not demonstrably effective at producing long-term learning beyond studying for the exams, but which are quite effective at producing mass anxiety and distress).

As with all college courses, success in this course is based on the expectation that you will "spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. I will be assigning around 50-70 pages of reading per week

Our asynchronous online course includes several components: our communal online discussions; reading logs; weekly lecture notes/reflections; two larger papers; and the readings, written lectures, and video lectures that you will complete on your own.

ASSIGNMENTS AND GRADING

Course Assignment Details

Here are the methods by which I will evaluate your work in Sociology 172:

Participation in online discussions	25% of course grade
Reading logs	25% of course grade
Recorded Lecture Notes	25% of course grade
Midterm Op-ed	10% of course grade
Final Project: Paper <i>or</i> Creative project	15% of course grade
Total	100%

Participation in Online Discussions (25% of course grade)

(Original posts due each Thursday; Responses to peers due Friday),

You will write 1 weekly discussion post for each module (for a total of 15 original posts). Each post will be in response to a prompt that I will provide, and will be 250-500 words or more creative based. For each assignment, I will also ask you to post 2 responses to your classmates each week. These responses are also part of your grade.

The intention with this assignment is to provide a space for your own critical reflection on both historical and contemporary issues and events, to begin to work with applying the readings, and to think with and learn from your peers.

Reading Logs (25% of course grade)

The course has a deliberately manageable reading load, but to provide some accountability for reading as we move through the material, I will ask you to turn in **one weekly reading log**.

Some weeks, the reading log will be a worksheet or chart to help you identify which points I expect you to hit in your note-taking, including main-takeaways, key concepts, important examples, and more. Other times, I'll ask you to write a short discussion post and responses to classmates, or to work with an online annotation tool called Hypothesis, which lets you collaborate with other students to annotate (make notes on) a text. You will find the prompts for these assignments on Canvas.

The purpose of this assignment is to help you learn how to actively engage in close readings so that you can trace key concepts, theories, and ideas, and apply them to contemporary issues. It is meant to guide your reading, so take a look at it early in the week.

Recorded Lecture Notes (25% of course grade)

You'll be watching 1-2 short pre-recorded lectures per week, and then submitting your notes or reflections to demonstrate that you completed them. The recorded lectures should be watched between Monday and Wednesday. Some weeks, I will be supplementing the pre-recorded lecture with a film, and you will also have to take some notes on the film as part of your lecture notes (more specific instructions and prompts can be found in the respective Canvas assignment).

Midterm Op-Ed (10% of course grade)

Social movements are public issues, and in lieu of a midterm exam, you will be asked to write an op-ed in which you make an argument about the scale and strategies of a current social movement of your choice, using course concepts learned so far.

An op-ed is an opinion piece that makes a clear argument about a topic in the news. You will be assigned op-eds from US and international newspapers around the topic of politics and social movements, to understand more about their substance, writing style, and accuracy.

The purpose of this assignment is to develop and hone your sociological imagination around a self-selected topic, and to learn how to synthesize research and communicate your findings in an important public-facing format. The op-ed format will help you learn how to communicate your research findings to non-academic audiences in a compelling and effective way. The prompt will be posted in Canvas.

Final Project (15% of course grade)

For your final project (12.5% of course grade), you will; produce either 1) an analytical paper **or** 2) a creative project around a social movement case study of your interest. If you choose a creative project, be sure to get approval by the instructor by email or in office hours; examples of a creative project include creating a zine, a short documentary, a presentation using visual material, a podcast).

You will also submit a short proposal on Week 12 (2.5% of course grade), in order to receive feedback. The prompt will be posted two weeks before the due date.

LATE ASSIGNMENT POLICY

Because you have all deadlines and due dates at the beginning, you are responsible for planning your life in order to complete your work on time. Submitting your work on time will allow you to receive timely and thoughtful feedback from me, and helps me keep on track of my own work. With that said, I acknowledge that we all live complex lives and deal with unexpected flare-ups in life and in our mental or physical health.

Late assignment policy

Late work will be accepted until the last day of classes. The due dates listed for each assignment in the syllabus and Canvas are the due dates for potential full credit. I highly recommend that you do your best to meet these due dates and to stay on track over the course of the quarter. Any work submitted after its respective due date will face a 5% deduction in total (eg. 10/10 becomes 9.5/10, an A+ becomes A, 20/20 becomes 19/20). This will reduce the potential for full credit by 5% and no more. Any assignments that are still missing by the last day of classes will receive an F, i.e. no credit.

What if I have accommodations for a disability to turn in assignments late?

If you have disability accommodations, please communicate that you are using these accommodations for late submissions in the assignment submission comment box, or email me regarding a potential absence.

What if I just want some sympathy because I'm feeling terrible or something painful happened in my life?

You are always welcome to contact me if you need some sympathy, care, or encouragement. I have a lot of care and sympathy to give, and I'm always happy to share. Sometimes just getting some sympathy from someone really helps me feel better, and I want to extend that care to you.

TIPS FOR SUCCEEDING IN THIS COURSE:

1. Complete the assigned readings and do all written assignments (if you do this, you're pretty sure to get a grade you will be happy with).
2. If you are struggling with any aspect of this class, please make an appointment to talk to me as soon as possible so that we can help.
3. Set up your Canvas notifications properly: I send out messages to the entire class using the "Announcements" feature. I'll communicate with you about once per week to provide you with important tips, deadline reminders, and updates. In order not to miss any messages from me, please go to Account>Notifications>Course Activities and then toggle the setting under "Announcements" to "Notify me right away." This will ensure that you get an email copy of any announcements I send. I will begin using this feature exclusively to communicate with the class by the second week of the semester.
4. Add a thumbnail photo to your Canvas profile. While it might seem like a small detail, it makes a huge difference in humanizing our online course environment. If you prefer to be called by a name other than the one that appears on Canvas, please change it in your settings to help everyone remember when they address you in writing.

5. Read the Welcome Module thoroughly when the course Canvas opens up.
6. Start each new module by reviewing the associated Module Overview so you'll know what the readings, lectures, and assignments are for that module.
7. Use the MODULES tab to navigate through Canvas. Our site is set up to facilitate your easy navigation. Doing so will ensure that you're always in the right place at the right time

UNIVERSITY POLICIES

You can find all syllabus related University Policies and resources information [listed at this link](#). These include:

- General Expectations, Rights and Responsibilities of the Student
- Academic Integrity
- Accommodation to Students' Religious Holidays
- Adding and Dropping Classes
- Attendance and Participation
- Accommodations for Students with Disabilities
- Consent for Recording of Class and Public Sharing of Instructor Material
- Timely Feedback on Class Assignments
- Workload and Credit Hour Requirements

MISCELLANEOUS HOUSEKEEPING

Should I go to office hours?

Yes! Please come to my student office hours, whether or not you are struggling in this class. This is a time I have set aside just to get to know you and to support you. I would love to talk with you about anything that you want to have a conversation about! I am also happy to set up an appointment outside office hours. Just reach out and we'll figure out a time that works for both of us.

If you are struggling...

I understand that life circumstances sometimes flare up. If you are facing any circumstances that are affecting your ability to keep up with coursework, please reach out to me as soon as possible so we can figure out a way forward. I am here to support you and to help you succeed in this class!

DRC Accommodations

Students with disabilities who may need accommodations: I am fully committed to holding an inclusive and accessible space for each and every one of my students, and seek to learn the many ways to best support you in this class. If you need an accommodation based on a disability, please come talk to me in office hours or by appointment as soon as you can. I also encourage any student who may benefit from learning more about the Accessible Education Center (AEC) services to visit their [website](#) or contact the AEC at (408) 924-6000 or aec-info@sjsu.edu. If you're not sure what accommodations are and you feel like you might be able to benefit from them, you are also welcome to come talk to me during office hours.

Checking on your grade

You can check up on your cumulative grade and reflection grade anytime by logging into Canvas. You will also find any extra readings and written assignment prompts online; you will submit your extra credit assignments on Canvas, should you choose to complete them. Keep in mind that Canvas may only show you your score out of graded work. If you want to see your actual score (including non-graded and non-submitted work), you need to uncheck the relevant box in your grade book settings.

To get an accurate view of your grade, it's important that you have your Canvas grade book set up to show you your grade out of the total possible assignments rather than only out of the assignments that have been graded. This feature can either artificially inflate or artificially deflate one's grades since it does not actually account for all possible points. You can turn it off and on as you prefer: here is an explanation of how to change that setting.

Communication

Please feel free to be in email communication with me at any time, but please give me at least 24 hours to respond on a working weekday, or 48 hours on weekends. If you have not heard back from me by then, please send me a quick follow-up/reminder email. You can email me directly at aida.mukharesh@sjsu.edu or message me on Canvas. When writing, please address me and sign your email with your name. If you want to share, please tell me your pronouns as well. I care about getting to know you as an individual.

Changes to the syllabus

Sometimes, the pace of an individual course may require me to make changes to the syllabus and/or reading schedules. If I make changes, I will post a new version electronically and notify you of its existence.

Academic Integrity

General Academic Integrity

I consider any act of academic misconduct, such as cheating and plagiarizing (from the internet and any other source) in your writing, to be a serious violation of the university's norms of conduct. Students who plagiarize may receive an F in the course and will be reported to the University administration for further sanctions. The [Academic Integrity Policy F15-7 \[pdf\]](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

If you haven't done the work, you are better off being honest about it and taking the hit. You can always take a course again, or work out an alternative, but it is harder to repair broken trust.

Academic dishonesty includes, but is not limited to:

- Plagiarism (from any source, includes submitting writing you produced for another class)
- Turning in someone else's work as your own, e.g. using services of a ghostwriter or online paper mill (includes paid/unpaid editors making substantive changes to writing).
- Using AI tools like ChatGPT to complete assignments that are meant to be written by you.
- Knowingly assisting another student in cheating or plagiarism.
- Turning in the same paper for two different courses without instructor permission.

Anytime you use someone's words or your ideas as your own without a citation to source, that is plagiarism (this includes using ChatGPT or other AI). Students who plagiarize can receive an F in the course. Whenever you use someone else's ideas, whether it is the author of the text at hand or an outside source, cite them!

You should use citations in your work to:

- *Give credit* to authors whose works you have used
- *Create a trail* so others can find the materials you used
- *Provide evidence* of your research
- Adhere to *ethical and standard practices* in all scholarship

A good rule of thumb is that anything more than 3 consecutive words from any other source should include a citation to source. Ideas paraphrased from another source should also include a citation to source. [Click here the Purdue OWL page on how to cite in ASA format.](#) This is my favorite resource for in-text citations and reference pages. When in doubt, please do reach out!

Are the videos of my instructor lecturing OK to share?

The [Recording & Sharing Class Material Policy S12-7 \[pdf\]](#) requires students to obtain instructor’s permission to record the course. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

RESOURCES FOR STUDENTS

Please visit the following links for more information about the following resources available to students:

- [counseling at the Wellness Center](#)
- [mentoring and tutoring through Peer Connections](#)
- [food, shelter and safety at SJSU Cares](#)
- [computers, printing, and more at Student Technology Resources](#)
- [writing assistance at the Writing Center](#)

SCHEDULE OF READINGS

Please see Canvas for the full schedule of assignment due dates, holidays, and reading assignments. Schedule is subject to change.

DATE	TOPIC	ASSIGNED READINGS
Week 1 Jan 22 - Jan 28	Introduction to the Course	Readings <ul style="list-style-type: none"> • Alex Khasnabish & Max Haiven, Lessons From Social Movements: Six Notes on the Radical Imagination (op-ed) <p>→ Please complete “Getting to Know You & Goal Setting Survey”</p>

<p>Week 2 Jan 29 - Feb 4</p>	<p>Theories of Social Movements: From Classical Approaches to its Critics</p>	<p>Readings</p> <ul style="list-style-type: none"> ● James M. Jasper, “Protest: A Cultural Introduction to Social Movements” (pp. 11-70)
<p>Week 3 Feb 4 - Feb 11</p>	<p>Transformation from Above: How Social Movements Use the State</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Petras & Veltmeyer, Social Movements and the State: Political Power Dynamics in Latin America ● Leonodis Oikonomakis and Fran Espinoza, “MAS and the Movements that Brought it to State Power” ● Katie Horvath (2019) Social Ecology: Radicalizing the Climate Movement
<p>Week 4 Feb 12- Feb 18</p>	<p>Transformation from Below: Autonomy, Horizontalism, and Building Alternatives to the State</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Marina Sitrin. 2012. Everyday Revolutions: Horizontalism and Autonomy in Argentina (Introduction) ● Notes from Nowhere, “Power: Building It Without Taking It,” pp. 387-397 ● Subcomandante Insurgente Marcos, “Tomorrow Begins Today: Invitation to an Insurrection,” (pp. 34-37) ● Richard Stahler-Sholk, “Autonomy, Collective Identity, and the Zapatista Social Movement” ● Ella Baker (1972), “Developing Community Leadership”

<p>Week 5 Feb 19 - Feb 25</p>	<p>The Non-Profit Industrial Complex</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Excerpts from INCITE! Women of Color Against Violence, The Revolution will not be Funded <ul style="list-style-type: none"> ○ Chapter 1: The Political Logic of the Non-Profit Industrial Complex, by Dylan Rodríguez ○ Chapter 2: In the Shadow of the Shadow State, by Ruth Wilson Gilmore ○ Chapter 10: Social Service or Social Change?, by Paul Kivel ○ Chapter 15: Non-Profits and the Autonomous Grassroots, by Eric Tang ● Gupta, Arun. “How the People’s Climate March Became a Corporate PR Campaign.” Counterpunch. September, 2019.
<p>Week 6 Feb 26 - Mar 3</p>	<p>Reform or Revolution? The possibilities and limits of different scales of struggle</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Grace Lee Boggs (2017) Introduction to Revolution and Evolution in the Twentieth Century ● Dean Spade - “Fighting to Win”, in That’s Revolting: Queer Strategies for Resisting Assimilation, Ed. Sycamore (2005). ● Voting is Not Harm Reduction - An Indigenous Perspective ● Michael Kazin (2012) The Fall and Rise of the U.S. Populist Left ● Marina Sitrin (2012) Horizontalism and the Occupy Movements

<p>Week 7 Mar 4 - Mar 10</p>	<p>Solidarities and Coalitional Politics</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Angela Y. Davis & Elizabeth Martínez (1993), “Coalition Building Among People of Color,” (8 pages) ● Deborah Gould, (2017) “Becoming Coalitional: The Perverse Encounter of Queer to the Left and the Jesus People USA,” (15 pages) ● Tanya Ganeva (2019) Black Panther Fred Hampton Created a "Rainbow Coalition" to Support Poor Americans (6 pages) ● Salam Award (2021) - A visual history of Black-Palestinian solidarity
<p>Week 8 Mar 11 - 17</p>	<p>Questions of Violence and Non-Violence</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Kelly Hayes and Miriam Kaba, “Violence in Social Movements” ● Vicky Osterweil, In Defense of Looting (Excerpt) ● Peter Gelderloos, How Non-Violence Protects the State (Excerpt) ● A Visual Interview with Eric Stanley on “Atmospheres of Violence” (2022) <p>Midterm: Op-Ed Due</p>
<p>Week 9 Mar 18 - Mar 24</p>	<p>“Abolition Through the Ages”: Reform and Transformation</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Sonali Kolhatkar (2021), “Abolition Through the Ages: Reform Versus Transformation, Then and Now”. ● Choose one article from one of the sections of the following: Abolition for the People (eds Kaepernick Publishing and LEVEL 8 editors)

		<ul style="list-style-type: none"> Eric A. Stanley, Dean Spade, <i>Queer (In)Justice</i> (2012) Queering Prison Abolition, Now? (12 pages) Check out the website: Build Your Abolitionist Toolbox
Week 10 Mar 25 - Mar 31	Climate Movements in the Face of Ecological Collapse	Readings <ul style="list-style-type: none"> Della Porta, D., & Parks, L. (2014). Framing processes in the climate movement: From climate change to climate justice. <i>Routledge handbook of the climate change movement</i>, 19-30. Andreas Malm (2021), How to Blow Up a Pipeline (Excerpts TBD)
Week 11 Apr 1 - Apr 7	SPRING BREAK	No lectures or assignments 😊 Enjoy your break! ☀️
Week 12 Apr 8 - Apr 14	Settler Colonialism & Land Back	Readings: <ul style="list-style-type: none"> NDN Collective - Land Back Roxanne Dunbar-Ortiz - <i>Indigenous People's History of the United States</i> (excerpts) Final Project Brief Proposal Due

<p>Week 13 Apr 15 - Apr 21</p>	<p>LGBTQIA Movements</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Benjamin Shepard “Sylvia and Sylvia's Children: A Battle for a Queer Public Space” ● Marlon Bailey, Priya Kandaswamy, Mattie Udora Richardson, “Is Gay Marriage Racist?” <ul style="list-style-type: none"> ○ In That’s Revolting: Queer Strategies for Resisting Assimilation, Ed. Sycamore (2005).
<p>Week 14 Apr 22 - Apr 28</p>	<p>Student Movements</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Film - The Fight for Ethnic Studies ● Jaime Pensado, “Utopian Dreams” Student Activism. Revista ● https://revista.drclas.harvard.edu/book/student-activism ● Nicolás M. Somma, “The Chilean Student Movement of 2011-2012: Challenging the Marketization of Education”
<p>Week 15 Apr 29 - May 5</p>	<p>Very Local Movements: Grassroots Organizing, Mutual Aid, and Harm Reduction</p>	<p>Readings</p> <ul style="list-style-type: none"> ● Big Door Brigade, What is Mutual Aid? Retrieved from https://bigdoorbrigade.com/what-is-mutual-aid/ ● Nick Chiles (2015), “8 Black Panther Party Programs That Were More Empowering Than Federal Government Programs” ● Dean Spade “Solidarity Not Charity: Mutual Aid for Mobilization and Survival”

		<ul style="list-style-type: none"> ● Kelly Hayes and Miriam Kaba, Ch 2 Refusing to Abandon and Ch 3 Care is Fundamental (pp. 41-79)
Week 16 May 6 - May 12	Fighting Despair: Hope, Imagination, and Possibilities	<p>Readings</p> <ul style="list-style-type: none"> ● Doug McAdam (1999), excerpts on the concept of “cognitive liberation,” pp. 33-35 and 48-51 in <i>Political Process and the Development of Black Insurgency, 1930–1970</i> ● Rebecca Solnit, “Acts of Hope: Challenging Empire on the World Stage,” <i>Orion</i>, Jan./Feb. 2004. Available at: https://orionmagazine.org/article/acts-of-hope/ ● Robin D. G. Kelley (2002), “Keepin’ It (Sur)real: Dreams of the Marvelous,” pp. 157-194 in <i>Freedom Dreams: The Black Radical Imagination</i>. ● Stephen Duncombe, “Dreaming Up New Politics: Thinking Different in an Age of Fantasy” ● Notes from Nowhere, “Walking: We Ask Questions,”