

**PROTEST, POLITICS, AND CHANGE: SOCIAL MOVEMENTS
SOCIOLOGY 155B, SUMMER 2023**

JUL 11th – AUG 10th Tuesdays, Wednesdays, and Thursdays, 11:10am-1:40pm

Location: TBD

Instructor: sneha gantla

Instructor's Note

This is a draft of the content, expectations, and workload for this class. Please expect that the order of topics, specific readings, and assignments will be revised. A final version of the syllabus will be made available to enrolled students, at least two weeks before the first day of class.

COURSE DESCRIPTION

Social movements shape every facet of social life. In this course, we use sociological texts to help us analyze the workings of social movements, alongside writings produced within social movements. We center intersectional perspectives on social movements, and the writings of scholars and activists who are Black, indigenous, or other people of color.

We begin by developing a core set of sociological questions around the *how* of social movements. How does the political and institutional context of movements shape their success? What strategies do movements use—how are they organized, and what are the benefits and pitfalls of different strategies and organizational forms? And how do activists come to think of themselves as activists? After reading key sociological texts on these questions, we move into studying the history and social dynamics of specific social movements, using a mix of primary sources and academic scholarship. We pay close attention to the connections, synergies, and overlaps between movements, and the intersection and co-constitution of dynamics such as class, race, gender, and sexuality. While we focus our attention on the United States, we situate our study within the groundswell of social movement activism around the world and consider how activists build and navigate transnational coalitions.

In addition to engaging with an array of readings and films/video, we may also host guest speakers. Additionally, you will have the opportunity to attend and analyze a social movement event. For the final, you are asked to do a deep dive into a social movement of your choice.

LEARNING OBJECTIVES

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

- Apply sociological concepts to concrete examples of social movements.
- Articulate how class, race, gender, sexuality, and the legacies of slavery and colonialism shape movements.
- Communicate clear arguments (orally and in writing) about social movements.
- Expand your conceptual toolkit for working toward social change.

COURSE REQUIREMENTS

Attendance (10%)

We meet on Tuesdays, Wednesdays, and Thursdays, in-person. Because of the small class size and accelerated pace, consistent attendance is key to your success and maintaining an active, engaging learning environment. If you need to miss class, please notify me ahead of time and schedule a time to arrange for makeup work.

Participation (15%)

Participating means engaging actively with ideas from readings, lectures, and your peers. To participate effectively, you must complete the day's readings before arriving at class and follow along with in-class lectures.

You might participate in several ways—sharing your own ideas and critiques in lecture, working collaboratively with peers during class time, asking thoughtful questions in class, and/or bringing in relevant outside materials.

Quality participation is not always the same as quantity of participation—listening and engaging with your peers' ideas matters too. Your participation receives a letter grade.

Speaking comfortably about social movements is an important part of your learning in this class, so if you feel uncomfortable speaking in a classroom environment, I encourage you to talk to me about it within the first week of class.

Weekly Writing Assignments (20%)

DUE by 9:00am EST on JUL 13th, JUL 20th, JUL 27th, and AUG 4th.

A total of FOUR (4) writing assignments must be completed over the course of the summer session. You will be asked to respond to specific prompts in each assignment. These assignments should demonstrate that you are keeping up with readings, understanding key concepts, and following along during in-class lectures and discussions.

In crafting your response, you must thoughtfully engage with at least half of the week's readings and incorporate lessons from in-class lectures and discussions. Engaging with readings means that you are explicitly discussing the connections between the prompt and key concepts or arguments from the readings.

Formatting: 1.5-2.5 pages, double-spaced, in 12pt Times New Roman or Georgia font, with 1in margins, in-text citations, and a bibliography.

Grade: These assignments are graded on a complete/incomplete basis. You will receive feedback to validate and/or help strengthen your writing skills.

Midterm Assignment (25%)

DUE by Friday, July 28th 10:00am EST.

You will submit a 4-5 paged, double-spaced essay analyzing an event related to a social movement. The event could be a protest, a rally, a training session, an organizing meeting, a march, a digital forum, a panel discussion, a teach-in—any of the many movement sites we will discuss in the course.

Your paper will be graded on your ability to make and support a clear argument about how a text we have read in class illuminates (or does not illuminate) your chosen event. It will include a short methodological appendix reflecting on the process of locating and analyzing the event. You will be provided with a more detailed instruction sheet and grading rubric in class.

Formatting: 4-5 pages, double-spaced, in 12pt Times New Roman or Georgia font, with 1in margins, in-text citations, and a bibliography.

Grade: This assignment will receive points and a letter grade. You will receive thorough feedback to validate and/or help strengthen your writing skills.

Final Paper/Assignment (25%)

DUE by Thursday, AUG 10th 11:00am EST.

You have the option to submit an 8-10pg paper (double-spaced) or give a 15-20min presentation (in-class). For either format, you will do a deep dive into a social movement that is of interest to you. While we will have read many examples of movements, there are far more out there! This final assignment is your opportunity to identify and analyze a social movement using the sociological theories and concepts we have covered in the course. You will be provided with a more detailed instruction sheet and grading rubric in class.

COURSE POLICIES

Accommodation

If you think you may require disability accommodations, you will need to work with Student Accessibility Support (SAS) (781-736-3470, access@brandeis.edu). You can find helpful student FAQs and other resources on the [SAS website](#), including guidance on how to know whether you might be eligible for support from SAS. If you already have an accommodation letter from SAS, please provide me with a copy as soon as you can so that I can ensure effective implementation of accommodations for this class.

Classroom Health and Safety

Please adhere to current policies on physical distancing and mask-wearing to support the health and safety of all community members, especially those of us who may be especially vulnerable. Please review the University's most recent [COVID-related health and safety policies](#). I encourage the use of per your health and safety needs. Should your health and safety needs require all of us in class to be masked, please get in touch with me as soon as possible.

Office Hours

Due to the extra-speedy nature of Summer School, I will be available to meet on an as-needed basis only. You are encouraged to speak with me after class or before class as questions or concerns arise. If you absolutely need to meet outside of that, you may schedule a time via [Calendly](#). This link is also available on Latte. Please note that due to the intense schedule of summer school, I have limited availability for one-to-one meetings.

Latte

All readings, announcements, assignments, grading rubrics, videos, and slides will be posted on [Latte](#). Log in with your UNET ID and password. I will also use the Latte gradebook to keep track of assignments, but please note that some components of your grade may not appear correctly until the end of the semester. If you have any questions, please bring them to me either before or after class.

Materials

All articles, book chapters, videos, lecture slides, etc. used in this course will be posted on the course Latte page.

Communication

Any changes to readings or assignments, or logistical rearrangements, will be communicated through Latte announcements. You are responsible for keeping track of the course Latte page. For all other questions not already addressed on the syllabus, you are welcome to reach out to me by email. Outside of the weekend, I will respond to your email within 24hrs.

Expectations

I take this opportunity to learn together and from each other very sincerely. You can expect that I will do my best to provide the structure and opportunities to cultivate an engaging learning environment. In return, I expect that you will be well prepared for every class – this means having done at least 50% of the readings, making thoughtful contributions to group discussion, asking critical questions of ourselves and each other, completing required assignments on-time, etc.

Success in this four-credit course is based on the expectation that you will spend 12-15 hours of study time per week in preparation for class. Whenever possible, I will set aside class time to work on assignments individually or in collaboration with others.

Classroom Environment

We will discuss difficult topics in this class, and it will take all our trust, sensitivity, and maturity to create a safe environment for conversation. Please remember that your classmates have a range of experiences and be thoughtful when you speak and listen. I will do my best to ensure you know ahead of time the type of material we will encounter in class. But if you have any concerns about your ability to participate, because of personal experience, trauma, or something else, please do not hesitate to talk with me about it—the earlier, the better.

Extensions

Since we will be on an accelerated schedule for this course, assignment extensions will only be granted under extraordinary circumstances. If you need an emergency extension, you must contact me at least 24 hours before the assignment is due.

Grade Change Requests

If you'd like me to reconsider a grade, you must submit a detailed written explanation, fill out the grading rubric, and meet with me in person within two weeks of receiving your grade. **A request for a grade change can result in a higher or lower grade.**

Continuity

In the event of campus closures due to unexpected disruptions, we may move the class to Zoom. I will let you know about any changes via Latte announcements as soon as possible about any changes.

Writing

For support with writing, one place to start is the Writing Center (<http://www.brandeis.edu/writingprogram/writingcenter/index.html>). Feel free to talk with me if you have specific concerns or goals related to your writing.

Academic Integrity

It is the University's policy that a student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic integrity can result in serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions. Please consult [Brandeis University Rights and Responsibilities](#) for all policies and procedures related to academic integrity. Allegations of alleged academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. I use TurnItIn to verify originality. If you are unsure about how standards of academic integrity apply to the course or to a specific assignment, or you are feeling overwhelmed by the course, please feel free to talk with me about it. Additionally, citation and research assistance can be found at [Brandeis Library Guides - Citing Sources](#).

Student Support

A variety of resources are available to help with the many academic and non- academic factors that affect your experience in this course (finances, obtaining course materials, health, food supply, housing, mental health counseling, academic advising, physical and social activities, etc.). Please explore the [Support at Brandeis](#) page to find out more about the resources that Brandeis provides.

COURSE SCHEDULE

WEEK 1 (Jul 11-13)

Tuesday, 07/11, Introduction to social movements

- Lu, Donna. 2022. "Throwing Soup at the Problem: Are Radical Climate Protests Helping or Hurting the Cause?" *The Guardian*, November 12.
- Garza, Alicia. *The Purpose of Power*. Chapter 8: The Meaning of Movement.
- Goodwin, Jeff and James M. Jasper. 2009. *The Social Movements Reader: Cases and Concepts*. 2nd edition. Malden, MA: Blackwell Publishing. Chapter 1, "Editors' Introduction," pp. 3-7

Wednesday 07/12, Antiracism and feminism

- DuBois, W.E.B. 2015 [1903]. *The Souls of Black Folk*. New Haven: Yale University Press.
Read pp. 3-7, 10-11
- Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge.
Read pp. 139-145
- Morris, A. (2019). Social Movement Theory: Lessons from the Sociology of W. E. B. Du Bois. *Mobilization: An International Quarterly*, 24(2), 125–136. <https://doi.org/10.17813/1086-671X-24-2-125>
- Hayes, K., & Kaba, M. (2023). *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care*. Haymarket Books. Chapter 1: Beyond Alarm, Toward Action.

Thursday 07/13, Theories of Movement Resources and Political Opportunities

- Morris, Aldon. 1981. "Black Southern Student Sit-in Movement: An Analysis of Internal Organization." *American Sociological Review* 46 (6): 744-745, 747-748, 764-766.
- Eyes on the Prize* (1987). Episode 3: Ain't Scared of Your Jails. [Watch the first 10 minutes]
- Moghadam, Valentine and Elham Gheytanchi. 2010. "Political Opportunity and Strategic Choices: Comparing Feminist Campaigns in Morocco and Iran." *Mobilization: An International Journal* 15(3): 267-288.
- Garza, Alicia. *The Purpose of Power*. Chapter 14: No Base, No Movement.

By 10am: Submit Writing Assignment 1 on Latte.

WEEK 2 (Jul 18-20)

Tuesday 07/18, Paths to Activism and Becoming an Activist

- Munson, Ziad. 2010. *The Making of Pro-Life Activists: How Social Movement Mobilization Works*. Chicago: University of Chicago Press.
Read pp. 18-27, 46-48
- Viterna, Jocelyn. 2013. *Women in War: The Micro-Processes of Mobilization in El Salvador*. New York: Oxford University Press.
Read pp. 1-5, 50-54
- Garza, Alicia. *The Purpose of Power*. Chapter 1: Where I'm From & Chapter 3: First Lessons.

Wednesday 07/19, Framing and Feeling

- Ryan, Charlotte and William A. Gamson. 2006. "The Art of Reframing Political Debates." *Contexts* 5(1): 13-15.
- Reich, Jennifer A. 2018. "When the Personal is Political—And Infectious." *Contexts* 17(3): 34-39.

DRAFT SYLLABUS
V1_May 2023

Kimmel, Michael. 2014. "From Men's Liberation to Men's Rights." *Open Democracy*, June 9.
Gould, Deborah. 2009. *Moving Politics: Emotions and ACT UP's Fight Against AIDS*. Chicago: University of Chicago Press.
Read pp. 213-215, 223-235, 256-260.
In-Class Film Excerpts: *How to Survive a Plague* (2012)

Thursday 07/20,

Hayes, K., & Kaba, M. (2023). *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care*. Haymarket Books. Chapter 5: Rejecting Cynicism and Building Broader Movements.

By 10am: Complete Writing Assignment 2 on Latte.

WEEK 3 (Jul 25-27)

Tuesday 7/25, Movements for Workers' Rights

DuBois, W. E. B. 1935. "The Black Worker." In *Black Reconstruction*.
Cameron, Ardis. 1985. "Bread and Roses Revisited: Women's Culture and Working-Class Activism in the Lawrence Strike of 1912." In *Women, Work, and Protest: A Century of U.S. Women's Labor History*, edited by Ruth Milkman, 43-61. New York: Routledge.
Nadasen, Premilla. 2016. "Domestic Worker Organizing: Storytelling, History, and Contemporary Resonances." *Souls* 18(1): 155-160.

Wednesday 7/26, Movements for Women's Rights

Breines, Wini. 2002. "What's Love Got to Do with It? White Women, Black Women, and Feminism in the Movement Years." *Signs* 27(4):1095-1133.
Read pp. 1095-1110, 1122-1127.
Anzaldúa, Gloria. 1981. "La Prieta." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherrie Moraga and Gloria Anzaldúa, 210-218. Albany: SUNY Press. 198-209.
The Combahee River Collective. 2015 [1977]. "Black Feminist Statement." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherrie Moraga and Gloria Anzaldúa, 210- 218. 4th edition. Albany: SUNY Press.

Thursday 7/27, Movements for Black, Indigenous and Immigrant Rights

Kelley, Robin D.G. 1993. "'We are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South." *The Journal of American History* 80(1): 75-112.
Read pp. 75-79, 102-110.

By 10am: Complete Writing Assignment 3 on Latte.

****MIDTERM ASSIGNMENT DUE FRIDAY, JULY 28th 10:00am EST.****

WEEK 4 (Aug 1-3)

Tuesday 8/1, Intersectional Activism

Terriquez, Veronica. 2015. "Intersectional Mobilization, Social Movement Spillover, and Queer Youth Leadership in the Immigrant Rights Movement." *Social Problems* 62(3): 343-346, 351- 358.

Garza, Alicia. *The Purpose of Power*. Chapter 6: Trayvon, Obama, and the Birth of Black Lives Matter

Brown, Melissa, Rashawn Ray, Ed Summers, and Neil Fraistat. 2017. "#SayHerName: A Case Study of Intersectional Social Media Activism." *Ethnic and Racial Studies* 40(11): 1831-1846.

Wednesday 8/2, Transnational Activism

Navarro, Elizabeth. 2022. "An Abortion Network That Works." *Lux*, Issue 5.

Bayet, Asef. 2022. "A New Iran Has Been Born." *New Lines Magazine*, October 26.

Alemzadah, Maryam. 2022. "'Woman, Life, Freedom' and the Progressive Academe." *Contexts*, November 28.

Thursday 8/3, Climate Activism

Estes, Nick. 2017. "Fighting For Our Lives: #NoDAPL in Historical Context." *Wicazo Sa Review* 32(2): 115-122.

NoiseCat, Julian Brave. 2019. "The Environmental Movement Needs to Reckon with Its Racist History." *Vice*, September 13.

In-Class Film Excerpts: *Awake: A Dream From Standing Rock* (2017)

By 10am: Submit Writing Assignment 4 on Latte

WEEK 5 (Aug 8-10)

Tuesday 8/8, Challenges of Organization

Freeman, Jo. 2013[1971]. "The Tyranny of Structurelessness." *Women's Studies Quarterly* 41(3): 231- 246.

Beam, Myrl. 2018. *Gay, Inc: The Nonprofitization of Queer Politics*. Minneapolis: University of Minnesota Press.
Read Chapter 1, pp. 21-35.

Thunder Hawk, Madonna. 2007. "Native Organizing Before the Non-Profit Industrial Complex." in *The Revolution Will Not Be Funded*, edited by Incite!, 101-106. Durham: Duke University Press.

Wednesday 8/9, Art, Media, and Activism

Tufekci, Zeynep. 2017. *Twitter and Teargas: The Power and Fragility of Networked Protest*. New Haven: Yale University Press. Read pp. 49-71.

Chepp, Valerie. 2016. "Activating Politics with Poetry and Spoken Word." *Contexts* 15(4):42-47.

McDowell, Amy. 2017. "Muslim Punks in an Alt-Right Era." *Contexts* 16(3): 63-65.

David, Emmanuel. 2018. "The Art of Trans Politics." *Contexts* 17(1): 82-85.

Mijs, Jonathan Jan Benjamin. 2014. "Detroit's Wealth of Ruins." *Contexts* 13(2): 62-69.

Thursday 8/10, Everyday Opposition, Resistance, and Mutual Care.

Hayes, K., & Kaba, M. (2023). *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care*. Haymarket Books. Chapter 3: Care is Fundamental.

****FINAL PAPER/PRESENTATION DUE THURSDAY, AUGUST 10TH BY 11:00am EST.****