

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

Mondays, Tuesdays, and Thursdays, 11:10am-1:40pm
Pearlman 203

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Office Hours: Pearlman 203
Wednesdays, 2pm-4pm

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 a variety of movements, you will have the opportunity to describe and facilitate a short discussion session on a movement of your choice. At the end of the course, you will use your course learnings to assemble a personalized activist “toolkit” composed of readings, videos, podcasts, music, art, or other content.

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 (15%)

We meet on Mondays, Tuesdays, 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. You are allowed to miss one class without it impacting your grade – you do not need to inform me ahead of time or justify your absence. However, if you miss more than one class, you should reach out to me directly to make arrangements 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 class, 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.

Reading Memo (10%)

DUE: Tuesday, 5pm of any ONE of the four weeks.

For ONE week of your choice, you will write a short memo responding to at least two of the readings assigned for the week. The goal of this assignment is to demonstrate your comfortability with assigned readings, understanding of key concepts, and critical-thinking skills. Note: Your memo should not be a summary of the readings.

A well-written reading memo will analyze and critically respond to concepts or arguments presented in the readings to make your own point. You may do this by relating and/or comparing arguments across readings, posing thoughtful questions, drawing connections to other cases, and reflecting on your reactions and relevant experiences.

Formatting: You will submit a word document that is 1-1.5 pages, double-spaced, in 12pt Times New Roman font, with 1in margins, in-text citations, and a bibliography.

Grade: You will receive a numerical grade out of 10 points.

Discussion Post and Facilitation (10%)

DUE: Tuesday, 5pm of your assigned week.

You will identify, describe, and facilitate an in-class discussion on one piece of content relevant to a social movement of your choice. For the assignment, you will make a post on the class forum on Latte and prepare at least two discussion questions that you can use to facilitate the in-class discussion. Note: You must focus on a movement that is not covered in the course. I recommend that you try to relate your movement content to the topics or readings covered during that week.

For the content, you can choose social media posts, articles, essays or videos, excerpts of lectures or debates, poems, art pieces, etc., that is produced by a movement organization, an activist or leader, a writer, and/or reporter. We will review the assignment requirements on the first day of class.

Your Latte forum post should be 125-150 words and include a description of the material you chose (e.g., what is it and who produced it), explanation of how and why you selected it, and any aspects of the content you would like the class to focus on. For the in-class facilitation, you should aim to fill about 15-20 minutes of class time by introducing your content and posing thoughtful questions to the class.

Formatting: You will submit a word document with your discussion post and questions.

Grade: You will receive a complete or incomplete.

Midterm Assignment (25%)

DUE: Monday, July 29th 11:00am.

You will submit a 4-5 paged, double-spaced essay analyzing the film, *The Black Panthers: Vanguard of the Revolution* by using theoretical frameworks and concepts from the course. You will also submit a 1-1.5 paged “reflection appendix” that is a first-person critical reflection on the process of watching the assigned film.

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) the Black Power movement as seen in the documentary. We will review the assignment requirements and grading rubric in class – instructions and grading rubric are also available on Latte.

Formatting:

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

Reflection: 1-1.5 pages, double-spaced, in 12pt Times New Roman, with 1in margins, attached after the bibliography of your analysis paper.

Grade: You will receive a numerical grade out of 25 points.

Final Assignment (25%)

DUE: Friday, AUG 9th 5pm. Note: No extensions are possible for this assignment.

For the final assignment, you will put together an “activist toolkit.” In the toolkit, you will curate a set of at least ten tools—theoretical, artistic, historical—for activist survival in 2024, based on the material we have covered in class. Your chosen tools may include videos, images, audio, or written components. Along with your toolkit, you will submit a 4-6 paged, double-spaced explanation of what your toolkit contains and why you thought each component was worth including. (It may be in the form of bullet points.) Your summary should include references to at least four texts we have read in class. We will review the assignment requirements and grading rubric in class – instructions and grading rubric are also available on Latte, along with examples of completed assignments.

Formatting: You have many options for how you put together your toolkit. It can be a word document, PowerPoint, poster, social media post/story, podcast, etc. Whatever format you choose, you must meet the requirements and your final product should be thoughtful, polished, and free of grammatical or writing errors.

Grade: You will receive a numerical grade out of 25 points.

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 masks 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

I will hold in-person office hours on Tuesdays from 2:00pm – 4:00pm. Please sign up via [Calendar](#), in advance, for a 20-minute meeting with me to discuss any questions or concerns you have about the course. If you are unable to meet with me during the designated office hours, please reach out, via email, to schedule an alternative time.

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 course.

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 10-12 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 exceptional 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 one week 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

NOTE: Readings should be completed for the class under which they are listed. Ex: Read *The Guardian* article for our first class on Tuesday, 7/08.

WEEK 1 (Jul 8-11)

Monday, 7/08, What are social movements?

Lu, Donna. 2022. "Throwing Soup at the Problem: Are Radical Climate Protests Helping or Hurting the Cause?" *The Guardian*, November 12.

(Optional) 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

[In-Class] *Defining the Capitol Riot*

Tuesday 7/09, Theories of Struggle

Marx, Karl and Friedrich Engels. 1978 [1848]. "Manifesto of the Communist Party." In *The Marx- Engels Reader*, edited by Robert C. Tucker. New York: W.W. Norton & Company.

Read pp. 480-483

De Beauvoir, Simone. 2010 [1952]. *The Second Sex*, translated and edited by Constance Borde and Sheila Malovany-Chevallier.

Read pp. 4-9.

Thursday 7/11, Theories of Struggle

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

Review Discussion Post on LATTE Class Forum.

WEEK 2 (Jul 15-18)

Monday 7/15, Resources and 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.

Moghadam, Valentine and Elham Gheyntanchi. 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.

[In-Class] *Eyes on the Prize* (1987). Episode 3: Ain't Scared of Your Jails.

Tuesday 7/16, 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

Thursday 7/18, *Becoming an Activist*

Garza, Alicia. *The Purpose of Power*. Chapter 1: Where I'm From & Chapter 3: First Lessons.

WEEK 3 (Jul 22-25)

****MIDTERM ASSIGNMENT DUE SUNDAY, JULY 28TH 11:59pm.****

Monday 7/22, *Framing*

Ryan, Charlotte and William A. Gamson. 2006. "The Art of Reframing Political Debates." *Contexts* 5(1): 13-15.

Skim: Kimmel, Michael. 2014. "From Men's Liberation to Men's Rights." *Open Democracy*, June 9.

Review Discussion Post on LATTE Class Forum.

Tuesday 7/23, *Feeling*

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.

Thursday 7/25, *Labor (and gender)*

Ardis, Cameron. 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.

Review Discussion Post on LATTE Class Forum.

WEEK 4 (Jul 29-Aug 1)

Monday 7/29, *Feminism (and Race)*

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. 1095-1100, 1122-1127.

Anzaldúa, Gloria. 1981. "La Prieta." In *This Bridge Called My Back: Writings by Radical Women of Color*, edited by Cherríe Moraga and Gloria Anzaldúa, 210-218. Albany: SUNY Press. 198-209.

The Combahee River Collective. 2015 [1977]. "Black Feminist Statement."

Tuesday 7/30, *Antiracism and Black Lives Matter*

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.

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

Thursday 8/1, *The Perils of Organization*

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

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.

Garza, Alicia. *The Purpose of Power*. Chapter 10: New Movements, New Leadership.

Review Discussion Post on LATTE Class Forum.

WEEK 5 (Aug 5-8)

****FINAL ASSIGNMENT DUE SATURDAY, AUGUST 10TH 11:59pm.****

Monday, 8/05, Networked Activism

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

Lee, F. L. F., Liang, H., Cheng, E. W., Tang, G. K. Y., & Yuen, S. (2021). Affordances, movement dynamics, and a centralized digital communication platform in a networked movement. *Information, Communication & Society*, 25(12), 1699–1716. <https://doi.org/10.1080/1369118X.2021.1877772>
Read pp. 1699-1704, 1710-1713.

Tuesday 8/06, Creative Activism

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

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

Che, Chang and Amy Chang Chien. 2022. “Memes, Puns and Blank Sheets of Paper: China’s Creative Acts of Protest.” *The New York Times*, November 28.

Review Discussion Post on LATTE Class Forum.

Thursday 8/08, Joy, Care, and Reciprocity

Hayes, Kelly and Mariame Kaba. 2023. *Let This Radicalize You: Organizing and the Revolution of Care*. Chicago, Haymarket Books.

Read Chapter 2: Refusing to Abandon, excerpts.

Hayes, Kelly and Mariame Kaba. 2023. *Let This Radicalize You: Organizing and the Revolution of Care*. Chicago, Haymarket Books.

Read Chapter 3: Care is Fundamental, excerpts.