Instructor: Mitra Rokni
Office Location: DMH 222
Telephone: 408-924-5788
Email: mitra.rokni@sjsu.edu
Office Hours: MW 1:30-3:00
Class Days/Time: MW 4:30-5:45
Classroom: DMH 227
Prerequisites: SOCI 1 or equivalent

Faculty Web Page
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page (http://www.sjsu.edu/people/mitra.rokni/).

Course Description
Review of revolutions and social movements in the past and critical analysis of structural causes, consequences and the role of individuals, organizations and collective actions in producing social change.

Course Goals and Student Learning Objectives
This course is to introduce the students to a critical understanding of socio-historical processes of social change and how organizing, activism, and social movements change history. The goal is to develop a theoretical and historical understanding of alternative ways by which a group of active citizens, locally and globally, mobilize and build social movements to transform the dominant power relations in society. In this endeavor we will cover a few of the great social revolutions in history, major social movements in twentieth century America and the existing global justice movement of our time.
Required Texts


Additional readings will be provided during the semester.

Classroom Protocol
We are all travelers on this learning journey called life. Classroom is our shared educational space for learning, understanding, discussing, and responding to one another as both students and teachers. To disregard the importance of an active engagement in this learning process could create an atmosphere of apathy which is disrespectful to the very spirit of education. It is crucial for students to take responsibility for their role in enhancing and creating the opportunities for a critical and civil dialogue on the most pressing issues of our time. Arriving on time, staying the whole period of a class time, turning off cell phones and other electronic devices, are part of the civility needed for a productive and engaged classroom. A smart sense of humor and/or intelligent critical debate is always welcome. But it is important to remember, at all times, that you are here to develop your critical mind, practical skills, study, learn, and participate in building a better world. It is critical to develop a sense of social responsibility towards others, and an individual responsibility for self-development.

NOTE: No recording devices are allowed in this class under ANY circumstances. Arrangements will be made by the DRC students and the educator, to have access to the class notes and lectures.

Assignments and Grading Policy

Midterm & Final Exams (each 25% of the final grade) Two Take-home Exams (3 to 4 essay questions) to reflect assigned readings, lectures, documentaries, and additional information provided.

Research Paper (20%) The 8-10 pages paper (not counting the cover page and references), on a topic related to our course content, and should demonstrate research skills, an understanding of the subject matter under study, critical thinking, analysis, as well as the implications of new knowledge. You must follow a recognized format for citations and references. The research paper must go beyond explaining a social problem and examine the history of social movement related to your topic and propose social change. The paper must be based on at least 4 books and 2 articles (you may use extra Internet educational websites). All sources must be scholarly, peer reviewed articles, and expert websites.

Check the following link for distinguishing scholarly from non-scholarly sources: http://www.library.cornell.edu/olinuris/ref/research/skill20.html

Papers Prep (5%) The one page prep must include:
1. Topic: Select a question and/or problematic of interest to you.
2. Develop your Thesis Statement.
3. References: Four scholarly books (no need to include the articles for the prep).

Check the following website for how to write a research paper including all the above three requirements. http://owl.english.purdue.edu/owl/resource/560/01/

Reviews/Summaries/Debates (25%) Random group discussions and/or written responses on assigned readings and documentaries (minimum two pages, double spaced typed, for each assignment).

Late assignments will lose 5 points for each week day.
University Policies:

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Readings and Lectures</th>
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| Aug   | M 25 | Social Movements: Introduction  
Declaration of Independence (1776)  
Goodwin pp. 1-15, McCarthy 1-9  
McCarthy pp. 41-43 |
| Sept  | M 1  | Labor Day/Campus Closed  
American Revolution  
Utopian Visions  
McCarthy pp. 9-58  
Documentary  
McCarthy pp. 59-108 |
| Sept  | M 8  | Abolitionism  
Abolitionism (Cont.)  
McCarthy pp. 109-162  
Documentary |
| Sept  | M 15 | Civil Rights Movement  
Makers: Women Who Make America  
Documentary |
| Sept  | M 22 | Papers Prep Due (See Instructions on my webpage)  
The Women’s Movement/Makers (DOC)  
The Women’s Movement/Makers (DOC)  
Goodwin pp. 24-35, 105-116, 161-166, 211-225  
McCarthy pp. 163-214, 411-460  
Goodwin 251-258, Documentary  
Goodwin pp. 189-210 |
| Sept  | M 29 | Saul Alinsky (Tactics and Strategies)  
Resource Mobilization Organization  
Goodwin pp. 251-258, Documentary  
Goodwin pp. 189-210 |
| Oct   | M 6  | Farmworkers’ Movement  
Latino Civil Right Movement  
Goodwin pp. 313-332  
Lecture/Documentary |
| Oct   | M 13 | The New Left and Student Movement  
Berkeley in 60’s/The Free Speech Movement  
Goodwin pp. 461-514, Goodwin pp. 93-104  
Lecture/Documentary |
| Oct   | M 20 | Queer Liberation  
Out of the Past  
United in Anger/AIDS & Act Up  
Goodwin 36-41, 264-278, 383-392, Documentary  
Lecture/Documentary |
| Oct   | M 27 | Art and Revolution  
Students’ Presentations will raise consciousness, inspire activism, propose suggestions for institutional social change, and engage in a dialogue with peers in class about possible institutional change for lasting transformation of the structures that perpetuate inequality.  
NOTE: Each student will present 5 minutes of art for change: Poetry, Photography, Music, Posters, Painting, Drawing, Play, video, etc.  
Goodwin 167-170 |
| Nov   | M 3  | Art and Revolution/Students’ Presentations (see instructions in last week)  
Media & Social Movements  
Goodwin 333-344 |
| Nov   | M 10 | Anarchism, Socialism, and Communism  
The Labor Movement/ Erosion of Union Ideas  
McCarthy pp. 275-326  
McCarthy pp. 215-274/Class Notes |
| Nov   | M 17 | The Environmentalist Movement  
Fierce Green Fire  
Lives Worth Living/The Disability Movement  
Goodwin 75-83, 226-248, 435-440, McCarthy 515-560 |
| Nov   | M 24 | Global Justice Movement/Cosmopolitan Citizenship  
World Social Forum  
Animal Rights Movement  
McCarthy 607-668, David Held  
Documentary/Notes  
Documentary/Notes |
| Dec   | M 1  | Network of Outrage & Hope: Digital Revolutions  
Reinventing Democracy in Practice  
Castells pp. 1-109  
Castells pp. 110-155 |
| Dec   | M 8  | Networked Social Movements  
Occupy Movement/Signs of Future  
Castells pp. 156-246  
Slavoj Zizek/Notes |
| Dec   | W 17 | Final Exam (Drop Take-home Papers 2:45-3:45PM) |