Instructor: Mitra Rokni
Office Location: SH 333
Telephone: 408-924-5788
Email: mitra.rokni@sjsu.edu
Office Hours: MW 1:30-3:00
Class Days/Time: MW 3:00-4:15
Classroom: ENG 301
Prerequisites: SOCI 1 or equivalent

Faculty Web Page
Copies of the course materials such as the syllabus and additional Resources (articles, videos, and educational links) can 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 Learning Outcomes (CLO)
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.

Upon successful completion of this course, students will be able to:

1. Critically understand socio-historical processes of social change.
2. Apply learned materials to historical and current issues of our time through critical thinking, research, and civic engagement.
Required Texts/Readings

Majority of our required textbooks are available in MLK Library Reserve Desk under my name.
Additional Recommended and/or Required Readings: See Links provided on my Webpage under Courses.

Course Requirements and Assignments

Midterm Exam (25%) Take-home Exam (2-3 essay questions) to reflect assigned readings, lectures, documentaries, and additional information provided. Essay Questions will be distributed 1-2 weeks before Take-Home Exam is due.

Research Paper (20%) The 8-9 page paper, on a topic related to our course content, should demonstrate research skills, an understanding of the subject matter under study, critical thinking, and scholarly analysis of the problematic under study. You must follow a recognized format for citations and references (ASA/APA). The paper must be based on at least 4 books and 2 articles. All sources must be scholarly, peer reviewed articles, and reliable websites for academic research.

Research Paper Topic (5%)
1. Select a topic (narrow it to something manageable for our time frame)
2. Pose your research question(s)
3. Explain the importance of your research
4. Working thesis
5. List 4 scholarly books (tentative) relevant to your research topic and question(s)

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/

Class projects (25%) 2-3 Essay Reflections, Summaries, Reviews, and /or Random Group Discussions on Assigned Readings and/or Documentaries (minimum 2-3 pages, double spaced typed, for each assignment). The projects will be emailed by each applicable Thursday and will be due on the next Monday.

Final Examination or Evaluation (25%) Final Exam will be Take-Home (2-3 Essay Questions) to reflect assigned readings, lectures, documentaries, and additional information provided. Essay Questions will be distributed 1-2 weeks before Take-Home Exam is due.

Determination of Grades

Midterm Exam 25% of the Final Grade.
Final Exam 25% of the Final Grade.
Class Projects 25% of the final grade [divided equally among the projects-including Art Project]
Research Paper 25% of the final grade [5% of which is for the Research Topic].

Late Policy: Late Assignments will lose 5 points for each week day. No late assignment will be accepted after the last day of classes.

Class Protocol: 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, silence, and disrespect to the very spirit of educational process. It is crucial for students to take an active role in enhancing and creating an atmosphere of learning and civil dialogue on the most pressing issues of our time. Keep in mind, at all times, that you are here to develop an independent mind, learn the practical skills, and develop a sense of social responsibility towards others and individual responsibility for self-development.
University Policies: You may find all syllabus related University Policies and resources information listed on GUP’s at http://www.sjsu.edu/gup/syllabusinfo

General Expectations, Rights and Responsibilities of the Student
Course Requirements and Assignments
Accommodation to Students’ Religious Holidays
Dropping and Adding

Consent for Recording of Class and Public Sharing of Instructor Material

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 Accessible Education Center (AEC) to establish a record of their disability.
**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

**SJSU CAMPUS EMERGENCY PROCEDURES:** See http://www.sjsu.edu/emergency/

POLICE - FIRE – MEDICAL EMERGENCY DIAL 9 – 1 – 1

For further information visit the University Police Web site at: http://www.sjsu.edu/police/
Dr. Mitra Rokni  Social Change (SOC 163) Fall 2016
Webpage: Email: mitra.rokni@sjsu.edu  Office Hours: SH 333 (MW 1:30-3:00)

The schedule is subject to change with fair notice via regular classroom session and/or email.
No Recording Devices are allowed in this class.
(See University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf)

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Readings and Lectures</th>
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<tbody>
<tr>
<td>AUG</td>
<td>W 24</td>
<td>Introduction: Politics of Social Change</td>
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|       | M 29  | Social Movements & Revolution  
|       | W 31  | Declaration of Independence  
|       |       | Goodwin pp. 1-12/McCarthy 1-9 Hand-out |
| SEPT  | M 5   | Labor Day/Campus Closed  
|       | W 7   |    
|       |       | American Revolution  
|       |       | McCarthy pp. 9-58  
|       |       | John Adams (V.2)  
|       |       | Documentary  
|       |       | Utopian Visions  
|       |       | McCarthy pp. 59-108  
|       | M 12  | Abolitionism  
|       | W 14  | Abolitionism (Cont.)  
|       |       | McCarthy pp. 109-162  
|       | M 19  | Research Paper's Topic Due/Read Instructions in syllabus (p. 2) See my Webpage  
|       | W 21  | Civil Rights Movement  
|       |       | McCarthy pp. 327-410/Goodwin pp. 53-75/213-223  
|       |       | Eyes on the Prize  
|       |       | Documentary  
|       | M 26  | The Women's Movement/Makers (DOC)  
|       | W 28  | Goodwin pp. 9-23/114-123/343-353  
|       |       | Midterm Take-home Questions  
|       |       | McCarthy pp. 163-214/411-460  
|       |       | Makers: Women Who Make Am  
|       |       | Documentary  
| OCT   | M 3   | Saul Alinsky (Tactics and Strategies)  
|       | W 5   | McCarthy pp. 251-258/Documentary  
|       |       | Defining Success/How Do Social Movements Matter?  
|       |       | Goodwin pp. 379-390  
|       |       | Resource Mobilization Organization  
|       |       | Goodwin pp. 55-174  
|       | M 10  | Midterms Due  
|       | M 17  | The New Left and Student Movement  
|       | W 12  | Farmworkers' Movement  
|       |       | McCarthy pp. 461-514  
|       |       | Lecture  
|       | W 19  | Latino Civil Right Movement  
|       |       | Goodwin pp. 283-301  
|       |       | Lecture/Documentary  
|       | M 17  | The New Left and Student Movement  
|       | W 19  | Berkeley in 60’s/The Free Speech Movement  
|       |       | McCarthy pp. 461-514  
|       | M 24  | GLBTQ Movements  
|       |       | Out of the Past  
|       |       | Documentary  
|       |       | Goodwin pp. 167-170  
|       |       | 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, etc.  
| NOV   | M 31  | Art and Revolution (Cont.)  
|       | W 2   | Application of Theories to Democracy & Electoral Process  
|       | M 9   | Anarchism, Socialism, and Communism  
|       |       | McCarthy pp. 275-326  
|       |       | The Labor Movement/Erosion of Union Ideas  
|       |       | McCarthy pp. 215-274/Class Notes  
|       | M 14  | The System Problem  
|       | W 16  | Evolutionary Reconstruction: Emergent Possibilities  
|       |       | McCarthy pp. 25-74  
|       |       | Public Enterprise/Community-Sustaining System  
|       |       | Alperovitz pp. 75-156  
|       | M 21  | The Environmentalist Movement  
|       | W 23  | Goodwin pp. 175-195/391-397/McCarthy pp. 515-560  
|       |       | America’s Green Fire  
|       |       | Lecture/Documentary  
|       |       | Thanksgiving No Class  
|       | M 28  | Final Exam Questions  
|       | M 30  | Global Justice Movement  
|       |       | Goodwin pp. 317-342/McCarthy pp. 607-668  
|       |       | Meeting Arenas  
|       |       | Goodwin pp. 196-212  
|       |       | World Social Forum  
|       |       | Documentary/Notes  
| DEC   | M 5   | Media & Social Movements  
|       | W 7   | Occupy Movement/Signs of Future  
|       |       | Goodwin pp. 30-44/Slavoj Zizek/Notes  
|       |       | Arab Spring/Network of Outrage & Hope: Digital Revolutions  
|       |       | Goodwin pp. 45-52/398-404  
|       | M 12  | Final Exams Due  
|       |       | Lives Worth Living/The Disability Movement  
|       |       | Documentary  
|       | F 16  | Research Papers Due (12:15-2:30)  

NOTE: Each student will present 5 minutes of art for change: Poetry, Photography, Music, Posters, Painting, Drawing, etc.