Sociology 3340

Social Change and Social Movements

Cal Poly Pomona Department of Sociology

Fall 2025

Professor: Dr. J.N. Redman
Email:
Class Location:
Office Hours:
Office Hours Location:

Course Description

Why does society change over time? Why do large parts of it remain the same? When and why does society transform "on its own?" When and how do social actors alter it *strategically*? Why do social movements and moral panics arise? Why do they end? What type of changes do they precipitate? What causes entrenched economic and political systems to transform? How do new categories and concepts change institutions like politics, healthcare, education, and the family, or social structures like race, class, and gender?

Why is it so difficult to solve social problems like climate change, child abuse, and poverty? Why and how are social movements necessary for affecting these changes? How is their role changing? Why do social movements arise at some points in history and not others? How do people become involved in movements for social change? And what constitutes "success" for movements?

This course unfolds in five Units.

In Unit One, we will discuss social movements, social change, and social action. We will begin by discussing what social movements are and why they are relevant in society today. Then, we will discuss theories of social change more generally. What are the major forces *other* than social movements that lead society and culture to change? Finally, we will discuss the notion of "social action" as a force for social change, and this will unite the other two parts and suggest that *both* movements *and* other forms of social change are built on strategic social action.

In Unit Two, we will discuss the first of three broad theories of/perspectives on social change. It has origins in functionalist theory, but in its current iteration, it is essentially "cultural" and suggests that change is slow and is caused by changing values and norms shifted by deviant actions and by moral panics. I'll begin by outlining the theory in broad terms, and we will

discuss three case studies: witchcraft and witch trials, terrorism and religion, and contemporary sociopathic norms and values.

In Unit Three, we will move on to the second broad theory of social change. This one, with roots in conflict theory, suggests that material resources and power (rather than norms and values) matter for social change. It suggests that change happens when groups gain power over resources and control over parts of society. We will begin by discussing the theory broadly, then we will address three cases: Luddites and Malaysian factory girls, witch hunting and wage patriarchy, and incarceration and prison abolitionism.

In Unit Four, we will discuss our final broad theory of social change, which has roots in constructionism and post-modern theory. It suggests that language, discourse, knowledge, and the power to label reality are the driving forces in social change. I'll begin by outlining the theory broadly. Then we will discuss three case studies: the "discovery" of child abuse, the caffeinated rationalization of everything, and the medicalization of sex and gender.

Finally, in Unit Five, we will circle back to the original topic of social movements and dive deeper into some contemporary debates among social movement scholars. First, we will discuss how social movements emerge and mobilize supporters by discussing Black Lives Matter. Next, we will discuss social movement tactics and framing efforts by discussing Immigrant Rights. Finally, we will wrap up our discussion by considering the consequences/outcomes of social movements by exploring Environmentalism and Climate Justice.

Course Learning Outcomes

1) Develop an understanding of prevailing theories of social change.
2) Demonstrate understanding by applying theory to new cases.
3) Develop a familiarity with major debates among social movements scholars.
4) Demonstrate understanding by analyzing a social movement.
5) Participate in some social movement activity.

Class Format

This course will operate on a Hybrid model. We will meet In-person on Mondays to discuss the readings and lecture, and I will post lecture videos to on Wednesdays.

We will not be meeting in person on Wednesdays. Instead, I'll post pre-recorded video lectures. However, I recently moved to Pomona, and I am considering lecturing live and in person if I can secure a room. If this happens, you are welcome to attend these lectures in person as opposed to watching the videos. You are encouraged to take notes on the lecture/video and bring questions to class with you the following Monday. I will post these videos as right after I record them on Wednesdays, so they should be available for you to view by around 2:30 pm.

Monday in-person meetings will *not* have a lecture. Instead, they will be devoted entirely to small and/or large group discussion. **It is *very* important that you are present in class for *all* of these discussions. So, attendance on Mondays is mandatory!!!**

Free COFFEE and TEA:
I will provide complimentary coffee and tea for each of our in-person discussions on Mondays. I will also offer disposable cups, but *please consider bringing your own reusable cups if you can,* since disposable ones get expensive (for a mere lecturer) and are bad for the environment.

I do this for four reasons:

1. Sociologists and anthropologists have long highlighted the historical and cross-cultural power of sharing a meal in order to build social trust. We will be discussing some heavy stuff this semester. So, it's crucial we can trust one another.
2. Second, class discussion can be totally fascinating or painfully awkward. Caffeine helps get the ideas and words flowing and helps conversations tend towards the former and away from the latter.
3. Third, as you will learn, I am openly addicted to coffee, and brewing a pot for class offers me a ready supply. Of course, not everyone is a coffee person. So, I will also have a selection of caffeine-free herbal teas.
4. Coffee shop coffee is ridiculously overpriced.

Please help yourselves!

Movement Participation

For this course, you will be required to "participate" in a "social movement" of your choice. "Social movement" and "participation" are both broadly defined. Remember, this is a course on social change too, not just political movements. So, support something *you* want to support, whatever that looks like. In the past, people have chosen to attend protests, vigils, and marches, to volunteer their time for non-profits and churches, to participate in on-campus student organizations, and even to intern for nonprofits in anticipation of a possible career. While you are highly encouraged to do something in person, either off campus or on campus, you are also permitted to engage in online activism with permission (more details to come).

To receive points for this activity, you will need to attend or do *something* associated with your "movement" (organization, cause, club, etc.) at least *four hours* throughout the semester (although this amount of time is flexible). You will receive points by turning in four "progress reports." Details and due dates can be found on the canvas course page.

To get the most out of this assignment, it is essential to choose something you *want* to get involved with. Don't choose a movement because it is the "right" thing to choose, because you feel pressure from peers, or because you think I want you to. Like most professors, I hold progressive views. Yet, I firmly believe that civic engagement is important in its own right. And I will always respect passion and free speech, even if I may not personally support a cause. So, if

you want to participate in a conservative, a non-political, or an otherwise unconventional movement, you have my full support! You will never be judged in this class for your movement choice, nor will you be treated as a representative of your movement or an embodiment of its values.

The basic steps are as follows: First, you will come up with a topic of interest and some possible ideas and options (progress report 1). Second, you will try reaching out to the organization, group, nonprofit, etc. that you are interested in participating with, or you will find out about an event through a flyer or social media post (progress report 2). Third, you will participate in your chosen way (progress report 3). Fourth, you will reflect on your participation in light of course concepts (progress report 4) and tell the rest of us about your experience in an informal presentation on the last day of class.

Grading Criteria and Scale

Grading Breakdown

Assignment	***Points***
Memos (12x20)	300
Final Presentation	50
Final Memo	50
Movement Progress Reports (3x50)	150
Participation Surveys (5x20)	100
TOTAL	650

*Your grade = (points earned/650) x100

Assignments:

Memos: Each week, you will submit a short informal memo answering one to three discussion questions addressing that weeks' readings and lecture. I will provide you with these questions in advance so that you can keep them in mind while you complete the readings and watch the lecture video. You will submit memos through Canvas right before our discussion meetings, and we will use them to help spur discussion in class. **Memos are due before our discussion meeting—so by 12:59PM on Mondays!!!** Memos should be around 500-1000 words, however,

this is just a vague guideline. There is NO formal length requirement. So, if you can provide an adequate treatment in fewer words – great! If you wax poetic – that's great too! In any case, try not to stress about them!! *They are only memos, not essays, or formal papers.* I will return them to you the following week with comments. See Canvas for a rubric. Finally, please note that *I will DROP the TWO lowest memo grades (including missing memos).*

Movement Progress Reports: Since participating in a "social movement" (broadly defined – see above) is a vital part of this course, you will be asked several times throughout the semester to course to write a "progress report" about your movement participation.

- Progress Report 1: Provide a short list of ideas for what you might be interested in doing this semester, and provide a short discussion about why you find that important
- Progress Report 2: Discuss what opportunities you have identified and how you plan to fulfill the participation element of the course.
- Progress Report 3: Reflect on your participation: who, what, when, where, how.

All three should be around 500-1000 words, but there is no strict length requirement. Since everyone's participation will work differently, there are also no genuine due dates. I'll remind you periodically during the semester, and you will complete them when you finish them. Ideally, progress report 1 would be turned in before the end of the first unit (sept 17), progress report two would be turned in before the end of the second unit (oct 8th), and progress report three would be turned in before the end of the fourth unit (nov 19th).

Final Presentation

Instead of a final paper, you will prepare a HIGHLY INFORMAL presentation that simply asks you to reflect on your movement participation this semester. Presentations are intended to be a celebration of what you have accomplished rather than an evaluation. So, relax! I will provide you with some questions that you can use to structure your talk (basically the same as progress report 3), but you do not have to use them. In general, presentations will be around five minutes with time for questions. You are not expected to produce PowerPoints, although you are permitted to do so if you really want to (its entirely up to you). Pictures on the other hand are encouraged, but not required. Presentations are worth 50 points, and are graded solely on your participation (so, just show up and talk!). However, you *do* need to participate in a movement if you want to have anything to talk about!

Final Memo:

Instead of a final exam, you will write a final memo. This memo will combine elements of your earlier memos and/or your movement progress reports. Therefore, if you do a good job on all the memos and progress reports, then the final memo will be as easy as combining the pieces together, editing your work, and submitting it to canvas. Memos should be between 1000 and 5000 words, although there is no length requirement. You will choose one of the following prompts.

- Option one (Social Change): Demonstrate your understanding of the three theories of social change we have addressed this semester, culture, conflict, and constructionism, to explain two cases. First, the case of witchcraft and witch trials. Second, a case of interest to you (ideally, your social movement from this semester)

- Option two (Movements): Discuss a social movement of your choosing (ideally, your own social movement from this semester) in terms of the theories discussed in Unit 1 and Unit 5. Be sure to evaluate your movement in terms of: a) Snow's definition of movements, b) Freire's theory of praxis and social action, c) contemporary movement theories around emergence and mobilization, d) contemporary movement theories around framing and tactics, and e) contemporary movement theories around consequences and outcomes.

Links for Social Change - Extra Credit

I will give you 2 extra credit points towards your final grade for contributing to our class discussion forum: *Links for Social Change.* Use the forum to post links you come across in your internet-heavy lives that are relevant to our class. These can be social movement opportunities, such as volunteering opportunities or protests, or they can just be interesting sociological articles or videos you come across. Please provide some context and tie the link to the course with a couple of sentences (i.e. don't just post a raw hyperlink…). You can post as many links as you want, but I will only take the first three for extra credit (i.e. max 6 points).

Academic Honesty

Academic dishonesty is both unethical and unprofessional. It's like winning a game by tampering with the ball – you won, but not really. Paying someone to do an assignment for you, purchasing a paper that someone else wrote, pretending you did work that you didn't do, using AI to author or completely re-write an assignment, or anything along those lines, is cheating. Period.

Cheating, plagiarism, or AI tomfoolery of any kind will NOT be tolerated and WILL be reported through the university system. At minimum, you will receive a failing grade for the assignment in question, with more severe penalties possible in consultation with officials from Student Conduct. I do not like having to "tattle" on my own students, but I am mandated to do so; not telling the university would be lying. Please don't put me in an awkward position or make me lose trust in your classmates. Just don't do it.

Cheating and plagiarism put all students at risk: If many students cheat, then a grade or a degree from Cal Poly Pomona loses its value entirely. I understand that pressure can be severe for students, and when pressure is high, it's tempting to take shortcuts. Please don't make cheating one of those shortcuts. Seriously… Just come talk to me if you get overwhelmed! Together, we can easily figure out how to help you actually succeed.

Attendance and Late Work

We are covering a lot of material in this course. Since you all have a lot on your plates, including participating in a social movement, I have tried to make the readings lighter for this course. However, this means that *I* must cover more material in the lecture since *you* will not be reading about it. Because of this, watching the lecture videos is mandatory. *Remember, Canvas tells me whether or not you have watched the videos!*

Dialogue is vital to understanding, and participation is vital to dialogue, but attendance is vital to both. So, attendance in the Monday discussion is also mandatory! *Remember, since you will be turning in memos each Monday, I will have a record of your attendance.*

While attendance is mandatory, I understand that things happen, and you all have lives (sometimes very stressful ones) outside of this class. I am not a "hard grader." So, even a hastily written memo turned in on time will almost certainly be worth more points than a well-written but late one. I will accept late memos from students who attended the Monday session and participated, provided they are submitted before the following week. I will also accept memos for partial credit from students who were not present in the discussion, but only with extenuating circumstances (and ideally prior notice).

However, attendance is only part of the picture; participation is even more important. To gauge your participation, I will send out a short survey following each of the 5 Units in the course. These surveys will ask you four questions to *self-assess your participation* in the course in terms of *attendance, amount of discussion, depth of discussion, and respect of peers*. Each question is assessed in terms of a "letter grade"- points as follows: A=5pts; A-=4.75pts, B=4.25pts; C=4pts; D=3pts.

Recommended Materials

You are responsible for completing *all* readings or documentaries *PRIOR* to the lecture video, and for *watching* the lecture video *PRIOR* to writing your memo and attending the discussion.

I will do my best to cover readings in lecture, but you will not absorb the material (or be able to complete the assignments) without completing the assigned readings. Readings will sometimes be challenging. In such circumstances, I will provide you with a reading guide or annotated excerpt.

*All texts will be provided for you for **free** through Canvas.* If you are happy with digital formats (e.g. PDFs), you **DO NOT need to by ANY books for this course**.

However, if you are like me and prefer physical books, the following are recommended (they are listed in the order in which we will read them). Most are less than $10 used.

Pedagogy of the Oppressed (2000), Paulo Freire – 9780826412768, (Strongly Recommended) **[If you buy any book, buy this one!!!]**

Wayward Puritans: A Study in the Sociology of Deviance (1966) Kai Erikson 0205424031 (Optional)

Sociopathic Society: A People's Sociology of the United States (2013), Charles Derber- 9781612054384, (Optional)

Witches, Witch-Hunting, and Women (2018), Silvia Federici, 9781629635682, (Recommended)

Ain't I a Woman (1981), bell hooks, 1138821519 (optional).

Social Problems (2001 any edition), Joel Best, 0393283410 (optional)

Sexing the Body (2000), Fousto-Stirling, 0465077145 (optional)

The Dreamers: How the Undocumented Youth Movement Transformed the Immigrant Rights Debate (2013), Walter Nicholls 9780804788847 (Optional)

While there is technically no technology required for this course, you may want access to a laptop to make accessing Canvas easier. If you do not have a working or reliable laptop, consider contacting the school about a loaner laptop for the semester.

Emails

Emails and Canvas messages are probably the best way to reach me outside of class, BUT Emails also stress me out, and I have a bad habit of avoiding my inbox. So, if I am slow getting back to you, it is not because I don't like you; I am probably just avoiding my inbox. I will do my best to get back to all emails within 48 hours, so please be patient. Also, don't panic about extensions or missing classes. Assume I will understand.

Privacy and Security

First, I will ensure that none of your assignments are located anywhere except on the Canvas page. Please always use your CPP email to contact me regarding the course; this way I can ensure that I not giving away information about your progress in the course to anyone but you. I attempt to provide you with all of the possible materials to succeed in this course. ***Please do not post my lectures, PowerPoint files, or any assignments on the internet.*** **These materials are copyrighted and doing so both disrespectful and ILLEGAL.**

Student Accommodations and Support

I am happy to accommodate the needs of students needing accommodations. To receive accommodations, students should register with the Disability Resource Center and provide documentation. Information about the DRC can be found at www.cpp.edu/~drc.

I will always attempt to do my best to support you to the best of my ability. However, there are many ways in which I am ill-equipped to assist. I have provided some links and information below to resources that the university has set up.

- Broncos Care Basic Needs for students experiencing food or housing insecurity
- Dean of Students, which includes the Cultural Centers, the Dreamers Resource Center, the Women's Resource Center, clubs, etc.
- IT Resources for students
- Learning Resource Center for tutoring in many courses
- Library Resource Guides
- LinkedIn Learning, a very broad educational platform that students have access to via their Bronco credentials
- Student Health and Wellbeing – this website leads you to many student services including Counseling, the Disability Resource Center, Health Services, the Integrated Care Network, Survivor Advocacy Services, and the Bronco Wellness Center
- Student Success Central – this website leads you to many resources including those related to COVID19.
- Veterans Resource Center

Title IX

The University is committed to creating and sustaining a positive learning and working environment, free from discrimination, including sexual violence, dating violence, domestic violence, and stalking. All forms of such behaviors are not tolerated and are prohibited both by law and University policy. The University will respond promptly to reports of such behavior and will take appropriate action to prevent, correct, and when necessary, discipline behavior that violates University policy. If you experience sexual assault, domestic violence, dating violence or stalking, you are encouraged to seek immediate assistance from police, a confidential sexual assault counselor or advocate, and healthcare provider for your physical safety, emotional support, and medical care. I encourage you to please review the University's TIX website for additional information: http://www.cpp.edu/~title-ix/ index.shtml.

University policy requires me, as a faculty member, to report any of the above behaviors that are disclosed to me to the University Title IX Coordinator so that the University may take immediate action to prevent, correct, and/or discipline as appropriate (i.e., I am a "mandated reporter"). Given this, please know that if I feel that you are beginning to share information with me concerning sexual assault, domestic violence, dating violence or stalking, I may gently interrupt you to advise you of this and to allow you an opportunity to decide whether you would like to continue to disclose this information to me or whether you would prefer a confidential

resource. I care for your physical and emotional health and safety and will do my best to assist you with resources and support, which may include interim accommodations.

Diversity, Equity, and Inclusion Statement

I am both professionally and personally committed to providing a welcoming and inclusive learning environment for *all* of the students who take my courses. These commitments mean that I will *always* strive not only to include, but to support and uplift the perspectives of students whose viewpoints and backgrounds are different from my own. I came to these commitments through an interest in feminist and critical theory and standpoint epistemology, *interests I hope you will share by the end of this course*. In the first unit, we will read and discuss the work of Brazilian liberation theologian and educator Paulo Freire. And, it is my greatest hope that if you take nothing else away from this course, you will come to appreciate the real liberating and even revolutionary power of your voice and your experiences in genuine dialogue with others.

The readings and case studies we will discuss in this class will survey over a thousand years of history, draw on examples from every continent, critique all three major meta-perspectives in sociology, and address a vast array of social movements and social problems impacting diverse groups throughout history and around the globe. That said, we only have one semester, and there is just too much important history and too many critical social problems to cover them all. This means that the course tends to focus on the theories and the case studies that I find most fascinating and salient, and more importantly, those about which I have the most expertise to offer.

Unfortunately, this also means that the examples we will draw on are somewhat (though not exclusively) skewed towards the US and Europe. This focus is neither an accident nor an oversight. On the one hand, historical social problems in the US and Europe (like slavery and witch hunting) *continue* to directly and indirectly impact billions of lives across the globe in surprising ways. Moreover, American social movements deal with social problems we can become directly involved in trying to fix, making them not only relevant but actionable. That said, if you ever feel like something didn't get discussed that should have, please do not hesitate to reach out. I am always striving to improve this class and to make it more inclusive.

Students often gravitate to sociology because of the injustices they see in a world characterized by what black feminist theorist bell hooks [the lowercase is intentional, more on that when we read her work in week 10] calls intersecting systems of "imperialist, capitalist, white-supremacist, heteropatriarchy" (hooks, 1981). One primary goal in this course is to unpack exactly *how* that *intersecting set of structural and cultural systems* was literally invented in early modern Europe (and spread around the globe by colonial powers) in a process that will continue to shape (and possibly destroy) the planet and all human life. Uncovering the historical and structural development of unjust systems is a necessary first step to deconstructing and hopefully to transforming those same systems.

Weekly Schedule:

**********PLEASE NOTE**********

The following Schedule is provisional and subject to change. I.e. I want this class to be current and timely, so I may change around or replace readings. I'll let you know in advance.

Please also note:

1) All readings are provided for you through canvas.
2) All readings are to be completed PRIOR to the week for which they are assigned.
3) All lecture videos are to be viewed PRIOR to that week's Wednesday discussion.
4) All memos are due in hard copy at the end of the Wednesday meeting.
5) MPR's have somewhat flexible deadlines see canvas for details.

**********PLEASE NOTE all readings and assignments are due BEFORE the date on which they are given!!!!!!**********

Date	Unit	Topic	Reading/Assignment
Wed Aug. 20th	Introduction	Video- Syllabus	Reading: Syllabus
Mon Aug 25th	Introduction	Discussion- Syllabus activity, brainstorm movements	Assignment: Consider movement participation.
Wed Aug 27th	Unit 1 – Part 1: Social Movements	Lecture 1: Defining "Social Movements"	Reading: Open Stax and Snow
Mon Sept 1st	Unit 1 – Part 1: Social Movements	Discussion 1: What "*moves*" in a social movement?	Assignment: Memo 1
Wed Sept 3rd	Unit 1 – Part 2: Social Change	Lecture 2: Mechanisms of Social Change	Readings: Open Stax Chapters and Friedman
Mon Sept 8	Unit 1 – Part 2: Social Change	Discussion 2: What makes social theory racist?	Assignment: Memo 2
Wed Sept 10	Unit 1- Part 3: Social Action	Lecture 3: Theorizing Revolutionary Social Action	Reading: Freire
Mon Sept 15	Unit 1- Part 3: Social Action	Discussion 3: How do we achieve real social change?	Assignment: Memo 3

Wed Sept 17	Unit 2 – Part 1: Cultural Theories of Social Change, Case 1	Lecture 4: Witch Trials and Moral Panics	Reading: Erikson
Mon Sept 22	Unit 2 – Part 1: Cultural Theories of Social Change, Case 1	Discussion 4: How does deviance change society?	Assignment: Memo 4
Wed Sept 24	Unit 2 – Part 2: Cultural Theories of Social Change, Case 2	Lecture 5: Cultural Theories of Social Change – Terror and Extremism	Jurgesmeyer, Friedland, and Peterson
Mon Sept 29	Unit 2 – Part 2: Cultural Theories of Social Change, Case 2	Discussion 5: What is terrorism/ extremism?	Assignment: Memo 5
Wed Oct 1	Unit 2 – Part 3: Cultural Theories of Social Change, Case 3	Lecture 6: Cultural Theories of Social Change -- Anti-Social Norms and Trauma	Read: Derber, Watch Gabor Mate
Mon Oct 6	Unit 2 – Part 3: Cultural Theories of Social Change, Case 3	Discussion 6: How can we feel whole and treat each other better?	Assignment: Memo 6
Wed Oct 8	Unit 3 – Part 1: Conflict Theories of Social Change, Case 1	Lecture 7: Witch Trials and Wage Patriarchy	Reading: Federici
Mon Oct13	Unit 3 – Part 1: Conflict Theories of Social Change, Case 1	Discussion 7: How did witch hunting create capitalism and femininity?	Assignment: Memo 6
Wed Oct 15	Unit 3 – Part 2: Conflict Theories of Social Change, Case 2	Lecture 8: Conflict Theories of Social Change -- Exploitation and Resistance.	Reading: Ong
Mon Oct 20th	Unit 3 – Part 2: Conflict Theories of Social Change, Case 2	Discussion 8: How do exploitative systems thwart resistance?	Assignment: Memo 7
Wed Oct 22	Unit 3 – Part 3: Conflict Theories of Social Change, Case 3	Lecture 9: Conflict Theories of Social Change – Incarceration and Feminist Abolition	Reading: hooks
Mon Oct 27	Unit 3 – Part 3: Conflict Theories of Social Change, Case 3	Discussion 9: What does a truly just future look like?	Assignment: Memo 9

Wed Oct 29	Unit 4 – Part 1: Constructionist Theories of Social Change, Case 1	Lecture 10: Constructionist Theories of Social Change: Modern Witches and Satanic Pedophiles	Reading: Best
Mon Nov 3	Unit 4 – Part 1: Constructionist Theories of Social Change, Case 1	Discussion: Why is child abuse so difficult to solve?	Assignment: Memo 10
Wed Nov 5	Unit 4 – Part 2: Constructionist Theories of Social Change, Case 2	Lecture 11: Constructionist Theories of Social Change: Caffeinated Rationality	Reading: Ritzer and Pollan
Mon Nov 10	Unit 4 – Part 2: Constructionist Theories of Social Change, Case 2	Discussion 11: Is there a way out of the iron cage?	Assignment: memo 11
Wed Nov 12	Unit 4 – Part 3: Constructionist Theories of Social Change, Case 3	Lecture 12: Constructionist Theories of Social Change -- Medicalized Sex	Reading: Fausto Stirling
Mon Nov 17	Unit 4 – Part 3: Constructionist Theories of Social Change, Case 3	Discussion 12: How do we become human and name the world?	Assignment: Memo 12
Wed Nov 19	Unit 5– Part 1: Contemporary Theories of Social Movements, Case 1	Lecture 13: Emergence and Mobilization – Black Lives Matter	Reading: Mundt
Mon Nov 24	Unit 5 – Part 1: Contemporary Theories of Social Movements, Case 1	Discussion 13: Where do movements come from and how do we get involved in them?	Assignment: Memo 13
Wed nov26	Unit 5 – Part 2: Contemporary Theories of Social Movements, Case 2	Lecture 14: Contemporary Theories of Social Movements – Framing and Tactics – Immigrant Rights	Reading: Nichols

Mon Dec 1	Unit 5 – Part 2: Contemporary Theories of Social Movements, Case 2	Discussion 14: How do movements convince us and achieve goals?	Assignment: Memo 14
Wed Dec 3	Unit 5 – Part 3: Contemporary Theories of Social Movements, Case 3	Lecture: 15 – Contemporary Theories of Social Movements – Consequences and Outcomes – Environmentalism and Climate Change	Reading: Meyer and Fox-Piven Interview
Mon Dec 8 (finals 8-14)	Final Presentations	Final Presentations	Assignment: Final memo and Presentation

**********PLEASE NOTE**********

6) All readings are provisional and subject to change. I.e. I want this class to be current and timely, so I may change around or replace readings. I'll let you know in advance.
7) All readings are provided for you through Canvas.
8) All readings are to be completed PRIOR to the week for which they are assigned.
9) All lecture videos are to be viewed PRIOR to that week's discussion.
10) All memos are due by 12:59pm on the day before the beginning of that day's discussion.
11) Progress reports have flexible deadlines, but it is your responsibility to submit them in a timely manner. See canvas for details.

**********PLEASE NOTE**********