

FOUNDATIONS OF GLOBAL JUSTICE

INTS 4708

Winter 2024

Dr. Marie Berry

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Tuesdays, 9:00 – 11:50 am

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Office Hours By Appointment:

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After the revolutions of 1848, Karl Marx famously suggested that “revolutions are the locomotives of history.” In the years since, we have seen revolutions and people-powered social movements topple dictators, demand democracy, change laws, bring rights to marginalized communities, and drive crises from the margin of political discourse to the center. Yet despite many successes, movements have often fallen short of their emancipatory goals, and indeed the world remains rife with suffering and injustice. This class is about how ordinary people have attempted to change the course of history through movements for justice.

Over the quarter, our primary goal will be to understand and assess different approaches and frameworks for pursuing social change – from civil resistance and nonviolent direct action to narrative, experimental cities, and activism. Our goal will be to understand when and why these approaches work – and when and why they don’t. Students will hear from activists working in ongoing movements for social change around the world and will get acquainted with their work. We will explore case studies of historical and ongoing social movements, which include struggles for democracy, peace, human rights, environmental justice, racial and gender justice, and more. We will also strategize how movements manage violent repression, backlash, and opposition in different contexts. Students will walk away with practical understandings of how to organize for social change, skills to support ongoing movements, and applied opportunities to understand when, where, how, and why certain efforts at social change succeed, while others fall short of their goals.

This class is structured around four core units: (1) civil resistance; (2) narrative and storytelling; (3) experimental cities, assemblies, and direct democracy; and (4) activism, social banditry, and mutual aid. Notably, while we don’t focus on armed rebellions in this course, we will compare and contrast movements that use violent and nonviolent strategies (between and within movements). These four units are not mutually exclusive and are often synergistic; we’ll talk throughout the quarter about various social movements that have engaged multiple approaches and strategies. Each unit consists of two weeks, allowing us to explore theories in part I and dive deeper into the case studies in part II.

Course Objectives:

Overall, the goal of this course is to familiarize you with different approaches for thinking about social change. It aims to understand activists' theories of social transformation, and their tactics and strategies for achieving that transformation. By the end of this course, students should be able to assess the foundational approaches of major social movements and collective action efforts. They should also be able to answer the following questions:

- What are major approaches for bringing about people-led social change?
- How have these approaches been used by past and contemporary social movements?
- When (and under what conditions) have these approaches succeeded or failed?
- What tactics and strategies have movements used to advance their goals? When have they worked (or not)?
- What are examples of movements for social change, and how have they altered societies in the pursuit of more freedom and justice?
- Is violence or nonviolence more effective for movements?
- What should contemporary struggles learn from past movements?
- How can we use evidence-based strategies for bringing about social change?
- What does a strategic plan for a movement look like and consist of?

Skill Development: At the end of the course, students will work in groups to craft a strategic plan that draws on one or more of these approaches. These skills will transfer to creating strategic plans for ongoing movements for global justice.

Further Learning: This course is a core requirement of the Global Justice Certificate, and is designed to be a precursor to *Global Justice: Past, Present, and Future*, offered by Dr. Alice Taylor in Spring 2024.

Requirements:

Personal Reflection Essay (5%): Due Week 2

For the second week of the quarter, please turn in (via Canvas) a short, informal reflection paper (approximately 600-800 words). The reflection should include responses to any (or all) of the following questions:

- What motivated you to take this course?
- What makes you angry or keeps you up at night?
- Have you ever been part of, or inspired by, any movements for social change?
- What are the global justice issues that you feel most connected to or compelled by?
- Who are you in relation to the change you'd like to see?
- Where do these issues fit into your goals for your future?
- What do you feel like you need to know before going out into the world and making bold steps to bring about positive social change? What skills are you hoping to learn?

Book Review (20%): Due Week 7

Each student will select one of the core texts listed under Week 1 below. During the quarter and on your own schedule, you will read your selected text, bring insights from the text into class discussions, and, by Week 7, craft a book review that summarizes the main arguments of the book and assess their merits. Book reviews, submitted via Canvas, should be approximately 1,500 words.

Critical Analysis Paper (20%) plus Discussion Lead (10%): Rolling Deadline

Each student will sign up to help co-lead a discussion during one week of the quarter. During the first class, you will sign up for your preferred week (any week from 2-8). At the week you've selected, you will prepare a 5-10 minute presentation (no visuals) that summarizes at least one of the course readings, and in turn offers questions to the class for discussion.

On the same day, students will submit an analytical paper (2,500 words) that summarizes and critically assess the major themes in the week's readings. The analytical papers should also draw connections between the themes of the readings, and the case examples of movements for change we've talked about throughout the course.

Discussion Posts: 5% each, 3 total (15% total):

During the quarter, students will post three discussion posts on Canvas 24 hours before class. These discussion posts should include a few summary sentences about the core themes or arguments of the readings, followed by questions for further discussion that come to mind after reading. They may also include suggestions of additional readings or resources about the cases discussed that week that students can read to dive deeper into a specific movement. These are short, informal discussion posts of around a paragraph. If you are so inclined, one of these posts can also be a piece of art, collage, music, or other creative endeavor that responds to the week's readings. I encourage all students to review their peers' posts before class.

Discussion posts will begin in Week 2. Posts on that week's materials are due by 9:00 am on Monday January 15, 2024. There is a discussion tab for each week on Canvas with a due date 24 hours before class.

Final Group Project Strategic Planning Exercise (30%): Due Week 7 and Week 10

- February 20th (Week 7): Description of injustice or harm to be addressed (1 page, submitted for whole group)
- March 12th (Week 10): Presentation of case and strategic plan (15 minutes per group with visuals)
- March 19th (Finals Week): Strategic plan (group) and self assessment (individual)

The capstone assignment for this course is a group project that requires students to develop a strategic plan for an ongoing global crisis or injustice. Groups will work to identify an ongoing human rights violation/injustice/wrong, and will design a social movement campaign that aims to bring about social change. You are welcome to pick any injustice or violation from any part of the world, whether or not it has galvanized a movement response. Your group's selection of these

injustices is due Week 7. The groups will prepare a short presentation or video (to be presented Week 10), along with a strategic plan document (~5 pages), that aims to offer suggestions for movement organizers about approaches they might take to galvanize support for the cause (due March 19th). Each member of the group will also submit a self-assessment (due March 19th). I will provide more details in class.

Group participants will be graded on three criteria: (1) a self-assessment of their contributions to the group effort; (2) a group grade assigned to all members on the basis of the quality of the final oral presentation; (3) a group grade based on the overall strength of the written strategic plan.

Details for all written assignments:

- Submitted via Canvas
- 12 point font, 1 in margins, not wingdings
- Chicago footnotes with full bibliography for all works cited
- Single or 1.25 spaced
- Put your name on it please!

My Classroom Commitment:

I prepared this course amidst the catastrophic news coming out of Gaza, and ongoing atrocities in Ukraine, Sudan, DR Congo, and elsewhere. As such, I began the process deeply demoralized about the prospect of people-power really stopping wars or bringing about justice. Then, as I waded into the cases for this quarter, I started feeling some degree of hope again. The cases reminded me that in the past decades, people-led movements have profoundly transformed our world. They have toppled empires and catalyzed experiments in government. They have stopped wars, pushed states to enact more compassionate laws, challenged neoliberalism, and revealed vast oppressions. Ultimately, they have pushed humanity to bend towards justice. I think that one of the most powerful things movements can do is give us space to imagine a radically different world than the one we live in.

My hope is that this course gives each of you a chance to (re)affirm your own belief in the power of people to build a more just world – not through blind hope but through concrete, empirical evidence about the strategies and tactics that have worked in the past and the variety of approaches that can be utilized in the future. Throughout the quarter, I will not expect you to share the intellectual position of the authors of the course readings, me (the instructor), or your classmates. I will, however, ask you to thoughtfully analyze the arguments of the texts using the provided empirical evidence, assume that all of your classmates are doing the best they can at this point in time, and engage in thoughtful, informed discussion.

As your instructor, I unconditionally reject every form of bigotry, discrimination, hateful rhetoric, and hateful action, whether directed towards one's race, gender, gender identity, sexual orientation, religion, national origin, disability, citizenship, political views, socioeconomic status, veteran status, immigration status, or any other form of difference, in class and out. For any member of this class (or the wider DU community) who is experiencing some form of fear or oppression, know that my doors are open and I am ready to help. I also affirm people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know anytime. Feel free to offer your preferred gender pronouns (I prefer she/her/hers).

Finally, I honor the fact that the University of Denver occupies unceded Cheyenne and Arapaho land.

In the spirit of healing, I acknowledge this injustice and embrace a decolonial pedagogy that rejects any attempts to erase this violent history. To learn more about DU's complicity, recognition, and reconciliation of their involvement in the Sand Creek Massacre, please review the [John Evans report](#).

COVID Policies:

While the University has relaxed all COVID precautions, I am very familiar with the fear and risk this causes, particularly for vulnerable and immunocompromised members of our community. I invite you to mask up in class and insist that you stay home if you are not feeling well. That said, it is the expectation that you attend class in person unless DU alert levels change (see here: [DU Public Health Website](#)), or if you have made alternative arrangements with me prior to the start of class due to illness, medical reasons, or the need to isolate or quarantine due to COVID-19. As in any in-person course, attendance and participation are crucial for a complete understanding of course material. In choosing to attend the University of Denver, you've chosen to join a larger Community of Care, which means you have agreed:

- Not to attend class when you're sick.
- Not to attend class when you've been exposed to people who have or may have COVID-19.

While this course doesn't have a formal hybrid option, if you are testing positive for COVID but are not very ill, you are welcome to coordinate with a friend to zoom into class. That said, if you are sick, please just rest and get better. We can make up your assignments later. Please take care of yourself and your fellow classmates as the top priority.

Honor Code:

All students are expected to abide by the [University of Denver Honor Code](#). These expectations include the application of academic integrity and honesty in your class participation and assignments.

Mental Health & Wellness:

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that, as a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at:

[Health & Counseling Services](#)

[My SSP 24/7 confidential services for students \(Links to an external site.\)](#)

[Student Outreach & Support \(SOS\) and SOS Referrals](#)

Religious Accommodations:

University policy grants students excused absences from class or other organized activities for observance of religious holy days. Please notify me by the end of the second week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

Title IX:

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and/or stalking. [The Center for Advocacy, Prevention and Empowerment \(CAPE\)](#) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

[The Center for Advocacy, Prevention, and Empowerment \(CAPE\)](#) provides advocacy and support services to all student, staff, and faculty survivors of sexual assault, relationship violence, stalking, and/or sexual harassment. They also offer consultation and resources to people who are supporting a survivor. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853. You can also email cape@du.edu. To speak to an on-call mental health counselor after hours, please call 303-871-2205.

Supporting Academic Success:

If you have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and need to request accommodations, please visit the [Disability Services Program website](#). You may also call (303) 871-2372, email them at dsp@du.edu, or visit them in person on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave., Denver, CO. I will happily work with you to support your needs, whatever they may be.

DU also has several programs that provide support for neurodiverse learners, and I encourage you to take advantage of them. For instance, see the [Learning Effectiveness Program \(LEP\)](#) which has been operating for 40 years. The [Student Support Office](#) also has many resources. Some students benefit from using [Speechify](#) to read their assigned readings out loud, or the [Kurzweil 3000](#) platform that can assist with many learning strategies. I also encourage you to make an appointment with me to discuss what I can do to support your learning.

Week 1. Introduction To Global Justice: Foundational Theories of Social Change

What is global justice? What do we mean when we talk about it? How has social change been achieved throughout history? What are different philosophies and approaches to thinking about social change? What are the biggest disagreements or schisms in our understanding of how social change happens? How can we assess past social movements to understand their grievances, strategies, and theories of change?

*In class: Sign up for your week (any week 2-8) to produce an analytical paper and serve as discussion lead.

*Pick one book below. You will write your book review on it. Yes, you can run another option by me. You can check these out from any library or purchase these books wherever you get your books. Book reports are due Week 7:

Classics:

- Antonio Gramsci, 1997. *The Prison Notebooks*
- Amilcar Cabral, *Letters to Guinea Bissau*
- Hannah Arendt, *On Revolution*
- Rosa Luxemburg, *Reform or Revolution and Other Writings*
- Jo Freeman, 1975. *The Politics of Women's Liberation*
- Charles Tilly, 1978. *From Mobilization to Revolution*
- Sidney Tarrow, 1994. *Power in Movement*
- Frances Fox Piven and Richard A. Cloward, 1977. *Poor People's Movements: Why they Succeed and How They Fail*

Memoirs:

- Leymah Gbowee, 2011. *Mighty Be Our Powers.*
- Wangari Maathai, 2006. *Unbowed.*
- Mahatmas Gandhi 1927. *An Autobiography or The Story of My Experiments with Truth.*
- Cleve Jones, 2016. *When We Rise*
- Assata Shakur, 1987. *Assata: An Autobiography.*
- Nelson Mandela, 1994. *Long Walk to Freedom.*
- Malcolm X and Alex Haley, 1965. *The Autobiography of Malcolm X.*
- John Lewis, 1998. *Walking with the Wind: A Memoir of the Movement.*
- Ahed Tamimi and Dana Takruri, 2022. *They Called Me a Lioness.*
- Ramzy Baroud, 2009. *My Father Was A Freedom Fighter: Gaza's Untold Story.*
- Judith Heumann, 2020. *Being Heumann.*

Week 2. Civil Resistance I.

What is civil resistance? Does civil resistance work? What is the debate about nonviolence versus violence? Who are the leading proponents of this approach? What social movements have engaged civil resistance tactics, and to what end?

Personal Reflection Essay Due

- When: January 16, 2024 by 11:59 pm
- Where: Canvas
- Length: Approximately 600 - 800 words
- Guidance: Above under “Requirements”

Case Studies:

1. India Independence Movement:
 - *Watch*: [A Force More Powerful](#), 1999. (First 26 minutes).
2. Serbia Anti-Milosevic:
 - *Watch*: [Bringing Down a Dictator](#), 2002.

Core Readings:

1. Erica Chenoweth and Maria Stephan, 2011. [Why Civil Resistance Works](#). (Part 1).
2. Erica Chenoweth, 2021. *Civil Resistance: What Everyone Needs to Know*. Introduction and Chapter 1 (p. 1-80).
 - *Access via course reserves on Canvas.*
3. Srdja Popovic, 2015. *Blueprint for Revolution: How to Use Rice Pudding, Lego Men, and Other Nonviolent Techniques to Galvanize Communities, Overthrow Dictators, or Simply Change the World*. (Whole Book).
 - *Access via course reserves on Canvas.*
4. Gene Sharp, 1973. [The Politics of Nonviolent Action: The Methods of Nonviolent Action](#). (Part II).

Recommended Reading:

1. Juman Abujbara, Andrew Boyd, Dave Mitchell, and Marcel Taminato, 2017. *Beautiful Rising: Creative Resistance from the Global South*. (1 copy available in the library).

Recommended Resource:

1. [Global Nonviolent Action Database](#). Swarthmore College.

Week 3. Civil Resistance II.

What movements have engaged civil resistance tactics, and to what end? What is the debate about violence versus nonviolence? What are the effects of violent flanks? How do you assess this debate in 2024? What are the critiques of civil resistance and nonviolence? Do you find the critiques compelling?

Case Studies:

1. Civil Rights Movement (US):

- *Watch: (Pick 1)*

- Selma, 2014 (Free on Amazon Prime)
 - Or access via course reserves on Canvas.
- [Judas and the Black Messiah](#), 2021

- *Read:*

- Martin Luther King, Jr., 1963. "[Letter from a Birmingham Jail](#)."
- Rhoda Lois Blumberg, 2009. "Chapter 2: The Civil Rights Movement," in *The Social Movement Reader: Cases and Concepts* (2nd edition).
 - Access via course reserves on Canvas.
- Joshua Bloom and Waldo Martin, Jr., 2016. *Black Against Empire: The History and Politics of the Black Panther Party*. ([Preface to the 2016 Edition](#) AND [Introduction](#)).

2. Palestinian Rights:

- *Watch: (Pick 1)*

- [Budrus](#), 2009
- [Naila and the Uprising](#), 2017

- *Read:*

- Sunaina Maira, 2013. *Jil Oslo: Palestinian Hip Hop, Youth Culture, and the Youth Movement*. Chapter 1.
- Mary Elizabeth King, 2013. "[Palestine: Nonviolent Resistance in the Struggle for Statehood, 1920s–2012](#)" in *Recovering Nonviolent History*.
- Suhad Babaa, 2017. "[It's Time to Admit the First Intifada was Nonviolent – and Led by Women](#)." *Forward*.
- Devorah Manekin and Tamar Mitts. 2022. "[Effective for Whom? Ethnic Identify and Nonviolent Resistance](#)." *American Political Science Review*.
- Global Nonviolent Action Database, 2010. "[Freedom Flotilla Gains Partial Victory, Eases Blockade of the Gaza Strip](#)."

Core Readings:

1. Andreas Malm, 2021. *How to Blow up a Pipeline*. (Part I: Learning from Past Struggles).

- *Access via course reserves on Canvas.*
2. Ben Case, 2022. *Street Rebellion: Resistance Beyond Violence and Nonviolence*. (Chapter 1: Riots and Resistance.)
 - *Access via course reserves on Canvas.*
 3. George Ciccariello-Maher, 2015. "[Riots Work](#)." *Salon*.
 4. Ben Case, 2017. "[Beyond Violence and Nonviolence](#)." *Roar Magazine*.
 5. Kai Thaler, 2019. "[Violence is Sometimes the Answer](#)." *Foreign Policy*.
 6. Ta-Nahisi Coates, 2015. "[Nonviolence as Compliance](#)." *The Atlantic*.

Week 4. Narrative and Storytelling I.

Does narrative have the power to shape the world? If so, how? What are grand narratives and counter-narratives? How do they work? How do we use research to tell stories? How do narratives matter for identities of movement actors? Why is framing important? How do stories move people? What must they include to do so? How does digital storytelling and new forms of media work for social movements? How have personal narratives mattered for movements?

Case Studies:

1. Environmental Movements (Global)
 - *Watch: (Pick 1)*
 - [The Great Green Wall](#), 2020
 - The Territory, 2022 (Available on Hulu)
 - *Or access via course reserves on Canvas.*
 - *Read:*
 - Maria Grasso and Marco Giugni, 2022. "Environmental Movements Worldwide." *The Routledge Handbook of Environmental Movements*.
 - *Access via course reserves on Canvas.*
 - Wangari Maathai, 2006. *Unbowed: A Memoir*. (Chapters 1, 8, and 9).
 - *Access via course reserves on Canvas.*
 - Greta Thunberg, 2022. *The Climate Book*. (Chapters 1.1, 1.9, 3.8)
 - *Access via course reserves on Canvas.*

Core Readings:

1. Robert Benford and David Snow, 2000. "[Framing processes and social movements: An overview and assessment.](#)" *Annual Review of Sociology*.
2. Francesca Polletta, 2006. *It Was Like a Fever: Storytelling in Protest and Politics*. ([Chapter 1](#) **AND** [Chapter 2](#)).
3. Marshall Ganz, 2009. "[Why Stories Matter.](#)" *Sojourners*.
4. Gary Alan Finem, 2002. "[The Storied Group: Social Movements as Bundles of Narratives](#)" in *Stories of Change: Narratives of Social Movements*.

Week 5. Narrative and Storytelling II.

How do emotions matter? How do counter stories emerge? How do the personal and the political mesh in stories in ways that shape movements? What are effective tools and strategies for narrative and storytelling in movements today? How do movements that cross borders share and differ in their approaches to narrative and storytelling?

Case Studies

1. Abortion (US)

- *Watch:* (Pick 1)
 - The Janes, 2022 (Available on HBO Max, Hulu, and Amazon Prime)
 - *Access via course reserves on Canvas.*
 - Reversing Roe, 2018 (Available on Netflix)
 - *Or access via course reserves on Canvas.*
- *Listen:* HAVVK, “[Once Told](#)” AND [read about song](#)
- *Read (Pick 1):*
 - Laura Kaplan, 2022. *The Story of Jane: The Legendary Underground Feminist Abortion Service.* (Whole Book).
 - *Access via course reserves on Canvas.*
 - Jennifer Holland, 2020. *Tiny You: A Western History of the Anti-Abortion Movement.* (Whole Book).
 - *Access via course reserves on Canvas.*
- *Read:*
 - Rebecca Traister, 2022. “[Democratic Leaders are Getting the Abortion Story Wrong – Again.](#)” *The Cut.*
 - Marie Berry, 2019. “[Abortion Restrictions as State Violence.](#)” *Political Violence at a Glance.*
 - Zakia Luna, 2010. “[Marching Toward Reproductive Justice: Conditional \(Re\) Framing of the March for Women’s Lives.](#)” *Sociological Inquiry.*
 - Taylor Boas et. al., 2021. “[Argentina Legalized Abortion. Here’s How it Happened and What it Means for Latin America.](#)” *The Washington Post.*
 - Clodagh Schofield, 2018. “[How powerful conversations won abortion rights in Ireland.](#)” *MobLab.*

Recommended Resources: (to skim)

1. [Center for A Story-Based Strategy](#)
2. [Beautiful Trouble](#)
3. [Narrative Arts](#)

Week 6. Experimental Cities, Assemblies, and Direct Democracy I.

What is direct democracy, and how does it work? What do authors mean by prefigurative politics? How have different movements advanced direct democracy through experimental cities and assemblies? Have these been effective? What has leadership and organizational structure looked like in these experimental cities and assemblies? What is anarchism and how does it work? What is the iron law of oligarchy?

Case Studies:

1. Paris Commune:

- *Watch:* La Commune (Paris, 1871), 2000 (Watch parts; Available on Amazon)
- *Read:*
 - Carolyn Eichner, 2002. *The Paris Commune: A Brief Introduction*. ([Chapter I: Illumination. p. 1-28.](#))
 - Karl Marx, 1871. "[The Paris Commune](#)" in *The Civil Wars in France*.
 - Michael Hardt and Antonio Negri, 2017. *Assembly*. (Chapter 1: Where have all the leaders gone?)
 - *Access via course reserves on Canvas.*

2. Occupy Wall Street:

- *Watch:*
 - [Consensus, 2011](#)
 - 99%: The Occupy Wall Street Collaborative Film, 2013 (Amazon Prime)
 - *Or access via course reserves on Canvas.*
- *Read:*
 - Naomi Klein, 2011. "[Occupy Wall Street: The Most Important Thing in the World Right Now.](#)" *The Nation*.
 - Craig Calhoun, 2013. "[Occupy Wall Street in Perspective.](#)" *British Journal of Sociology*.
 - Astra Taylor and Jonathan Smucker, 2021. "[Occupy Wall Street Changed Everything.](#)" *New York Magazine*.
 - Cihan Tuğal, 2013. "[Resistance Everywhere: The Gezi Revolt in Global Perspective.](#)" *New Perspectives on Turkey*.

Core Readings:

1. Murray Bookchin, 2015. [The next revolution: Popular assemblies and the promise of direct democracy](#). (Chapters 1, 2, and 6).
2. David Harvey, 2012. [Rebel Cities: From the right to the city to the urban revolution](#). (Chapter 5).
3. Gianpaolo Baiocchi and Ernesto Ganuza, 2017. *Popular Democracy: The Paradox of Participation*. ([Chapter 1](#)).

4. Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta, 2019. [*Pluriverse: A Post-Development Dictionary*](#). (p. xi - 18)).
5. David Graeber and Andrej Grubacic, 2004. "[Anarchism, or the Revolutionary Movement of the 21st Century](#)." *The Anarchist Library*.

Week 7. Experimental Cities, Assemblies, and Direct Democracy II.

Questions: How have experiments in direct democracy played out? What are the legacies of the Spanish Civil War today? How have various groups experimented with communes, assemblies, and other decision-making bodies? How integrated are these concepts into mainstream democracy in various contexts today?

Book Review Due

- When: February 20, 2024 by 11:59 pm
- Where: Canvas
- Length: Approximately 1,500 words
- Guidance: Above under “Requirements”

Group Selection of Injustice/Harm Due

- When: February 20, 2024 by 11:59 pm
- Where: Canvas
- Length: 1 page
- Guidance: In class

Case Studies

1. Zapatistas:

- *Watch*: (Pick 1)
 - [Zapatista](#), 1999
 - [A Place Called Chiapas](#), 1998
- *Listen*: The Zapatistas Podcast: [Episode 1, Autonomy](#).
- *Read*:
 - Tom Hayden, 2002. *The Zapatista Reader* (p. 1-45).
 - *Access via course reserves on Canvas.*
 - Lynn Stephen, 1995. “[The Zapatista Army of National Liberation and the National Democratic Convention](#).” *Latin American Perspectives*.

2. Rojava:

- *Watch*: (Pick 1)
 - When the Seedlings Grow, 2022
 - *Access link TBA.*
 - Radio Kobani, 2016 (Available on Amazon).
- *Read*:
 - Strangers in a Tangled Wilderness, 2015. “[A Small Key Can Open a Large Door: The Rojava Revolution](#).” (p. 2-46; 51-64; 101-108). *The Anarchist Library*.
 - Evangelos Aretaios, 2015. “[The Rojava Revolution](#).” *Open Democracy*.
 - [Charter of the Social Contract of Rojava](#)

- International Commune, 2017. "[Women's Village: Jinwar.](#)" *The Anarchist Library*.

No additional core readings.

Week 8. Artivism, Social Banditry, and Mutual Aid I

Questions: How have movements engaged in alternative, disruptive, and deinstitutionalized ways of provoking social change? How have activists and social bandits engaged in provocation to advance their cause? Can art allow people explore deeper questions than other global justice approaches? How can movements use art to move minds? How do movements use creative, disruptive strategies to bring people along in struggle?

Case Studies:

1. Women, Life, Freedom (Iran):

- *View:*
 - [Eyes On Iran](#)
 - [Women Life Freedom Artworks](#)
- *Listen:*
 - Shervin Hajipour, “[Baraye.](#)”
 - Malu Halasa and Nadid Siamdoust, 2023. “[Art, Music, and Freedom in Iran.](#)” *New Lines Magazine*.
- *Read:*
 - Janet Afary and Kevin Anderson, 2022. “[Women, Life, Freedom: The Origins of the Uprising in Iran.](#)” *Dissent*.

Core Readings:

1. *Watch:* “[Exit Through the Gift Shop.](#)” 2010.
2. Eric Hobsbawm, 1974. “[Chapter 4: Social Banditry](#)” in *Rural Protest: Peasant Movements and Social Change*.
3. Adrienne Maree Brown, Rodriguez and Leah Lakshmi Piepzna-Samarasinha, 2019. *Pleasure Activism: The Politics of Feeling Good*. ([Section 1: Who Taught You to Feel Good AND Uses of the Erotic](#)).
4. Augusto Boal, 2013. *Theater of the Oppressed*. ([Forward AND Chapter 4: Poetics of the Oppressed](#)).
5. Dean Spade, 2021. *Mutual Aid: Building Solidarity Through this Crisis and the Next*. (Whole Book).
 - *Access via course reserves on Canvas.*

Recommended Resource:

1. [Creative Strategies for Change](#)

Week 9. Artivism, Social Banditry, and Mutual Aid II

Questions: In what ways have different groups across the globe used art and other radical methods to advance social change? What cases can you add to this list?

Case Studies:

1. MORE PENDING – STAY TUNED

Core Readings:

1. *Read:* Jana Natya Manch ('Janam'), "[A Play Called 'Woman'](#)"
 2. *Listen:* Jon Kalish, 2013. "[Bread And Puppet Marks 50 Years Of Paper Mache And Protest.](#)" NPR.
 3. *Visit:* [Redline Contemporary Art Center](#)
 4. *Visit:* [Museum of Care](#)
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Week 10. Group Presentations and Wrap

Group Presentation In Class

- When: March 12, 2024
 - Length: 15 minutes
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Week 11. Finals Week

Group Written Strategic Plan Due

- When: March 19, 2024 by 11:59 pm
- Length: Max. 5 pages
- Where: Canvas
- Guidance: TBA

Individual Self Assessment Due

- When: March 19, 2024
- Length: TBA
- Where: Canvas
- Guidance: TBA