

# **Teaching Portfolio**

Zachary M. Wilmot  
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## Table of Contents

Teaching Statement.....	3
Teaching Experience and Training .....	6
Student Feedback .....	7
As Instructor.....	7
As Teaching Assistant.....	8
As Writing Associate .....	10
Sample Syllabi .....	11
Revolutions and Social Change .....	11
The Sociological Imagination .....	21
Sample Assignments .....	30
Revolutions and Social Change Final Project.....	30
Sociological Imagination Analysis Papers.....	33
Sample Lesson Plans.....	35
Social Psychology Discussion Section: Self-Monitoring .....	35
Revolutions and Social Change: Comparative Ideologies Activity.....	36

## Teaching Statement

As a sociologist, my primary aim in teaching is to help students learn how to critically and thoughtfully analyze the social world around them. In order to do this, I guide students through the process of constructing and defending arguments using a sociological vocabulary, introduce them to the construction of sociological knowledge, and help them understand the myriad ways that they can interpret and understand social behaviors and events. I employ a wide variety of methods in my classes to keep students engaged and include them in a community of learning, while also providing opportunities for every student to demonstrate their growing knowledge and skills.

At Brown, I have served as a primary instructor for an upper-level seminar, as a teaching assistant for three courses over six semesters, as a writing tutor in the Writing Center, and undergone training with the Sheridan Center for Teaching and Learning. Through my teaching experiences, I have come to value teaching and learning as central to all university work, both in the classroom and in the field.

My teaching is heavily informed by my first experiences in graduate school, where I was, by necessity, learning the material only a few weeks ahead of my students. I was learning the material for the first time with them, and in our discussion sections I learned as much about the material from them as I did from our readings. I thus view teaching not as the imparting of knowledge from instructor to instructed, but instead as creating an inclusive space where students and instructors are co-creators of knowledge (Freire 2007). To create this learning environment, my teaching practice emphasizes three interrelated elements: (1) inclusivity, (2) critical thinking, (3) developing the sociological imagination.

### *Inclusivity*

My first goal in any course I teach is to create an environment in which students feel confident in their learning and comfortable enough to speak their thoughts and find their own voice. I do this through ensuring that diverse scholarly voices are included in my syllabi, by introducing diverse perspectives in class sessions, and by encouraging students to develop their own understanding of and stakes in the course.

In my syllabi, I make sure to include authors of diverse backgrounds and perspectives, and highlight the contributions of groups that have been historically underrepresented in sociology. I emphasize that the field of sociology is an academic conversation, and invite students to participate in that discussion. Students in my classes and discussion sections learn from the diverse perspectives that their classmates bring to the classroom through frequent small groupwork and think-pair-share activities. These activities form the core of student learning in my classes, as they not only learn from one another but also develop bonds with one another. On more than one occasion, I have witnessed new friendships made through small group discussions, and students appreciate the chance to develop ideas about course material with one another before discussing it in a larger group. Small group-work is the foundation of the learning communities that develop in my classrooms, where students come to realize that they can, and should, create their own understandings of the material through conversations with one another. Small group-work also includes students who are normally wary of speaking up in larger classes for various reasons, and even the least talkative students become animated and engaged through small discussions around questions or examples I pose. In a seminar I taught in 2017 on revolutions, I also had students participate in online discussions about the readings leading up to our meeting, which furthered a

sense of community among them; frequently, students would come to class and immediately strike up conversations with their classmates about what they had said online.

Students in my classes also develop their own stake in the course. In all of my classes – discussion sections and seminars – I always push students to connect what they are learning back to their personal lives (by developing and engaging their sociological imaginations, discussed below) and past experiences, encouraging them to find out why the course matters to them as an individual. To encourage this, students engage in a wide variety of learning activities, including the small-groupwork discussed above, analysis of real-world and fictional examples of social processes, short lectures, and social simulations. I also give students room in assignments to explore their own voices, allowing them to choose their own topics to analyze using course material. In my revolutions course, the final assignment allowed students to analyze any part of any revolution using sociological theories, and they could do this either through a research paper or short story. Students selected both options, and said they appreciated the choices offered to them.

### *Critical Thinking*

Critical thinking is, perhaps, the most common learning objective in the social sciences, and rightfully so. Students in my courses learn critical thinking through analyzing and evaluating the arguments put forward in course readings, and by constructing and defending their own arguments in their assignments and discussions. No discussion of scholarly work is complete without a discussion of the process by which that work was produced, including method, argumentation, and the dynamics of power that impact the development and adoption of ideas into the sociological mainstream. These discussions help students understand how to both critique and build arguments, but also illustrates how race, gender, and other systems of power affect whose voices get heard and whose are silenced.

Students in my classes learn to critique and evaluate arguments through discussions with one another, where they can use their diverse perspectives to see things about the arguments they would not have otherwise seen, and where they can encourage one another to question arguments, theories, and concepts, rather than accept what is presented to them as undeniably "true." I believe that students are co-creators of knowledge in the classroom, and thus view their critiques and evaluations as contributing to their and my own knowledge about the material; their voices are just as important as mine in the classroom, and thus I give them a stake in the classroom while encouraging the development of their critical thinking skills.

Students primarily demonstrate their critical thinking through writing assignments and in-class presentations on courses material. In discussions, students evaluate both the strengths and weaknesses of arguments and theories. In my revolutions seminar, students engaged in online discussions where they were explicitly asked to critique assigned readings, and all students presented the readings for one week of the course by synthesizing, comparing, and evaluating them. Similarly, in my final assignment for the revolutions seminar, students demonstrated their abilities to construct a strong argument through their final papers (or short stories), and the impact of our discussions was very clear in the ways that the papers addressed other scholarly work, especially when compared to their earlier outlines.

### *Developing the Sociological Imagination*

C. Wright Mills defined the sociological imagination as the ability to understand the connection between biography and history (1959). The sociological imagination underlies all research, learning, and teaching in sociology, and is the unique contribution that sociology has to offer students. While other disciplines can empower student voices and help them develop critical thinking skills, only sociology can help them connect their own experiences and knowledge with the larger social world and its myriad structures and processes. To help students develop and engage their sociological imaginations, my courses always revolve around applying the abstract theories and concepts from sociology to concrete case studies. When working as a teaching assistant in organizational sociology courses, I spent most of my time in discussion sections helping students use sociological theories to understand the activities and behaviors of real-world organizations, from Enron to the United States government. When designing courses, I always tie the discussions of sociological concepts to concrete cases. In my course on revolutions and social change, for example, every class centered around applying the readings to a particular set of revolutions.

I also, wherever possible, allow students to select their own topics for assignments at all levels. In introductory courses, I ask them to reflect on their own experiences or apply concepts to those topics that they find most interesting or relevant to their own lives. In larger papers, I work with students to help select those topics that will allow them to develop and demonstrate their sociological imagination the best.

The development of the sociological imagination is also a key part of being able to think critically. A well-developed sociological imagination will allow students to see the ways in which the social world around them shapes their everyday lives, and will allow them to reflect critically on how their own actions not only maintain social structures, but also how they can change these same structures.

### **References**

- Freire, Paulo. 2007. *Pedagogy of the Oppressed*. New York: Continuum.
- Mills, C. Wright. 1959. *The Sociological Imagination*. London: Oxford University Press.

## **Teaching Experience and Training**

### **Primary Instructor, Brown University**

*Revolutions and Social Change* (Spring 2017)

As part of my Teaching Fellowship, I designed and taught an upper-level seminar in the sociology department. This course examined sociological theories of revolutions and revolutionary change through the lens of a wide variety of empirical case studies. Classes were primarily discussion-based, accompanied by short lectures and online discussions. At the end of the course, students produced either a research paper or a piece of historical fiction with extensive endnotes.

### **Teaching Assistant, Brown University**

*Perspectives on Social Interaction: An Introduction to Social Psychology* (Fall 2018)

As a teaching assistant for this course under Gregory Elliott in 2018, I designed lesson plans for discussion sections – which involved coming up with a wide variety of examples of social psychology in action, from activities to video clips – held office hours, and graded student work. This course introduced students to symbolic interactionism and cognitive social psychology.

*Macro-Organizational Theory* (Springs 2015, 2016)

As a teaching assistant for this course under Mary Fennell in 2015, I designed an entire sequence of discussion sections and lesson plans to teach students how to research and write case analyses, taught discussion sections, graded student papers, held office hours, and gave guest lectures. Under Mark Suchman in 2016, I contributed to the organization of the syllabus and design of assignments, designed lesson plans and led discussion sections, graded student papers, held office hours, and gave guest lectures. This course examined macro-sociological theories of organizations, and covered organizational ecology, institutional theory, and network theory, among others.

*Micro-Organizational Theory* (Falls 2014, 2015, 2016)

As a teaching assistant for this course under Mark Suchman from 2014 to 2016 and Dan Hirschman as a co-instructor with Mark Suchman in 2016, I designed lesson plans for and led discussion sections, held office hours, graded student papers, and gave guest lectures. This course examined micro-sociological theories of behavior in organizations, including decision-making, group dynamics, organizational culture, and power within organizations.

### **Writing Center, Brown University**

*Writing Associate* (Fall 2018-present)

As a writing associate, I met with students one-on-one as a peer and helped them work through the various stages of writing a paper, including brainstorming, outlining, organizing, and editing.

### **Sheridan Center for Teaching and Learning, Brown University**

*Reflective Teaching Seminar* (2015)

As a participant in the Reflective Teaching Seminar, I developed reflective teaching practices.

*Course Design Seminar* (2016)

As a participant in the Course Design Seminar I learned basic principles of course design and produced two syllabi, one of which I used to teach in 2017.

*Teaching Consultant Program* (2018)

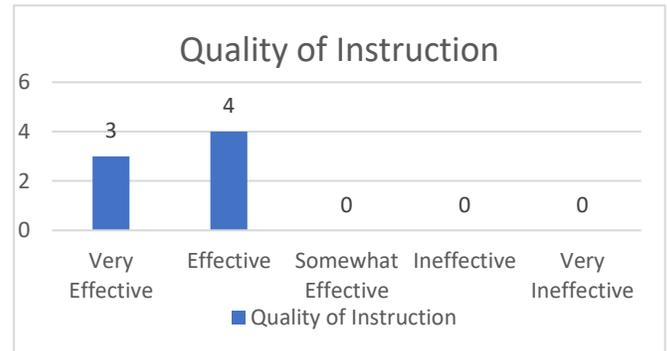
As a teaching consultant, I acted a peer facilitator for the Reflective Teaching Seminar and further developed my reflective teaching practices.

## Student Feedback

### As Instructor

#### *Revolutions and Social Change*

Students in my Spring 2017 course "Revolutions and Social Change" indicated that they appreciated my teaching style and especially my passion for the material, with all students rating the course and my instruction as either "excellent" or "good."



Qualitative Feedback emphasized my ability to communicate my enthusiasm for the subject matter, my use of class time, and the final assignment allowing students to write either a research paper for short story (said assignment is included in a later section). Representative qualitative feedback follows:

"Interesting material and a passionate instructor. The classes could get a little dull because they were so long and the material could be a little dry at times, and the readings were long and sometimes hard to get through"

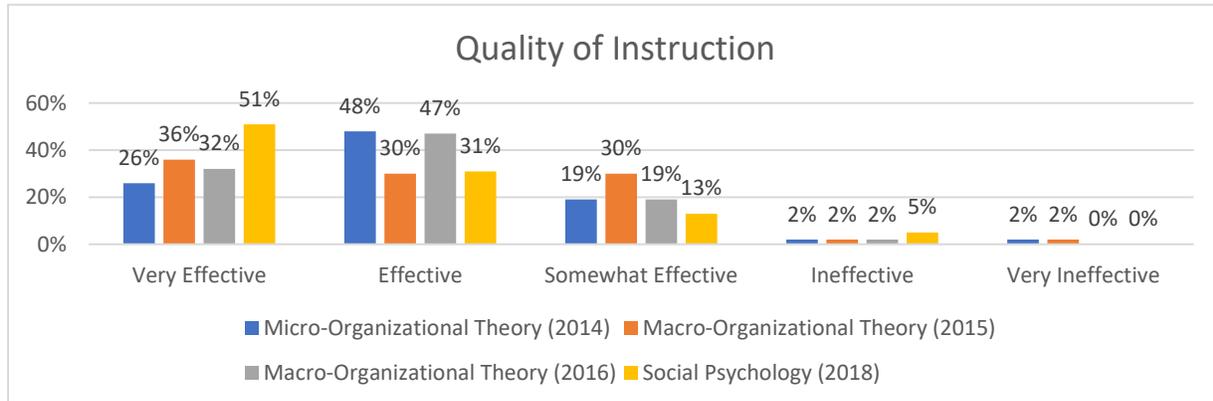
"Very passionate about the material. Assigned a creative final that was enjoyable to work on."

"Great professor! Really good lecturer and great facilitator of discussion. Going to be a top-notch professor."

"As a whole, I really loved the structure. I think the way a manageable number of empirical case studies were weaved into more theoretical discussion was very effective. I also appreciated the structure of class time — a mixture of informal lecture and discussion. One of the best classes I have taken at Brown! It introduced me to a new subject, revolution, but even more importantly helped me develop my own incipient sociological imagination. Thanks so much, Zack."

## As Teaching Assistant

*Micro-Organizational Theory, Macro-Organizational Theory, Introduction to Social Psychology*  
As a teaching assistant for Micro-Organizational Theory for three semesters (Falls 2014, 2015, and 2016), Macro-Organizational Theory for two (Springs 2015 and 2016), and Introduction to Social Psychology for one (Fall 2018), I received mostly positive feedback. Most students rating my instruction as very effective or effective. Feedback was only available for Micro-Organizational Theory in 2014, Macro-Organizational Theory in 2015 and 2016, and Introduction to Social Psychology in 2018.



Available qualitative feedback on my TAing revolved around my availability and responsiveness, my ability to clarify course material, and my helpful feedback on assignments. What follows is representative feedback from all four courses. Full feedback is available upon request.

### *Availability and Responsiveness:*

"Zack was very responsive and gave great feedback. He was always willing to make time for students."

"Zach made this class a lot easier by helping students understand the material and assignments better. He was also very available outside of section"

"Zach was well organized for our meetings every week, and he was available whenever I needed assistance in any way."

"Zach always was helpful throughout the semester."

"Always made himself available."

"He was very helpful and responsive."

"Zack is always ready to help"

"Zack was very helpful and available."

"Zach was always available and knew all of the course material."

"Very responsive and helpful, but I did struggle to stay engaged and I felt bad because I genuinely wanted to provide my full attention during section."

*Clarity:*

"Zach was a great T.A who did a great job going over information in section that prepared the students for lectures and assessments"

The way he taught the TA sessions were very helpful so if something that was taught in class or was read was not fully understood, his session made sure that by the end that was not the case.

"Helped reinforce the material learned in sections and in lectures when the professor was absent."

"Review was effective in section"

"well vocalized and allowed for the ideas to be re-addressed on a way that was more personalized than the lectures."

"Thanks for making the concepts easier to understand and for the fun videos, Zachary! I learned a lot this semester!"

"Very effective, engaging, helpful, and available TA. His weekly sections were a great asset to the course."

"helped to clarify things that were confusing in class"

"Zach was a good resource to explain many topics in a slightly different way than Professor [X] which helped a lot of us grasp the topics better than we originally would have. "

*Feedback:*

"he gave us many feedback and helped us along the project"

"Zach was awesome. He was very thoughtful and took extra care in editing our case study paper."

"very helpful, gives good guidance"

"Provided my group with helpful feedback on our paper. Very responsive."

"Really excellent at feedback, ran a very entertaining discussion section, was always available for feedback. "

"Zachary does a great job summarizing the main topics from our lectures and providing supplementary material in discussions to facilitate our understanding. "

"Zach was really helpful in explaining concepts that didn't get covered in class! I sincerely enjoyed discussion sections."

"He always brought interesting examples to class and tried to clarify concepts that had been presented on class or on the readings, which was very helpful"

"very receptive to questions in section and via email, effectively showed students how to take the in class concepts and apply them to real life situations which was helpful in understanding how to approach the essays"

"Zack did a great job explaining the difficult concepts, but more importantly, giving us examples of them before we had to come up with our own. We saw many film clips and then had to decide where the sociology concept came up. It was always a helpful exercise. "

"brought lots of variety to sections: videos, exercises, mock interviews with each other, discussion"

"Easy to follow and available outside of class. "

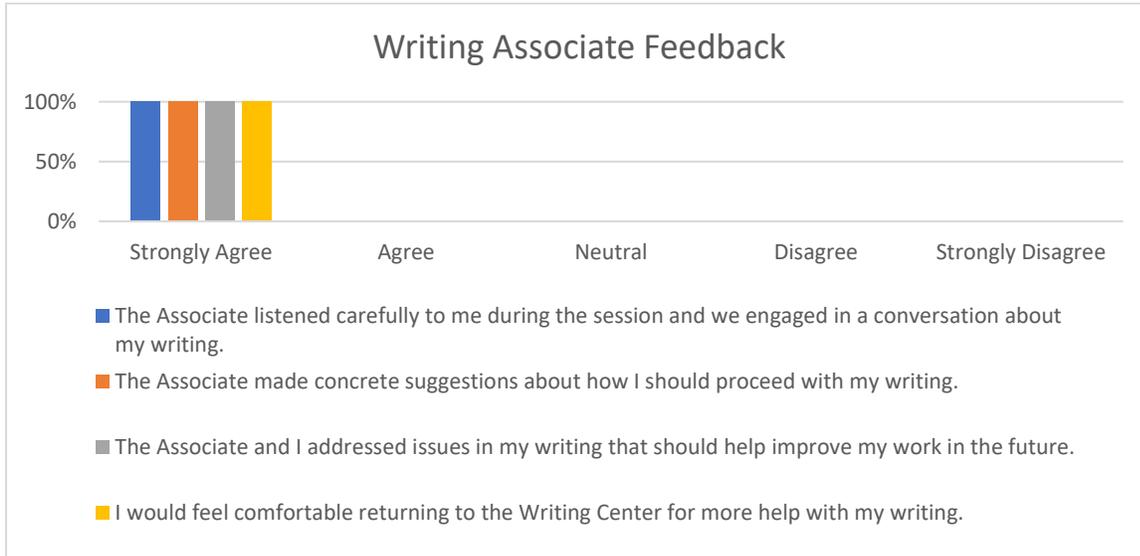
"great teacher, super engaging"

"Mr. Wilmot was very impressive in his knowledge of sociology and he was readily available to his students through email or office hours. I truly enjoyed how he gave me an in-depth analysis of what I could improve on when he graded my lab reports."

"Zach was really helpful at tying the course literature to the Enron book, which could've easily been lost in the mix of things. He also was very helpful in giving me feedback in my lab reports, especially with the group observational paper."

**As Writing Associate**

As a Writing Associate responsible for mentoring writers in one-on-one meetings, I have received overwhelmingly positive feedback. Students I worked with all said that I listened carefully, made concrete suggestions, addressed issues that would improve their future work, and that I made them feel comfortable enough to return in the future.



Specific qualitative feedback highlighted the helpfulness of my feedback. All available qualitative feedback is below.

"Zachary was so helpful and gave me great suggestions for my paper. I love the writing center - it feels like I'm getting a little personal workshop in writing and I always learn something new!"

"Appreciated the brainstorming session! Thanks a lot!"

"He was great. Taught me new techniques in evaluating my writing. Would go again 10/10."

## Sample Syllabi

### **Revolutions and Social Change**

The following syllabus is a modified version of the syllabus I used to teach my course "Revolutions and Social Change" in Spring 2017. I took into account student feedback on the structure of the course and redesigned it by using more primary sources and spending more time on the empirics of the case studies. This syllabus demonstrates my focus on all three areas of my teaching philosophy. It encourages inclusivity through the choices available for the final project, the inclusion of diverse authors, and the privileging of the experiences and thoughts of diverse, non-academic revolutionaries. It encourages critical thinking through the weekly online discussions analyzing and critiquing the readings and arguments, the final assignment, and through the course's structure. In this structure, students learn about empirical cases before diving into sociological theories, thus allowing them to develop their own understandings of revolutionary dynamics before engaging with and critiquing existing theories – a design which also gives them a stake in learning the material as they defend their own understandings. Lastly, it encourages the development of the sociological imagination through constant reflection on the impacts of rapid social change at all levels of society.

# Revolutions & Social Change

Instructor: Zachary Wilmot (zachary\_wilmot@brown.edu)

Office Hours: Th 1:00-3:00, Maxcy 409

*“There are decades where nothing happens;  
and there are weeks where decades happen.”*  
-Vladimir Ilyich “Lenin” Ulyanov (attributed)

## I. Course Description:

Famously described by Leon Trotsky as the “forcible entrance of the masses into the realm of rulership over their own destiny,” revolutions are some of history’s most dramatic events, as well as important mechanisms of social change. Revolutions lie at the heart of national myths, at the ends (and beginnings) of dictatorships, and at the center of social change in the modern world.



*Image from Encyclopedia Britannica*

This course examines revolutions through the lens of historical sociology by asking three questions:

- *How* do revolutions occur? What does the process of revolution look like?
- *Why* do revolutions occur? What causes them?
- *What* do revolutions accomplish? What sorts of change do revolutions actually create?

In other words, in this course we will explore the courses (how), causes (why), and outcomes (what) of revolutions by comparing revolutions across time and space through sociological theory. Though a wide range of historical examples will be explored, this course will primarily refer to revolutions in Russia (1917), Viet Nam (1945), China (1949), Cuba (1959), Mozambique (1975), Nicaragua (1979), Iran (1979), Eastern Europe (1989), and the Middle East (2011).

The course is divided into three parts. In the first part, we will examine revolutionary courses by exploring specific cases of revolution. We will read historical accounts and revolutionary writings, and end the first part with a short take-home essay comparing two or more revolutions. In the second part, we will focus on the causes of revolution, focusing on them before the old regime’s fall. We will read sociological analyses of many revolutions, and refer back to the cases discussed in the first part to critique and expand these theories. In the third part, we will examine revolutionary outcomes, focusing on revolutions after the old regime falls. We will read sociological analyses exploring how revolutionaries try to rebuild and change their societies, and again will refer back to the cases from the first unit.

Throughout the semester, you will be asked to create critical summaries of the specific cases to serve as references for discussion, will participate in weekly online discussions, will lead a week of online discussions, will write one midterm essay, and complete a final project. This final project can be either a traditional research paper or a heavily-annotated historical fiction short story. By the end of this course, you should have a solid understanding of the dynamics of revolutions, and a better understanding of sociology.

**II. Course Goals:**

After taking this course, you will be able to:

- Describe *how* revolutions from across the world and across history have unfolded;
- Explain *why* revolutions happen and what drives revolutionary action;
- Understand *what* revolutions have accomplished and what their role in history has been;
- Construct, compose, present, and evaluate arguments and theories about revolutions and other historical and contemporary social and political events.

**III. Required Course Materials:**

- DeFronzo, James. 2014. *Revolutions and Revolutionary Movements* (5<sup>th</sup> Edition). Boulder: Westview Press.
  - EBook: Free from Brown Library. \$25 new, used from \$22 up.

All other required readings will be posted on Canvas. If obtaining these texts in a hardship, please contact me as soon as possible.

**IV. Course Requirements:**

- Timely attendance and participation at all class meetings and in all class activities.
- Leading one week of discussion, possibly with a partner, in which you:
  - Write a 2-3 page memo based on the week's readings;
  - Generate and post two discussion questions (total) on Canvas;
  - Give a 5-10 minute presentation in class that summarizes, extends, critiques, and asks questions of the week's readings.
- Participation in a weekly discussion on Canvas if you are not one of that week's presenters, requiring at least two thoughtful responses to other classmates' comments and questions.
- A midterm essay to demonstrate solid understanding of the cases we will use as a basis for discussion.
- An annotated bibliography and outline that will aid in writing the final project.
- A final research project and brief presentation.

**V. Class Format:**

This course will meet once a week. Class sessions will normally consist of the following activities:

- Presentations: Every class session will begin with a short, 5 to 10 minute presentation by students that summarizes, questions, critiques, and expands on the week's readings.
- Mini-Lectures: Many classes will also feature a short lecture designed to expand on the themes raised by the student presentations and during online discussions, focus attention on key aspects of the readings, and introduce concepts and ideas not covered by the readings;
- Class Discussions: Most of each class session will consist of guided discussions about the readings (based around questions asked in the student presentations and in the online discussion), and in particular around how sociological theories apply to specific cases;
- Small Group Work: Occasionally you will work in pairs or small groups to discuss a question or complete an activity;
- Minute Essays: Occasionally there will be brief, in-class hand-written assignments designed to allow you to clarify your thoughts before discussion.

**VI. Grading:**

<b>Assignment</b>	<b>Weight</b>	<b>Description</b>	<b>Due</b>
Attendance & Participation	14%	Attend class, pay attention, and engage. Up to one unexcused absence (no explanation necessary) may be used.	Weekly
Four (4) Critical Summaries	12%	From Week 2 until Week 5, before class you will post a critical summary of the readings for that week to Canvas. This summary should identify key actors and events in the revolutions covered that week. They should be around 2-3 pages. Bring these to class with you, as they will serve as quick references for our discussions. An example of what these might look like is available on Canvas. Each summary is worth 3% of your final grade.	Weekly Before Class, Weeks 2-5
Take-home Midterm Essay	15%	After Class on Week 5, a take-home essay will be distributed, asking two questions about the cases covered in the first part of the course. You will select one and write a 3-4 page response to the question, to demonstrate an understanding of the cases.	Friday of Week 6
Seven (7) Weekly Online Discussions	14%	Beginning Week 6 and lasting until Week 13, every week before class, write at least two responses to questions and comments from fellow students on the Canvas discussion board for that week. These do not need to be long comments – no more than a paragraph, or two – but be thoughtful and thorough in your responses. You do not need to participate during the week you are presenting. Each response is worth 1% of your final grade, for a total of 2% per week.	Weekly Before Class, Weeks 6-13
Memo, Discussion Questions, & Presentation	15%	During one week of the class (between Weeks 6 and 13), you will work (potentially with a partner) to: <ul style="list-style-type: none"> <li>• Write a 2-3 page memo summarizing, connecting, and critiquing the readings, and upload it to Canvas so your fellow students can read it by midnight on the XXX before class (worth 2%). This should be similar to the critical summaries from the first part of the course.</li> <li>• Post at least two discussion questions (each) to Canvas by midnight two days before class (worth 1% each, for a total of 2%).</li> <li>• Give a 5-10 minute presentation on the readings, drawing on the memo (worth 1%).</li> </ul>	Once Between Weeks 6 & 13, Due midnight two days before class
Final Project	30%	Write a research paper or short story exploring a revolution using sociological theories. The rubric and a description of the assignment are attached at the end of the syllabus. An annotated bibliography will be due Week 8. An outline of the project will be due Week 10. In addition, you may give a brief presentation on your project at the end of the course.	Bibliography Due Week 8 Outline Due Week 10 Project Due by Final Exam

*Final Grades:*      ◦A: 90-100%      ◦B: 80-89%      ◦C: 70-79%      ◦NC: Below 70%

A score of less than 20/24% on the Attendance and Participation score will result in an NC. For students taking this course S/NC, a final grade of 80% or higher is needed to pass.

## VII. How to Succeed in this Course:

### *Before Class Sessions:*

- Do all of the assigned readings. I recommend reading them roughly in the order they are listed.
- Read “empirical” pieces (articles describing specific revolutions, including everything from the DeFronzo book, mostly in the first part of the course) for the “story.” After reading an empirical piece, make sure you can summarize the course of events and identify the major actors.
- Read “theoretical” pieces (articles about sociological theories and concepts, mostly from the latter two parts of the course) for the “big ideas,” takeaways, and arguments, not for the small details. After reading a theoretical piece, make sure you can summarize the argument the authors made; you do not need to recall every sentence and detail.
- Take notes on the readings; this is essential! For empirical pieces, try to make a rough timeline and list the major players. For theoretical ones, at least jot down the argument and general outline of the theory. Your critical summaries and weekly online discussions should help with this.
- Make sure to read the memos put up by that week’s presenters as soon as possible and engage in the discussion while questions are fresh in your mind from the readings. Use the weekly discussions to ask questions about what confused you, and try to connect your discussions to your own final project.

### *During Class Sessions:*

- Pay attention and engage during class sessions. While laptops are welcomed, don’t use them to do anything unrelated to class. No cell phone use is permitted during class.
- Come to class ready to participate. Bring your notes to class, be ready to take more notes, read the memo, and refresh yourself on the online discussions before you arrive!
- Make sure to bring your critical summaries from the first part of the course to every class meeting and refer to it for details about specific cases during our discussions.
- Be respectful and civil during discussions, and listen to others with respect, even when their perspectives differ from your own.

### *For Your Week to Present:*

- Get the readings done early. As you will be working with a partner, and the memo and discussion questions are due Sunday evening, the closer to Friday you can get them done the better.
- Do more than just summarize the readings in your memo. Spend about a paragraph summarizing each reading, and then spend the rest of the memo connecting the readings together, critiquing the readings, connecting them to other readings or to specific cases of revolutions (and if you can feel free to connect them to your final project), and asking questions. Just because you are presenting doesn’t mean you have to understand everything!
- Ask discussion questions that do not have clear right or wrong answers, and ideally ask questions that span multiple readings. Ask questions that make you think about how one would apply insights from the readings, and please, feel free to be critical of the readings.
- Use your memo as the basis for your presentation, but avoid merely reading the memo out loud; your classmates have already read it, so try to add something new. If you can, incorporate points from the online discussion into it.

### *Throughout:*

- Try to read at least one article or other source for your final project every week, and think of ways to bring these articles into class discussions.
- Submit only your own work. While I encourage discussion of course materials outside of class, when submitting work, make sure that you are only using your own ideas, or else are crediting others.
- Come to my Office Hours (Th 1:00-3:00, 409 Maxcy Hall) to talk to me about ideas, both for written work and to clarify concepts from class. Especially when you are working on outlining your paper, come in to talk with me about what might work best for it.

**VIII. Time Expectations:**

Over the fourteen weeks of the semester, you should expect to devote approximately 180 hours to completing the work for this course, which is about twelve hours a week. Attendance in class accounts for 35 of these hours (fourteen meetings of two and a half hours each). Another 112 hours should be spent on the readings for the course, online discussions, and reading for the final paper (about 8 hours per week). Three hours should be spent on the midterm take-home essay. The final 30 hours should be spent working on the annotated bibliography, outline, and final research paper (between 2 and 3 hours per week).

**IX. What to Expect From Me:**

- I will treat all students with respect and will fairly consider all student complaints, questions, and comments (note that this does not mean that I will always agree with your assessment).
- I will strive to create an inclusive environment in which every student's voice will be valued and heard, and will be open to suggestions, in any form, to improve the openness and inclusivity of the classroom.
- I will provide you with written feedback on drafts of the final paper if requested – and please do!
- I will be available and open for discussion of any and all topics during office hours and, if you cannot attend office hours, will be open to meeting by appointment.

**X. Accommodations for Students with Disabilities:**

Please inform me if you have a disability or other condition that might require some modification of any of these course procedures. You may speak with me after class, during office hours, or via email. Please do so as soon as possible so we can put in place any arrangements that need to be made in a timely manner. For more information, contact SEAS by email (SEAS@brown.edu), phone (401-863-9588), or visit them at 20 Benevolent Street.

**XI. Inclusivity:**

I, as well as the university, support an inclusive learning environment, which means supporting and respecting a wide variety of worldviews, perspectives, intellectual backgrounds, and people. You will thus be expected to treat all others with civility and respect, and also must be willing to listen to and take other people's perspectives seriously, especially when they are very different from your own. This is particularly pertinent in a course like this, where we will be questioning many commonly held assumptions about social life. Learning is a collective process, and without an environment in which people from diverse backgrounds can be sure that they can speak safely, this learning will not happen.

**XII. Academic Honesty:**

All students are expected to familiarize themselves with and adhere to the university's Academic Code, which is available online and linked to on the course website. Plagiarism will not be tolerated in this course and will result in the immediate failure of the assignment, and also potentially the course, with a further possibility of disciplinary action by the university itself. In taking this course and submitting written work, you are acknowledging that all work was done by you and you alone, and that when you are using someone else's idea, you are crediting them with it. You may not take credit for other's work or submit work that you had already submitted in fulfillment of another course.

**XIII. Course Schedule**

<b>Date and Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>Part I: A Brief History of Revolution (Courses)</b> “A revolution is a struggle to the death between the future and the past.” –Fidel Castro “Nothing is more precious than independence and liberty.” – Ho Chi Minh “Revolution is but thought carried into action.” –Emma Goldman		
<b>Week 1</b> Defining Revolution ◦ What is Revolution? [26pp]	<ul style="list-style-type: none"> <li>• Beck, “Revolutions” [26pp]</li> </ul>	None
<b>Week 2</b> Communist Revolutions ◦ Russia (1917) ◦ Viet Nam (1945) ◦ China (1949) [124pp]	<p style="text-align: center;"><i>Russia</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Russian Revolutions and Eastern Europe” (33-54, 69-72) [25pp]</li> <li>• Lenin, “April Theses” [2pp]</li> </ul> <p style="text-align: center;"><i>China</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “Revolution in China” (79-109, 118-121) [33pp]</li> <li>• Zedong, “What is Guerrilla Warfare?” [4pp] &amp; “The Mass Line” (118-133) [7pp]</li> </ul> <p style="text-align: center;"><i>Viet Nam</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Vietnamese Revolution” (127-164) [37]</li> <li>• Minh, “Vietnamese Declaration of Independence” [1p]</li> </ul> <p style="text-align: center;"><i>&amp; also</i></p> <ul style="list-style-type: none"> <li>• Walzer, “A Theory of Revolution” [14pp]</li> </ul> <p style="text-align: center;"><i>&amp; if you have not read, also read:</i></p> <ul style="list-style-type: none"> <li>• Marx, “Manifesto of the Communist Party” (14-27) [13pp]</li> </ul>	Critical Summary 1 (Russia, China, Viet Nam)
<b>Week 3</b> Latin American Revolutions ◦ Cuba (1959) ◦ Nicaragua (1979) [121pp]	<p style="text-align: center;"><i>Cuba</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Cuban Revolution” (169-206) [37pp]</li> <li>• Guevara, <i>General Principles of Guerrilla Warfare</i> [49pp]</li> <li>• Eckstein, “The Impact of Revolution on Social Welfare in Latin America” [16pp]</li> </ul> <p style="text-align: center;"><i>Nicaragua</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “Revolution in Nicaragua” (213-241) [28pp]</li> <li>• FSLN, “Historic Program of the FSLN” [13pp]</li> </ul>	Critical Summary 2 (Cuba, Nicaragua)

<p><b>Week 4</b> Anticolonial &amp; Islamic Revolutions ◦ Mozambique (1975) ◦ Iran (1979) [135pp]</p>	<p style="text-align: center;"><i>Mozambique</i></p> <ul style="list-style-type: none"> <li>• Isaacman &amp; Isaacman, <i>Mozambique</i> <ul style="list-style-type: none"> <li>◦ “Mozambique Under the Salazar Regime” (39-53) [15pp]</li> <li>◦ “The Struggle for Independence” [26pp]</li> <li>◦ “The Making of a Mozambican Nation” [35pp]</li> </ul> </li> <li>• Machel, “Every Revolution is a Contribution to Marxism” [4pp] &amp; “Transform the State Apparatus into an Instrument of Victory” [4pp]</li> </ul> <p style="text-align: center;"><i>Iran</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Iranian Revolution...” (247-279) [32pp]</li> <li>• Khomeini, “Muharram: The Triumph of Blood over the Sword” [5pp]</li> <li>• Shariati, “The Philosophy of History” [14pp]</li> </ul>	<p>Critical Summary 3 (Mozambique, Iran)</p>
<p><b>Week 5</b> Negotiated &amp; Networked Revolutions ◦ Eastern Europe (1989) ◦ Arab Spring (2011) [125pp]</p>	<p style="text-align: center;"><i>Eastern Europe</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Russian Revolutions and Eastern Europe” (54-69) [15pp]</li> <li>• Glenn, “Competing Challengers &amp; Contested Outcomes” [21pp]</li> </ul> <p style="text-align: center;"><i>Arab Spring</i></p> <ul style="list-style-type: none"> <li>• DeFronzo, “The Arab Revolution” (417-448) [41pp]</li> <li>• Lawson, “Revolution, Nonviolence, and the Arab Uprisings” [14pp]</li> <li>• Holmes, “There Are Weeks When Decades Happen” [18pp]</li> <li>• Tufekci, “Social Movements and Governments in the Digital Age” [16pp]</li> </ul>	<p>Critical Summary 4 (Egypt, Czechoslovakia)</p>
<p><b>Part II: So You Want to Start a Revolution... (Causes)</b>          “We revolt simply because, for many reasons, we can no longer breathe.” –Frantz Fanon          “The revolution is not an apple that falls when it is ripe. You have to make it fall.” – Ernesto “Che” Guevara          “The crisis consists precisely in the fact that the old is dying and the new cannot be born.” – Antonio Gramsci</p>		
<p><b>Week 6 (Oct. 22)</b> Mobilizing Grievances [102pp] ◦ Why do people revolt?</p>	<ul style="list-style-type: none"> <li>• Tilly, “Revolution” [27pp]</li> <li>• Viterna, "Pulled, Pushed and Persuaded" [41pp]</li> <li>• Tarrow, McAdam &amp; Tilly, “Lineaments of Contention” [34pp]</li> </ul>	<p>Weekly Discussion 1  Midterm Essay Due Friday</p>

<p><b>Week 7 (Oct. 29)</b> Structures &amp; States ◦ What structural factors hinder and help revolutionary movements? [101-107pp]</p>	<ul style="list-style-type: none"> <li>• Lawson, “Revolutions &amp; the International” [18pp]</li> <li>• Goodwin, “The State-Centered Perspective on Revolutions” (45-63) [18pp]</li> <li>• Katz, “The Diffusion of Revolutionary Waves” [4pp]</li> <li>• Parsa, <i>States, Ideologies, and Social Revolutions</i> (skim passages related to the Philippines) [61-67pp] <ul style="list-style-type: none"> <li>◦ Toward a Theory of Revolution (3-28)</li> <li>◦ Prelude (89-93)</li> </ul> <p style="text-align: center;"><i>&amp; one of the following:</i></p> <ul style="list-style-type: none"> <li>◦ Students: Relentless Revolutionaries (94-130) [36pp]</li> <li>◦ Clergy: Actors with Relative Impunity (130-162) [32pp]</li> <li>◦ Workers: Rebels with Dual Targets (162-96) [34pp]</li> <li>◦ Capitalists: Reluctant Rebels (197-235) [38pp]</li> </ul> </li> </ul>	<p>Weekly Discussion 2</p> <p>Be Ready to Talk about Your Chosen Chapter</p>
<p><b>Week 8 (Nov. 5)</b> Revolutionary Strategy ◦ What strategies do revolutionaries employ, and why? Violence or non-violence? [122pp]</p>	<ul style="list-style-type: none"> <li>• Tilly, “Repertoires of Contention” [29pp]</li> <li>• Nepstad, <i>Nonviolent Revolutions</i> [31pp] <ul style="list-style-type: none"> <li>◦ Nonviolent Power and Revolutionary Change (3-20)</li> <li>◦ How Civil Resistance Works (124-138)</li> </ul> </li> <li>• Fanon, “Concerning Violence” (35-95) [60pp]</li> <li>• Luxemburg, “The Role of the Mass Strike ...” [2pp]</li> </ul>	<p>Weekly Discussion 3</p>
<p><b>Week 9 (Nov. 12)</b> Revolutionary Ideology ◦ What do revolutionaries fight for, and how does that change? [108pp]</p>	<ul style="list-style-type: none"> <li>• Moaddel, “Ideology as Episodic Discourse” [22pp]</li> <li>• Sewell, “Ideologies and Social Revolutions” [30pp]</li> <li>• Goldstone, “Ideology, Cultural Frameworks, and the Process of Revolution” (405-418, 423-426, 433-437, 445-447) [25pp]</li> <li>• Baker &amp; Edelstein, “Scripting Revolutions” [11pp]</li> <li>• Polletta, “Three Mechanisms by Which Culture Shapes Movement Strategy” [12pp]</li> <li>• Selbin, “Agency and Culture in Revolutions” [8pp]</li> </ul>	<p>Weekly Discussion 4</p> <p>Select Topic for Final Project</p>
<p><b>Part III: So We Won... Now What? (Outcomes)</b></p> <p>“Of all the things we have done, the most important... [is] that we realized that it was essential to create a new mentality to build a new society.” -Samora Machel</p> <p>“When one meddles with the direction of a revolution, the problem is not how to make it go but how to keep it under control.” –Honore Mirabeau</p> <p>“The end may justify the means as long as there is something that justifies the end.” –Leon Trotsky</p>		
<p><b>Week 10 (Nov. 19)</b> Revolutionary Societies ◦ What do revolutionaries change? [119pp]</p>	<ul style="list-style-type: none"> <li>• Selbin, <i>Modern Latin American Revolutions</i> [93pp] <ul style="list-style-type: none"> <li>• Institutionalization &amp; Consolidation</li> <li>• Social Revolutionary Paths</li> <li>• Social Revolutionary Leadership</li> <li>• Making the Revolution Reality</li> </ul> </li> <li>• Moghadam, “Gender in Revolutions” [14pp]</li> <li>• Foran &amp; Goodwin, “Dictatorship or Democracy?” [12pp]</li> </ul>	<p>Weekly Discussion 5</p>

<p><b>Week 11 (Nov. 26)</b>  <b>Revolutionary States</b>          ◦ How do revolutionaries reorganize state power?          [117pp]</p>	<ul style="list-style-type: none"> <li>• Parsa, “Coalitions, Challengers, and Political Outcomes” (239-279) [39pp]</li> <li>• Halliday, “The Antinomies of Revolutionary Foreign Policy” [23pp]</li> <li>• Skocpol, <i>States and Social Revolutions</i> [55pp]             <ul style="list-style-type: none"> <li>◦ What Changed and How? (161-171) [10pp]                    <i>&amp; one of the following:</i></li> <li>◦ The Emergence of a Dictatorial Party-State in Russia (206-236) [30pp] &amp; Halliday, “War and Revolution” (234-235, 240-243, 246-247, 254-260) [15pp]</li> <li>◦ The Emergence of a Mass-Mobilizing Party-State in China (236-281) [45pp]</li> </ul> </li> </ul>	<p>Weekly Discussion 6</p> <p>Annotated Bibliography Due</p>
<p><b>Week 12 (Dec. 3)</b>  <b>Revolutionary Cultures</b>          ◦ How does culture change in revolutionary societies?          [125pp]</p>	<ul style="list-style-type: none"> <li>• Fernandes, <i>Cuba Represent!</i> [78pp]             <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Remaking Conceptual Worlds</li> <li>• Old Utopia, New Realities</li> </ul> </li> <li>• Chan, Madsen, &amp; Unger, <i>Chen Village</i> [42pp]             <ul style="list-style-type: none"> <li>• Studying Chairman Mao (74-90, 94-97)</li> <li>• The Cultural Revolution (103-120, 129-133)</li> </ul> </li> <li>• Khomeini, “The Meaning of the Cultural Revolution” [5pp]</li> </ul>	<p>Weekly Discussion 7</p>
<p><b>Week 13 (Dec. 10)</b>  <b>Limits of Revolution</b>          ◦ What can’t revolutions accomplish?          [112pp]</p>	<ul style="list-style-type: none"> <li>• Bayat, “Revolution in Bad Times” [14pp]</li> <li>• Slater &amp; Smith, “The Power of Counterrevolution” [42pp]</li> <li>• Colburn, <i>The Vogue of Revolution in Poor Countries</i> [29pp]             <ul style="list-style-type: none"> <li>◦ State-Building</li> <li>◦ Dependency, Administration, and Foot-Dragging</li> </ul> </li> <li>• Kelley &amp; Klein, “Revolution and the Rebirth of Inequality” [8pp]</li> <li>• Trotsky, “Whither the Soviet Union” [8pp]</li> </ul>	<p>Weekly Discussion 8</p> <p>Brief Presentations</p> <p>Final Research Project Outline Due</p>
<p><b>Exam Period (TBD)</b>          Final Presentations</p>	<p>None</p>	<p>Final Presentations</p>
<p><b>FINAL PROJECT DUE MIDNIGHT ON XXX</b>  <b>No Extensions</b></p>		

## **The Sociological Imagination**

The following syllabus is for an introductory course. While I have not yet had the opportunity to teach an introductory course, what follows is a syllabus I would use to do so. It is designed to get students interested in sociology while also introducing them to "thinking sociologically." It has a wide variety of reading types – and authors – to promote diversity and inclusivity, and frequent discussions of sociological methods and arguments throughout the course are designed to encourage the beginnings of critical thinking. The entire course is designed around the third core element of my teaching philosophy.

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# **The Sociological Imagination**

Spring 2017

Course Meeting: T/Th 10:00-11:20, Sociology Hall 100

Instructor: Zachary Wilmot (email@university.edu)

Office Hours: Th 12:00-2:00, Sociology Hall

*“Neither the life of an individual nor the history of a society can be understood without understanding both.”*

~C. Wright Mills, *The Sociological Imagination*

## **I. Course Description:**

The sociological imagination is the ability to understand the relationship between history and biography; it is a way of thinking that highlights how everyday experiences and actions are shaped by larger social structures and forces, and how these structures and forces are in turn made up of everyday action. This course is designed to develop the sociological imagination by exploring the ways in which the individual and society interact, from the development of the social self and everyday interaction, to the ways in which social structures and institutions – from race, class and gender to schools, workplaces, and politics – shape human action and experience, and finally to the ways in which human action can affect these larger social structures.

## **II. Learning Outcomes:**

By the end of this course, you will be able to:

- Discuss and define various social structures, institutions, and processes using a sociological vocabulary;
- Identify the ways in which social structures, institutions, and processes affect your everyday experiences, contemporary events, and history, as well as the ways in which you can affect them in return;
- Make and defend a sociological argument by applying sociological theories and frameworks to empirical evidence;
- Evaluate and critique arguments and evidence about social phenomena in the media and elsewhere.

**III. Course Materials:***Required:*

Giddens, Anthony, and Mitchell Duneier. 2014. *Introduction to Sociology, 9<sup>th</sup> Edition*. New York: W. W. Norton (8<sup>th</sup> edition is also fine). [Referred to as *GD* in course schedule]

\*This textbook will introduce you to basic sociological concepts and vocabulary.

All other required readings, which expand upon the concepts and vocabulary introduced in the textbook, will be made available on the course website. The textbook will also be placed on reserve at the library.

**IV. Course Requirements:**

- Attendance and participation in Lecture.
- Attendance and participation in weekly Discussion Sections.
- Ten (10) Weekly Reaction Papers (out of 12 total) of 250-400 words each.
- Three (3) Analysis Papers of 750-1250 words.

**V. Grading:**

Assignment	Weight	Description	Due
Lecture Attendance	15%	Attend lecture and pay attention. Attendance will be taken every session in the form of brief in-class assignments. You may have up to one unexcused absence, and two excused absences. Every missed lecture past those will result in 1% being deducted from your final grade.	Weekly
Discussion Section Participation	20%	Attend weekly discussion section. Each section is worth 2% of your final grade. Students will receive: <ul style="list-style-type: none"> <li>• 2 percentage points for being active in section,</li> <li>• 1.5 points for occasional participation,</li> <li>• 1 point for attending and not participating, and</li> <li>• 0 points for missing section.</li> </ul> The assignment of these points will be at the discretion of your section's TA. Group work will count towards participation, though full credit requires contribution to the larger class discussion as well. You may have up to one excused absence for section participation, and it will be awarded points equal to the mean of all of your other section scores throughout the course.	Weekly
Ten Weekly Reaction Papers	20%	Respond to the themes in the week's readings by connecting them to your own experience or to a current or historical event, in an informal tone. They must be at least 250 words, but no more than 400. Each paper is worth 2% of your final grade (2 points), and can be awarded: <ul style="list-style-type: none"> <li>• 2 points for satisfactory work,</li> <li>• 1 points for work that needs improvement,</li> <li>• 0 points for nothing submitted.</li> </ul> You must write ten of these, one per week, for any of the twelve weeks of the course. <i>These papers are due online by midnight the day before that week's discussion section.</i>	Day Before Discussion Section

Three Analysis Papers	45% (15% each)	Write three 1250-2000 word papers applying one or more sets of concepts to either your own life and experiences, or a current or historical event. Each paper will be expected to cover concepts from a listed set of weeks (Weeks 1-4, 4-7, and 8-13). Over the course of the semester you must write at least one paper about your own life/experiences, and at least one about an historical or contemporary event. <i>These are due by midnight on Friday of the listed week</i> [the rubric for these papers is attached is at end of the syllabus].	Week 5  Week 8  Week 13
Extra Credit	Up to +4%	Write up to two additional reaction papers, and earn up to 4% more (2% each), depending on quality. No other extra credit opportunities will be offered.	Any Week

**Late Penalties:**

- Weekly reaction papers will not be accepted late under any circumstances.
- The analysis papers will suffer a 5 percentage point penalty for every day late, and will not be accepted more than five days late, unless a Dean's Note is provided in exceptional circumstances.

**Plagiarism:** Any plagiarism, intentional or not, will be treated seriously, and will result in a failure of the assignment regardless of circumstance, as well as a report being filed with the Dean of Students.

<i>Final Grades:</i>	A: 95-100%	A-: 90-94%
B+: 87-89%	B: 83-86%	B-: 80-82%
C+: 77-79%	C: 73-76%	C-: 70-72%
D+: 67-69%	D: 63-66%	D-: 60-62%

If less than 30% of the class receive A's or A-'s, then the grades will be curved up until the top 30% of the class is receiving A's or A-'s. Otherwise, the distribution will remain uncurved. For students taking this course Pass/Fail, a grade of 70% or higher is needed to pass.

**VI. Course Expectations:***Lecture:*

- You will be expected to complete the readings for each lecture before the lecture.
- You will be expected to arrive on time to lecture and remain respectful of the teaching staff, and stay in lecture until either dismissed or the class period ends.
- You will be expected to pay attention and engage during lecture. This is especially important because the lecture will introduce concepts and theories that will not have been presented in the week's readings. Any evidence of non-class related activities (internet use, texting, etc.), will result in no credit for attending lecture. No cell phone use is permitted in lecture or discussion sections.
- You will be expected to engage in all activities during lecture (often in the forms of class polls, small group work, think-pair-shares, and brief reflective writing assignments, which will also function as attendance checks).
- Note that lectures will not always cover all of the readings, but that discussion sections will, and reaction papers will likely engage with those readings, so be prepared to ask questions about any and all of the readings during lecture.

*Discussion Section:*

- You will be expected to come to discussion section ready to participate. The weekly reaction papers are designed to be entry points into the discussion during section, so it can be helpful to come in with a copy of that week's reaction paper, or at least with a few ideas written down!
- You will be expected to arrive to discussion section on time, stay for the full length of the class session, and to respect your teaching assistant. Grading for discussion section participation, as well as further discussion section expectations, will be the responsibility of your assigned teaching assistant.
- If you know you *must* miss a discussion section, you will be expected to let your assigned teaching assistant know as soon as possible, and they will then decide if you will be granted the ability to submit a make-up assignment.
- You will be expected to be respectful and civil during discussions, and to listen to others with respect, even when their perspectives differ from your own.

*Written Work:*

- You will be expected to turn in all written work on time on the course website (contact me if this will be a difficulty).
- You will be expected to submit only your own written work.
- You will be expected to submit all written work using 12-point Times New Roman font with 1" margins on 8.5 x 11" paper. However, word count will be used to assess paper length, not page count.

*What to Expect From the Teaching Staff:*

- We will treat all students with respect and will fairly consider all student complaints, questions, and comments (note that this does not mean that we will always agree with your assessment).
- We will strive to create an inclusive environment in which every student's voice will be valued and heard, and will be open to suggestions to improve the openness and inclusivity of the classroom.
- All analysis papers will be graded by your assigned teaching assistant and returned with written feedback, and can be discussed with your teaching assistant, though their decision on grades are final.
- The teaching staff will be available and open for discussion during office hours and, if you cannot attend office hours, will be open to meeting by appointment.

**VII. Accommodations for Students with Disabilities:**

Please inform me if you have a disability or other condition that might require some modification of any of these course procedures. You may speak with me after class, during office hours, or via email. Please do so as soon as possible so we can put in place any arrangements that need to be made in a timely manner. For more information, contact XXX.

**VIII. Inclusivity:**

This university, as well as the teaching staff for this course, supports an inclusive learning environment, which means supporting and respecting a wide variety of worldviews, perspectives, intellectual backgrounds, and people. You will thus be expected to treat all others with civility and respect, and be willing to listen to and take seriously other people's perspectives, which may be very different from your own. This is particularly pertinent in a course like this, where we will be questioning many commonly held assumptions about social life. Learning is a collective process, and without an environment in which people from diverse backgrounds can be sure that they can speak safely, this learning will not happen.

**IX. Academic Honesty:**

All students are expected to familiarize themselves with and adhere to the university's Academic Code. Plagiarism will not be tolerated in this course, and will result in the immediate failure of the assignment, and potentially of the course, with a further possibility of disciplinary action by the university itself. In taking this course and submitting written work, you are acknowledging that all work was done by you and you alone, and that when you are using someone else's idea, you are crediting them for it. You may not take credit for other's work, or submit work that you have already submitted in another course. If you have questions about what constitutes plagiarism or a violation of the Academic Code, please contact me.

**X. Course Schedule**

<b>Date</b>	<b>Readings</b>	<b>Assignments</b>
<b>Week 1</b> What is sociology?	None	None
<b>Week 2</b> The Social Self and Social Interaction	<p><b>Tu:</b> <i>GD</i>: Ch. 4 "Socialization and the Life Cycle" [17 pp]  <i>GD</i>: Ch. 15 "Families and Intimate Relationships" [26 pp]  <i>GD</i>: Ch. 7 "Asking and Answering Sociological Questions" [14 pp]</p> <p><b>Th:</b> <i>GD</i>: Ch. 5 "Social Interaction and Everyday Life in the Age of the Internet." [15 pp]  Goffman, "The Presentation of Self in Everyday Life" &amp; "The Presentation of Self to Others" [18pp]  Berger &amp; Luckmann, "The Social Construction of Reality" [18pp]  Hacking, "Why Ask What?" [33pp]</p>	Reaction Paper 1 (due Thursday at Midnight)

<p><b>Week 3</b> Networks, Groups, and Identity</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 6 “Groups, Networks, and Organizations” [20 pp] Tafjel &amp; Turner, “The Social Identity Theory of Intergroup Behavior” [17pp] Snow &amp; Anderson, “Identity Work” [37pp]</p> <p><b>Th:</b> Portes, “Social Capital” [24pp] Putnam, “Bowling Alone” [11pp] Mills, “The Promise of the Sociological Imagination” [5pp] <i>GD</i>: Ch. 1 “What is Sociology?” [16 pp]</p> <p><b>Section 1:</b> How do you think sociologically?</p>	<p>Reaction Paper 2</p>
<p><b>Week 4</b> Culture and Knowledge</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 3 “Culture and Society” [19 pp] Sewell, “The Concept of Culture” [14pp] Swidler, “Culture in Action” [13pp] “Body Ritual Among the Nacirema” [3pp] <a href="http://www.ohio.edu/people/thomsoc/Body.html">http://www.ohio.edu/people/thomsoc/Body.html</a></p> <p><b>Th:</b> Geertz, “Ethos, Worldview, and the Analysis of Sacred Symbols” [16pp] Glaeser, “Toward a Sociology of Understanding” [9pp] “Do You Live in a Bubble?” (<a href="http://www.pbs.org/newshour/making-sense/do-you-live-in-a-bubble-a-quiz-2/">http://www.pbs.org/newshour/making-sense/do-you-live-in-a-bubble-a-quiz-2/</a>)</p> <p><b>Section 2:</b> How do you know?</p>	<p>Reaction Paper 3</p>
<p><b>Week 5</b> Social Structures and Inequality</p>	<p><b>Tu:</b> Sewell, “A Theory of Structure” [29pp] Bourdieu, “Social Space and Symbolic Power” [11pp] Hout, “Inequality by Design” [20pp]</p> <p><b>Th:</b> Lareau, “Unequal Childhoods” [32pp] Collins, “Learning from the Outsider Within...” [20pp]</p> <p><b>Section 3:</b> What is society?</p>	<p>Reaction Paper 4</p> <p>First Analysis Paper Due (on Weeks 1-4)</p>

<p><b>Week 6</b> Gender (&amp; Sexuality)</p>	<p><b>Tu:</b> West &amp; Zimmerman, “Doing Gender” [28pp] Connell &amp; Messerschmidt, “Hegemonic Masculinity” [26pp] Thorne &amp; Luria, “Sexuality and Gender in Children’s Daily Worlds” [12pp] Herman, “The Rape Culture” [9pp] Stanford Rape Letter [10pp]</p> <p><b>Th:</b> <i>GD</i>: Ch. 10 “Gender Inequality” [24 pp] Risman, “Gender as a Social Structure” [23pp]</p> <p><b>Section 4:</b> How do you do gender?</p>	<p>Reaction Paper 5</p>
<p><b>Week 7</b> Race</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 11 “Ethnicity and Race” [21 pp] Bonilla-Silva, “Rethinking Racism” [17pp] Guess, “The Social Construction of Whiteness” [25pp]</p> <p><b>Th:</b> Massey, “Residential Segregation” [31pp] Alexander, “The New Jim Crow” [15pp] “Parable of the Polygons” (<a href="http://ncase.me/polygons/">http://ncase.me/polygons/</a>)</p> <p><b>Section 5:</b> Why does race matter?</p>	<p>Reaction Paper 6</p>
<p><b>Week 8</b> Class</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 8 “Stratification, Class, and Inequality” [26 pp] Wright, “Class Analysis” [34pp]</p> <p><b>Th:</b> Bourdieu, “The Forms of Capital” [10pp] Marshall, “Citizenship and Social Class” [7pp] Breen, “Foundations of a Neo-Weberian Class Analysis” [17pp]</p> <p><b>Section 6:</b> How is society stratified? If possible, bring devices to this section that can connect to the internet in order to play the game “Spent” (<a href="http://playspent.org">http://playspent.org</a>) in small groups.</p>	<p>Reaction Paper 7</p>

<p><b>Week 9</b> School and Workplace</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 16 “Education” [21 pp] Arum &amp; Beattie, “The Goals of Public Schooling” [30pp] Hallinan, “Tracking: From Theory to Practice” [7pp] Lareau, “Social Class Differences in Family-School Relationships” [14pp]</p> <p><b>Th:</b> <i>GD</i>: Ch. 14 “Work and Economic Life” [30 pp] Weber, “Bureaucracy” [3pp] Braverman, “The Division of Labor” [9pp] Edwards, “Segmented Labor Markets” [15pp]</p> <p><b>Section 7:</b> How do you interact with school and work?</p>	<p>Reaction Paper 8</p> <p>Second Analysis Paper Due (on Weeks 5-8)</p>
<p><b>Week 10</b> Power, Politics, and Control</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 13 “Government, Political Power, and Social Movements” [27 pp] Lukes, “Power” [3pp] Castells, “Power in the Network Society” [44pp]</p> <p><b>Th:</b> Friedland &amp; Rogers, “State &amp; Society in Managerial Perspective” [21pp] Bourdieu, “Rethinking the State” [18pp]</p> <p><b>Section 8:</b> Where is power located?</p>	<p>Reaction Paper 9</p>
<p><b>Week 11</b> Capitalism and Commodification</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 9 “Global Inequality” [15 pp] Marx, “Communist Manifesto” [13pp] Piketty, “Introduction” [32pp]</p> <p><b>Th:</b> Hochschild, “Exploring the Managed Heart” [21pp] Sturken &amp; Cartwright, “Advertising, Consumer Cultures, and Desire” [15pp] Ritzer, “...McDonaldization” [17pp]</p> <p><b>Section 9:</b> What is the meaning of life?</p>	<p>Reaction Paper 10</p>

<p><b>Week 12</b> Nationalism and Globalization</p>	<p><b>Tu:</b> <i>GD</i>: Ch. 20 “Globalization in a Changing World” [23 pp] Sassen, “Globalization or Denationalization?” [22pp] Castells, “Globalization and Identity” [11pp]</p> <p><b>Th:</b> Anderson, <i>Imagined Communities</i> [9pp] Brubaker, “In the Name of the Nation” [10pp] Castells, “The Other Face of the Earth: Social Movements against the Global Order” [36pp]</p> <p><b>Section 10:</b> How are you connected to the world?</p>	<p>Reaction Paper 11</p>
<p><b>Week 13</b> Social Change and Collective Action</p>	<p><b>Tu:</b> Sewell, “Events as Transformations of Structures” (841-4, 860-78) [22pp] Streeck &amp; Thelen, “Institutional Change...” [31pp] Blyth, “Structures Do Not Come with an Instruction Sheet” [8pp]</p> <p><b>Th:</b> Snow &amp; Soule, “Conceptualizing Social Movements” [22pp] Tarrow, “Power in Movement” [15pp] Meyer, “How Social Movements Matter” [5pp]</p> <p><b>Section 11:</b> How can we change the world?</p>	<p>Reaction Paper 12</p> <p>Third Analysis Paper Due Last Day of Classes (on Weeks 9-13)</p>

## Sample Assignments

### Revolutions and Social Change Final Project

The following assignment was the final assignment for the "Revolutions and Social Change" course. Students had the choice of writing either a final research paper or a short story with extensive endnotes. When I taught this course in Spring 2017, half of the students chose to write a short story, and those who did said they appreciated the opportunity to engage with the material in a creative way. This paper was scaffolded throughout the course, with an annotated bibliography and outlines due earlier in the course that received formative feedback.

## Final Project

**Weighting and Due Dates:** Your final project, whatever form it may take, is due by midnight on Sunday, May 14<sup>th</sup>. It is worth 40% of your final grade, and late projects will not be accepted. By Week 5, you must have selected the topic of your project, including what revolution(s) you will be researching. By Week 8, you must submit an annotated bibliography worth 10% of your grade. By Week 10, you must submit an outline of your research paper or short story. On the last day of class, you may give a short presentation on your work.

**Formatting Guidelines:** Your project should be submitted in .doc, .docx, .rtf, or .pdf format. Your paper should be written in black double-spaced 12-pt. Times New Roman font with 1" margins. There is no minimum or maximum length; the papers should be long enough to accomplish all of the tasks outlined in the attached rubric.

**Goals:** The purpose of the final project is to allow you to apply the theories and concepts we're discussed during the semester to a revolution, revolutionary, or revolutionary movement, of your choice. The specifics of the paper are up to you; the exact topic of the project is open-ended, so long as you analyze some aspect(s) of at least one revolution.

**Task Description:** By Week 5, you should have selected a specific revolution or revolutionary movement (or, if you're feeling daring, two or more), or some other revolutionary topic. At that point, you should also be thinking of what specific elements of that revolution you will be focusing on, as well as one or two other revolutions that you might want to compare your revolution to over the course of your paper.

By Week 8, I ask that you submit an annotated bibliography that has at least two primary sources (written by contemporaries of the revolution) and five secondary sources (peer-reviewed historical or sociological work on the revolution) related to your chosen revolution. Under each citation, describe the source and explain how you will use it for your project.

By Week 10, you will hand in an outline of your project, whether a paper or short story, and you will receive written feedback on it the following week. I also ask that you meet me in person that week to discuss your paper plans (I will distribute a sign-up sheet for meeting times the week before). I will also give you feedback on draft papers throughout the semester, and as always, you are welcome to come by office hours to chat about ideas!

In order to apply the concepts from class to a revolution, your final project should:

- Briefly describe the overall causes, courses, and outcomes of the revolution, and describe in greater detail the specific aspects of the revolution you will focus on (such as class/racial/gendered dynamics, coalition formation/fragmentation, state breakdown/building, culture and ideologies, etc.).
- Describe and define the theories that you will be applying to your chosen revolution.
- Offer an explanation for why the revolution happened in the way it did.

- Apply the theories to the revolution by explaining how the chosen theories explain, or don't explain, a particular aspect of that revolution, and identify those parts that match the theory and those that don't.
- Map the theories explicitly onto the evidence you provide, and make sure to provide evidence for every claim you make.
- Use the revolution to evaluate and critique the theory and highlight its limitations, and propose modifications to the existing theory if necessary.

You can accomplish these tasks in one of two ways: you may write a research paper, or you may write a short story (historical fiction) that takes the reader through some aspect of a revolution in a way that is mindful of sociological theories of revolution and social change. It should accomplish everything that the research paper would, and should contain endnotes that cite and apply sociological theories to explain particular events in the story, as well as citations of specific historical occurrences. I am more than happy to talk more about this later in the semester!

**Citations and Sources:** You will be expected to use both primary and peer-reviewed secondary sources to describe your chosen revolution. You must use at least two primary sources produced by revolutionaries, their opponents, or contemporary observers (if you have questions about finding these, come see me). You are also expected to also refer to at least five peer-reviewed secondary sources (in addition to the two primary sources; you will likely need to use more than eight secondary sources, however) to discuss the social dynamics of your chosen revolution. At least two of these five secondary sources must be from outside class assignments.

As always, plagiarism on this assignment will result in immediate failure, and could also result in further sanctions. As such, when defining sociological concepts, and when you use another's ideas, you are expected to cite them. In addition, you are expected to cite the sources of specific historical information. You may cite using any format as long as you remain consistent, but ASA is recommended. Wikipedia is not an acceptable source.

### General Rubric for Final Research Project

(please note that this is not a strict rubric, but is provided here so that you can get a feel for the sorts of things I will be looking for in your paper, and how important different elements of this type of paper are to me; consider this a rough guideline for what to do, especially if you are new to writing this type of paper or find it difficult; if writing a short story, this rubric will be similar, but not quite the same)

Criteria	Weight
<b>Format and Content</b>	<b>40% total</b>
<b>Annotated Bibliography &amp; Outline</b> -An annotated bibliography was submitted on Canvas by the Friday of Week 8. -The annotated bibliography has at least 2 primary and three secondary sources from outside of class readings. -An outline of the final project was submitted on Canvas by the Friday of Week 10. -The outline demonstrated thought about the final project's structure. -The outline contained a preliminary argument and described supporting evidence.	10%
<b>Format</b> -Paper is in black, 12-pt. Times New Roman Font, with 1" margins, and is double-spaced. -The writing is clear and flows smoothly. -The paper is well-organized and easy to follow, and there is a clear argument throughout the paper. -The paper cites proper scholarly sources when paraphrasing another's ideas, and when bringing in something outside of common knowledge.	10%

<p><b>Content</b></p> <ul style="list-style-type: none"> <li>-The paper contains an introduction that briefly summarizes the paper and places it in context, and also contains a thesis statement laying out an argument. The paper also contains a concluding section in which the argument is summarized, and its implications are laid out.</li> <li>-The aspects of the revolution(s) that are relevant to your arguments are effectively and thoroughly summarized.</li> <li>-The specific theories of revolution to be engaged with are explained and summarized, and previous explanations of the specific revolutions in question are also reviewed.</li> </ul>	20%
<p><b>Analysis</b></p>	<b>60% total</b>
<p><b>Theories</b></p> <ul style="list-style-type: none"> <li>-At least two theories of revolution are engaged with. These theories help explain what happened during the revolution.</li> <li>-The chosen theories are explicitly connected to specific aspects of the revolution, and how the theories come together to explain the revolution is discussed in detail.</li> <li>-Specific examples of the theory in action are illustrated.</li> </ul>	20%
<p><b>Argument/Story</b></p> <ul style="list-style-type: none"> <li>-The paper makes a convincing argument explaining elements of a chosen revolution, or tells a convincing story about it.</li> <li>-The chosen theories of revolution are applied well, and are thoroughly mapped on to the revolutions. The different aspects of the theories are connected to the appropriate parts of the revolution, and the theories chosen help illuminate the specific workings of the revolutions.</li> <li>-Throughout the paper, comparisons are made to other revolutions in order to support the argument.</li> </ul>	30%
<p><b>Expansion of Theory</b></p> <ul style="list-style-type: none"> <li>-The paper uses the focal revolution to offer a critique and expansion of existing theories.</li> </ul>	10%

## **Sociological Imagination Analysis Papers**

These papers are designed to encourage students to think critically about both sociology and the social world. They would be part of the hypothetical "Sociological Imagination" course detailed above. These assignments give the students lots of freedom in choice of topic, encouraging them to explore what interests and engages them most.

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### **Analysis Papers**

**Goals for the Assignment:** These analysis papers are designed to evaluate and help you to meet every one of the course goals stated in the syllabus. In them, you will make and use evidence to defend a sociological argument, and in the process discuss and define various social structures, institutions, and processes using the vocabulary learned in readings and class. For analysis papers involving events outside of personal experience, you will also use and critically evaluate the portrayal of social phenomena in media sources, and for those involving personal experience, you will connect your own experience to larger social structures, institutions, and processes.

**Weighting and Due Dates:** There are three analysis papers, each worth 15% of your final grade (together worth 45% of your final grade). These papers are due online at 11:59 PM on the Friday of weeks 5, 8, and 12.

**Formatting Guidelines:** Each paper should be between 1250 and 2000 words (this should come out to between 5 and 8 pages, though word count will be used to assess length), and submitted electronically in .doc, .docx, .rtf, or .pdf format. The papers should be written in black double-spaced 12-pt. Times New Roman font with 1" margins.

**Task Details:** The purpose of these papers is to encourage you to engage your sociological imaginations by asking you to apply concepts from the course to either your own experiences or to contemporary or historical events. As such, each paper is expected to apply between two and four concepts from lecture or the readings from the weeks preceding the paper's due date (Weeks 1-4 for the first paper, Weeks 4-7 for the second, and Weeks 8-13 for the third) to some sort of social situation, be it personal experience or a larger event.

The situation you apply them to can be anything of your choosing, from a personal experience, to something you read about in the news, to an historical event. However, of the three papers, at least one of these papers must describe a personal experience, and at least one must describe a contemporary or historical event. Thus, this paper asks you apply theories and concepts to two very different contexts: one that illustrates the ways in which the processes and structures we discuss have observable effects on your own life, and another that illustrates the ways in which these same processes and structures also impact the course of history. If you have questions about what might be a good topic to write about, the teaching staff will be happy to discuss this with you, either during office hours or discussion sections.

In order to apply these concepts, your papers should

- Describe the situation, event, or experience.
- Describe and define the theories that will be applied to said situation.
- Apply the theories to the situation by explaining how the chosen theories explain (or don't explain) the situation, and identify those parts that match the theory and those that don't.
- Map the concepts explicitly onto the evidence you provide, and make sure to provide evidence for every claim you make.

- Offer an explanation for why the situation unfolded in the way it did, or why the situation came to pass, that draws upon multiple concepts and theories from class. To get full credit, all papers must make an argument that explains the situation through the lens of between two and four course concepts (two is recommended) from the appropriate weeks. The word “concepts” here refers to sets of ideas about social life presented in lecture, the readings, and discussion sections, rather than the weekly overarching topics.

You will receive written feedback on every analysis paper, and because every analysis paper has the same format and expectations, you will be able to incorporate feedback from earlier papers in later ones. In addition, you are encouraged to use your weekly reaction papers to practice connecting experiences and events to concepts from the course, and you will get feedback on these skills through discussion sections.

**Citations:** As always, plagiarism on this assignment will result in immediate failure, and could also result in further sanctions. As such, whenever a concept or theory is defined, and when you use another’s ideas, you are expected to cite them. You may cite using any format as long as you remain consistent, but ASA is recommended. In addition, for your paper(s) regarding contemporary or historical events, you are expected to cite the source of information about these events from the media or from academic work. For paper(s) not involving personal experience, you should cite at least one media article and one piece of academic work. Wikipedia is not an acceptable source. You do not need to cite the textbook, but do need to cite other readings, and will be expected to cite at least two non-textbook (syllabus readings not from *GD*) readings.

**Rubric for Analysis Papers**

<b>Criteria</b>	<b>Weight</b>
<b>Basics</b>	<b>50% total</b>
<b>Format and Style</b> -Paper is between 1250 and 2000 words. -Paper is in black, 12-pt. Times New Roman Font, with 1” margins, double-spaced. -The writing is clear and flows smoothly. -The paper is well-organized and easy to follow, and the thesis is effectively argued in the paper.	15%
<b>Content</b> -The paper contains an introductory paragraph that briefly summarizes the paper and places it in context. It also contains a thesis statement laying out an argument. -The situation used is defined and explained so that it could be understood by someone unfamiliar with it. -The concepts used are defined and explained so that they could be understood by someone unfamiliar with them. Insights beyond the textbook are used. -At least two scholarly articles outside of the textbook are cited. -The paper contains a concluding paragraph in which the argument is summarized, and its implications are laid out.	35%
<b>Analysis</b>	<b>50% total</b>
<b>Concepts</b> -At least two concepts (or sets of them) are applied, and no more than four are used. These concepts help explain the situation selected. -The chosen concepts are explicitly connected to specific aspects of the situation, and how they together explain the situation is discussed in detail. -Specific examples of the concept in action are illustrated.	20%
<b>Argument</b> -The paper not only makes an argument, but this argument offers a convincing explanation of the situation being explored that explicitly connects the situation to specific sociological concepts. -Statements are backed up with concrete pieces of evidence, and cited when necessary, or when information or evidence is not common knowledge.	30%

## Sample Lesson Plans

### Social Psychology Discussion Section: Self-Monitoring

The following lesson plan I used in my role as a teaching assistant for Social Psychology to illustrate the concept of self-monitoring, which had been previously introduced in lecture. During the 50-minute discussion section, I provided students with three different ways to understand the material, which helped make everyone feel included. One of the activities also built community through small group discussion. I also encouraged critical thinking by asking students to critique the concepts being discussed. This section went particularly well, and produced animated discussions that continued as students left the classroom.

### Self-Monitoring Discussion Plan

- I. Course logistics and opportunity for clarifying questions about lecture
- II. Review of self-monitoring
  - a. What does it mean to be a low vs. high self-monitor?
  - b. How might low and high self-monitors act differently?
  - c. Remind students that self-monitoring is a spectrum, not a binary.
- III. Group Discussion: How does self-monitoring (a cognitive social psychological concept) differ from taking the role of the other (from symbolic interactionism)?
  - a. Emphasize that taking the role of the other involves *imagining* oneself in another specific or generalized others' shoes, while self-monitoring involves reading cues from the environment (high self-monitor) or oneself (low self-monitor)
- IV. Overview of Elliott study, drawing table on blackboard. Outline major argument, data, and takeaways.
  - a. Study involves a subject being asked to convince another person of something.
  - b. Subjects who were rated as high self-monitors purchased information to learn more about their partner, and low self-monitors did not.
  - c. High self-monitors were better at convincing the other, especially when acting.
- V. Activity: Reenacting the study!
  - a. Two goals: to help you think about the strength and weaknesses of cognitive social psychology and symbolic interactionism as paradigms and to illustrate low and high self-monitoring.
  - b. The activity: find a partner. The partner who more recently had their birthday will be arguing that symbolic interactionism is better, and the one who less recently had theirs will argue that cognitive social psychology is better, whether you believe it or not. Discuss for 5 minutes.
  - c. Pay attention to how you argue; what is driving you to say what you do? Are you acting or being sincere? How difficult is it to act if you are?
- VI. Debriefing
  - a. Come back together and discuss the discussions; were you a low or high self-monitor? How do you know?
  - b. How did your strategies for argumentation differ?
    - i. Point out that high self-monitors often respond to arguments and speak second, while low self-monitors make initial arguments and speak first.
  - c. Do you think self-monitoring is a useful concept for understanding your behavior just now?
- VII. Video clip
  - a. This clip shows a main character, Fran, at a new job, where she will be engaging in self-monitoring.
  - b. Watch the clip
  - c. Discussion in pairs for 5 minutes, then come back as a group:
    - i. Was Fran a low or high self-monitor? How do you know?
    - ii. Does her degree of self-monitoring change over the clip? Why or why not?
    - iii. Is she acting? How does her behavior change when acting vs. being sincere?
    - iv. What internal and external cues is she responding to?

### **Revolutions and Social Change: Comparative Ideologies Activity**

What follows is a plan for a short activity designed to encourage students to think about revolutionary ideology. Before coming to the class in which they did this activity, they had read sociological theories about how ideology "works" in revolutionary processes, as well as some ideological pieces of their own choosing by revolutionaries they were interested in. This activity produced vibrant discussions, and at the end of the semester students said that they wanted more activities like this.

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### **Revolutionary Ideologies**

- I. Distribute handout with excerpts from the "Historic Program of the FSLN", "Monarchy is Incompatible with Islam," and "Letter to the Europeans of Algeria."
- II. Briefly give the context behind each document.
- III. Give students ten minutes to read through the documents. Ask them to pay attention to:
  - a. Similarities/differences in content
  - b. Similarities/differences in presentation
  - c. Similarities in theme
- IV. Give students five minutes to think about the similarities and differences in the documents, and then to also think about how they compare to the ideological pieces they chose to read. Have them write down their thoughts.
- V. Split students into pairs.
  - a. Have them first summarize the ideological pieces that they read for this class to one another.
  - b. Discuss the ideological pieces they read, and ask them to come up with answers to:
    - i. What do the ideologies behind the documents have in common?
      1. Nationalism, socialism, justice, imperialism.
    - ii. How truly "ideological" are these documents vs. "strategic" or "persuasive."
    - iii. What framing devices did these documents all use? How does the intended audience affect the framing? How does the framing affect the ideology presented, and how does the ideology affect the framing (use your knowledge of these revolutions from previous class sessions).
    - iv. What is different about these ideologies?
    - v. How might the ideologies you see presented in these documents affect the course of the revolution?
- VI. After 15-20 minutes, bring them back together and discuss the above as a class.
  - a. After that, turn to the readings for the week and their online discussions of them; how do you see these documents as fitting into the sociological theories of revolutionary ideologies?
  - b. Use this to segue into a discussion of the merits of the various sociological theories.