

SOCI 318: Social Change – Revolution

Summer 2021, Social Change - 32726 - SOCI 318 - A01

Nominal class times: 4:30-6:50 PM TTh, May 10, 2021-June 25, 2021

This is a combined face-to-face (in-person) and online course!

NOTE: Only Thursday, 4:30-6:50 class will be held in-person in David Turpin Building A120.

NOTE: Wearing a face mask and maintaining physical distancing during class is mandatory.

Instructor: Dr. Peyman Vahabzadeh

Office Hours: Tuesdays 3:00-4:00 PM via Zoom

We acknowledge that we meet one another and hold our learning experience on the ancestral land of Lekwungen Peoples—the Songhees, Esquimalt and WSÁNEĆ peoples. University of Victoria operates on the unceded territory of the Coast and Strait Salish people.

Course Description:

This course will critically investigate modern revolutions, revolutionary change, revolutionary agency, both theoretically and empirically. Two major approaches—one from the Western and another from the Middle East experiences—will be the focus of this course. The course is mostly theoretical in its orientation. Revolutions are always about the constitution of new historical agency—an essential aspect of modernity. We will explore the various theoretical aspects of revolution as well as its changing paradigms in this neoliberal age. We will see that revolutionary change is basically about bringing a new social and political arrangements into this world through collective agency, and as such, revolutions are akin to birth. Social and political movements and collective action are at the centre of our attention.

Course Outcomes/Objectives:

The students will learn, in relative depth, what constitutes a revolution and how revolutionary praxis changes the world. Some key theoretical components of the study of revolutions will be offered in this course.

Please note that the lectures contain all the key aspects of the course and that which the instructor wishes to bring to your attention. These lectures are essential to your progress in the course and to the assignments as well. Please note that doing the readings carefully, attending to the lectures closely, and keeping up with the instructor's posts is essential to doing well in this course.

This course blends in-person lectures every Thursday, 4:30-6:50 and online, self-paced component in lieu of the Tuesday class. Links to films and documentaries will be

posted on Brightspace. Students are required to watch these films carefully, as they are also part of our course content. Weekly forum discussions are also a part of the online activity.

Wearing a face mask and maintaining physical distancing during class on Thursdays is mandatory.

A COVID-19 Blended Face-to-Face and Online Course:

This is an experimental course in terms of holding in-person contact for the first time since COVID-19 restrictions were in effect. It is hoped that classes will go back to normal by Fall semester 2021, but for now we need to be vigilant and stay safe and caring about our present conditions.

We will hold in-person meetings on Thursdays only. On Thursdays the instructor will deliver the lectures and hold class discussions. Please follow the University instructions and observe COVID safety procedures. Please wear a mask inside before you are seated and maintain your two-meter distance from others. No participation grade will be allocated to class attendance. So, if you feel sick, please stay home. Audio recording of the lectures will be uploaded to the course Brightspace after the class.

To reduce contact, online activities in lieu of Tuesday class are set up through Brightspace. These activities include watching documentaries and writing forum posts that count for your participation grade. All assignments are to be uploaded to Brightspace at the due date and time. No printed assignment is accepted.

The instructor will hold live office hours at the day and time indicated above via Zoom. The students are encouraged to use the office hours if they have any questions, but contacting the instructor or the TAs via email is also possible. If you choose to write an email, please make your emails short.

Important Health Advisory:

As COVID situation unfolds in unpredictable ways, it is important that we stay alert of Provincial Health Authority advisories as well as those of UVic. In-person classes might be canceled due to health reasons. If this happens, I will advise you that we will move to weekly Zoom classes in lieu of in-person class.

More importantly, if during the term, you find out that you have been tested positive for COVID, please send an email to the instructor right away and refrain from coming to the class. Your anonymity is guaranteed. The instructor will need to take measures to ensure health and safety of students, following advice from UVic administrators.

Lectures Alert:

Please note that this course will not offer Power Point presentation. The live lectures will also be audio recorded and posted on Brightspace after each class.

Instructions for Office Hours and Live Contact with Instructor:

Live Zoom office hours will be held every Tuesday between 3:00 and 4:00 between May 10 and June 25. This is how it works.

1. Prior to meeting, the instructor will send a calendar invitation to all students. This invitation will contain a link to a Zoom session.
2. At the time of office hours, the students who wish to speak to the instructor will click on the link.
3. Students may have to wait to be admitted to the meeting because the instructor will admit students on first-come-first-serve basis.

It is expected that this system will work smoothly, but we should also be aware that some glitches and adjustments at the end are to be expected.

Course Pre/Co-requisites:

N/A

SOCI 215 is recommended prior to SOCI 318. This course is recommended prior to SOCI 419.

Course Evaluation:

- | | |
|--|-----|
| 1. 7 weekly paragraph-long reflections on readings | 15% |
| 2. Critical Response paper, 2 pp., dbl space, font size 12, due May 31 | 15% |
| 3. Take-home Exam, 4 pp., dbl space, font size 12, due June 14 | 30% |
| 4. Term Paper, 8 pp., dbl space, font size 12, due June 28 | 40% |

See the instructions about the exams and term paper below.

NOTE: the above dates are non-negotiable!

NOTE: Student grades for assignments will not be posted on Brightspace but recorded only on instructor's spreadsheet. Students will receive marked assignments so they can keep track of their mark.

Required Readings:

Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*. Available at:

http://www.slp.org/pdf/marx/comm_man.pdf

Hannah Arendt, *On Revolution* (Penguin Books, 2006). ISBN: 978-0143039907

Asef Bayat, *Revolution without Revolutionaries* (Stanford UP, 2017). ISBN: 978-1503602588

Note: It is the student's responsibility to acquire the assigned books for this course. The books may be purchased online or from UVic bookstore.

Note: Several documentaries are included as part of the curriculum of this class. Some of these documentaries do contain graphic content. Viewer discretion is advised.

Week 1 (May 11, 13): Epoch-Makers

Karl Marx and Friedrich Engels, *Manifesto of the Communist Party*. Available at:
http://www.slp.org/pdf/marx/comm_man.pdf

Watch: English Revolution Documentary available at:
<https://www.youtube.com/watch?v=yxOh4NLaCmY&t=7s>

Week 2 (May 18, 20): The Social Question

Hannah Arendt, *On Revolution*, Introduction, chs. 1-2.

Watch: French Revolution Documentary available at:
https://www.youtube.com/watch?v=d0tafP8H0ok&ab_channel=%C4%81nis%C5%A0%C4%93fers

Week 3 (May 25, 27): Constitutio Libertatis

Hannah Arendt, *On Revolution*, chs. 3-4.

Watch: American Revolution Documentary:
<https://www.youtube.com/watch?v=xGbni3tfBDE&t=2s>

Watch: American Revolution and Colonialism:
<https://www.youtube.com/watch?v=-R2IYDWFJwU&t=212s>

Week 4 (June 1, 3): A Lost Treasure

Hannah Arendt, *On Revolution*, chs. 5-6.

Watch: Russian Revolution Documentary:
<https://www.youtube.com/watch?v=cV9G1QUIm7w&t=2s>

NOTE – On May 31, before 11:55 PM - Critical Response Paper is due and to be uploaded to the Brightspace.

Week 5 (June 8, 10): Revolutions of the New Age

Asef Bayat, *Revolution without Revolutionaries*, chs. 1-4.

Watch: Arab Spring Revolution in Egypt:
<https://www.youtube.com/watch?v=BSZ7Ln5KzRU&t=4s>

NOTE – On June 14, before 11:55 PM - Take-Home Exam is due and to be uploaded to the Brightspace. Questions will be posted on June 11, by 9:00 AM. This is an exam. No extension is given.

Week 6 (June 15, 17): Focusing on the City

Asef Bayat, *Revolution without Revolutionaries*, chs. 5-8.

Watch: Asef Bayat on *Revolutions without Revolutionaries*:
<https://www.youtube.com/watch?v=GUOS8MVBhn4&t=1s>

Week 7 (June 22, 24): Revolution and Hope

Asef Bayat, *Revolution without Revolutionaries*, chs. 9-11.

NOTE - June 28, before 11:55 PM - Term Paper is due and to be uploaded to the Brightspace.

The Assignments:

1. Participation

Participation is worth 15% and is graded based on weekly written paragraph-long reflections on every week's reading. These reflections will be posted to Brightspace forum within the designated week (Monday to Sunday). There will be 7 of these posts. Each forum will become unavailable after the deadline (Sunday night of each week). Each uploaded reflection post is worth 2%. If you post all 7 posts, you will receive 15% for participation (instead of 14%).

2. Critical Response Papers – Due May 31

Due May 31 on Brightspace before 11:55 PM, Critical Response short paper is meant to encourage you to engage critically with the assigned readings. Being critical of a reading or a point an author makes does not necessarily mean negating or rejecting it. It could also mean making attempts at (a) showing its shortcoming(s), (b) exposing its epistemological assumptions, (c) sharpening its argument, (d) trying to extend the argument that in your judgment has been left undeveloped or incomplete, or (e) any combination of the above. In order to achieve the critical stance, you will need to understand the logical and epistemological component on an argument. You will need to know what makes an author offer a certain statement or take the position she or he takes. This is key to critical response and it is called "immanent criticism": to be critical of a predicate by focusing on the very elements that made the predicate possible in the first place.

This is a short assignment—strictly 2 pages in length. You will need to take out *one* point, *one* argument, or *one* passage from the readings and focus on the *one* issue you think you can critically engage with. Take the following steps: (a) use one

paragraph (half-a-page or so) to quote, paraphrase, and/or explain the statement, position, or thesis in question; (b) use another paragraph (half-a-page or so) to explain why the earlier position or statement is problematic; and (c) use the rest of the paper (about one page) to develop your immanent criticism as explained above. The suggested lengths/format is more of a guideline rather than strictly imposed. But please do write clearly and with a thesis in mind—a thesis you will develop throughout the response.

Your Critical Response Paper will focus on Hannah Arendt's book exclusively.

All assignments must include a cover page and a bibliography. All references must be correctly cited (using ASA format) including page numbers. Proper citation part of your grade.

1. An 'A' paper contains an outstanding short response that gestures toward making a contribution to the field. It offers precise elaboration of the issue and why it is problematic, as well as a formidable and well discussed critical engagement with it as explained above.
2. A 'B' paper contains a very good response that captures with relative success the issue to be discussed. It is clear about the issue and its problematic, and its critique is also acceptable.
3. A 'C' paper contains references to the issue that still needs to be clarified and developed. It offers a glimpse of what the issue is and it contain a critique that still needs of further elaboration.

This paper is worth 15% of the final grade. It is meant to prepare you for the exam and the paper.

3. Take-Home Exam – Due June 14

On June 11 by 9 AM, you will receive a post by your instructor on Brightspace. This post contains two questions. You will choose one and write a short essay on it. The questions intend to show your in-depth understanding of the course readings as well as your ability to make connections conceptually and historically between different authors and subjects.

The Take-Home Exam is 4 pages in length and is accompanied with a cover page, proper citation (ASA format) and bibliography. You will upload your answers to Brightspace before 11:55 PM on June 14.

Take-Home Exam is worth 30% toward your final grade.

Please note: This is an exam. No extension is given.

4. Term paper – Due June 28

The Term Paper is intended to allow the students to write on a topic of their choice—a topic that naturally pertains to the general themes of the course: revolutions, revolutionary action, agency, decolonization, democratic struggle, and so on. The Term Paper makes up 40% of the grade for this course. As such, I suggest, it must be taken seriously and with due care. In the interest of transparency, here are my expectations and grading criteria.

The term paper is due on June 28 before 11:55 PM on Brightspace.

Technicalities:

1. The papers should be **8 pages** in length, font size 12, double-space, 1-inch margins. In addition to the 8 pages of content, the paper should include a cover page and a Reference page.
2. All sources used or consulted must be cited properly. Any information you bring in your paper that is not your own, in any form presented (direct quote or paraphrase), must be cited. The citation for specific information must include a page number (where applicable).
3. The paper must be written using academic language. The submitted paper must be edited and readable.
4. The citation format is ASA. Please visit:
https://owl.purdue.edu/owl/research_and_citation/asa_style/in_text_citation_references.html

Content:

I hope the Critical Response Paper prepares you for the serious and close examination of an issue of your choice, which is at the heart of the Term Paper. Please pick a topic or theme pertaining to our course that interests you. While your topic is entirely your choice, it is important to keep in mind that your paper needs to be analytical. In other words, the subject may be historical or empirical, just as it may be theoretical, but the paper should contain critical analysis and try to offer original insights about the subject matter.

Your paper must begin with introductory remarks that provide the proper context for the subject matter. The introduction must lead the reader to the issue/theme and why you wish to study it. It usually begins with a statement of intent or a thesis statement. The body, which makes up the bulk of the paper, takes appropriate steps to explain and develop the issue/theme. For the body or analysis, you are expected to use the readings of the course, but you are not limited to our readings. The paper is expected to conclude with analysis, and it should aim for original contribution.

Of course, you are more than welcome to discuss your papers with me.

Grading:

Technicalities: 5% (above: straightforward), Content: 35% (read the following)

1. An **'A'** paper contains an outstanding analysis—one that aims at making a potential contribution to the field. It offers precise elaboration of the issue; it is insightful and engaged; and it contains a critical engagement that is closely connected with its theme.
2. A **'B'** paper contains a very good engagement with the topic—one that captures with relative success the issue to be discussed. The paper is written clearly and brings the issue to light and points out the problems or issues. The critique it offers is acceptable while needing elaboration.

3. A 'C' paper contains a clear topic while making references to the issue in such a manner that it still needs clarification and development. It offers a glimpse of what the issue is, it may not contain a critique. In case it aims for a critical analysis, its critique still needs to be developed and relevant and connected to the issue at hand.

Final Words:

The paper is due on Brightspace on June 28, 2021, before 11:55 on Brightspace.
This date cannot be negotiated. Late papers will not be accepted.

Legal Blurb:

Examination and Assignment Policy

As per university policy, absence is only permitted in cases of illness, accident, family affliction, or religious obligations. Missing an exam for other reasons will result in an "F." Students are responsible for providing official documentation to justify their absence, e.g. a doctor's note. In cases of justified absences, the student has the right to request a make-up exam. Please note that exams will not be rescheduled to accommodate students' personal circumstances, including travelling plans. There are no exceptions to this policy.

Grading

In accordance with Senate Regulations, grading on the curve is not permitted. The grades students receive in this course reflect their performance in relation to specified academic expectations. Students should retain a copy of all submitted assignments (in case of loss) and should retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. All exams remain the property of the University of Victoria.

Official Grading Standards of University of Victoria is available for your viewing at: <https://web.uvic.ca/calendar2018-05/undergrad/info/regulations/grading.html>

Attendance

As per university policy, attendance to all classes is mandatory. Students who are unavoidably absent because of illness, accident or family affliction should report to the instructor as soon as possible. Absences that cannot be justified in accordance with university policies will be subject to penalty at the discretion of the instructor. If you are absent for reasons other than those specified under university policies, then it is not the responsibility of the instructor or the TA to help you catch up with missed lecture material.

Academic Integrity

The Department of Sociology fully and rigorously enforces the Senate Policy on Academic integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. Students caught cheating in the course will be expelled and reported to the Chair of the Department of Sociology and the Dean of Social Sciences for disciplinary action.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Plagiarism and Cheating

Students must note the statement on “Plagiarism” in the UVic Calendar, and all regulations under the “Policy on Academic Integrity.” Quotes and citations must be used for any material longer than 5 words in succession that is not the student’s original work.

Harassment

The Department of Sociology supports the University’s policies on harassment, and is committed to ensuring that all students, staff, and faculty are able to exercise fully their rights to participate in activities at the University without fear of harassment.

Classroom Etiquette

Distractions can easily hinder the difficult process of conveying knowledge. Please observe standard classroom etiquette. Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students. While occasional lateness may be unavoidable, your dedication to being on time is greatly appreciated. The use of electronic communication devices is also a distraction to both the instructor and classmates. This includes texting and surfing the Internet. **Please turn off your electronic communication devices before entering the classroom and refrain from using them during class.** If there is a justifiable reason for using your device during class (e.g., expecting an urgent call related to health or illness), please notify the instructor ahead of time, keep the device on vibrate, and exit the room if you must receive a message.

Departmental Equity Policy Statement

The Department of Sociology is committed to inclusiveness and to a welcoming, friendly learning and working environment where members of all genders, races, ethnicities, religions, abilities, and structurally disadvantaged groups are treated fairly. We will not tolerate sexism, racism, classism, ageism, ethnocentrism, homophobia, transphobia, ableism, and discrimination based on religious beliefs or any other form of prejudice which undermines people’s rights to fairness.

Bringing in the Bystander – Bystander Intervention Training at UVic

Offered by the Office of Student Life, "Bringing in the Bystander" is a free in-person workshop on campus that teaches students how to overcome resistance to checking in and intervening when they observe harmful situations and the potential for sexualized violence to occur. By empowering students to become active bystanders, we hope to create a compassionate community response to preventing sexualized violence and fostering a safer environment on campus.

Email: svptraining@uvic.ca

Web: www.uvic.ca/bystander

Course Experience Survey (CES)

Your feedback on this course is valued. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback regarding the course and the instructor’s teaching, as well as to help the department improve the overall

program for students in the future. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet or mobile device. Please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Grading

A primary purpose of evaluation and grading is to further effective teaching and learning. Any practices which assign a predetermined percentage of students a specific grade, that is, a certain percentage get A, another percentage get B and so on, without regard to individual achievement are prohibited.

The table on the next page shows the official grading system used by instructors in arriving at final assessments of student performance. For letter grades authorized for use in the Faculty of Law, see the entry under that faculty.

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage *	Description
A+ A A-	9 8 7	90 – 100 85 – 89 80 – 84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77 – 79 73 – 76 70 – 72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65 – 69 60 – 64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing. Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage *	Description
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may

			vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 - 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 - 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary	Grade Point Value	Percentage *	Description
INC	N/A	N/A	Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See Deferred Status.
INP	N/A	N/A	In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course. See General Regulations: Undergraduate Co-op .
Grade Note			Note
AEG	N/A	N/A	Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected

			the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

* The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.