

**York University**  
**SOCI 4220 Social Movements: Theory and Practice**  
**Course Syllabus, Fall 2013**

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**Course Information:**

Course Director: Craig Fortier  
Meeting Time: Fridays, 8:30am – 11:30am  
Course Location: MC 216  
Office Hours: Fridays, 12:00pm – 1:00pm  
Office: Atkinson College #636  
Email: cfortier@yorku.ca



**Course Description:**

The goal of this course is to delve into the radical imagination. We will explore how communities (past and present) have resisted, challenged and dismantled systems of power and oppression. We will also explore and discuss the ways in which communities and individuals imagine and bring about new ways of being in the world. Along the way, we will stumble upon a number of important questions: Where do ideas for social change come from and how does this change take place? How do “regular folks” resist, imagine, and bring about change while faced with exploitation, oppression, and violence? What is the role of oral history, stories, and memory in shaping political action? How do people form relationships of solidarity across differences in power, culture, identity, and positionality?

We will examine the intersections between past, present, and future invocations of the radical imagination. To do so we will draw upon video, oral histories, music, posters, articles, books and other radical literature.

**Course Readings:**

Text:

Graeber, David (2009) *Direct Action: An Ethnography*. Oakland: AK Press.

SOCI 4220 Course Reader Available at York Bookstore

Other readings are linked to our Moodle site, the library’s e-journals site, jstor or they are googleable.

I have sought to make the course readings as cheap and as accessible as possible. The success of this class relies on each of our commitment to keeping up with the readings and engaging fully with them in the classroom. If cost constraints are an issue for you being able to access the readings, please approach me after class or during office hours.

## Course Objectives:

1. To create a space where we can talk about and analyze the possibilities and challenges posed by social movements.
2. To be able to identify and grapple with some of the theoretical and methodological questions facing social movements.
3. To be able to historically situate social movements ideologically, materially, and pre-figuratively.
4. To understand our own connection as individuals and communities to movements.
5. To gain skills working both critically and collectively and to increase our ability to discuss political issues more concretely.
6. To be able to write more effectively and with a critical lens.

## Course Format:

I seek to develop a culture of respect in the classroom. This means that I seek to maintain respect for you as individuals and as a class – to understand that you all live in differing life circumstances. Similarly, I expect that each student comes to class with the same respect for other students and for me. The course will involve discussions, group work, individual work, in-class exercises, and lectures. I believe in interactive teaching and that means that I expect each student to take responsibility for their own learning – including keeping up with the meetings and engaging deeply with the material and in the class – while actively listening to their peers.

## Course Evaluation:

The assignments and point breakdown are noted below.

Final Paper Proposal <b>DUE: Week 4 - Friday, October 4<sup>th</sup></b>	<b>10</b>
Content Review 1 <b>DUE: Week 7 - Friday, October 25<sup>th</sup></b>	<b>20</b>
Final Paper Journals <b>DUE: Week 9 - Friday, November 8<sup>th</sup></b>	<b>15</b>
Content Review 2 <b>DUE: Week 11 - Friday, November 22<sup>nd</sup></b>	<b>20</b>
Final Paper on the Radical Imagination <b>DUE: Week 13 - Friday, December 6<sup>th</sup></b>	<b>20</b>
Attendance + Participation	<b><u>15</u></b>
<b>Total</b>	<b>100</b>

**Content Reviews  
(20% each) = 40% total**

Content reviews will occur in the middle and at the end of the semester. The second content review will not significantly cover content from the first half of the semester, although some concepts discussed in the first part of the semester may flow into the second content review. Content reviews will ask students to summarize, analyze, and apply course material including readings, discussions, in-class exercises, and lecture presentations. You may use information and work from the final assignment journals in your content reviews (it's ok if they overlap), **but the content reviews must focus specifically on engaging with the readings.**

The first content review will be due Week 7 – October 25<sup>th</sup> and the second content review will be due Week 11 – November 22<sup>nd</sup>.

I intend this assignment to serve as a form of accountability related to course readings; and as a way for you to demonstrate your ability to analyze and apply knowledge from this course. You are free to explore multiple and various ways to discuss the material in these Content Reviews. They can be presented in journal format, using storytelling, artistically, or in a more conventional way.

When evaluating the Content Reviews, I will look for: (1) clear and concise thoughts; (2) accurate and in- depth summary of ideas presented in the readings, life experiences, political events, and other course material as related to the question(s); and (3) your ability to use critical thinking to apply course material to concrete, actual situations.

**Final Paper: Exploring the Radical Imagination  
(10% Proposal) and (15% Journals and 20 % Final) = 45% total**

**1. Engaged and Grounded Research**

It is my belief that one of the glaring weaknesses of social movement research in universities – and possibly all kinds of research in universities – is that they are not grounded in the day-to-day realities of radical struggles. This research project is meant as both an attempt to expand your theoretical understanding of the possibilities presented and obstacles faced by social movements, while also engaging on some level with the movements themselves.

Bevington and Dixon (2005) suggest that the gulf between social movement theory and what movement participants are actually reading can be narrowed by a return to movement-relevant theory. They define movement-relevant theory as the practice of drawing out “useful information from a variety of contexts and translat[ing] it into a form that is more readily applicable by movements to new situations” (p.189).

Through this research project I am asking you to do the following:

**Seek out a social movement group, campaign or project that you identify with. If you are already involved in a social movement group you may choose to select that one (please talk to me first).** Preferably the group will be “grassroots” meaning

that they are not attached to a charity, political party or other incorporated organizations (though if there is a particular group that you do want to work with that fits these criteria come talk to me). You should do some background searches on the Internet and journalize a bit about the history of their struggle: what issues are they organized around? How do they seek to effect change? What are some examples of actions or events they've engaged in? Where are they located?

**NOTE:** You should be self-reflexive about the group that you select for this assignment and should ask yourself the questions: How am I/would I be connected to this group or community? How does my identity shape my decision to engage with this group or movement? What is the predominant identities of people who are already involved in this movement and what is my relationship to them (i.e. Are these folks part of *my own community* or would I be considered someone seeking to be *an ally or supporter*?)

**Participate in events, actions and/or meeting of the group – not as a student or a scholar but as a member or ally of the campaign.** Remember that it's not as easy as picking and choosing from a catalogue of social justice issues. You should be thinking about why it is you feel that the issues/campaign/group is important to support. You should be thinking about whether or not this group or community *wants* your support at this time. You should also be thinking about what you could possibly contribute to furthering their struggles and what your long-term relationship with this group might be after this course is over.

**NOTE:** You don't have to make a long-term commitment nor do you have to take on work as an organizer – you may decide that you simply want to be a participant or observer in actions or events that the group is planning.

## **2. The Assignment**

This assignment seeks to challenge you to gain a greater understanding of the various ways in which radical groups and social movements imagine new ways of being outside of the current systems that dominate our lives.

The overall goal of this course will be to collectively produce a small book with each of your essays/assignments becoming a chapter. We will work collectively to edit and work on this book in an effort to make it available to all the various movements we've sought to study along the way.

### **Components**

#### **1. Selection of Social Movement Group – By Week 3 - September 27th**

I will support each student in the class in linking up with a social movement of their choice. You are required to send me information on what movement that you'd like to take part in – as well as a brief journal entry that will give me a sense of your motivations, desires, and decision-making processes in engaging in that particular struggle. (I will provide more information during class).

#### **2. Proposal (10%) Due Week 4 – October 4<sup>th</sup>**

The proposal will be a way for you to get guidance and suggestions on your project from me before you write the components of your final paper and assignment. I believe in iterative processes and think that it is my responsibility as the coordinator of this course to support your work and help you to improve it. It is also your responsibility as peers in this course to support each other and help each other to improve your work. This assignment seeks to break-down the academic complex that is too full of judgment and insecurity and lacks support, patience, and mutual aid.

### **3. Journals – Due Week 9 – November 8<sup>th</sup>**

You will be asked to maintain a journal and log of your engagement in the activities of the movement you join.

This will include:

- notes on events, actions, meetings you decide to attend
- personal reflections on your own participation, contribution, experience, self-doubts, etc.
- you may include copies of flyers, pamphlets, info sheets that you receive (so long as you reflect on them in the journal – don't just collect a bunch of them!).
- a log book of dates, times of events/actions/rallies/meetings that you participated in
- a diary of scattered thoughts based on the questions of the assignment, your thoughts about how your experiences relate to the material in the course, and the things you think are missing or uncomfortable for you in engaging with the movement/group you are participating in.
- sketches/drawings/poems or any other artistic expression that might be prompted by your experiences in this assignment can happen here.
- a plan for the remaining month of class and a look ahead in terms of your own participation in the struggle
- you can include draft sections of your paper in this submission for feedback

The journal acts as a place for you to collect your thoughts and to share with me your evolution in thinking over the period of this course. It will factor highly into the final grade. Each individual student must submit an individual journal regardless of the composition of your final paper.

### **4. Final Paper – Due Week 13 – December 6<sup>th</sup> (35% - in conjunction with the Journal)**

#### ***The logistics:***

You will write a 2,000-2,500 word paper (7-10 pages) that will outline your understanding of how the social movement that you've engaged in re-imagines the world in a more just way.

You will need to: (1) engage with how these movements oppose certain issue, activities and/or people and what the theoretical basis of their critique is; (2) identify the ideas, desires, principles that underlie their actions (i.e. What dreams do the people in the movement share? What kind of world do they believe is just? How does it relate to the kind of world that you would like to see?); and (3) think about ways in which they seek to

put those ideas into action – what type of transformative space are they creating? **(We will discuss the difference between critical and transformative spaces early on in the class – so make sure to take good notes!)**

The paper can be written as **an individual, as a partnership of two people, or as a collective of three people (that is the maximum)**. You will need to share in the work collectively if you choose to work in a group or a pair (there is no differential grading for deciding on any of the options). Regardless of whether or not you work in a pair or a collective – **everybody must submit an individual journal!** We will discuss the benefits and drawbacks of these things in class and you will need to decide by Week 3 how you want to proceed. If you choose to participate in this process collectively (5%) of your grade will be based on a **statement of mutual evaluation** that you will also need to submit to me.

The paper must be written in clear font, can include illustrations/photos, and be edited thoroughly to ensure that there are little to no spelling or grammar errors and that your sentence structure is clear and concise.

You must engage significantly with the readings in the course, external sources (both academic and non-academic) and your own reflections emerging from the journal.

### ***The Audience:***

While this is an academic paper and you will be evaluated based on your ability to articulate clear and theoretically sound arguments that engage with the literature in the field of your study – this is also a paper that we will seek to share with activists and communities engaged in the struggles that you plan to study. This means that you need to not only write a strong theoretical paper but you must also write in a way that is accessible and useful to the people that you are working with in these movements. Too much academic work on social movements fails to be useful or decipherable to the communities whose knowledge is embedded within them.

Thus, this assignment is an exercise in developing your academic abilities, showing your hard work, and being humble in acknowledging the origins of the knowledge that you have gained throughout this course – and thus engaging in a reciprocal relationship with those groups and communities.

### **Participation and Attendance (15% total)**

Participation includes *both* listening and speaking. Students will receive a grade for class participation for comments that reflect careful listening to and consideration of others' points of view, that are thoughtful and in-depth, that demonstrate a willingness and ability to rethink one's own ideas, that are pertinent to the course material and issues being discussed, and that reflect critical thinking and humility.

Participation involves collectively creating a supportive learning environment. A supportive learning environment requires all of us to act on an awareness of our responsibilities to others in the class (particularly related to group and team work), our social location, and of the dynamics of group discussion (i.e., only one person speaks at

a time, interrupting another speaker most often makes respectful discussion difficult, silence and reflection are necessary parts of learning and as important as speaking, all students should have somewhat equal “air time,” students have different styles of communication, putting your head on your desk or loudly yawning signals lack of respect and interest, etc.).

While I am sensitive to the multiple and varied factors that can prevent us from being able to attend class – particularly a course that begins at 8:30am on a Friday – I believe that it is part of your responsibility to the learning process to attend class. Much of the tangible work that we will take on will be done in the classroom, though the potential for exploring external options exists. I respect and understand that there can be circumstances that make attending class difficult – if you’re facing such a circumstance please make an effort to approach and talk to me about it.

### **York University Policies:**

**Important Course information for students:** All students are expected to familiarize themselves with the following information available on the Senate Committee on Curriculum and Academic Standards webpage (see Reports, Initiatives, Documents):  
[http://www.yorku.ca/secretariat/senate\\_cte\\_main\\_pages/ccas.htm](http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm)

1. York’s Academic Honesty Policy and Procedures/ Academic Integrity website
2. Ethics Review Process for research involving human participants
3. course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
4. Student Conduct Standards
5. Religious Observance Accommodation

**Access/Disability:** Students who feel that there are extenuating circumstances which may interfere with their ability to successfully complete the course requirements are encouraged to discuss the matter with the Course Director as soon as possible. Students with physical, learning or psychiatric disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss this with the Course Director early in the term so that appropriate arrangements can be made.

### **Week 1 –September 13th – Introduction to Social Movements**

#### **Summary:**

The first week of the course will be an introduction to the course, a go-around to get a sense of people’s experiences and desires for the course, and a brief introduction to studying social movements.

**Readings:** There are no readings for this class.

**Questions:** Where do ideas for social change come from and how does this change take place?

## Week 2 – September 20<sup>th</sup> – The Radical Imagination – Part I

### Summary:

During this week we will introduce the concept of the radical imagination and juxtapose it with ideas such as critical theory and oppositional struggles. We will engage in a class exercise that will seek to give us a better understanding of the multiple sites of resistance and transformation that occur within social movements.

### Required Readings:

Graeber, David (2009). *Direct Action: An Ethnography*. Oakland: AK Press. [Chapter 10: Imagination, pp. 509-537.]

Haiven, Max and Alex Khasabish (2010). “What is Radical Imagination? A Special Issue.” *Affinities: A Journal of Radical Theory, Culture, and Action* 4(2): i-xxxvii. <http://affinitiesjournal.org/index.php/affinities/article/view/70/174>

### Relevant Readings:

Khasnabish, Alex and Max Haiven (2012). “Convoking the Radical Imagination: Social Movement Research, Dialogic Methodologies, and Scholarly Vocations”, *Cultural Studies ↔ Critical Methodologies* 12(5): 408-421.

Graeber, David (2009). *Direct Action: An Ethnography*. Oakland: AK Press. [Chapter 1: New York Diary, March 2001].

**Questions:** What is the radical imagination? How do social movements bring it into being?

## Week 3 – September 27<sup>th</sup> - The Radical Imagination – Part II

### Summary:

We continue our discussion about the radical imagination but focus more specifically on how radical groups and social movements have attempted to bring it to fruition in practice. We will watch a brief video on the Occupy movement and engage in an exercise related to the practice of invoking the radical imagination and engaging in transformative justice.

**Readings:** This weeks readings are as follows:

Walia, Harsha (2011). “Letter to Occupy Together Movement”, October 14, 2011 <http://rabble.ca/news/2011/10/acknowledgement-occupations-occupied-land-essential>

Alfred, Taiaiake (2010). “What is Radical Imagination? Indigenous Struggles in Canada”, *Affinities* 4(2): 5-8. <http://affinitiesjournal.org/index.php/affinities/article/view/59/179>



Reinsborough, Patrick (2010). "Giant Whispers: Narrative Power, Radical Imagination and a Future Worth Fighting For", *Affinities* 4(2): 67-78.

<http://affinitiesjournal.org/index.php/affinities/article/view/68/203>

**Questions:** What is the importance of narrative power in radical transformation? What is transformative justice?

## **Week 4 – October 4<sup>th</sup> – Decolonizing Social Movements**

### **Summary:**

Now that we have a bit of a foundation on what the radical imagination is – we will look specifically as to what that might mean for movements in our contemporary era. Most importantly, what that means for all of us living within colonized spaces. This class will begin an ongoing conversation around processes of decolonization and how they relate to social movement struggles on Turtle Island (North America).

**Readings:** This weeks readings are as follows:

Coulthard, Glen (2008). "Beyond Recognition: Indigenous Self-Determination as Prefigurative Practice" in Simpson, Leanne, *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Winnipeg: Arbeiter Ring. [Chapter 12: 187-203].

Ramnath, Maia (2011). *Decolonizing Anarchism: An Antiauthoritarian History of India's Liberation Struggle*. Oakland: AK Press. **Pages 15-40**  
<http://libcom.org/files/Maia%20Ramnath%20-%20Decolonizing%20Anarchism.pdf>

Walia, Harsha (2012). "Decolonizing Together: Moving beyond a politics of solidarity toward a practice of decolonization" Briarpatch Magazine, January 1, 2012.  
<http://briarpatchmagazine.com/articles/view/decolonizing-together>

Kilibarda, Konstantin (2012). "Lessons from #Occupy in Canada: Contesting Space, Settler Consciousness, and Erasures within the 99%", *Journal of Critical Globalisation Studies* 5, pp.24-41.

**Questions:** What is decolonization? How do social movements decolonize? What is the relationship between decolonization and the radical imagination?

## **Week 5 – October 11<sup>th</sup> – Solidarity**

### **Summary:**

During this week's class we will engage with the concept and practice of solidarity. We will evaluate historic and contemporary attempts to build solidarity among individuals, groups and communities across boundaries of identity and class, as well as geographic and political boundaries.

**Readings:** This weeks readings are as follows:

Luu, Helen (2002). "Discovering a Different Space of Resistance: Personal Reflections on Anti-Racist Organizing". *Colors of Resistance*.  
<http://www.coloursofresistance.org/392/discovering-a-different-space-of-resistance-personal-reflections-on-anti-racist-organizing/>

Conway, Janet (2012). "Transnational Feminisms Building Anti-Globalization Solidarities", *Globalizations*, 9(3): 379-393.

McKenzie, Mia (2013). "8 Ways Not to Be an 'Ally': A Non-Comprehensive List". *Black Girl Dangerous*.  
<http://blackgirldangerous.org/new-blog/2013/6/17/8-ways-not-to-be-an-ally>

Comrades from Cairo (2011). "Statement by Comrades from Cairo in Response to OWS Proposal to Send Election Monitors". *Jadaliyya*.  
<http://www.jadaliyya.com/pages/index/3113/statement-by-comrades-from-cairo-in-response-to-ow>

Gills, Julie et al (2013). "The Healthy Sex Talk: Teaching Kids Consent, Ages 1-21".  
<http://goodmenproject.com/families/the-healthy-sex-talk-teaching-kids-consent-ages-1-21/>

**Questions:** What is solidarity in theory? What is solidarity in practice? What is the relationship between history, identity, positionality and solidarity?

## **Week 6 – October 18<sup>th</sup> – Social Movements, the State, Nationalism**

### **Summary:**

This week seeks to understand the relationship between grassroots social movements, the state, and borders. In this class we will have invited guests from migrant justice movements in Toronto to help us facilitate a deeper discussion on what the radical imagination looks like in relation to borders and the state.

**Readings:** This weeks readings are as follows:

Dixon, Chris (2012). "Building 'Another Politics': The Contemporary Anti-Authoritarian Current in the US and Canada", *Anarchist Studies* 20(1): 32-60.

Glenn, Evelyn Nakano (2011). "Constructing Citizenship: Exclusion, Subordination, and Resistance", *American Sociological Review* 76(1): 1-24.

Fortier, Craig (2013). "No One Is Illegal Movements and Anti-colonial Struggles from within the Nation-State" in Goldring, Luin and Patricia Landolt (eds.) *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada*. Toronto: University of Toronto Press. **[Chapter 14: pp. 274-290]**

Video – No One Is Illegal Rally:

<http://www.youtube.com/watch?v=m3rnfmsDjgA>

**Questions:** What is the relationship between social movements and the state? How do social movements work within the state, against the state, outside of the state?

## **Week 7 – October 25<sup>th</sup> – The Power of Stories**

### **Summary:**

In this week's class we will explore the way that stories contribute to the ideas and desires that underlie movements for social change. We will analyze how particular events, actions, or moments in time can be remembered differently based on a strong for control over the type of stories that are told about them. Particularly the way in which dominant media, governments and elites, grassroots activists, and everyday people tell and re-tell stories of particular events or eras from in very different ways.

### **Readings:**

Armstrong, Elizabeth A. and Suzanna M. Crage (2006). "Movements and Memory: The Making of the Stonewall Myth" *American Sociological Review*, Vol 71:5, (pp.724-751).

Hussan, Syed (2011). "Collective Movement, Collective Power: People of Colour, Migrant Justice, and the G20" in Malleson, Tom and David Wachsmuth (eds.) *Whose Streets? The Toronto G20 and the Challenges of Summit Protest*. Toronto: Between the Lines.

Selbin, Eric (2010). "Chapter 2: The case for stories and social change" in *Revolution, Rebellion, Resistance: The Power of Story*. New York: Zed Books (p.23-48).

**Questions:** How are social movements remembered? Who controls those memories? What is the role of storytelling in social movement success/failure?

## **Week 8 – November 1<sup>st</sup> (Co-Curricular Week)**

## **Week 9 – November 8<sup>th</sup> – The Intersections of Art and Radical Struggle**

### **Summary:**

This week's class will look at the role of art in developing and influencing the radical imagination. We will engage in an interactive workshop with members of the Radical Design School on the intersections between art and radical struggle.

### **Readings:**

Melzer, Patricia (2005). "Change my cultural 'coloring' again': anti-colonial identities in Octavia E. Butler's feminist science fiction", *International Journal of Media and Cultural Politics* 1(3): 247-261.

Rose, Tricia (2012). "Hip-Hop can be a poetic force for a social movement", interviewed by Adam Elliot-Cooper in *Ceasefire*, Monday, October 29, 2012.

<http://ceasefiremagazine.co.uk/tricia-rose-hip-hop-poetic-force-social-movement/>

Greenwald, Dara (2010). "Justseeds Artist Cooperative", *Affinities* 4:1, pp.144-150.  
<http://affinitiesjournal.org/index.php/affinities/article/view/49/131>

Hill, Gord (2012). "Anti-Capitalism and Violence: Gord Hill Interviewed by Kersplebedeb", Monday, June 18, 2012.

<http://sketchythoughts.blogspot.ca/2012/06/anti-capitalism-and-violence-gord-hill.html>

**Questions:** What is the role of art in social movements? What is the relationship between posters, songs, and other radical art and the way we remember struggles for social change?

## **Week 10 – November 15<sup>th</sup> – The Politics of Play**

### **Summary:**

Often lost in the analysis of the serious and immediate struggles for social justice is the role of play in radical and social movements. How even in some of the most dire conditions, communities and individuals may find hope in a more just world through play. We will discuss the links between play and creativity and imagination and how it relates to social movements. We will also engage in play.

### **Readings:**

Scott, James C. (2012). "The Production of Human Beings" in *Two Cheers for Anarchism*. Princeton: Princeton University Press. **[Chapter 3, pp.54-83]**.

Morgensen, Scott L. (2005). "Rooting for Queers: A Politics of Primitivity", *Women & Performance: A Journal of Feminist Theory*, Issues 29, 15:1, pp.251-281.

Graeber, David (2010). "On the Phenomenology of Giant Puppets: broken windows, imaginary jars of urine, and the cosmological role of the police in American culture"  
<http://libcom.org/files/puppets.pdf>

**Questions:** What is the role of play in radical struggle? What does a political movement based on love look like?

## **Week 11 – November 22<sup>nd</sup> - Direct Action**

### **Summary:**

During this week's class we will focus more closely on direct action as a tactical strategy that emerges from the radical imagination. We will analyze some of the historical uses of direct action and its contemporary formations within the struggles that we have covered in this course. We will also briefly touch upon the ongoing tension between violent and non-violent approaches to direct action – and how this struggle is framed.

## Readings:

Graeber, David (2009). *Direct Action: An Ethnography*. Oakland: AK Press. [Chapter 5: Direct Action, Anarchism, Direct Democracy, pp. 201-238.]

Poletta, Francesca (1998). "It Was like a Fever...' Narrative and Identity in Social Protest", *Social Problems* 45(2): 137-159.

Harvey, Ryan (2012). "Occupy Before and Beyond." in *We Are Many: Reflections on Movement Strategy from Occupy to Liberation*. Edited by Kate Khatib, Margaret Killjoy, and Mike McGuire. AK Press: Oakland. pp. 123-133

**Questions:** What is direct action? What is the role of direct action in struggles for social change? How is direct action a part of the radical imagination?

## Week 12 – November 29<sup>th</sup> – Struggle in the Age of Austerity

### Summary:

As we develop a grounded analysis of what a radical imagination might look like – we consider how the historical material circumstances of our contemporary period plays an impact on our practices and our ability to dream of other worlds.

### Readings:

McNally, David (2011). *Global Slump: The Economics and Politics of Crisis and Resistance*. Oakland: PM Press. [Chapter 5: Debt, Discipline, and Dispossession: Race, Class, and the Global Slump, pp.113-145].

Burrowes, Nicole, Morgan Cousins, Paula X. Rojas and Ije Ude (2007) "On Our Own Terms: Ten Years of Radical Community Building With Sista II Sista" in INCITE! Women of Color Against Violence (eds). *The Revolution will Not Be Funded: Beyond the Non Profit Industrial Complex*. Brooklyn: South End Press.

Zapatista National Liberation Army (EZLN) "First Declaration of the Lacandon Jungle".

**Questions:** What is the role of neoliberalism on social movement struggles? What is austerity and how is it influencing the emergence of new radical movements? How do we understand the multiple and consistent uprisings worldwide?

## Week 13 – December 6<sup>th</sup> – Final Day

### Agenda:

1. Submit Final Assignment
2. Final Check-In and Go Around (15 minutes)

**Readings:**

There are no readings this week.

**Questions:**

How do I engage the radical imagination in my life? In my community? What responsibilities do I have? Is another world possible?