

Department of Sociology
University of North Carolina, Chapel Hill
Social and Economic Justice
(SOCI 273)
Fall 2018
Stone Center 0209
(Tuesday Thursday: 12.30-1.45 pm)

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Social/ Economic Justice and Revolutions

This course focuses on the schools of thought on social & economic justice and revolutions. The concept of justice is heavily intertwined with the social and political order. Challenges to an existing social order often include a critique of an existing justice paradigm. In some cases challengers develop their own understandings of justice, which eventually become more predominant. This lies at the heart of the revolutions. In this course we will zoom in on how alternative understandings of justice fuel revolutions and how revolutions shape those ideas.

By end of the course, I hope that you will develop the tools for critically analyzing ideas of social and economic justice, recognize which ideological traditions they belong to, and how they were transformed (and stigmatized) over time, as well as how they were institutionalized in revolutionary moments.. In particular I expect a thorough understanding of political traditions that affect contemporary social justice movements, where they came from, and why certain ideas were institutionalized in specific ways.

Goals of the Course:

1. To present a snapshot of the major schools of thought in social and economic justice
2. To contextualize these concepts of justice within the revolutions they help shape
3. To encourage an analytical mode of thought that evaluates how those specific concepts can be applied to other contexts
4. To highlight the steps of argument construction and evaluation

Required Text:

- 1) Jennifer Popiel, Mark C. Carnes and Gary Kates. *Rousseau, Burke, and Revolution in France 1791* (ISBN 9780393938883)
- 2) Mary Jane Treacy. *Greenwich Village, 1913: Suffrage, Labor, and the New Woman*. (ISBN: 9780393938906)
- 3) Articles available on Sakai

Commitments:

This is not a lecture course. Class discussions and role-plays are central to the course. Commitments and assignments reflect this structure. If you have any difficulties with this structure please come see me during the office hours.

Attendance. Attend all class sessions. Please bring to each class 1) that day's reading material 2) a notebook or laptop (unless it is a no-computer day) containing this syllabus, 3) your class notes from the entire semester- you will need to refer to these during class. For each class that you miss, you will lose 0.5 point from your overall grade. If illness or an emergency prevents you from attending, please inform me by e-mail prior to the class, or as soon as possible; attendance issues will be considered on a case-by-case basis. Students are responsible for all class material that they miss. Example: You have a 91 average and miss 6 classes. Your overall grade is 88, a B+.

Service Learning. This course incorporates community service into the academic curriculum. We are working with the APPLS service-learning program on campus to place each student in a service setting for at least 3 hours a week for 10 weeks. You are required to complete 30. I strongly urge you to complete your hours early in the semester, there will not be extra credit opportunities.

Please check the list of available service learning opportunities on our course site at Sakai and sign-up for one by emailing me. You also need to visit the organization that offers the opportunity and sign-up with them too.

For issues regarding service-learning placements you can contact APPLS program at apples@unc.edu.

Reading and Reflection. Read and think about all assigned material. Occasionally, class will begin with a short writing assignment/ in class-quiz (close-book, close-note, no Internet) You will be asked to respond to the assigned readings and demonstrate your understanding of the material. Those in-class assignments will form 5% of your grade.

Films/ Videos. In addition to the readings, lectures, and discussions we will be watching several videos in this course. They will help us develop a historical perspective and understand radical changes revolutions envision as they seek alternative ways to establish social and economic justice. They are part of the required material for this class and you will be expected to know the content of the videos.

Participation. Participation in discussions means actively talking in them; attendance counts only for a very small portion of the credit. Come to discussions prepared to ask questions and discuss the readings. Your participation will be based on how deeply you contribute. Here is a set of expectations that will be used to evaluate your overall participation grade at the end of the course:

Grade	Criteria
D/F	Did not participate much and/or was disruptive
C	Present, not disruptive. Tries to respond when called on but does not offer much Demonstrates infrequent involvement in discussion
B-	Demonstrates adequate preparation: knows basic case or reading facts but does not show evidence of trying to critically analyze them
B/B+	Offers interpretations and analyses of case material, has thought through implications of them. Demonstrates consistent ongoing involvement.
A	Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other materials Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments Does not try to dominate class discussion

Participation in Role-Play. The game we will play focus on **the French revolution, 1791 and Greenwich Village, 1913**. You will be playing major figures from the French revolution including the king Louis XVI and Lafayette, the commander of the National Guard. You will all have different, sometimes incompatible, goals to achieve and yet collectively you are expected to bring political, social, and philosophical conflicts of the revolution to life. In the next game, taking place in the 20th century, you will role-play the debates around suffrage, labor movement, socialism, and anarchism. While you will be obliged to adhere to the political and intellectual beliefs of the roles you have been assigned to play, you must devise your own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and you must also pursue a course of action you think will help win the game. (No computers during these sessions)

During the class sessions preceding the games, I will provide general guidance on the historical context, major texts, and intellectual issues of the game. These sessions will be much like a “normal” class. You might find the complexity of the game to be confusing, so you should ask questions! During these set-up phases I will distribute roles and you will meet your faction members to discuss a strategy to win the game!

After each game, we will have a meta-gaming session where we will discuss/evaluate what has happened in the game. You can find more instructions about how to play the game on Sakai. I will also give you more detailed information about the second game in the second half of the semester.

For some initial advice, see “Notes on Reacting to the Past” on Sakai.

Reading for Role-Playing Debates.

We will have three sources:

- a) student gamebook
- b) historical texts (on sakai, also you will need to do some research in the library)
- c) role descriptions, which will be provided by me. (Role descriptions are confidential- do not share with anyone)

Game Notebook. During game sessions, you will be required to take structured notes. These will assist you in keeping track of multiple positions. After the game, you will hand in all your notes.

Papers. The purpose of written work is to complement class presentations: students write in order to win the game. This means that you will be writing speeches! For each game, students are to complete 7 pages of writing. The first paper of the game will 4 pages and the second paper of the game will be 3 pages. You will receive the guidelines for these assignments.

Because the purpose of written work is to persuade other students, it should be posted on the online class folder. Students must submit their work on time. A beautifully crafted call to attend a labor rally does not do any good if the rally is over.

Grading.

In-class assignments: 5%
Participation: 15%
Reading and reflection: 5%
Midterm Exam: 10%
Service Learning: 5%
Game Papers (10% each): 40%
Game Notebook: 5%
Final Exam: 15%

A grade of 94 1/3 and above will qualify for an A, 90 and above A-, 86 2/3 and above B+, 83 1/3 and above B, 80 and above B-, and so on. Please keep in mind that completing these requirements only adequately will earn you a B- in the course. Completing them exceptionally well will earn you a B, B+, A-, or A, depending on the quality of work.

Time Commitment

This is a rigorous course. Readings for each day average a little less than 30 pages, which you can expect to spend at least two- three hours a week. During the game phases you will have special reading assignments to prepare for your role. This background research will be crucial in writing you papers (speeches you will give in the game).

Sakai

This syllabus and the gradebook can be found on Sakai. You will also submit all of your assignments there. I will also use Sakai to post announcements.

Honor Code. The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. Honor Code will be in effect through all exams and assignments. Please read carefully the provisions of the Honor Code, make certain you understand and adhere to them, and ask me to clarify any

questions you have regarding the Code. You will find a link to the Code on our course web page.

Syllabus Changes. I reserve the right to make changes to the syllabus, including assignment due dates. These changes will be announced as early as possible.

Schedule

Please read the relevant section of your book and/or the articles listed here by the following dates. You should come to class having read the section we will discuss on that day.

August 21 Introduction

What is Justice?

In-class discussion on news articles featuring an aspect of justice

August 23

Religion and Divine Right to Rule

Charles Tilly. "How war made states, and vice versa" in *Coercion, Capital and European states*. Pp. 67-95.

August 28

Industrial Revolution

Thomas Hobbes. Selection from "The Leviathan"

August 30

American Revolution

Gordon S. Wood. *The American Revolution: A History* "Equality" p.99-112

John Locke. Selection from "Second Treatise"

Recommended: Richard Bensel, *Yankee Leviathan: The Origins of Central State Authority in America 1859-1877* (Cambridge University Press, 1990), Chs. 1-3.

September 6

French Revolution

Jan Jacques Rousseau. Selection from "The Social Contract"

September 11

Revolutions of 1848 (Spring of Nations)

France, Austria-Hungary, Denmark, the Netherlands, Poland, Sweden, Switzerland, Belgium, Ireland, German states

Karl Marx and Friedrich Engels. "Manifesto of the Communist Party"

Karl Marx. "Communism, Revolution, and a Free Poland"

<https://www.marxists.org/archive/marx/works/1848/02/22a.htm>

- Hurricane Florence Break-

September 18 – Midterm

September 20

Paris Commune

Pierre-Joseph Proudhon. Selection from “What is Property: or, An Inquiry into the Principle of Right and Government”

Michael Bakunin. Selection from “Statism and Anarchy”

September 25 -Game Set-up

Rousseau, Burke, and Revolution in France, 1791

Readings RBR Gamebook “Versailles to Varennes,” pp. 19–47; excerpts of Montesquieu, Voltaire, and Rousseau (pp. 87–99)

September 27

Readings Read roles and biographies of all players and game rules; also read “Origin of the Jacobin Club”

Paper I due

September 29

Volume one of newspapers due; editors distribute their newspapers to players

All players decide on their position in light of the speeches

October 2

Background reading for your roles

October 4

Volume two of newspapers due; editors distribute their newspapers to players

October 9

Readings: TBA

Paper II due

October 11

Meta-Gaming

October 16

Bolshevik Revolution

Lenin. Selection from “Imperialism, the Highest Stage of Capitalism”

Rosa Luxemburg. Selection from “The Mass Strike, the Political Party and the Trade Unions”

October 18 – Fall Break

October 23-Game Set-up

Greenwich Village, 1913: Suffrage, Labor, and the New Woman

Readings: Part 1. Introduction, Part 2. Historical Background: Woman's Rights and Suffrage, and Part 3. The game in **GV gamebook**.

October 25

Suffrage faction presentations

Readings: Rest of Part 2. Pp 31-65 in **GV gamebook**

October 30

Labor faction presentations

Paper III Due (for all students)

November 1

Readings TBA

November 6

TBA

November 8

Paper IV Due

Readings TBA

November 13

Readings TBA

November 15

Final day of the game

Meta gaming

November 20 -22 Thanksgiving

November 27

Cuban Revolution

Frantz Fanon. Selection from "Black Skin White Masks"

November 30

Revolutions and Social Movements

December 4

Last Day of Class

Revision

December 7, Friday 12.00 pm

Final Exam

