COURSE INSTRUCTOR

Samantha Ortiz Casillas

SHORT BIOGRAPHY

Samantha Ortiz Casillas is Assistant Professor of Social Innovation. She is an ethnographer and qualitative researcher interested in the study of work and organization in the contexts of government and political collective action. Her research examines how people organize and work towards social change—through public policy, government work, civil society, or activism—in complex and sometimes hostile environments. Samantha is interested in understanding the everyday efforts and challenges of civil servants, voluntary workers, and activists, and how these challenges inform organizational practices, processes, and relationships that shape resilience and goals.

Prior to joining NOVA SBE, Samantha was Assistant Professor in the Public Administration Division at the Center for Economic Research and Teaching (CIDE) in Mexico City. She is a co-organizer of the Ethnography Atelier and a member of the Talking About Organizations Podcast. Since 2014, she has been working with activist groups, civil society organizations, and civil servants to develop better work and organization practices. Samantha holds a PhD in Management from Emlyon Business School (France), a Master of Public Policy and Administration from CIDE (Mexico), and a Bachelor of International Relations from La Trobe University (Australia).

A Samantha Ortiz Casillas é professora assistente de Inovação Social. É etnógrafa e investigadora qualitativa com interesses no estudo do trabalho e da organização em contextos de governo e de ação política coletiva. A sua investigação examina como as pessoas organizam-se e trabalham por forma a contribuir para a mudança social— usando políticas públicas, trabalho governamental, sociedade civil, ou ativismo— em ambientes que podem ser complexos e por vezes hostis. A Samantha está principalmente interessada em compreender o esforço e desafios diários de funcionários públicos, trabalhadores voluntários e ativistas, e como estes desafios informam as práticas, processos e relacionamentos organizacionais que moldam a sua resiliência e objetivos.

Antes de ingressar na NOVA SBE, a Samantha foi professora assistente na Divisão de Administração Pública do Centro de Investigação e Ensino Económico (CIDE) na Cidade do México. É coorganizadora do Ethnography Atelier e membro participante do Podcast Talking About Organizations. Desde 2014, trabalha com grupos ativistas, organizações da sociedade civil, e funcionários públicos de modo a desenvolver melhores práticas de trabalho e organização. A Samantha é detentora do Doutoramento em Administração pela Emlyon Business School (França), do Mestrado em Políticas Públicas e Administração pelo CIDE (México), e da Licenciatura em Relações Internacionais pela La Trobe University (Austrália).

EMAIL

samantha.ortiz@novasbe.pt

OFFICE HOURS

By appointment

PREREQUISITE(S)

N/A

COURSE UNIT AIMS

This course is for students interested in how power is exercised by people, organizations, and the state to bring about social change. The course combines theoretical insights with practical examples and discussions to help students understand power and social change and give them tools they can apply in projects, organizations, and their everyday lives. It features classical as well as critical approaches on power, politics, policy, social movements, and organization to provide students with a more holistic understanding of the possibilities, promises, and challenges of social change.

At the end of the course, students will learn how power can be a productive yet unpredictable force in social change and, more importantly, understand the challenges of exercising power in a strategic manner. The course is designed to promote active participation and discussion in the classroom to enhance critical thinking and collective learning.

LEARNING OBJECTIVES

Knowledge and Understanding:
- Classical and critical theories on power, social change, structure and agency, public policy, governance, social movements, interpersonal relationships, and politics
- How social problems are constructed and used to demand and legitimize state intervention or mobilize people
- Understand how and why people mobilize and organize for social change
- How social change goals configure organizational forms and practices
- How organizations exercise control, build commitment, and implement care to achieve social change goals
- How people can use power to challenge the status quo in their organizations, communities, or society

Subject-Specific Skills:
- Applying a systematic and critical analysis to efforts to bring about social change in society and within organizations
- Developing frameworks for responsible organizing that favor social change goals and protect the wellbeing of those working towards these goals

General Skills:
- Effective and responsible communication that fosters discussion, collective learning, and inclusivity
- Become a critical thinker that can understand both the potential of power and organization and the challenges and drawbacks that might emerge from collective action efforts

COURSE UNIT CONTENT

Session 1: Introduction to Power and Social Change

In this first session we will get to know each other, discuss course requirements and set mutual expectations for the term. We will also discuss key ideas for the course: what is power? How does power work? What is social change and how does it happen? We will end the session by forming teams for the group assignment.

Required readings:
- Hays, S. (1994). Structure and agency and the sticky problem of culture. *Sociological theory*, 57-72.
- Avelino, F. (2021). Theories of power and social change. Power contestations and their implications for research on social change and innovation. *Journal of Political Power*, *14*(3), 425-448.

Recommended readings:
- Bachrach, P., & Baratz, M. S. (1962). Two Faces of Power. *American Political Science Review*, *56*(4), 947-952.
- Crozier, M. (1973). The problem of power. *Social research*, 211-228.
- Foucault, M. (1978). The history of sexuality. Volume 1: An introduction. New York: Pantheon Books. Pp. 92-102 ("Method").
- Sewell Jr, W. H. (1992). A theory of structure: Duality, agency, and transformation. *American journal of sociology*, *98*(1), 1-29.
- Butler, J. (1997). The Psychic life of power: Theories in subjection. *Standford UP*.

Session 2: State power and public policy

In this session we examine power and social change through the State. We learn about public policy as a government mechanism and think critically about the limitations and implication of exercising power through it.

Required readings:
- Stone, D. A. (1989). Causal stories and the formation of policy agendas. *Political science quarterly*, *104*(2), 281-300.
- Foucault, M. (1982). The Subject and Power. *Critical Inquiry*, 8:4, 777-795.

Recommended readings:
- Lasswell, H. D. (1970). The emerging conception of the policy sciences. *Policy sciences*, *1*(1), 3-14.
- Behn, R. D. (1981). Policy analysis and policy politics. *Policy Analysis*, 199-226.
- Miller, P., and Rose, N. (1990). Governing economic life. *Economy and Society,* 19:1, 1-31.

- Peter DeLeon, "The Historical Roots of the Field", *The Oxford Handbook of Public Policy*, Michael Moran, Martin Rein, and Robert E. Goodin (eds.), 39-57 (New York: Oxford University Press, 2008).
- Doherty, R. (2007). Chapter 13: Critically framing education policy: Foucault, discourse and governmentality. *Counterpoints*, 292, 193-204.
- Stone, D. A. (2022). *Policy paradox: The art of political decision making*. WW Norton & company.

Session 3: Mobilization and Organizing for Social Change
In this session we discuss why and how people mobilize and come together to advance common goals. We examine theories of mobilization, social movements, and organizing for social change.

Required readings:
- Ganz, M. (2000). Resources and resourcefulness: Strategic capacity in the unionization of California agriculture, 1959-1966. *American journal of sociology*, *105*(4), 1003-1062.
- Polletta, F., & Jasper, J. M. (2001). Collective identity and social movements. *Annual review of Sociology*, *27*(1), 283-305.

Recommended readings:
- Alinsky, S. (1989). *Rules for radicals: A pragmatic primer for realistic radicals*. Vintage.
- Ganz, M. (2009). *Why David sometimes wins: Leadership, organization, and strategy in the California farm worker movement*. Oxford University Press.
- Polletta, F. (2009). *It was like a fever: Storytelling in protest and politics*. University of Chicago Press.
- Munson, Z. W. (2010). *The making of pro-life activists: How social movement mobilization works*. University of Chicago Press.
- Jasper, J. M. (2014). *Protest: A cultural introduction to social movements*. John Wiley & Sons.
- Moss, D. M., & Snow, D. A. (2016). Theorizing social movements. *Handbook of contemporary sociological theory*, 547-569.
- Tilly, C., & Wood, L. (2019). Social movements as politics. In *Social Movements, 1768-2018* (pp. 3-17). Routledge.

Session 4: The Costs and Perils of Organizing for Social Change
We discuss the risks undertaken by activists and members who organize for social change and the role of personal emotions and identity in sustaining collective action efforts.

Required readings:
- Reger, J. (2004). Organizational "emotion work" through consciousness-raising: An analysis of a feminist organization. *Qualitative Sociology*, *27*, 205-222.
- A culture of care: Helping activists and their allies look after themselves. (n.d.). Retrieved September 24, 2020, from openDemocracy website: https://www.opendemocracy.net/en/frontline-insights/culture-care-helping-activists-and-their-allies-look-after-themselves/

- Self-Care and Sustaining Activism: Infographic. (2019, January 9). Retrieved September 24, 2020, from Global Fund for Women website: https://www.globalfundforwomen.org/self-care-activism-infographic/
- Activist self care and wellbeing. (2020, August 24). Retrieved September 24, 2020, from Amnesty International Australia website: https://www.amnesty.org.au/self-care-well-being/

Recommended readings:
- Hirsch, E. L. (1990). Sacrifice for the Cause: Group Processes, Recruitment, and Commitment in a Student Social Movement. *American Sociological Review*, *55*(2), 243.
- Jasko, K., Szastok, M., Grzymala-Moszczynska, J., Maj, M., & Kruglanski, A. W. (2019). Rebel with a Cause: Personal Significance from Political Activism Predicts Willingness to Self-Sacrifice. *Journal of Social Issues*, *75*(1), 314–349.
- Kanter, R. M. (1968). Commitment and Social Organization: A Study of Commitment Mechanisms in Utopian Communities. *American Sociological Review*, *33*(4), 499.
- Gorski, P., Lopresti-Goodman, S., & Rising, D. (2019). "Nobody's paying me to cry": The causes of activist burnout in United States animal rights activists. *Social Movement Studies*, *18*(3), 364–380.
- Schrock, D., Holden, D., & Reid, L. (2004). Creating emotional resonance: Interpersonal emotion work and motivational framing in a transgender community. *Social Problems*, *51*(1), 61-81.
- Jasper, J. M. (1998, September). The emotions of protest: Affective and reactive emotions in and around social movements. In *Sociological forum* (Vol. 13, pp. 397-424). Kluwer Academic Publishers-Plenum Publishers.

Session 5: Being a Change Agent: Interpersonal Power
In this session, we reflect on what it means to be a change agent. We reflect on our power and role vis-à-vis the State, social movements, and organizations. We also reflect on how notions of self influence how we participate in collective action efforts.

Required readings:
- Battilana, J., & Casciaro, T. (2021). *Power, for all: How it really works and why it's everyone's business*. Simon and Schuster. Pp. 193- 208: "Conclusion"
- Butler, J. (2001). Giving an account of oneself. *diacritics*, *31*(4), 22-40.

Recommended readings:
- Ganz, M. (2008). What is public narrative? Available at: https://resources.equityinitiative.org/bitstream/handle/ei/721/Ganz-WhatIsPublicNarrative08.pdf?sequence=1
- Battilana, J. (2006). Agency and institutions: The enabling role of individuals' social position. *Organization*, *13*(5), 653-676.
- Mair, J., Battilana, J., & Cardenas, J. (2012). Organizing for society: A typology of social entrepreneuring models. *Journal of business ethics*, *111*, 353-373.

Session 6: Conclusion and Final Presentations

In this last session, groups will present their analysis of a case of social change. We will use these presentations to map collective conclusions on the contents of the course.

DEMONSTRATION OF THE COHERENCE OF THE SYLLABUS WITH COURSE UNIT AIMS AND LEARNING OBJECTIVES

The syllabus is structured to discuss power and social change from the perspective of the state (public policies, government organizations, and political actors), social movements, organizations with social change goals (for-profit or non-for-profit), and the individual. Students learn both the promises and challenges of social change in these domains.

TEACHING AND LEARNING METHODS

The course is designed to promote active participation and discussion in the classroom, to enhance critical thinking and collective learning. Students will be expected to discuss the assigned readings in depth and offer their own opinions and interpretations. Students are encouraged to share personal experiences with power and social change or to bring in real-world examples for discussion in the classroom.

DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODS WITH COURSE LEARNING OBJECTIVES

Active participation in each session will help students process and expand the content learned through readings and in the classroom. The group project and exam will help students practice systematic and critical thinking on issues on power and social change.

ASSESSMENT

Grading overview:

- Participation in class   20%
- Reading quizzes   15%
- Team project   25%
- Peer evaluation   10%
- Exam   (short essay)   30%

All students are expected to participate in every class through comments, feedback, questions, or reflections—actively and respectfully. Attendance is necessary but not sufficient to secure participation points each week (20%). At least three short pop quizzes will be conducted to test if students are reading (15%). These will consist of one or two questions related to the required readings.

In the team project students analyze a case of social change using the materials learned in the course (25%). Teams will prepare a 20 minute presentation with their

analysis that will take place in the last session of the course. Team members will be asked to evaluate each other based on how well the group worked together (10%).

In the final exam, students will have approximately 90 minutes to write a short essay. Possible essay questions will be discussed in each session during the course. It is recommended that students prepare for the final exam by developing arguments for at least two short essays. Essays must reflect what was discussed in class during the course and include references to the required readings.

ADDITIONAL BIBLIOGRAPHY

In addition to the required readings outlined for each session, students are encouraged to consult the following resources:

- Foucault, M. (1980). Power/Knowledge: Selected interviews and other writings 1972-1977. New York: Pantheon Books
- Alinsky, S. (1989). *Rules for radicals: A pragmatic primer for realistic radicals*. Vintage.
- Ganz, M. (2009). *Why David sometimes wins: Leadership, organization, and strategy in the California farm worker movement*. Oxford University Press.
- Polletta, F. (2009). *It was like a fever: Storytelling in protest and politics*. University of Chicago Press.
- Munson, Z. W. (2010). *The making of pro-life activists: How social movement mobilization works*. University of Chicago Press.
- Tronto, J. (2020). *Moral boundaries: A political argument for an ethic of care*. Routledge.
- Battilana, J., & Casciaro, T. (2021). *Power, for all: How it really works and why it's everyone's business*. Simon and Schuster.
- Stone, D. A. (2022). *Policy paradox: The art of political decision making*. WW Norton & Company.