OVERVIEW
In recent years it has become increasingly obvious how ordinary people, within mass mobilizations of protests and resistance of different kind are able to overthrow governments, without using military means. We have seen how racist dictatorships have fallen (as in South Africa), as well as communist authoritarian regimes (as in Easter Europe and former Soviet Union), and military dictatorships (as in several South American states, e.g. Chile and Bolivia). We have also seen how major reforms have been implemented against structural violence and legalized injustices within liberal democracies (as e.g. racist segregation in the Southern states of USA). However, some of these mobilizations have encountered hard obstacles and protracted violent conflicts, with few or any achievements (as in e.g. Palestine, China, Syria, Egypt, Western Sahara, Tibet). Others have overthrown their government in sudden transitions, only to find themselves within an even worse authoritarian regime than before (as in Iran), while others have succeeded to create a fundamentally more democratic and just society after a series of smaller challenges and reforms over longer periods (as in Scandinavia).

This course focus on what has variously been called 'nonviolent direct action', 'people power', 'unarmed insurrection', or 'color revolution'. It applies sociological perspectives on the 'resistance' that is played out in political and non-institutional mobilizations: its causes, effects and dynamics. In what way does organized, strategic and mass mobilized popular resistance bring about change, or reproduce domination?
By the end of the course you should, based on your learning from the literature and class discussions:

- recognize key features of nonviolent action or civil resistance when you encounter it in public discourse or media reports.
- understand the differences between key concepts such as nonviolent action, protest, direct action, civil disobedience, contentious politics and social movements.
- be familiar with several different theoretical frameworks that try to explain the mobilization of civil resistance.
- understand how it is possible to explain why civil resistance might be utilized effectively against authoritarian regimes.
- recognize some different choices activists will have to conduct when it comes to an appropriate tactical and strategic application of civil resistance.
- show ability to critically analyze a case or event involving civil resistance, or someone making an argument in favor or against civil resistance in a particular context, by pointing out some key questions or factors that need to be considered.

**Requirements**

**Participation in class discussions:** This course is organized with a combination of different class meetings (lectures, text seminars, movie seminars and paper seminars). During text seminars we discuss some key texts together, and during lectures and other types of seminars you will be given supplementary perspectives on the course theme. Therefore you must complete the required readings of some specified texts before the class meeting for which they are assigned (see schedule below), and it is expected that you actively participate in the discussion of the readings during seminar sessions. In addition to demonstrating an understanding of the main arguments and themes of the readings, you are encouraged to think critically about the readings (i.e. identify strengths and weaknesses), compare and contrast them to other readings or literatures, and make connections to ongoing social processes and current events.

**Text seminar rapporteurs:** For each of the seminars for which we have required readings, one or more students will be designated as rapporteurs, who are responsible for presenting to the class a concise summary of the main points and arguments of the readings (time limit: 20 minutes).

**Text seminar questions:** Each student will have to team up with another student and together hand in a paper with two questions to the seminar (i.e. 2 questions per pair of students). Based on the reading of the required reading for the seminar your question has to be well informed, and one that is a problematizing one. (It is not accepted to hand in a question that can be answered with a simple yes or no, or where the answer is to find on a certain page.) Make copies of your paper with questions to yourself and your student team member, as well as one copy to the professor to hand in before the meeting starts (i.e. three copies in total).

**News rapporteurs for “Here are the news”:** News about activism within mainstream media is generally sporadic, misguided, distorted and incomplete. In order to counter
that we have at each class meeting a short news report of about 5 minutes with a selection of highlights relevant to the course theme. Students, according to a rotating schedule, conduct this report function. Making the news report is normally only possible if you have actively searched for news from activist sites and alternative media outlets using Internet (for some suggested outlets to begin with, see below). Once the report is done you hand in your notes to the professor (as plain text or keywords in a bullet list).

**Texts:** This course apply some more texts to read than normal, but the idea is to read extensive, to learn and understand the main concepts, models, claims and theoretical frameworks. The emphasis is not on remembering details in a smaller collection of texts, rather on your ability to compare, criticize, problematize and discuss differences within the literature, and to form your own positions in relation to that literature. To secure that kind of learning we apply the learning form of seminars with discussions, and lectures that bring in perspectives that supplement the readings.

**Discussion/reading groups:** In order to facilitate both the reading before the class, and discussions during meetings you will be divided up in groups. It is a general recommendation to meet before and/or after class and read together, since it facilitates discipline and collaboration, but that is not mandatory. You are responsible to form your own meeting schedule and inform all students in the group when you plan activities. During class meetings you will regularly be asked to sit and discuss within your group.

**Review essay:** Each student is required to choose one recent scholarly book (published the last three years) that falls within the substantive domain of this course, such as a social movement organization, contentious political event (e.g. a regime change) or a relevant theoretical issue, and to make a review essay of the book. The book needs approval from the professor before you start to write. Since each student need to choose a book someone else has not yet chosen, it is good to be quick in reporting which book you choose. This essay should consist of 3 double spaced pages, and the text shall be evenly distributed with 1/3 of the text (1 page) per section: (1) Summary of the main content and points of the chosen book, (2) Analytical comparison with the mandatory literature at this course, and (3) Your critical reflection of the strengths and weakness of the chosen book. The review is due at the class meeting in which we do the midterm evaluation (see schedule below).

**Course Paper and presentation, and peer-review:** A paper is required on a topic of your choice that falls within the substantive domain of this course, such as a social movement organization, contentious political event (e.g. a regime change) or a relevant theoretical issue. You have the opportunity to get direct feedback on your choice if you have one idea to present on the class September 22 (see schedule). You must get approval from the professor of your topic before starting to write. After getting approval, submit a 2-page paper that describes your topic (similar to an abstract) and includes a preliminary bibliography with at least 10 scholarly sources. This is due at the beginning of class on October 6. Include your email on this submission, and you will get written feedback from the professor.

The paper is due at the beginning of class on November 12. The paper should be about 20 double-spaced pages, with a consistent style of specific referencing to the literature. It is absolutely mandatory to follow conventional principles of academic honesty and
not use any concepts or text (even shorter sections) from other sources without referring to the source. Presentations will be scheduled for some of the last classes (more information later). The presentations should be no more than 10 minutes in length. We will utilize a short written peer-review of papers from within the class (which will not be presented in class, but shared with the author). Details will be provided in a separate handout.

**Always remember to identify yourself:** Remember to state your full name and class when you communicate with the professor via email, handing in papers or in any other way hand in material for the grading of the course. The only exception is the written evaluations that are done anonymously.

**Grading:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Text Seminar rapporteur</td>
<td>15%</td>
</tr>
<tr>
<td>Text Seminar questions</td>
<td>15%</td>
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<tr>
<td>News rapporteur</td>
<td>5%</td>
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<tr>
<td>Review essay</td>
<td>15%</td>
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<tr>
<td>Paper, presentation and peer-review of other paper</td>
<td>40%</td>
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</tbody>
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**TEXTS**

**Required extensive readings: books**


**Required extensive readings: articles**


**Recommended extra readings:**


**Some suggestions of relevant literature to chose from (but it is your own choice!):**

When you chose your own literature you need to choose a minimum of scholarly texts, but you are encouraged to also, in addition, choose other literature. That could be more “popular” literature as novels, poetry, or “activist” literature, as activist biographies, collections of stories from movements, etc.

**Classical examples of activist literature:**


**Here are some suggestions of relevant scholarly literature:**

• Jo Freeman’s The Politics of Women’s Liberation (1975)
• The Rebellious Century (1975) by Charles, Louise, and Richard Tilly;
• The Strategy of Social Protest (1975) by William Gamson; Jeffery Paige’s Agrarian Revolution (1975);
• Michael Schwartz’s Radical Protest and Social Structure (1988 [1976]);
• Poor People’s Movements (1977) by Frances Fox Piven and Richard Cloward;
• Charles Tilly’s From Mobilization to Revolution (1978);
• Theda Skocpol’s States and Social Revolutions (1979);
• The Whole World Is Watching (2003 [1980]) by Todd Gitlin;
• John Gaventa’s Power and Powerlessness (1980);
• Political Process and the Development of Black Insurgency (1999 [1982]) by Doug McAdam;
• Hardiman, David (2003) Gandhi in his time and ours, Delhi: Permanent Black.

Some recommended activist news outlets to start with when preparing “Here are the news”:
http://revolution-news.com
http://wagingnonviolence.org
http://roarmag.org
http://www.indymedia.org/or/index.shtml (not very active nowadays, but there are 50+ sites from different countries and cities with updates)
http://www.theguardian.com/world/protest
http://peacenews.info
http://zcomm.org/zmag/
http://www.earthtribe.co
http://newsactivist.com
http://www.trueactivist.com
SCHEDULE OVERVIEW

More details on class meetings will be provided during the course.

This schedule may be modified. If so, changes will be announced in class.

Note: The schedule for your assigned discussion/reading group might involve some meetings outside of this schedule.

Wednesday, September 3 Course introduction

September 8: Civil Resistance and Social Change
Introduction of the thematic and its guiding problems and questions.

Lectures on key concepts/frameworks
September 10 (Social movements, part 1),
September 15 (Social movements, part 2),
September 17 (Revolution),
September 22 (Transformation) (Time for collection of ideas for Course Paper)
September 24 (Nonviolent action and Civil resistance, part 1),
September 29 (Nonviolent action and Civil resistance, part 2),
October 1 (Direct action and protest),
October 6 (Civil disobedience) (Time to hand in the 2-page summary of your planned course Paper)

Text seminars on mandatory literature (see above):
(Note: Seminar questions must be handed in at the start of each seminar, see above)
Text seminar rapporteurs present (20 min.) and the we discuss the rest of the time.
October 8: Sharp (+ Schock 2003; Stephan and Chenoweth)
"October 13" NOTE that this date needs to changed to another time. The new time will be agreed upon in class: Keck and Sikkink.
October 15: McAdam et al.

October 20: Midterm evaluation and (if there is time) a short Case example of Civil Resistance (Time to hand in the Review essay)
The course so far is evaluated. What have been good, and what could be improved?

Text seminars on mandatory literature (see above):
October 22: Tilly and Tarrow.
October 27: Nepstad (+ Rigby)
October 29: Schock (+Chabot and Vinthagen; Vinthagen; Weber)
November 3: Bayat.

Case stories of civil resistance (movies, narratives and discussions): November 5, 10 and 12 (On November 12 you must hand in the course Paper).

Paper seminars: November 17, 19, 24 and 26
Paper seminars with examination of individual student papers based on chosen problems and literature. 10 minutes per paper. Details will be provided in a separate handout.

Summary discussion seminar: What have we learnt? December 1.

Course evaluation: December 3.
The theme of the course is evaluated in an end-of-semester teaching evaluation, both in terms of its content and course form, as well as other practical issues (examinations, information, administration, student service, etc.).