

**Spring 2024**

Version 1.8

DTEM3500  
**Resistance &  
Global Activism**

**Dr Mathias Klang**  
**[mklang@fordham.edu](mailto:mklang@fordham.edu)**  
**[www.klangable.com](http://www.klangable.com)**  
**(215) 882 0989**  
**Office: FMH 436**  
**Classroom: FMH313**

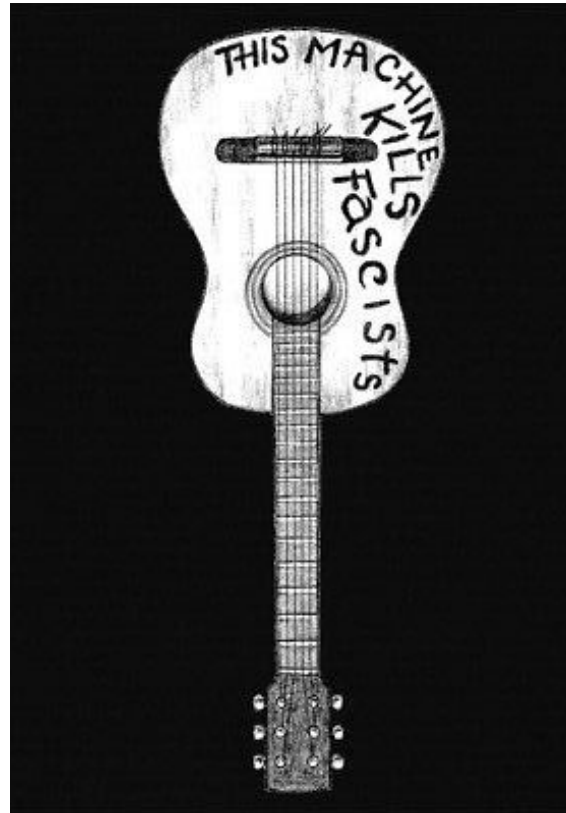
### Resistance and Global Activism

This course is designed to generate a robust understanding of theories explaining the background to why and how groups mobilize to defend or resist power. Through the study of the theories and practices of past and present collective action, this course will offer the participant an understanding of the nature of these forms of political behavior. We will look at the major theories that sociologists and political scientists have created to explain the mobilization and outcomes of social movements. Following a rigorous grounding in social movement theory, the course will then move on to an analysis of recent protests around the globe in order to apply the theoretical frameworks to the action on the ground.

### Learning Objectives

Upon successful completion of the course, students will be able to:

- Explain the roles of social, political, legal, and ethical factors in contemporary computing and technology innovation practice.
- Understand the moral dimensions of issues in digital media – including the understanding that not every controversy is a moral one
- Understand a broad set of ethical and social implications of our data-driven society, including potential unexpected outcomes of data models, algorithms, and related systems;
- Identify and critically engage with ethical and social implications of data experienced in their daily lives and workplaces.
- Critically reflect on these factors in their thinking, orientations, and practice within their education, daily lives, workplaces, and future aspirations for developing new technologies.
- Extend this knowledge and practice to future coursework and beyond.



Woody Guthrie's guitar 1940s

## Schedule

Module	Dates	Monday	Thursday
	1/18		Introduction
1	1/22 & 1/25	Chapter 1 Social Movements	P01 Bobel: I'm not an activist P02 Auyero: When everyday life
2	1/29 & 2/1	Chapter 2 Social Changes	<del>P03 Touraine: Social Movements</del> P04 Jasper: Social Movements
3	2/5 & 2/8	Chapter 3 Symbolic Dimension	P05 Benford & Snow: Framing processes <del>P06 Davis: Narrative Social Movements</del>
4	2/12 & 2/15	Chapter 4 Collective Action	P07 Polletta & Jasper: Collective identity P08 Chabot: Sense of Civil Resistance
5	<del>2/20</del> & 2/22	Chapter 5 Networks	<del>P09 Krinsky &amp; Crossley: Social networks</del> P10 Larson: Networks of Conflict
6	2/26 & 2/29	Chapter 6 Organizing	<del>P11 Smith: Transnational Networks</del> P12 Jenkins: Resource Mobilization
7	3/4 & 3/7	Chapter 7 Protest	<del>P13 Lam Knott: Understanding protest</del> P14 Lee: Why do people
8	3/11 & 3/14	Chapter 8 Politics	P15 della Porta & Fillieule Policing Social Protest <del>P16 della Porta &amp; Giugni: Democracy</del>
9	3/18 & 3/21	Chapter 9 Effects	P17 Tilly: Interactions to Outcomes SPRING RECESS
	3/25 & 3/28	SPRING RECESS	EASTER RECESS
	4/1 & 4/4	EASTER RECESS	Theory Exam
10	4/8 & 4/11	Resistance, Protests	Civil Disobedience, Protests
11	4/15 & 4/18	Digital Activism, Protests	Violence & NonViolence, Protests
12	4/22 & 4/25	Humor, Protests	AstroTurfing, Protests
	4/29	Wrapping up!	

Possibly the best syllabus ever written is [Sonya Huber's Shadow Syllabus](#); it's nothing like a typical syllabus. Read it. You won't regret it.

## Assignments

NAME	CREDITS	DUE
Topic Discussions	90	Wednesdays module 1-9
Exam	100	4 April
Protest Presentation	100	Day before module 10-12
Final Paper	100	6 May
<b>Total</b>	<b>390</b>	

## What's my grade?

The final letter grade for the course is a percentage of your total points

A 94 or above A- 90-93, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76

## Slack

I really like using Slack as a communications platform in my courses. It's informal, collaborative and (occasionally) fun. It enables you all to get to know each other and help each other answer questions that you may have. So, in Resistance, we will use Slack to post questions, share information, and any funny memes to brighten the mood. Make sure you are on the course slack channel.

Sometimes it's  
appropriate to scream  
at them.

Helen Caldicott

## Reading & Talking

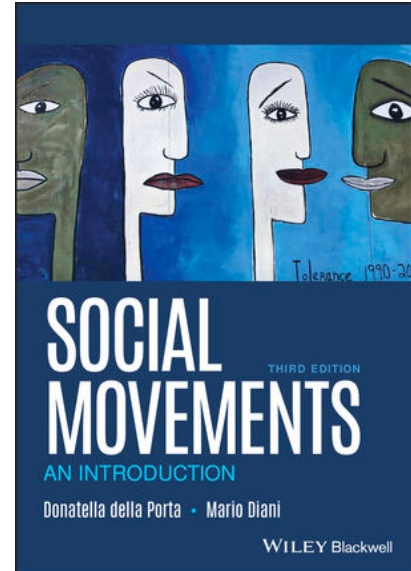
This course has a lot of reading. Not too much, but still a lot. It is designed to also include a LOT of participation and discussion. I am very good at talking. I am a professional, I get paid to talk. But this course will only work if you share your ideas and join the discussion. I will talk less, I will set up the discussions, and you will fill it with meaning. I know that you may not enjoy talking in class but this is a "fake it till you make it kind of situation" and I believe in your abilities to do so. Have you read the syllabus? Post any random image from your phone to #random (no text, just picture)



## Topic Discussions

We will be covering the main bulk of the course theory during module 1 to 9. Each Monday will begin with a presentation and discussion based on the book by book by Donatella della Porta and Mario Diani *Social Movements: An Introduction* (3rd edition). Students should come to class prepared to talk about the assigned chapter. In order to gain a robust understanding of the topic the discussions on Thursdays will be based on addition materials (see schedule) available on Blackboard.

Prior to class on Thursdays students should write a reflection on the topic based on the offered prompt. The reflections should be about 300-500 words.



Woman hitting a marching Neo-Nazi with a handbag in Växjö, Sweden on 1985 photo by Hans Runesson.

## Exam

Yeah. Its an exam. You've seen them before, and you will see them again. Nothing really special. Long questions and short questions designed to test your understanding of the topic.

## Presentation

In order to cover a wide breadth of protest this course will cover with protests from all around the world. During modules 10 - 12 we shall therefore cover a significant amount of recent collective political actions from across the globe. This will be done in the form of student presentations. Students, guided by the instructor, will work in pairs to develop their materials in the form of a written work and a 10-minute presentation.

Obviously it will be important for the readers and listeners to understand the context in which 'their' protests were occurring, who the main stakeholders were/are and their positions, with a focus on the goals that the protesters were hoping to achieve.



anti-Vietnam march, by Marc Riboud (1967)

It is important that these presentations include a theoretical analysis from based in the literature and discussions from the first part of the course.

4/8 & 4/11	2019–2020 Hong Kong protests 2018–2019 Sudanese protests Extinction Rebellion	Rhodes Must Fall 2018–2020 Serbian protests 2020–2021 Indian farmers' protest
4/15 & 4/18	Peruvian protests (2022–2023) 2019 Indonesian protests 2020–2021 women's strike protests in Poland	2020–2021 Thai protests 2019 Venezuelan protests Protests against Faure Gnassingbé
4/22 & 4/25	2019-2020 Catalan Protests Sunflower Student Movement 2018 Armenian Revolution	Corsican protests 2020–2021 Belarusian protests Mahsa Amini protests Dakota Access Pipeline protests

## Final

ALWAYS write a paper as if it were for someone you like a lot and want to impress but who knows nothing about the topic. Do NOT write your paper for me (you will assume I know what you're talking about and take too many shortcuts.)

Where there is  
resistance, there is  
power

Lila Abu-Lughod

IMPORTANT: You must cite the articles where this information comes from. If you need a refresher, please contact any Librarian (they want to help you!) and also check out [this quick resource](#).

The final paper for the course should be an in-depth exploration of either a theoretical element of global activism or a protest case study based in the theories presented during the course.

Papers should be around 700-900 words, or approximately 3-4 pages, not including the references and citations.

Papers must cite/reference all 4 readings using either [APA](#) or [MLA](#).

Papers must have a "References" section at the end of the paper (again, either APA or MLA)

Papers do NOT need a title page or abstract

You should avoid using phrases like "I believe" or "I think" and focus on stating your ideas using an ethical framework

Refresher: [You are Not Entitled to Your Opinion](#) ← worth reading.

Grading will work like this:

- 90-100 points: excellent grammar, well developed stance, clear ethical position
- 80-89 points: good grammar, fine developed stance, identifiable ethical position
- 70-79 points: acceptable grammar, underdeveloped but identifiable stance and/or unclear ethical position
- 60-69 points: poor grammar and/or poorly developed stance and/or absent or unclear ethical position
- 1-59 points: all elements of the paper were below college writing
- 0 points: you didn't submit anything



Baton Rouge La. by Max Becherer (2016)

## Advice

I keep a bunch of resources aimed at helping students navigate the more obscure details of academia. Check out [Annoy the faculty](#), which has surprisingly good advice on how to email your professor. Matt Might has a [great page on college](#), and the Reddit thread on [College Classroom Norms](#) has some gems. I have an unfinished page of [Classroom reflections](#) and [teaching & writing](#) resources, which may help combat insomnia...

## To laptop or not...

A short word on technology in the classroom. If you use them to take notes then you are welcome to use them. HOWEVER, I will be calling on you to comment, answer questions, and more than those using analogue technology. If your technology use seems distracting to you or to those around you, I will ask you to put it away.

## Effort

While it may seem odd to include it in a syllabus, your effort is a required component of this course.

The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per Module for a semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per Module for each 3-credit course.

## Attendance

Attendance-wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. (If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, make up assignments are possible—but they MUST be cleared with me first). 3 absences automatically take your final grade down one tier of a grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham’s university-wide policy is that 4 unexcused absences result in a failing grade. It is your responsibility to get readings/ assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you’re unclear on.

Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class. Scheduling

Changes to the syllabus may be made at the instructor’s discretion and if circumstances require. Participants will be notified of changes via Blackboard/ university email. Participants are responsible for keeping up to date with these changes.

## Inclusivity

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

## Writing

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/> If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see [www.fordham.edu/academics/programs\\_at\\_fordham/english/writing\\_center](http://www.fordham.edu/academics/programs_at_fordham/english/writing_center)

## Academic Integrity

A University, by its nature, strives to foster and recognize the originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort, and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for the integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique, and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others. Violations of academic integrity include, but are not limited to plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.

The fear of offense is a really small price to pay for freedom.

Andrena Sawyer



## Coaching

Any student who struggles with time management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu) for more information.

## Accommodations

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop the most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email [disabilityservices@fordham.edu](mailto:disabilityservices@fordham.edu).

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

## Counseling

University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see [www.fordham.edu/campus\\_resources/student\\_services/counseling\\_and\\_psych/](http://www.fordham.edu/campus_resources/student_services/counseling_and_psych/)



Covid protest Michigan by Jeff Kowalsky (2020)

## Student well-being

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our department chair, about these or other hardships you may be going through. Your well-being is of primary importance to us. If you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to reach out. **We can help.**

## Prompts

The reflections should be about 300-500 words. But don't worry if you write more.

Module 1: Write a short essay defining what are (and what are not) social movements and activists.

Module 2: How do you understand the concept of cleavages? Which (unusual?) cleavage can you identify as a growing important basis for future collective action?

Module 3: Pick a protest or a movement (big or small) and describe how they use frame alignment in their communication.

Module 4: What role do you think identity plays in collective action? Use an example to illustrate your arguments.

Module 5: "Embeddedness in social networks not only matters for recruitment; it also works as an antidote to leaving, and as a support to continued participation." How do you think networks perform these roles?

Module 6: Given our communications technologies: Do we still need organizations?

Module 7: Given that we live in a democracy, and have access to the internet, do we need protest? Should anyone (or any group) be allowed to disrupt the functioning lives of others?

Module 8: In what way does the strategy of the police impact the outcome of protest?

Module 9: What do social movements do?