

## **SOC 360 | SOCIOLOGY OF DISSENT** **Fall 2024**

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### **Course Description**

Dissent occupies a particular place in contemporary societies. On the one hand, state mechanisms adopt pre-emptive policies and strategies in an attempt to prevent dissent from evolving into civil unrest and disorder, whilst on the other hand, dissent remains the most powerful tool in the hands of those social groups who feel and/or are marginalized, excluded or silenced. Arising in a number of contexts – the political domain, everyday life, popular culture, sports, institutions – dissent has been routinely associated with progressive causes and positive social transformation. However, similarly to the germane concept of resistance, dissent can also take regressive forms. In recent years, the multiple manifestations of crisis in the West have given rise to ideologies and practices with a strong anti-establishment profile coupled with an agenda of social exclusion, calling, thus, for a revision of our sociological horizon and analytical tools with regards to dissent. Using contemporary Greece as an entry point to these debates and combining key readings with interactive learning methods, this course presents a sociological perspective on dissent that calls into attention the meanings and conceptual histories of dissent.

To do so, the following topics will be explored throughout the course of the semester:

- The culture of protesting: civil unrest, public order/disorder, and police violence
- The convergence between sports and politics: football (soccer) fan clubs, collective belonging and ritualized violence
- On the Left: anarchism and the emergence of identity activism (feminism, veganism, anti-fascist, and anti-racist groups)
- On the Right: the rise of new fascism as an anti-establishment movement (white supremacy, ultra-nationalism, anti-immigration discourses)
- Alternative rationalities: contesting scientific expertise, alternative therapies and spiritualities, the rise of conspiracy theories
- Street art forms: hip-hop culture, street poetry, graffiti, and landscapes of dissent in the urban culture and the new media
- Tradition as resistance: religion as a powerful institution and as a force of dissent

### **Learning Goals**

By the end of the course, students should be able to:

- Use the fundamental concepts, theories and debates that shaped the understanding of dissent, resistance, and violence in social sciences.
- Identify and critically assess a wide array of forms of dissent and their relationship to contemporary political, economic, and social developments.
- Compare, contrast, and evaluate forms of resistance, dissent, and violence in a variety of cultural, historical, social, and national contexts.
- Apply the theoretical toolbox developed through the course to analyze instances of dissent, resistance, and violence.
- Acquire the conceptual background and analytic capacity to recognize manifestations of dissent and engage in their own examination of contemporary forms of dissent.

### **Course Requirements and Assessment**

#### **CYA Attendance Policy**

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential, so attendance at all scheduled meetings is required. All absences are recorded and have consequences that may affect your grade.

Your grade for this course will be based on the following distribution:

- Class attendance and participation: 25%
  - Class participation includes participation in class discussions, informed contributions with evidence of awareness of the required readings, applications of theory as requested (instructions will be given in class)
- Class debate: 15%
- Creation of an Infographic: 15%
- Midterm reflection essay: 10%
- Research paper or project: 30%
- Presentation of the research paper or project: 5%

### **Class Attendance and Participation**

Class attendance is compulsory and your active participation in all class activities and class discussion is key for the successful completion of the course. Participation is evaluated on the basis of raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings, expanding the class' perspective, appropriately challenging assumptions and perspectives. Class participation also includes applications of theory, namely exercises designed to hone your sociological skills and allow you to apply theoretical concepts on sociological realities.

### **Class Debate (group work)**

Debates in the class around controversies aim to enhance the students' ability to construct arguments and position themselves vis-à-vis controversies in a structured and measured manner as well as promote the values of dialogue and consensus.

### **Infographic (group work)**

The creation of this group exercise is to enhance the ability for collective work, to identify accurate data, to present information in an intelligible and accessible manner, and to creatively combine textual and visual data.

### **Midterm reflection essay**

Part of your midterm grade is the submission of a reflection essay of 800-1000 words which will be comparing the two films which are part of the course material along with the ideologies represented in each of these films.

### **Research Paper or Project**

You must produce and submit one research paper or project of 2.500 words on one of the core issues linked to the course. The precise topic will be discussed with the course instructor at the beginning of the semester. You should make an argument and support your position based on the bibliography provided by the course but also on research conducted by you. This can be a theoretical piece, a piece based on bibliography or secondary sources or an empirical project based on primary data or sources that you will collect. It can be an individual or a group assignment (with word limit adjusted accordingly).

### **Presentation of the Research Paper or project**

On the last week of the semester you must present your research paper or project in front of the class. A power point must be used and submitted to the course instructor after the presentation. Your presentation should last no more than ten minutes and will be followed by a five-minute Q&A and feedback session.

### **Policy on Assignments and Make-up Work**

Details about assignments will be given in advance. No late assignments will be accepted unless discussed with the instructor in advance. If you are unable to come to class, please let the instructor know in advance beforehand.

If you miss a session for which applications of theory are scheduled, you must submit the work scheduled via email to the instructor. This is typically translated to 300-500 words piece on the topic under discussion. If you miss the class debate, you must submit a 1000 words essay on the topic assigned to your group.

## CYA Policies and Regulations

### **Academic Accommodations**

Students are required to submit an official letter from the office at their school that handles academic accommodations (generally the Office of Disability Services), or to have that office send a letter. Students who have submitted such a letter to CYA should also talk to their professors individually to discuss how these accommodations will work in each specific course.

### **Site Visit and Accessibility**

This course contains specific physical and spatial elements that are crucial to student learning and which cannot be modified. Students should be aware of these before enrolling in the course.

This course requires that students walk for a graffiti tour; the walking is mostly on streets and sidewalks in the center of Athens. Students should be aware that there could be significant background noise while the professor speaks. There is very limited access to bathroom facilities.

This course takes students to a football (soccer game). Students should be aware that this takes place outside the normal class hours, in the evening and/or during the weekend. Students should be aware that there are stairs to climb up and down once inside the premises and that noise levels could be quite high. There is access to bathroom facilities. This course requires students to give verbal (group and individual) presentations as well as participation in a debate in front of the class as part of their assessment.

### **ePolicy on Original Work**

Plagiarism is literary theft. As such, it is a serious offense which will not be tolerated either at your home institution or at CYA. Plagiarism on an examination or in a paper will result in an F for the course. You must cite the author of any and all ideas that you use that is neither common knowledge nor your own idea. If you are in doubt, it is safest to cite the source. Your work should be original and reflect your own ideas and thoughts. If you are unsure about what counts as original work, please consult your professor and check the Student Handbook.

### **Use of Laptops**

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work.

### **Upgrade to 400-level course**

Courses can be upgraded to a 400-level. This constitutes usually 25% additional work on the part of the student. The option to upgrade opens the second week of classes. If you are interested in this option, please talk to your professor.

## Fall 2024 Tentative Schedule

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
	Sep 5-7	Field Study   Delphi and Ancient Olympia
1	Sep 9	<p><b>SETTING THE SCENE: The spectrum of dissent in the 21st century: the agents, the reasons, the manifestations, the transformations</b></p> <p><i>Description</i></p> <p>This introductory session will present the social and economic context within which dis-sent has become a main vehicle of political expression in the Western world and will canvass its contemporary employments for ultra-progressive and ultra-conservative causes alike.</p> <p><i>Required reading</i></p> <p>Young, R. (2017), "Introduction: Dissent in America" pp. 1-16 and "Conclusion: The Arc of Dissent" pp. 520-522, in <i>Dissent. The History of an American Idea</i>, New York: NYU Press.</p> <p><i>Optional bibliography</i></p> <p>Hay C. (2014) "A Crisis of Politics in the Politics of Crisis" pp. 60-78 in: Richards D., Smith M. and Hay C. (eds) <i>Institutional Crisis in 21st-Century Britain</i>, Understanding Governance Series London: Palgrave Macmillan.</p> <p>Young, R. (2017), chapter 23 "A New Age of Dissent" pp. 501-520 in <i>Dissent. The History of an American Idea</i>, New York: NYU Press.</p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
2	Sep 11	<p><b>SETTING THE SCENE: Violence, resistance, dissent: definitions and theoretical background</b></p> <p><i>Description</i> This session will address the key concepts, structuring the debate that is dissent, resistance and violence. It will also cover the main theoretical approaches addressing social unrest and manifestations of discontent, as well as the significance of dissent for positive and negative social change.</p> <p><i>Required reading</i> Hollander, J. A. and Einwohner, R. L. "Conceptualizing Resistance", <i>Sociological Forum</i> 19(4): 533-554.</p> <p><i>Optional bibliography</i> Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in <i>The Social Movements Reader. Causes and Concepts</i>, Malden MA and Oxford: Wiley Blackwell.</p>
3	Sep 16	<p><b>PUBLIC ORDER AND DISORDER: Protests, demonstrations, riots: social unrest and civil disobedience</b></p> <p><i>Description</i> This session will look at the wide-spread practice of protests and demonstrations as ex-pressions of social unrest. Using as an entry point the recent economic crisis in Europe, it will examine facets of public protests – from strikes to riots and performative tactics – and will dissect the politics of social movements today.</p> <p><i>Required reading</i> Katz, M.B. (2008) "Why don't American cities burn very often?", <i>Journal of Urban History</i>, 34, 2, 185-208.</p> <p><i>Optional bibliography</i> Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in <i>The Social Movements Reader. Causes and Concepts</i>, Malden MA and Oxford: Wiley Blackwell.</p>
<b>Sep 18-21</b>		<b>Field Study   Crete</b>
4	Sep 23	<p><b>PUBLIC ORDER AND DISORDER: Police violence and the political ramifications of enforcing public order</b></p> <p><i>Description</i> This session will examine the role of police in enforcing order and will critically examine aspects of police violence as well as instances of violence against the police. Using Greece as an example, the session will look at the construction of police officers as violent subjects as well as the key symbolic function of the police in histories and mythologies of dissent.</p> <p><i>Required reading</i> Vasilaki, R. (2016) "Policing the Crisis in Greece: The Others' Side of the Story", <i>GreeSe: Hellenic Observatory Papers on Greece and South East Europe</i>, Paper no. 98, April 2016: 1-36.</p> <p><i>Optional bibliography</i> Della Porta, D. and Reiter H. (1998), chapter 2 "Policing Protest in the United States, 1960-1995" pp. 49-69 in <i>Policing Protest. The Control of Mass Demonstration in Western Democracies</i>, Minneapolis and London: University of Minnesota Press. Della Porta, D. and Reiter H. (1998), chapter 1 "Policing, Protest and Disorder in Britain" pp. 35-48, in <i>Policing Protest. The Control of Mass Demonstration in Western Democracies</i>, Minneapolis and London: University of Minnesota Press. Della Porta, D. and Reiter H. (1998), chapter 10 "Police Knowledge and Protest Policing: Some Reflections on the Italian Case" pp. 228-270 in <i>Policing Protest. The Control of Mass Demonstration in Western Democracies</i>, Minneapolis and London: University of Minnesota Press.</p>
5	Sep 25	<p><b>ON THE LEFT (PART 1): Far-left activism and anarchism in the 20th century in Europe</b></p> <p><i>Description</i> This week will look at the far Left as the conceptual and political space which has been mostly identified with ideas and practices related to dissent and resistance. Using examples from Greece, and Europe more generally, we will look at the ideological constitution of far-left activism in the 20<sup>th</sup> century.</p> <p><i>Required reading</i> March, L. and Keith, D. (2016), chapter 2 "Radical left 'success' before and after the Great Recession: still waiting for the Great Leap Forward?" pp. 27-50 in <i>Europe's Radical Left: From Marginality to the Mainstream?</i>, London: Rowman and Littlefield International Ltd.</p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<p><i>Optional bibliography</i></p> <p>March, L. and Keith, D. (2016), chapter 3 “Capitalist crisis or crisis of capitalism? How the radical left conceptualizes the crisis” pp. 51-70, chapter 4 “Uplifting the masses? Radical left parties and social movements during the crisis” pp. 71-88 and chapter 5 “The Radical left and immigration: resilient or acquiescent in the face of the radical right?” pp. 89-112 in <i>Europe’s Radical Left: From Marginality to the Mainstream?</i>, London: Rowman and Littlefield International Ltd.</p>
6	Sep 30	<p><b>ON THE LEFT (PART 1): Identity and lifestyle anarchism in the 21st century</b></p> <p><i>Description</i></p> <p>This session will look at the transformation of anarchism and far-left activism at the dawn of the 21<sup>st</sup> century. As identity politics have taken over traditional forms of left-wing expression, such as class-based analysis, identity and issue-led politics have also transformed the political topography of the far-left (rise of feminist, anti-racist, vegan etc. movements).</p> <p><i>Required reading</i></p> <p>Kitis, E. D. "The Anti-Authoritarian Chóros: A Space for Youth Socialization and Radicalization in Greece (1974–2010)", <i>Journal for the Study of Radicalism</i> 9(1): 1-36.</p> <p><i>Optional bibliography</i></p> <p>Bookchin, M. (1995) <i>Social Anarchism or Lifestyle Anarchism: An Unbridgeable Chasm</i>, Edinburg and San Francisco: AK Press, pp. 4-66.</p> <p>Trocchi, A. (2011) “For the insurrection to succeed, we must first destroy ourselves” in A. Vradis, &amp; D. Dalakoglou (eds.), <i>Revolt and crisis in Greece: between a present yet to pass and a future still to come</i>, Oakland, CA: AK Press &amp; Occupied London: 299-327.</p>
7	Oct 2	<p><b>ON THE LEFT (PART 2): New perspectives of left-wing dissent: gender and environmental movements</b></p> <p><i>Description</i></p> <p>This week we will focus on contemporary shifts in left-wing dissent and we will discuss the emergence of gender, LGBTQI and environmental movements. We will look at the breakthroughs of identity-based movements, the challenges of coalitions, the drawbacks for collective action, and the backlash against feminist, LGBTQI and environmental movements.</p> <p><i>Required reading:</i></p> <p>Adam, E. (2017) “Intersectional Coalitions: The Paradoxes of Rights-Based Movement Building in LGBTQ and Immigrant Communities”, <i>Law and Society Review</i> 51(1): 132-167.</p> <p><i>Optional reading:</i></p> <p>Bergmann, Z. &amp; Ossewaarde, P. (2020) “Youth climate activists meet environmental governance: ageist depictions of the FFF movement and Greta Thunberg in German newspaper coverage”, <i>Journal of Multicultural Discourses</i> 15:3, 267-290.</p> <p>Murib, Z. (2018) “Trumpism, Citizenship, and the Future of the LGBTQ Movement”, <i>Politics and Gender</i>, 14: 649-672.</p> <p>Seyfang, G. “Eco-warriors in the supermarket? Evaluating the UK sustainable consumption strategy as a tool for ecological citizenship” (2004), <i>CSERGE Working Paper EDM</i>, No. 04-07: 1-17.</p>
8	Oct 7	<p><b>ON THE LEFT (PART 2): Discussion of the film “The Baader-Meinhof Complex” and the ethical and political dilemmas of radicalism</b></p> <p><i>Description</i></p> <p>For this session, you need to come to class prepared: you will be provided with a link to watch the film “The Baader-Meinhof Complex” and you will need to prepare notes based on the questions given below. Theory application is one of the ways you are assessed, so your participation in the discussion is crucial.</p> <p>This session will also examine the complex reasons people become radicalized, the political and ethical dilemmas of radicalism and the ways dissent develops into violent extremism.</p> <p><i>Required homework:</i> watch the film “The Baader-Meinhof” film</p> <p><i>Optional reading</i></p> <p>Alcoff, L. (1991-1992) “The Problem of Speaking for Others”, <i>Cultural Critique</i> 20, pp: 5-32.</p> <p>Kassimeris, G. (2007) “Urban Guerrilla or Revolutionary Fantasist? Dimitris Koufodinas and the Revolutionary Organization 17 November”, <i>Studies in Conflict and Terrorism</i> 28(1): 21-31.</p> <p>Maskaliūnaitė, A. (2015) “Exploring the Theories of Radicalization”, <i>International Studies. Interdisciplinary Political and Cultural Journal</i> 17(1): 9-26.</p>
9	Oct 9	<p><b>ON THE RIGHT (PART 1): Far-right movements, totalitarianism and nationalism in the 20th century</b></p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<p><i>Description</i></p> <p>This week will examine the phenomenon of far-right extremism. We will look at the identification of far-right politics with nationalism and forms of totalitarianism in the 20<sup>th</sup> century in Europe as well as the causes and the ways that far-right ideologies achieved dominance in times of crisis in the recent past.</p> <p><i>Required reading</i></p> <p>Camus, J-Y. and Lebourg, N. (2017), "Introduction: How the Far-Right Came into Being", pp. 1-52, in <i>Far-Right Politics in Europe</i>, New Haven: Belknap Press: An Imprint of Harvard University Press.</p> <p><i>Optional bibliography</i></p> <p>Ban-On, T. (2018) "The Radical Right and Nationalism" in Oxford Handbooks Online, pp. 1-28, <a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-2">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-2</a></p>
10	Oct 14	<p><b>ON THE RIGHT (PART 1): Anti-immigration and the rise of cultural racism: the new far-right in the 21st century</b></p> <p><i>Description</i></p> <p>This session will look at the transformation of far-right ideologies from a fringe and marginal position to which they were confined in the post-war era, to the movements of dissent and protest in the years of the recent economic crisis. It will also address their ideological shift towards cultural racism and the anti-immigration rhetoric, which has been gaining increasing prominence throughout the Western world.</p> <p><i>Required reading</i></p> <p>Petrou, M. &amp; Kandylis, G. 'Violence and Extreme-right Activism: The Neo-Nazi Golden Dawn in a Greek Rural Community', <i>Journal of Intercultural Studies</i>, 37(6): 589-604.</p> <p><i>Optional bibliography</i></p> <p>Camus, J-Y. and Lebourg, N. (2017), "White Power" pp. 98-119 and "The New Right in All Its Diversity" pp. 120-151 in <i>Far-Right Politics in Europe</i>, New Haven: Belknap Press: An Imprint of Harvard University Press.</p> <p>Kallis, A. (2018) "The Radical Right and Islamophobia" in Oxford Handbooks Online, pp. 1-23. <a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-3">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-3</a></p>
11	Oct 16	<p><b>ON THE RIGHT (PART 2): Discussion of the film "American History X" and the gender politics of the Far Right</b></p> <p><i>Description</i></p> <p>For this session, you need to come to class prepared: you will be provided with a link to watch the film "American History" and you will need to prepare notes based on the questions given below. Theory application is one of the ways you are assessed, so your participation in the discussion is crucial.</p> <p>Using the film as an entry point, we will discuss the gender politics of the Far right and the Alt Right and contemporary perceptions of masculinity and femininity and the backlash against the emergence of fluid and complex gender identities.</p> <p><i>Required homework:</i> Watch the film "American History X"</p> <p><i>Optional reading</i></p> <p>Claus, Robert (et al.) "The Far Right's Ideological Constructions of 'Deviant' Male Sexualities" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) <i>Gender and Far Right Politics in Europe</i>, Cham, Switzerland: Palgrave Macmillan: 305-319.</p> <p>Farris, S. (2017), "Introduction: In the Name of Women's Rights", in <i>In the Name of Women's Rights. The Rise of Femonationalism</i>, Durham and London: Duke University Press, pp. 1-21</p> <p>Coonz, C. (1987) chapter 1 "Introduction: Love and Order in the Third Reich" in <i>Mothers in the Fatherland</i>, New York: Routledge, pp. 1-18.</p> <p>Scrinzi, Francesca, "A 'New' National Front? Gender, Religion, Secularism and the French Populist Radical Right" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) <i>Gender and Far Right Politics in Europe</i>, Cham, Switzerland: Palgrave Macmillan: 127-140.</p>
12	Oct 21	<p><b>Midterm Week</b></p> <p><b>ON THE RIGHT (PART 2): Gender and the Far Right</b></p> <p>Midterm exam</p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<p><i>Presentation of infographics (group work):</i></p> <ul style="list-style-type: none"> <li>In groups identify a far-right/alt-right group, political party, organization, or personality and provide information with regards to the social characteristics of its supporters, its electoral success in different countries, number of violent attacks, or any other information you deem significant.</li> </ul>
13	Oct 23	<p><b>Midterm Week</b>  <b>ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part I</b>  <i>Description</i>            This session will look at the rise of the counter-culture movement of the sixties as the ideological matrix which popularized ideas and forms of alternative rationalities. In this perspective, it will also look at the rise of New Age movements, as a form of dissent to the disenchantment of modernity and the power of “experts”. In particular, this session will address the emergence of the idea of the self in modernity.  <i>Required reading</i>            Giddens, A. (1991) <i>Modernity and Self-Identity. Self and Society in the Late Modern Age</i>, Stanford: Stanford University Press, ch. 3 “The Trajectory of the Self”, pp. 70-108.  <i>Optional bibliography</i>            Sutcliff, S.J. and Gilhus, I.S. (2014), chapter 1 “New Age, World Religions and Elementary Forms” pp. 17-34, chapter 11 “Beyond the Spiritual Supermarket: The Social and Public Significance of New Age spirituality” pp. 174-196 in <i>New Age Spirituality. Rethinking Religion</i>, London and New York: Routledge.</p>
	Oct 25-Nov 3	<b>Fall Break</b>
14	Nov 4	<p><b>ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part II</b>  <i>Description</i>            This session will look at the rise of the counter-culture movement of the sixties as the ideological matrix which popularized ideas and forms of alternative rationalities. In this perspective, it will also look at the rise of New Age movements, as a form of dissent to the disenchantment of modernity and the power of “experts”. In particular, this session will look at the concepts of culture of narcissism and the concept of therapy culture.  <i>Required reading</i>            Lasch C. (1979) chapter 1 “The Awareness Movement and the Social Invention of the Self” pp. 3-30 in <i>The Culture of Narcissism. American Life in an Era of Diminished Expectations</i>, New York and London: W.W. Norton and Company.  <i>Optional bibliography</i>            Lasch, C. (1984) chapter 1 “Introduction: Consumption, Narcissism and Mass Culture” pp. 1-57 in <i>The Minimal Self. Psychic Survival in Troubled Times</i>, New York and London: W.W. Norton and Company.</p>
15	Nov 6	<p><b>THE ECLIPSE OF REASON: Anti-establishment ideologies in the crisis era: specters of “the system” and its opponents</b>  <i>Description</i>            This session will address the seeming retreat of rationalism in politics and the rise of political discourses adopting an “anti-establishment” rhetoric and agenda. Using examples from Europe and the USA we will examine the various conceptualizations of “the system” and its instrumentalization in different political and national contexts.  <i>Required reading</i>            Sturm, T. &amp; Albrecht, T. (2020) “Constituent Covid-19 apocalypses: contagious conspiracism, 5G, and viral vaccinations”, <i>Anthropology &amp; Medicine</i> 28(1): 122-139.  <i>Optional bibliography</i>            Horkheimer, M. (2013[1947]) chapter 4 “Rise and Decline of the Individual” pp. 128-161 in <i>Eclipse of Reason</i>, Martino Fine Books.            Kemmers, R., van der Waal, J. and Aupers, S. (2015) “Becoming politically discontented: Anti-establishment careers of Dutch nonvoters and PVV voters”, <i>Current Sociology</i> 64(5): 757-774.</p>
16	Nov 11	<p><b>THE ECLIPSE OF REASON: Conspiracy theories and fake news</b>  <i>Description</i></p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<p>This session will look at the rise of conspiracy theories and the impressive spread of fake news as responses and as concrete manifestations of dissent against “the system” and some kind of “hidden truth”.</p> <p><i>Required reading</i></p> <p>The Routledge Handbook of Conspiracy Theories (2020), edited by Michael Butter and Peter Knight, Section Three: Society and Politics: a. Introduction; 3.1. Who Are the Conspiracy Theorists; 3.2. Conspiracy Theory Entrepreneurs, Movements and Individuals, pp. 259-291.</p> <p><i>Optional bibliography</i></p> <p>Asadi, M. (2010) “The Sociology of Conspiracy: A Cultural Commentary on Structural Adjustment”, <i>Societies Without Borders</i> 5(1): 74-80.</p> <p>Horkheimer, M. (2013[1947]) chapter 1 “Means and Ends” pp. 3-57 in <i>Eclipse of Reason</i>, Martino Fine Books.</p> <p>Harambam, J. and Aupers, S. (2017) “I Am Not a Conspiracy Theorist’: Relational Identifications in the Dutch Conspiracy Milieu”, <i>Cultural Sociology</i> 11(1): 113 – 129.</p>
	<b>Nov 12-15</b>	<b>Field Study   Peloponnese</b>
17	Nov 18	<p><b>DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part I</b></p> <p><i>Description</i></p> <p>This session will explore art forms typically related with dissent, such as graffiti and hip hop. We will look at the ethics and aesthetics of such topographies and the way they alter perceptions about the use of the urban space. We will also look at the evolution of rap and hip-hop music as forms of dissent. We will look at the meaning of youth subcultures as vehicles of alternative lifestyles and modes of resistance to social conformism and we will examine the possibility of subversive art in a commodified world.</p> <p><i>Required reading</i></p> <p>Zaimakis, Y. (2016) ‘Youth Precariat Worlds and Protest Graffiti in The Dystopia of the Greek Economic Crisis: A Cross-Disciplinary Perspective’, <i>Punctum</i>, 2(2): 66-84.</p> <p>Androutsopoulos, Y. and Scholz, A. (2003) “Spaghetti Funk: Appropriations of Hip-Hop Culture and Rap Music in Europe”, <i>Popular Music and Society</i> 6(4): 463-479.</p> <p><i>Optional bibliography</i></p> <p>Brown, D., Evangelinidis, E. and Martinovic. M. (2017) “Visual Dimensions of Protests: Three Examples from the Balkans”, <i>Knowledge Cultures</i> 5(5): 69-95</p> <p>Zaimakis, Y. (2009) “Bawdy Songs and Virtuous Politics”: Ambivalence and Controversy in the Discourse of the Greek Left on rebetiko, <i>History and Anthropology</i>, 20:1, 15-36.</p>
18	Nov 20	<p><b>DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part II</b></p> <p><i>Description</i></p> <p>Walking seminar in the center of Athens to observe and discuss the growing presence and significance of graffiti and street art.</p> <p><i>Assignment: photos (individual work)</i></p> <ul style="list-style-type: none"> <li>• Take a photo of one or more pieces of graffiti you liked most and discuss what makes them interesting in your view.</li> </ul>
19	Nov 25	<p><b>RELIGION AS DISSENT: The transformation of the role of religion in the 20th century: from tradition to revolution</b></p> <p><i>Description</i></p> <p>This week will examine the changing role of religion in the 20<sup>th</sup> century from a force typically related to traditional power and established authorities to a force of revolution and dissent, particularly against forms of Western power.</p> <p><i>Required reading</i></p> <p>Heelas, P., Martin, D. and Morris, P. (1998) chapter 4 “Postmodern Religion” pp. 55-78 and chapter 6 “From fundamentalism to fundamentalisms” pp. 88-101 in <i>Religion, Modernity and Postmodernity</i>, Oxford and Massachusetts: Wiley and Blackwell.</p> <p><i>Optional bibliography</i></p> <p>Heelas, P., Martin, D. and Morris, P. (1998), chapter 1 “Introduction: On differentiation and de-differentiation” pp. 1-18 in <i>Religion, Modernity and Postmodernity</i>, Oxford and Massachusetts: Wiley and Blackwell.</p>



Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		Pollack, D. (2015) "Varieties of Secularization Theories and Their Indispensable Core", <i>The Germanic Review: Literature, Culture, Theory</i> 90(1): 60-79.
20	Nov 27	<p><b>RELIGION AS DISSENT: Secular authority and religion as resistance</b></p> <p><i>Description</i> Drawing on a number of examples from recent controversies revolving in Europe around religion – such as the ban against the veil, or the tension between blasphemy versus free speech – we will look at the ways religious subjectivity is reclaimed as a dissenting force against secular authority in recent years.</p> <p><i>Required reading</i> Scott, J. W. (2004), "Introduction" pp. 1-20 and chapter 1 "The Headscarf Controversies" pp. 21-41 in <i>The Politics of the Veil</i>, Princeton: Princeton University Press.</p> <p><i>Optional bibliography</i> Butler, J. (2008) "Sexual Politics, Torture and Secular Time", <i>The British Journal of Sociology</i> 59(1): 1-23. Mahmood, S. (2005) chapter 1, "The Subject of Freedom" pp. 1-39 in <i>The Politics of Piety. The Islamic Revival and the Feminist Subject</i>, Princeton: Princeton University Press. Vasilaki, R. (2016) "The Politics of Postsecular Feminism?", <i>Theory, Culture and Society</i> 33(2): 103-123.</p> <p><i>Assignment: debate (group work)</i></p> <ul style="list-style-type: none"> <li>• Debate: Teams 1 &amp; 2: Are Western states right or wrong in their attempt to control forms of religious expression (e.g. the headscarf ban)? Teams 3 &amp; 4: Is free speech an imperative for democracy or should religious faith and sensitivities enjoy protection in certain cases? (e.g. the Danish cartoons, the Charlie Hebdo case)?</li> </ul>
21	Dec 2	<p><b>FOOTBALL AND POLITICS: Football fun clubs and violent incidents: the politics of the pitch</b></p> <p><i>Description</i> This week will look at football as a vehicle for politics – local and national – in Europe. We will look at the phenomenon of football hooliganism and its causes, football clubs and belonging as a form of kinship in the urban environment, the relationship between football and nationalism, but also at the significance of football for the formation of social and gender identities.</p> <p><i>Required reading</i> Zaimakis, Y. (2018) 'Football Fan Culture and Politics in Modern Greece: the Process of Fandom Radicalization during the Austerity Era', <i>Soccer &amp; Society</i>, 19(2): 252–270.</p> <p><i>Optional bibliography</i> Alabarces, Pablo, "Post-Modern Times: Identities and Violence in Argentine Football" in Armstrong, G. and Giulianotti, R. (1999) <i>Football Cultures and Identities</i>, Houndmills, Basingstoke: Palgrave Macmillan: 77-85. Cleland, J. (2015) chapter 1 "Football in Context: Industrialism, Urbanism and Global Diffusion in Football" pp. 10-23 and chapter 2 "Violence and Aggression: Has Football Always Been Violent?" pp. 24-38 in <i>A Sociology of Football in a Global Context</i>, New York and London: Routledge. Merkel, Udo "Football Identity and Youth Culture in Germany" in Armstrong, G. and Giulianotti, R. (1999) <i>Football Cultures and Identities</i>, Houndmills, Basingstoke: Palgrave Macmillan: 52-63. Russell, David "Associating with Football: Social Identity in England 1863–1998" in Armstrong, G. and Giulianotti, R. (1999) <i>Football Cultures and Identities</i>, Houndmills, Basingstoke: Palgrave Macmillan: 15-28.</p>
22	Dec 4	<p><b>FOOTBALL AND POLITICS: Field trip (details tbc)</b></p> <p><i>Assignment: Fieldwork notes (individual work)</i> Observe the football fans of both teams: how are the fans organized in the stadium? How are celebrations choreographed? How is discontent/disappointment expressed? What kinds of rituals are taking place? Draw similarities and differences with fandom experience in your own country.</p>
23	Dec 9	<p><b>CONCLUSION: PRESENTATION OF FINAL PAPERS/PROJECTS</b></p> <p><i>Description</i> This session will be dedicated to the presentations of individual projects, which will be a short, ten-minute presentation of the research papers or projects to be submitted on the last day of the semester.</p>
24	Dec 11	<p><b>CONCLUSION: PRESENTATION OF FINAL PAPERS/ PROJECTS</b></p>

Day #	Date/Day	Topic / Readings / Assignments Due / Place (if applicable)
		<i>Description</i> This session will be dedicated to the presentations of individual projects, which will be a short, ten-minute presentation of the research papers or projects to be submitted on the last day of the semester.
<b>FEW</b>	<b>Dec 16</b>	<b>Final Exam Week</b>
<b>FEW</b>	<b>Dec 18</b>	<b>Final Exam Week</b>

**Schedule at a glance**

Day #	Date	Session	Venue
	<b>Sep 5-7</b>	<b>Field Study</b>	<b>Delphi and Ancient Olympia</b>
1	Sep 9	SETTING THE SCENE: The spectrum of dissent in the 21st century: the agents, the reasons, the manifestations, the transformations	Classroom
2	Sep 11	SETTING THE SCENE: Violence, resistance, dissent: definitions and theoretical background	Classroom
3	Sep 16	PUBLIC ORDER AND DISORDER: Protests, demonstrations, riots: social unrest and civil disobedience	Classroom
	<b>Sep 18-21</b>	<b>Field Study</b>	<b>Crete</b>
4	Sep 23	PUBLIC ORDER AND DISORDER: Police violence and the political ramifications of enforcing public order	Classroom
5	Sep 25	ON THE LEFT (PART I): Far-left activism and traditional anarchism in the 20th century in Europe	Classroom
6	Sep 30	ON THE LEFT (PART I): Identity and lifestyle anarchism in the 21st century	Classroom
7	Oct 2	ON THE LEFT (PART II): New perspectives of left-wing dissent: gender and environmental movements	Classroom
8	Oct 7	ON THE LEFT (PART II): Discussion of the film "The Baader-Meinhof Complex" and the ethical and political dilemmas of radicalism	Classroom
9	Oct 9	ON THE RIGHT (PART I): Far-right movements, totalitarianism and nationalism in the 20th century	Classroom
10	Oct 14	ON THE RIGHT (PART I): Anti-immigration and the rise of cultural racism: the new far-right in the 21st century	Classroom
11	Oct 16	ON THE RIGHT (PART II): Discussion of the film "American History X" and the gender politics of the Far Right	Classroom
<b>12</b>	<b>Oct 21</b>	<b>Midterm Week</b> ON THE RIGHT (PART II): Presentation of infographics	
<b>13</b>	<b>Oct 23</b>	<b>Midterm Week</b> ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture (part I)	
	<b>Oct 25-Nov 3</b>	<b>Fall Break</b>	
14	Nov 4	ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture (part II)	Classroom
15	Nov 6	THE ECLIPSE OF REASON: Anti-establishment ideologies in the crisis era: specters of "the system" and its opponents	Classroom
16	Nov 11	THE ECLIPSE OF REASON: Conspiracy theories and fake news	Classroom
	<b>Nov 12-15</b>	<b>Field Study</b>	<b>Peloponnese</b>
17	Nov 18	DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music (part I)	Classroom
18	Nov 20	DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music (part II)	Monastiraki Square
19	Nov 25	RELIGION AS DISSENT: The transformation of the role of religion in the 20th century: from tradition to revolution	Classroom
20	Nov 27	RELIGION AS DISSENT: Secular authority and religion as resistance	Classroom
21	Dec 2	FOOTBALL AND POLITICS: Football fan clubs and violent incidents: the politics of the pitch	Classroom

Day #	Date	Session	Venue
22	Dec 4	FOOTBALL AND POLITICS: Field trip, football game	TBC
23	Dec 9	Presentation of final papers/projects	Classroom
24	Dec 11	Presentation of final papers/projects	Classroom
<b>FEW</b>	<b>Dec 16</b>	<b>Final Exam Week</b>	
<b>FEW</b>	<b>Dec 18</b>	<b>Final Exam Week</b>	

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