CYA Syllabus

SOC360 SOCIOLOGY OF DISSENT

Semester or Session/ Year and Location(s):
Course Instructor(s): Dr. Rosa Vasilaki
CYA Email(s): TBC
Class Times (days, hours): TBC
(Office) Hours Available: TBC

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 ritualised 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

Course Approach
To investigate these questions, we will read and interpret texts, analyze audiovisual material (films and videos), work in groups to present arguments and debate issues across a range of positions, develop research and writing skills as well as evidence/data collections skills via relevant field trips.

More specifically with regards to each of these modes of learning:

Reading: we will read a wide variety of texts, which are specified below in the weekly class schedule.

Analyzing and interpreting: along with key texts, we will analyze audiovisual material – films and videos – related to the topics examined by the course. The use of audiovisual material will allow students to use the analytical tools acquired through the course to dissect and interpret the phenomena in question.

Group work: teamwork will enhance the culture of collaboration and exchanging of views. Team work also allows for experiencing the difficulties of allocating tasks but also the joys of working together towards a common goal.

Writing: this course involves a substantial amount of writing of different kinds: you will be required to produce

creatively apply theoretical concepts to relevant cases/examples and to keep fieldwork notes for use in class; most significantly, the course requires the submission of a 2500-word research essay on one of the key topics addressed throughout the semester.

Oral presentation: class debates and oral presentations are designed to allow you to present your ideas with confidence, to engage in arguments in a structured way, and to convey information in a concise and clear manner.

Learning Objectives
By the end of the course, students should be able to:
1)   Discuss fundamental concepts, theories and debates shaping the understanding of dissent, resistance and violence in social sciences.
2)   Identify and critically assess a wide array of forms of dissent and their relationship to contemporary political, economic and social developments.
3)   Compare, contrast and evaluate forms of resistance, dissent and violence in a variety of cultural, historical, social and national contexts.
4)   Apply the theoretical toolbox developed through the course to analyze instances of dissent, resistance and violence.
5)   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
•   Class attendance and participation: active participation the questions provided on the weekly class schedule
•   Preparation for and participation in class debates (group assignment)
•   Creation of an Infographic (group assignment)
•   Applications of theory (individual assignment)
•   Fieldwork notes and photos (individual assignment)
•   Research paper or project of 2.500 words on one of the themes addressed by the course (specific topics to be discussed at the beginning of the semester with the course instructor – individual or group assignment after discussion with the tutor)
•   Presentation of the research paper or project (individual or group work)

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 and discussions, expanding the class' perspective, appropriately challenging assumptions and perspectives. A question for discussion is provided for each class session (see below).

Class Debates
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
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.

Applications of Theory
These exercises are designed to hone your sociological skills and allow you to apply theoretical concepts on sociological realities.

Fieldwork Notes and Photos
These trips will allow for the exploration of key topics discussed in class on the ground as well as for the

development of observation and evidence/data collecting skills (e.g. field notes, photos).

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 of 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.

Evaluation and Grading

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

- Class attendance and participation: 10%
- Class debates: 15%
- Creation of an Infographic: 15%
- Applications of theory: 10%
- Fieldwork notes and photos: 10%
- Research paper or project: 30%
- Presentation of the research paper or project: 10%

Evaluation Criteria - Course Assignments

Assignment 1: Class debates
- Evaluation criteria: organization, evidence of group cooperation, equal participation of all group members, relevance of arguments, depth and accuracy of content, use of language.

Assignment 2: Infographic
- Evaluation criteria: clarity of structure, accuracy of information, visualization, use of data, comparative dimension, ability to convey information clearly.

Assignment 3: Applications of theory
- Evaluation criteria: selection of appropriate examples, understanding of theoretical concepts, critical thinking.

Assignment 4: Fieldwork notes and photos
- Evaluation criteria: accuracy of description (for fieldwork notes), reflexivity (for fieldwork notes), relevance of content (for photos), ability to relate material to the course (for photos).

Assignment 5: Research paper of project
- Evaluation Criteria: coherent structure and argument, understanding of key concepts, range of material employed, integration of evidence and argument, quality of analysis, referencing and clarity of expression.

Assignment 6: Presentation of research project or paper
- Evaluation criteria: organization, style, use of communication aids, depth and accuracy of content, use of language, responsiveness of audience.

CYA Regulations and Accommodations

Attendance Policy
CYA regards attendance in class and onsite (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office.

Academic Accommodations

Policy on Original Work
Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided (Check the Student Handbook, pg. 7).

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.

Use of Laptops Accommodation for Students with Disabilities
If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

Etiquette
Food consumption is forbidden in class.

Class Schedule

Class Day	Day/Date	Topic / Readings / Assignments Due
1	WEEK 1	**SETTING THE SCENE: The spectrum of dissent in the 21st century: the agents, the reasons, the manifestations, the transformations** *Description* This introductory session will present the social and economic context within which dissent 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. *Required reading* Young, R. (2017), "Introduction: Dissent in America" pp. 1-16 and "Conclusion: The Arc of Dissent" pp. 520-522, in *Dissent. The History of an American Idea*, New York: NYU Press. *Optional bibliography* Hay C. (2014) "A Crisis of Politics in the Politics of Crisis" pp. 60-78 in: Richards D., Smith M. and Hay C. (eds) *Institutional Crisis in 21st-Century Britain*, Understanding Governance Series London: Palgrave Macmillan. Young, R. (2017), chapter 23 "A New Age of Dissent" pp. 501-520 in *Dissent. The History of an American Idea*, New York: NYU Press.

Question for discussion
- Do you think that manifestations of social discontent are increasing in recent years? If yes, what are the main reasons, in your view?

| 2 | WEEK 1 | • **SETTING THE SCENE: Violence, resistance, dissent: definitions and theoretical background** |

Description
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.

Required reading
Hollander, J. A. and Einwohner, R. L. "Conceptualizing Resistance", *Sociological Forum* 19(4): 533-554.

Optional bibliography
Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in *The Social Movements Reader. Causes and Concepts*, Malden MA and Oxford: Wiley Blackwell.

Question for discussion

- What is the analytical difference between the key concepts of dissent, resistance and violence? Use examples to illustrate your definitions.

| 3 | WEEK 2 | • **PUBLIC ORDER AND DISORDER: Protests, demonstrations, riots: social unrest and civil disobedience** |

Description
This session will look at the wide-spread practice of protests and demonstrations as expressions 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.

Required reading
Katz, M.B. (2008) "Why don't American cities burn very often?", *Journal of Urban History*, 34, 2, 185-208.

Optional bibliography
Della Porta, D. and Diani, M. (2010), chapter 5 "Individuals, Networks and Participation" pp. 114-134 in *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell.

Della Porta, D. and Diani, M. (2010), chapter 7 "Action Forms, Repertoires, and Cycles of Protest" pp. 163-191 in *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell.

Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) "Shopping for Free'? Looting, Consumerism and the 2011 Riots", *British Journal of Criminology*, 55 (5): 987-1004.

Question for discussion
- How have causes and drivers of protests and riots changed in recent years? What are the reasons for such change?

| 4 | WEEK 2 | • **PUBLIC ORDER AND DISORDER: Police violence and the political ramifications of enforcing public order** |

Description
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.

Required reading
Vasilaki, R. (2016) "Policing the Crisis in Greece: The Others' Side of the Story", *GreeSe: Hellenic Observatory Papers on Greece and South East Europe*, Paper no. 98, April 2016: 1-36.

Optional bibliography
Della Porta, D. and Reiter H. (1998), chapter 2 "Policing Protest in the United States, 1960-1995" pp. 49-69 *in Policing Protest. The Control of Mass Demonstration in Western Democracies, 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 *Policing Protest. The Control of Mass Demonstration in Western Democracies*, 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 Policing Protest. The Control of Mass Demonstration in Western Democracies, Minneapolis and London: University of Minnesota Press.

Question for discussion
- What are the causes and consequences of police violence in contemporary states?

5	WEEK 3	• **FOOTBALL AND POLITICS: Football fun clubs and violent incidents: the politics of the pitch**

Description
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.

Videos
https://www.youtube.com/watch?v=QeScVCMNeas
https://www.youtube.com/watch?v=pKsRzqj4Ui8
https://www.youtube.com/watch?v=0hn1l70vDdI&has_verified=1

Required reading
Zaimakis, Y. (2018) 'Football Fan Culture and Politics in Modern Greece: the Process of Fandom Radicalization during the Austerity Era', *Soccer & Society*, 19(2): 252–270.

Optional bibliography
Alabarces, Pablo, "Post-Modern Times: Identities and Violence in Argentine Football" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, 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 *A Sociology of Football in a Global Context*, New York and London: Routledge.

Merkel, Udo "Football Identity and Youth Culture in Germany" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan: 52-63.

Russell, David "Associating with Football: Social Identity in England 1863–1998" in Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan: 15-28.

Question for discussion
- How are social identities constructed and performed through membership in football fan clubs?

| 6 | WEEK 3 | • | **FOOTBALL AND POLITICS: Field trip (details tbc)** |

Assignment: Fieldwork notes (individual work)
- 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.

| 7 | WEEK 4 | • | **ON THE LEFT (PART 1): Far-left activism and traditional anarchism in the 20th century in Europe** |

Description
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 20th century.

Required reading
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 Europe's Radical Left: From Marginality to the Mainstream?,* London: Rowman and Littlefield International Ltd.

Optional bibliography
March, L. and Keith, D. (2016), chapter 3 "Capitalist crisis or crisis of capitalism? How the radical left conceptualises 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 Europe's Radical Left: From Marginality to the Mainstream?,* London: Rowman and Littlefield International Ltd.

Question for discussion
- What are the main characteristics of far-left ideology? Who are the agents of change and what are the traits of the utopias these ideologies are striving for?

| 8 | WEEK 4 | • | **ON THE LEFT (PART 1): Identity and lifestyle anarchism in the 21st century** |

Description
This session will look at the transformation of anarchism and far-left activism at the dawn of the 21st 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).

Required reading
Kitis, E. D. "The Anti-Authoritarian Chóros: A Space for Youth Socialization and Radicalization in Greece (1974–2010)", Journal for the Study of Radicalism, 9(1): 1-36.

Optional bibliography
Bookchin, M. (1995) *Social Anarchism or Lifestyle Anarchism: An Unbridgeable Chasm*, Edinburg and San Francisco: AK Press, pp. 4-66.

Trocchi, A. (2011) "For the insurrection to succeed, we must first destroy ourselves" in A. Vradis, & D. Dalakoglou (eds.), *Revolt and crisis in Greece: between a present yet to pass and a future still to come*, Oakland, CA: AK Press & Occupied London: 299-327.

Question for discussion
- What are the main characteristics of identity and issue-led politics? How do they differ from previous forms of far-left political activism?

| 9 | WEEK 5 | • **ON THE LEFT (PART 2): "The Baader-Meinhof Complex" (film watching and analysis)** |

Description
This week we will watch and analyze the film "The Baader-Meinhof Complex" (2008) which looks at Germany's Red Army Faction (RAF), the terrorist group which organized bombings, robberies, kidnappings and assassinations in the late 1960s and '70s.

Assignment: application of theory (application of theory)
- What are the main reasons the film characters get involved in extremism? What is their social background? What is the political context of the time? What kind of ideological principles motivate them?

| 10 | WEEK 5 | • **ON THE LEFT (PART 2): Special focus: Why do people become radicalized? Causes, effects and theoretical failures** |

Description
This session will examine the complex reasons people become radicalized and the ways dissent develops into violent extremism. We will look at the basic tenets of radicalization theories, its analytical capacity and the failures in interpreting people's involvement in extremism.

Required reading
Maskaliūnaitė, A. (2015) "Exploring the Theories of Radicalization", *International Studies. Interdisciplinary Political and Cultural Journal* 17(1): 9-26.

Optional reading
Kassimeris, G. (2007) "Urban Guerrilla or Revolutionary Fantasist? Dimitris Koufodinas and the Revolutionary Organization 17 November", *Studies in Conflict and Terrorism* 28(1): 21-31.

Question for discussion

		• Are causes of violent radicalization/violent extremism the same across the political spectrum? Are we right or wrong in seeking answers in a-political, stage-ist models?
11	WEEK 6	• **ON THE RIGHT (PART 1): Far-right movements, totalitarianism and nationalism in the 20th century**

Description
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 20th 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.

Required reading
Camus, J-Y. and Lebourg, N. (2017), "Introduction: How the Far-Right Came into Being", pp. 1-52, in *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.

Optional bibliography
Ban-On, T. (2018) "The Radical Right and Nationalism" in Oxford Handbooks Online, pp. 1-28,
http://www.oxfordhandbooks.com/view/10.1093/ox-fordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-2

Question for discussion
• What are the main characteristics of far-right ideology? Who are the actors abiding by these ideas and what are the traits of societies imagined by such ideologies and movements?

| 12 | WEEK 6 | • **ON THE RIGHT (PART 1): Anti-immigration and the rise of cultural racism: the new far-right in the 21st century** |

Description
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.

Required reading
Petrou, M. & Kandylis, G. 'Violence and Extreme-right Activism:The Neo-Nazi Golden Dawn in a Greek Rural Community', Journal of Intercultural Studies, 37(6): 589-604.

Optional bibliography
Camus, J-Y. and Lebourg, N. (2017), "White Power" pp. 98-119 and "The New Right in All Its Diversity" pp. 120-151 in *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.

Kallis, A. (2018) "The Radical Right and Islamophobia" in Oxford Handbooks Online, pp. 1-23,
http://www.oxfordhandbooks.com/view/10.1093/ox-fordhb/9780190274559.001.0001/oxfordhb-9780190274559-e-3

Question for discussion
• How is the new far-right different from older expressions of far-right discourses? How does nationalism and xenophobia tap into feelings of cultural

anxiety and how does the far-right capitalize on recent political developments (e.g. refugee crisis)?

| 13 | WEEK 7 | • **ON THE RIGHT (PART 2): a. "American History X" (film watching and analysis)** |

Description
This week will watch and analyze the film "American History X" (1998), in which a former neo-nazi skinhead tries to prevent his younger brother from going down the same wrong path that he did.

Assignment: application of theory (individual work)
- What are the main reasons the film characters get involved in extremism? What is their social background? What is the political context of the time? What kind of ideological principles motivate them?

| 14 | WEEK 7 | • **ON THE RIGHT (PART 2): Special focus: women in the far-right movements** |

Description
This session will focus on the gender politics of far-right movement: we will look at the specific ideologies of masculinity and femininity they produce and the reasons women get involved in movements that seem to confine them to traditional roles. We will also look at the reactions of far-right ideologies towards new gender politics of equality and how such developments get instrumentalized into discourses of cultural threat.

Required reading
Claus, Robert (et al.) "The Far Right's Ideological Constructions of 'Deviant' Male Sexualities" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) *Gender and Far Right Politics in Europe*, Cham, Switzerland: Palgrave Macmillan: 305-319.

Optional bibliography
Coonz, C. (1987) chapter 1 "Introduction: Love and Order in the Third Reich" pp. 1-18 in *Mothers in the Fatherland,* New York: Routledge.

Scrinzi, Francesca, "A 'New' National Front? Gender, Religion, Secularism and the French Populist Radical Right" in Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) *Gender and Far Right Politics in Europe*, Cham, Switzerland: Palgrave Macmillan: 127-140.

Presentation of infographics (group work):
- In groups identify a far-right group 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.

| 15 | WEEK 7 | **ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part I** |

Description
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.

Required reading
Giddens, A. (1991) *Modernity and Self-Identity. Self and Society in the Late Modern Age*, Stanford: Stanford University Press, ch. 3 "The Trajectory of the Self', pp. 70-108.

Optional bibliography
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 *New Age Spirituality. Rethinking Religion*, London and New York: Routledge.

Question for discussion
•   Why does the idea of the "self" emerge in modernity? What are the characteristics of the modern self?

16	WEEK 7	**ALTERNATIVE RATIONALITIES: The counter-culture movement and the rise of the New Age culture, part II**

Description
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.

Required reading
Lasch C. (1979) chapter 1 "The Awareness Movement and the Social Invention of the Self" pp. 3-30 in *The Culture of Narcissism. American Life in an Era of Diminished Expectations*, New York and London: W.W. Norton and Company.

Optional bibliography
Lasch, C. (1984) chapter 1 "Introduction: Consumption, Narcissism and Mass Culture" pp. 1-57 in *The Minimal Self. Psychic Survival in Troubled Times*, New York and London: W.W. Norton and Company.

Question for discussion
•   Why has the perception of the self as "special" and/or "vulnerable" has acquired prominence in postmodern societies?

17	WEEK 8	• **THE ECLIPSE OF REASON: Anti-establishment ideologies in the crisis era: specters of "the system" and its opponents**

Description
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.
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Required reading
Kemmers, R., van der Waal, J. and Aupers, S. (2015) "Becoming politically discontented: Anti-establishment careers of Dutch nonvoters and PVV voters", *Current Sociology* 64(5): 757-774.

Optional bibliography
Horkheimer, M. (2013[1947]) chapter 4 "Rise and Decline of the Individual" pp. 128-161 in *Eclipse of Reason*, Martino Fine Books.

Question for discussion
- What is perceived as "the system" in different ideologies? Why do people dissent against "experts"?

| 18 | WEEK 8 | • **THE ECLIPSE OF REASON: Conspiracy theories and fake news** |

Description
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".

Required reading
Harambam, J. and Aupers, S. (2017) "I Am Not a Conspiracy Theorist': Relational Identifications in the Dutch Conspiracy Milieu", *Cultural Sociology* 11(1): 113 – 129.

Optional bibliography
Asadi, M. (2010) "The Sociology of Conspiracy: A Cultural Commentary on Structural Adjustment", *Societies Without Borders* 5(1): 74-80.

Horkheimer, M. (2013[1947]) chapter 1 "Means and Ends" pp. 3-57 in *Eclipse of Reason*, Martino Fine Books.

Assignment: application of theory (individual assignment)
- Choose a conspiracy theory: in what ways does it fit the typology developed in the power point slides? In what ways does it differ?

| 19 | WEEK 9 | **DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part I** |

Description
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.

Required reading
Zaimakis, Y. (2016) 'Youth Precariat Worlds and Protest Graffiti in The Dystopia of the Greek Economic Crisis: A Cross-Disciplinary Perspective', *Punctum*, 2(2): 66-84.

Androutsopoulos, Y. and Scholz, A. (2003) "Spaghetti Funk: Appropriations of Hip-Hop Culture and Rap Music in Europe", *Popular Music and Society* 6(4): 463-479.

Optional bibliography
Brown, D., Evangelinidis, E. and Martinovic. M. (2017) "Visual Dimensions of Protests: Three Examples from the Balkans", *Knowledge Cultures* 5(5): 69-95.

Zaimakis, Y. (2009) "Bawdy Songs and Virtuous Politics": Ambivalence and Controversy in the Discourse of the Greek Left on rebetiko, *History and Anthropology*, 20:1, 15-36.

Question for discussion
- What is the relationship between arts and politics in your view? Should art be political?

| 20 | WEEK 9 | **DISSENT AND URBAN CULTURE: Aestheticized forms of dissent: graffiti, street poetry, hip hop music, part II** |

Description
Walking seminar in the centre of Athens to observe and discuss the growing presence and significance of graffiti and street art.

Assignment: photos (individual work)
- Take a photo of three pieces of graffiti you liked most and discuss what makes them interesting in your view.

| 21 | WEEK 11 | **RELIGION AS DISSENT: The transformation of the role of religion in the 20th century: from tradition to revolution** |

Description
This week will examine the changing role of religion in the 20th 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.

Required reading
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 *Religion, Modernity and Postmodernity,* Oxford and Massachusetts: Wiley and Blackwell.

Optional bibliography
Heelas, P., Martin, D. and Morris, P. (1998), chapter 1 "Introduction: On differentiation and de-differentiation" pp. 1-18 in *Religion, Modernity and Postmodernity*, Oxford and Massachusetts: Wiley and Blackwell.

Pollack, D. (2015) "Varieties of Secularization Theories and Their Indispensable Core", *The Germanic Review: Literature, Culture, Theory* 90(1): 60-79.

Question for discussion
- Is religion making a come-back into politics? Has religion ever been marginalized in modernity?

22	WEEK 11	**RELIGION AS DISSENT: Secular authority and religion as re-sistance**

Description
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.

Required reading
Scott, J. W. (2004), "Introduction" pp. 1-20 and chapter 1 "The Headscarf Controversies" pp. 21-41 in *The Politics of the Veil*, Princeton: Princeton University Press.

Optional bibliography
Butler, J. (2008) "Sexual Politics, Torture and Secular Time", *The British Journal of Sociology* 59(1): 1-23.

Mahmood, S. (2005) chapter 1, "The Subject of Freedom" pp. 1-39 in *The Politics of Piety. The Islamic Revival and the Feminist Subject,* Princeton: Princeton University Press.

Vasilaki, R. (2016) "The Politics of Postsecular Feminism?", *Theory, Culture and Society* 33(2): 103-123.

Assignment: debate (group work)
- Debate:
Teams 1 & 2: Are Western states right or wrong in their attempt to control forms of religious expression (e.g. the headscarf ban)?

Teams 3 & 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)?

23	WEEK 12	**CONCLUSION: PRESENTATION OF PROJECTS**

Description
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 classes.

24   WEEK 12   **CONCLUSION: EVALUATION OF THE PRESENTATIONS AND EVAL-
                       UATION OF THE COURSE**

Description
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 classes.

Course Bibliography
- Core reading:

Armstrong, G. and Giulianotti, R. (1999) *Football Cultures and Identities*, Houndmills, Basingstoke: Palgrave Macmillan.

Camus, J-Y. and Lebourg, N. (2017) *Far-Right Politics in Europe*, New Haven: Belknap Press: An Imprint of Harvard University Press.

Collomb, J. D. (2014), " The Ideology of Climate Change Denial in the United States", *European Journal of American Studies* [Online], 9-1, document 5.

Harambam, J. and Aupers, S. (2017) "I Am Not a Conspiracy Theorist': Relational Identifications in the Dutch Conspiracy Milieu", *Cultural Sociology* 11(1): 113 – 129.

Heelas, P., Martin, D. and Morris, P. (1998), *Religion, Modernity and Postmodernity*, Oxford and Massachusetts: Willey and Blackwell.

Hollander, J. A. and Einwohner, R. L. "Conceptualizing Resistance", *Sociological Forum* 19(4): 533-554.

Katz, M.B. (2008) "Why don't American cities burn very often?", *Journal of Urban History*, 34, 2, 185-208.

Kemmers, R., van der Waal, J. and Aupers, S. (2015) "Becoming politically discontented: Anti-establishment careers of Dutch nonvoters and PVV voters", *Current Sociology* 64(5): 757-774.

Kitis, E. D. "The Anti-Authoritarian Chóros: A Space for Youth Socialization and Radicalization in Greece (1974–2010)", Journal for the Study of Radicalism, 9(1): 1-36.

Köttig, Michaela, Bitzan, Renate, Petö, Andrea (eds.) (2017) *Gender and Far Right Politics in Europe*, Cham, Switzerland: Palgrave Macmillan.

Lasch C. (1979) *The Culture of Narcissism. American Life in an Era of Diminished Expectations*, New York and London: W.W. Norton and Company.

March, L. and Keith, D. (2016) *Europe's Radical Left: From Marginality to the Mainstream?*, London: Rowman and Littlefield International Ltd.

Maskaliūnaitė, A. (2015) "Exploring the Theories of Radicalization", *International Studies. Interdisciplinary Political and Cultural Journal* 17(1): 9-26.

Petrou, M. & Kandylis, G. 'Violence and Extreme-right Activism:The Neo-Nazi Golden Dawn in a Greek Rural Community', Journal of Intercultural Studies, 37(6): 589-604.

Scott, J. W. (2004), *The Politics of the Veil*, Princeton: Princeton University Press.

Vasilaki, R. (2016) "Policing the Crisis in Greece: The Others' Side of the Story", *GreeSe: Hellenic Observatory Papers on Greece and South East Europe*, Paper no. 98, April 2016: 1-36.

Young, R. (2017) *Dissent. The History of an American Idea*, New York: NYU Press.

Zaimakis, Y. (2016) 'Youth Precariat Worlds and Protest Graffiti in The Dystopia of the Greek Economic Crisis: A Cross-Disciplinary Perspective', *Punctum*, 2(2): 66-84.

Zaimakis, Y. (2018) 'Football Fan Culture and Politics in Modern Greece: the Process of Fandom Radicalization during the Austerity Era', *Soccer & Society*, 19(2): 252–270.

- Further reading:

Asadi, M. (2010) "The Sociology of Conspiracy: A Cultural Commentary on Structural Adjustment", *Societies Without Borders* 5(1): 74-80.

Ban-On, T. (2018) "The Radical Right and Nationalism" in Oxford Handbooks Online, pp. 1-28.

Butler, J. (2008) "Sexual Politics, Torture and Secular Time", *The British Journal of Sociology* 59(1): 1-23.

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 *A Sociology of Football in a Global Context,* New York and London: Routledge.

Coonz, C. (1987) chapter 1 "Introduction: Love and Order in the Third Reich" pp. 1-18 in *Mothers in the Fatherland,* New York: Routledge.

Della Porta, D. and Diani, M. (2010) *Social Movements. An Introduction*, MA and Oxford: Wiley-Blackwell.

Della Porta, D. and Reiter H. (1998), *Policing Protest. The Control of Mass Demonstration in Western Democracies*, Minneapolis and London: University of Minnesota Press.

Goodwin, J. and Jasper J. M. (2015) Part II "Why Do Social Movements Occur?" pp. 9-52 in *The Social Movements Reader. Causes and Concepts*, Malden MA and Oxford: Wiley Blackwell.

Hay C. (2014) "A Crisis of Politics in the Politics of Crisis" pp. 60-78 in: Richards D., Smith M. and Hay C. (eds) *Institutional Crisis in 21st-Century Britain*, Understanding Governance Series London: Palgrave Macmillan.

Horkheimer, M. (2013[1947]) *Eclipse of Reason*, Martino Fine Books.

Kallis, A. (2018) "The Radical Right and Islamophobia" in Oxford Handbooks Online, pp. 1-23.

- Kassimeris, G. (2007) "Urban Guerrilla or Revolutionary Fantasist? Dimitris Koufodinas and the Revolutionary Organization 17 November", *Studies in Conflict and Terrorism* 28(1): 21-31.

Lasch, C. (1984) *The Minimal Self. Psychic Survival in Troubled Times*, New York and London: W.W. Norton and Company.

Mahmood, S. (2005) chapter 1,"The Subject of Freedom" pp. 1-39 in *The Politics of Piety. The Islamic Revival and the Feminist Subject,* Princeton: Princeton University Press.

Newburn, T., Cooper, K., Deacon, R. and Diski, R. (2015) "Shopping for Free'? Looting, Consumerism and the 2011 Riots", *British Journal of Criminology*, 55 (5): 987-1004.

Pollack, D. (2015) "Varieties of Secularization Theories and Their Indispensable Core", *The Germanic Review: Literature, Culture, Theory* 90(1): 60-79.

Sutcliff, S.J. and Gilhus, I.S. (2014) *New Age Spirituality. Rethinking Religion*, London and New York: Routledge.

Trocchi, A. (2011) "For the insurrection to succeed, we must first destroy ourselves" in A. Vradis, & D. Dalakoglou (eds.), *Revolt and crisis in Greece: between a present yet to pass and a future still to come*, Oakland, CA: AK Press & Occupied London: 299-327.

Vasilaki, R. (2016) "The Politics of Postsecular feminism?", *Theory, Culture and Society* 33(2): 103-123.

Zaimakis, Y. (2009) "Bawdy Songs and Virtuous Politics": Ambivalence and Controversy in the Discourse of the Greek Left on rebetiko, *History and Anthropology*, 20:1, 15-36.