

SOCIOLOGY 570(01) Domination & Resistance

Course Syllabus

Spring 2018

Time: Monday 1:00 to 3:40 PM

Location: Davison Hall, #128

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Office Hours: Monday 11:50 a.m.-12:50 p.m. or by appointment (Wed. preferred)
Davison Hall, Room 38, 848-932-7868

Purpose

The central goal of this course is to understand the rise of, the inter-dynamics among, and the actual and potential success of various resistance movements and forces, mostly in the United States but also overseas. Particular examples that will fall under our sociological gaze are civil disobedience, the Black Panther Party, Anonymous, Antifa, Black Lives Matter, Occupy Wall Street, Wikileaks, the Arab Spring, digital activism, the Me-Too movement, and the Anti-Trump resistance movement. Our discussions and analyses of resistance organizations and the movements they represent and advance will be situated mostly within two fields of sociological theory and research. First, key works within the sociology of power, domination, and social control will help illuminate both the rise of resistance movements and the various ways in which domination and resistance reinforce and constitute each other. Second, we will examine various theoretical and empirically-based perspectives on resistance and resistance movements. These diverse works are certain to provoke rich discussions and analyses regarding why resistance takes particular forms in particular contexts and why it succeeds and fails.

Required Readings

Readings, unless otherwise noted, will be available via Sakai (under Resources). Some are available via hyper-links. I expect to make some reading substitutions during the semester. When an abundance of reading material is assigned, I will try to convey to you which readings or portions of readings are most important. I will provide discussion questions in advance of the sessions on particular readings. My intent is not to overwhelm you with readings but rather to provide many resources for your papers and to supply a variety of perspectives to inform and enrich responses to discussion questions.

Course Format

This course will be taught in a seminar format. As a seminar, the course emphasizes discussion and writing. To encourage independence of thought, students are required to

be lead discussant for two class sessions and to determine the specific focus of their term paper. I will also provide short lectures on the material as necessary.

Course Grade

Your grade for the course will be apportioned (100 point scale) in the following manner:

Participation:	30%
Commentaries:	30%
Final Paper:	40%

Participation. Thirty percent of your grade will be based on the quantity and quality of your classroom participation. Absences from class without a valid excuse count against your participation grade. I encourage students who have not done the applicable reading to let others respond to questions first. This helps keep class discussion pertinent and flowing. Classroom participation that detracts from focused, intellectual discourse and an open, congenial classroom atmosphere will not improve your grade. You will sign up for or be assigned two sessions in which you will be that session's designated "go-to" person (i.e. lead discussant), especially for the tougher questions. You should be prepared to both answer and ask discussion questions on that day. If you have a phobia about talking in class, please see me. We may agree upon a way to make up some of the lost points such as submitting additional commentaries (see below) or written responses to discussion questions. All students will be asked to give a short presentation about their final papers on the last day of class (April 30), which will count toward your participation grade.

Writing Assignments

The course has one major writing assignment and several small ones. The small assignments are an attempt to advance your thought process and enhance classroom discussion rather than ends in themselves. Beginning January 29 you may, prior to class, record and submit via Sakai some reflections on the reading for that week in the equivalent of three to four double spaced pages. Feel free to focus your commentaries on some of the discussion questions that I distribute. Organization and style are secondary grading criteria for these commentaries. I am mainly interested in the depth of coherent and rational thought that you are giving to the readings, both individually and comparatively. In these papers, I especially encourage you to ask critical questions of the readings and to integrate prior readings, considering, as Paul Mclean puts it, "how one author might interrogate another." You may also use these commentaries as a vehicle to test out, extend, and refine ideas for your final paper. Just be careful not to focus your writing *too narrowly*; it should be clear from the piece that you have done most of the reading for that week. References to recommended readings are also well received. You may submit up to seven commentaries for a grade, but your grade will be based only on the top five (6 points each).

You are also required to write a final paper, 15-20 double-spaced pages long (10 to 15 for undergraduate credit), which requires research and critical analysis. All papers will be judged on the depth and breadth of analysis, the quality of the writing, the sufficient and proper integration of course materials, and additional considerations specified later. Papers should reflect an understanding of both course readings and issues and topics raised in class discussion. Please discuss your choice of paper topic with me by e-mail or in person by March 12th. You are welcome to request feedback on paper outlines or summaries. However, I will not read and comment on rough drafts of papers.

Please submit your papers in MS Word format through Sakai. It is your responsibility to make sure that your papers transmit properly, on time, and without viruses or macros.

Clear violations of academic integrity will be forwarded to the Graduate Chair (or through the standard adjudicative process if you are an undergraduate). For more information on the University's uniform policies and procedures concerning academic integrity violations please see <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

Late assignments will be deducted an additional half grade (a six-point penalty on a 100 point scale) for each additional day late beginning after the time the assignment is due. Whenever possible, no-penalty extensions should be requested and approved in advance. If an extended illness or family situation prevents you from attending class and completing your assignments on time, please request a new paper due date to ensure your paper is evaluated properly and fairly.

Communications

E-mails. Though I encourage e-mail communication, please do not expect an immediate reply. Please first ask a classmate for information that I provided in a class that you missed.

List-serve. A course list-serve will automatically send messages to your official e-mail address on record with Rutgers University. The main purpose of the list-serve is for me to send you discussion questions as well as updates and reminders. Occasionally I may post items to the list-serve that are relevant to a pending assignment. It is your responsibility to check your e-mail regularly. As a rule, I plan to always give at least 2 days notice for any changes I make to the readings, papers etc., and to also make any important announcements in class. To contact the whole class, send a message to dominationresistance_sp18@rams.rutgers.edu.

Discussion Topics and Required Readings

Please do the reading corresponding to a class in advance of that class.

Week 1. Introduction to Course. Situating Resistance within Theories of Power and Domination (January 22)

Vinthagen, Stellan and M. Lilja 2014 "Sovereign Power, Disciplinary Power and Biopower: Resisting What Power With What Resistance?", *Journal of Political Power* 7:107-126.

Excerpts from Lukes, 2005, *Power: A Radical View*, p. 6-11; 35-38; 85-99; 144-151

Recommended Readings:

Vinthagen, Stellan -2006 "Power as Subordination and Resistance as Disobedience: Nonviolent Movements and the Management of Power", *Asian Journal of Social Science*, 34:1, pp. 1--21.

Week 2. Conceptions and Theories of Resistance (January 29)

Hollander, Jocelyn A. & Rachel L. Einwohner. 2004 "Conceptualizing Resistance", *Sociological Forum*, 19:533-554.

Ewick, Patricia and Susan Silbey, 2003 "Narrating Social Structure: Stories of Resistance to Legal Authority," *American Journal of Sociology* 108: 1328-72.

Schock, Kurt "How Resistance Happens" in *Ch. 4 in Civil Resistance Today*. (available for free via RU Library).

Recommended Readings:

Ch. 2 in Schock's *Civil Resistance Today*.

Scheuerman, William E. 2017 "What is Political Resistance?" *Public Seminar*

Week 3. Non-violent Resistance and the American Civil Rights Movement (Feb. 5)

Chenoweth, Erica and Maria J. Stephan. 2014. "Drop Your Weapons: When and Why Civil Resistance Works" *Foreign Affairs*. TedX talk supplement

King, Mary Elizabeth (2011) "How We Made the Media Pay Attention." *Waging Nonviolence*, September 16.

Mantena, Karuna (2016). "The Power of Nonviolence" *Aeon*, March 11.

McAdam, Doug *Political Process and the Development of Black Insurgency, 1930-1970*. Ch. 6 and 7.

Recommended Reading:

Stephan, Maria J. and Erica Chenoweth (2008) "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict", *International Security*, 33: 7-44.

Engler, Mark & Paul Engler (2014) "When the Pillars Fall - How Social Movements Can Win More Victories Like Same-Sex Marriage." *Waging Nonviolence*, July 9.

Critical perspective re: nonviolence: https://www.youtube.com/watch?v=_OReGYJtnTE

Week 4. Militant Black Resistance and Black Lives Matter (Feb. 12)

Harris, Fredrick. 2015. "The Next Civil Rights Movement?" *Dissent*

Gould-Wartofsky, Michael. 2015. "When Rioting is Rational" *Jacobin Mag*

Resnikoff Ned. 2014. "Think riots have never caused change in America? Think again."

Shahid, Waleed (2015) "How Is Black Lives Matter Winning?" *Dissent Magazine*, December 5.

Cooke, Shamus. 2017. "Police Unions vs. Black Lives"

Recommended Readings:

Muhammad, Khalil. 2015. "*Black Silent Majority* by Michael Javen Fortner"

Fording, Richard. 2001. "The Political Response to Black Insurgency: A Critical Test of Competing Theories of the State." *American Political Science Review*.

Week 5. Resistance among the Poor and Powerless (Feb. 19).

Scott, James C. 1989, "Everyday Forms of Resistance", Copenhagen Papers, No. 4, pp. 33-62.

Rios, Victor. *Punished*, Ch. 5

Brotherton, David. *Globalizing the Streets*, p. 119-130.

Recommended Readings:

Lukes, Steven. *Power: A Radical View*, p. 124-134.

Crewe, Ben. 2007. "Power, Adaptation and Resistance in a Late-Modern Men's Prison." *British Journal of Criminology*, 47: 256-275.

Xianghong Feng 2015. "Protesting power: everyday resistance in a touristic Chinese Miao village" *Journal of Tourism and Cultural Change* 13: 225-243.

Week 6. Digital Activism and Hacktivism (Feb. 26).

Castells, Manuel. 2007. "Communication, Power and Counter-Power." *International Journal of Communication*, 1:238-266.

Gilbert, David. "Is Anonymous over?"

Jaffe, Sarah "Is What's Good For Facebook Not So Good For Democracy?"

Bijan, Stephen "How Black Lives Matter Uses Social Media to Fight the Power"

Ludlow, Peter, Burcu Bakioğlu "10 Ways Hackers Have Punked Corporations and Oppressive Governments"

Recommended Reading:

Bonilla, Yarimar and Rosa, Jonathan: "#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the US" *American Ethnologist*, 42: 4–17.

Gil de Ziga, Veenstra, Vraga, and Shah "Digital Democracy: Reimagining Pathways to Political Participation"

Week 7. Resistance of Government Secrecy and Surveillance (March 5).

Pieterse, Jan Nederveen. 2012. "Leaking Superpower: Wikileaks and the Contradictions of Democracy." *Third World Quarterly* 33: 1909-24.

Brucato, Ben. 2015. "The New Transparency: Police Violence in the Context of Ubiquitous Surveillance" *Media and Communication* 3

Snowden, Edward (2016) "Inside the Assassination Complex: Whistleblowing is Not Just Leaking — It's an Act of Political Resistance." *The Intercept*, May 3.

Institute for Applied Autonomy. 2006. "Defensive Surveillance: Lessons from the Republican National Convention."

Recommended Reading:

Marx, Gary T. 2009. A Tack in the Shoe and Taking Off the Shoe: Neutralization and Counter-neutralization Dynamics. *Surveillance & Society*, 6(3): 294-306.

Spring Break March 12.

Week 8. Trumpism as Resistance and Resisting Trump (March 19)

Yates, Elizabeth A. "How the tea party learned to love Donald Trump" *Washington Post* December 1, 2016

Piven Frances Fox 2016. "Throw Sand in the Gears of Everything"

Heer, Jeet "The Path of Most Resistance: The promise—and perils—of the fight against Trump." *New Republic* May 11, 2017

Warrington, Ruby "Inside Teen Vogue: 'Our readers consider themselves activists'"

Chris Hedges "How 'Antifa' Mirrors the 'Alt-Right'"

Recommended Reading:

Afridi Lena , "A true general strike is possible in Trump's America"

Gerbaudo, Paolo "Leftwing populism: a Primer" *Medium*, Nov 30, 2016

Week 9. Role of Intellectuals in Domination and Resistance (March 26).

Goldrick-Rab, Sara "On Scholarly Activism" *Contexts*

Soave, Robby "The Wild World of Oppression Studies"

Nikita Carney and Alex Kulick "Rethinking Academia and Social Justice: Reflections from Emerging Scholars"

Soave, Robby. 2016. "Former Harvard President Larry Summers Warns of 'Creeping Totalitarianism' on College Campuses."

Week 10. Resistance in Education (April 2).

Giroux, Henry 1983. "Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis," *Harvard Educational Review*, 53: 257-293.

Blum, Linda & Shelley Kimelberg "Protecting Our Children: Paradoxes of Resistance in an Era of Neoliberal Education"

Fernández, Jesica et. al. "Strategies for Systemic Change: Youth Community Organizing to Disrupt the School-to-Prison Nexus"

Taylor, Kate and Motoko Rich Teachers' Unions Fight Standardized Testing, and Find Diverse Allies *New York Times*, 2015

Week 11. Resisting Corporate Power and Economic Inequality (April 9)

Murray and Schwartz "Moral Economy, Structural Leverage, and Organizational Efficacy: Class Formation and the Great Flint Sit-Down Strike, 1936–1937"

Barnes Alison 2012. "Customer Service Work and the Aesthetics of Resistance"

Mock, Brentin A New Divestment Movement Against Trump Gears Up JUN 21, 2017

Harcourt, B. (2011). Occupy Wall Street's Political Disobedience. *The New York Times*

Levitin, Michael (2015) "The Triumph of Occupy Wall Street." *The Atlantic*, June 10.

Recommended Reading:

Murphy, Alexandra G. (1998) Hidden Transcripts of Flight Attendant Resistance, *Management Communication Quarterly*, 11: 499.

Week 12. Resisting Patriarchy (April 16)

Mihelich, John & Debbie Storrs 2003 "Higher Education and the Negotiated Process of Hegemony: Embedded Resistance among Mormon Women" *Gender & Society*, 17: 404-422.

Grigoriadis, Vanessa (2014) "Meet the College Women Who Are Starting a Revolution Against Campus Sexual Assault." *The New York Magazine*, September 21.

Faludi, Susan. "The Patriarchs Are Falling. The Patriarchy Is Stronger Than Ever." *NYT*.

Walters Suzanna Danuta, 2017. "Between Sexual Assault and Sex Panic" *Ms. Magazine*.
Various Authors. "Meet The Women Worried About #MeToo: Thirteen bold women on why we must reject victimhood."

Recommended Reading:

Garber, Megan "Is This the Next Step for the #MeToo Movement?"

Moghadam, Valentine "Islamism, Feminism, and Resistance: Rethinking the Arab Spring"

Week 13. Resistance Across the Globe (April 23)

Chabot, Sean and Stellan Vinthagen (2007) "Rethinking Nonviolent Action and Contentious Politics: Political Cultures of Nonviolent Opposition in the Indian Independence Movement and Brazil's Landless Workers Movement"

Davenport and Moore: "The Arab Spring, Winter, and Back Again: (Re)Introducing the Dissent-Repression Nexus with a Twist," *International Interactions* 38(5): 2012.

Mona Lilja, Mikael Baaz, Michael Schulz & Stellan Vinthagen (2017)

How resistance encourages resistance: theorizing the nexus between power, 'Organised Resistance' and 'Everyday Resistance', *Journal of Political Power*, 10:1, 40-54

McQuade, Joseph "The forgotten violence that helped India break free from colonial rule." *The Conversation*.

Gerbaudo, Paolo (2016) "2011: A Year of Occupations That Changed the World." *Roar*.

Week 14. Repression, Backlash, and Student presentations (April. 30).

Earl Political Repression: Iron Fists, Velvet Gloves, and Diffuse Control Jennifer Earl
Annual Review of Sociology 2011 37:1, 261-284

King, Shaun. 2016 The Black Lives Matter Movement must learn from the struggles of the Black Power Movement *New York Daily News*.

Recommended Reading:

Earl, Jennifer. 2011. "Protest Arrests and Future Protest Participation: The 2004 Republican National Convention Arrestees and the Effects of Repression." *Studies in Law, Politics, and Society* 45: 141-173

Final Papers will be due by May 6th at 5 p.m.

