# COURSE SYLLABUS SME

## 1. Information about the program

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| 1.1 Higher Education Institution | Babeş-Bolyai University |
| 1.2 Faculty | Faculty of European Studies |
| 1.3 Department | International Relations and German Studies |
| 1.4 Field of study | International Relations |
| 1.5 Study level | MA |
| 1.6 Programme of study/ Qualification | International Relations, Foreign Politics and Crisis Management |

## 2. Information about the discipline

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|---|---|---|---|---|---|---|---|
| 2.1 Module | | Protest movements, radicalization and contemporary crises | | | | | |
| 2.2 Course holder | | | **Sergiu Mişcoiu, PhD** | | | | |
| 2.3 Seminar holder | | | **Ciprian Bogdan, PhD** | | | | |
| 2.4 Year of study | 1 | 2.5 Semester | 2 | 2.6. Type of assessment[1] | E. | 2.7 Type of module[2] | OB |

## 3. Total estimated time (teaching hours per semester)

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|---|---|---|---|---|---|
| 3.1 No. of hours per week | 2 | 3.1 of which for course | 1 | 3.3 of which for seminar | 1 |
| 3.4 Total no. of hours in the curriculum | 28 | 3.5 of which for course | 14 | 3.6 of which for seminar | 14 |
| Time distribution: | | | | | Hours |
| Study by using handbook, reader, bibliography and course notes | | | | | 14 |
| Additional library/specialised online research, field research | | | | | 14 |
| Preparation of seminars/laboratories, homework, projects, portfolios and essays | | | | | 14 |
| Tutoring | | | | | 5 |
| Examinations | | | | | 5 |
| Other activities: ..... | | | | | |

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| 3.7 Total no. of hours for individual study | 52 |
| 3.8 Total no. of hours per semester | 80 |
| 3.9 No. of ETCS credit points | 5 |

## 4. Prerequisites (where applicable)

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| 4.1 of curriculum | • -- |
| 4.2 of competencies | • A good knowledge of English |

[1] E - exam, ME - multi-term examinations, C - collocutional examination/assessment test
[2] OB - core module, OP - elective module, F - extracurricular module

**5. Conditions** (where applicable)

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| 5.1 For the development of the course | • |
| 5.2 For the development of the seminar/laboratory | • |

**6. Specific skills acquired**

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| **Professional skills** | • Developing the capacity of understanding the theoretical approaches in the existing literature<br>• Developing the capacity of analyzing and interpreting theoretical texts<br>• Developing the capacity of analyzing and interpreting contemporary protests<br>• Developing the capacity of relating theories and concrete social protests<br>• Developing the capacity of comparing various contemporary protests |
| **Interdisciplinary skills** | • Developing the ability to provide arguments<br>• Developing critical thinking<br>• Developing abilities to communicate<br>• Developing abilities to correlate abstract thinking and concrete situations |

**7. Course objectives** (based on list of acquired skills)

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| 7.1 General objective | • Describing, interpreting and comparing various contemporary protest movements |
| 7.2 Specific objectives | • Understanding the dominant theories on protest movements/social movements<br>• Interpreting and analyzing contemporary social movements<br>• Providing a comparative analysis on contemporary social movements<br>• Observing the complex relationship between ideology and social movements<br>• Understanding the structural and discursive constraints of social movements |

**8. Contents**

| 8.1 Lecture | Teaching methods | Observations |
|---|---|---|
| 1. What is a social movement? Concepts, definitions | Lecture, heuristic conversation, dialogue | |

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|---|---|---|
| 2. Old and new social movements | Lecture, heuristic conversation, dialogue | |
| 3. When do they occur? From structural crises to symbolic opportunities | Lecture, heuristic conversation, dialogue | |
| 4. Why do they occur? Ideology, identity, motivation | Lecture, heuristic conversation, dialogue | |
| 5. Who joins them? (Post)materialist values, rationality, emotions | Lecture, heuristic conversation, dialogue | |
| 6. How are they organized? Sociopolitical organization and discursive articulation | Lecture, heuristic conversation, dialogue | |
| 7. Towards the glocalization of social movements? | Lecture, heuristic conversation, dialogue | |

**Bibliography:**


Charles Tilly, *Social Movements, 1768-2004*, Paradigm Publishers, Boulder, London, 2004.
Donatella della Porta, Mario Diani, *Social Movements. An Introduction*, Blackwell Publishing, Malden, Oxford, 1999.
J.Craig Jenkins, Bert Klandermans (ed.) *The Politics of Social Protest. Comparative Perspectives on States and Social Movements,* UCL Press Limited University College London, London, 2005.
Alberto Melucci, *Challenging Codes: Collective Action in the Information Age*. Cambridge Cultural Social Studies, Cambridge University Press, Cambridge, New York, 1996.
Manuel Castells, Mireia Fernández-Ardèvol, Jack Linchuan Qiu, and Araba Sey, *Mobile Communication and Society. A Global Perspective*, The MIT Press, Cambridge, Massachusetts, London, 2007.
Pierre Hamel, Henri Lustiger-Thaler, Jaan Nederveen Pieterse, Sasha Roseneil (ed.), *Globalization and Social Movements*, Palgrave Macmillan, Houndmills, Basingstoke, Hampshire, 2001.


| 8.2 Seminar / Laboratory | Teaching methods | Observations |
|---|---|---|
| 1. Fighting inequality(I):<br>Indignados | Text analysis and debate | Manuel Castells, *Networks of Outrage and Hope – Social Movements in the Internet Age*, Polity Press, Cambridge, 2012, pp. 110-156. |
| 2. Fighting inequality(II): Occupy Wall Street | Text analysis and debate | Manuel Castells, *Networks of Outrage and Hope – Social Movements in the Internet Age*, Polity Press, Cambridge, 2012, pp. 156-218. |
| 3. Fighting authoritarian regimes: Arab Spring (Tunisia, Egypt) | Text analysis and debate | Manuel Castells, *Networks of Outrage and Hope – Social Movements in the Internet Age*, Polity Press, Cambridge, 2012, pp. 20-110. |

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| 4. Fighting for the environment (I): India | Text analysis and debate | Haripriya Rangan, "From Chipko to Uttaranchal. Development, environment, and social protest in the Garhwal Himalayas, India", în Richard Peet and Michael Watts (ed.), *Liberation Ecologies, Environment, development, social movements*, Routledge, London, New York, 2002, pp. 205-227. |
| 5. Fighting for the environment (II): Roşia Montană | Text analysis and debate | Mihai Goţiu, *Afacerea Roşia Montană*, Tact, Cluj-Napoca, 2013. |
| 6. Fighting discrimininatation (I): Black Lives Matter | Text analysis and debate | Joseph E. Peniel, *Dark Days, Bright Nights: From Black Power to Barack Obama,* Basic Civitas, New York, 2013, pp. 161 – 229.<br>Mychal Denzel Smith. "A Q&A with Alicia Garza, Co-Founder of #BlackLivesMatter."<br>*The Nation*. March 24, 2015, https://www.thenation.com/article/qa-alicia-garza-co-founder-blacklivesmatter/<br>Jennifer Senior. "The Paradox of The First Black President." *New York Magazine*.<br>October 7, 2015, http://nymag.com/daily/intelligencer/2015/10/paradox-of-the-first-black-president.html |
| 7. Fighting discrimininatation (II): women in Central America | Text analysis and debate | Jennifer Bickham Mendez, "Creating Alternatives from a Gender Perspective *Transnational Organizing for Maquila Workers' Rights in Central America*", în Nancy A.Naples & Manisha Desai (ed.), *Women's Activism and Globalization Linking Local Struggles and Transnational Politics*, Routledge, New York and London, 2002. |

**Bibliography:**


Manuel Castells, *Networks of Outrage and Hope – Social Movements in the Internet Age*, Polity Press, Cambridge, 2012.
Richard Peet and Michael Watts (ed.), *Liberation Ecologies, Environment, Development, Social Movements*, Routledge, London, New York, 2002.
Joseph E. Peniel, *Dark Days, Bright Nights: From Black Power to Barack Obama,* Basic Civitas, New York, 2013.
Nancy A.Naples & Manisha Desai (ed.), *Women's Activism and Globalization Linking Local Struggles and Transnational Politics*, Routledge, New York and London, 2002.


**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

The discipline *Protest movements, radicalization and contemporary crises* prepares students for understanding both the theoretical debates on contemporary social movements and interpreting/comparing particular protest movements from multiple theoretical perspectives.

**10. Assessment**

| Type of activity | 10.1 Assessment criteria | 10.2 Assessment methods | 10.3 Percentage of the final grade |
|---|---|---|---|
| 10.4 Seminar | 7 p. written exam | written exam | 70% |
| | 3 p. seminar activity and presentation | Interventions (answers, questions) and presentation | 30% |
| 10.5 Minimum standard of performance | | | |
| 80% attendance at seminar activities<br>Participation at the written exam and the solving of at least half of the written subjects<br>Reading the mandatory bibliography | | | |

Date ..... Course holder signature ..... Seminar holder signature .....

Date of departmental approval ……..  Head of department signature .....