This course provides a historically and theoretically informed perspective on global resistance movements. It focuses on movements on the left, meaning those who have opposed imperialism, militarism, and capitalism and advocated for revolutionary new forms of equality, democracy, and ways of living. We will give particular emphasis to libertarian socialism (popularly known as anarchism) given the recurring prominence of its core ideas in shaping popular protests, all the more so in recent decades. In so doing the course makes a modest dent in the Academy’s unfortunate neglect of libertarian socialist history and ideology.

The course is broken up into four sections. First, it examines the underlying ideology of libertarian socialism and its historical influence in the past century. This will be an excellent opportunity to shed the misconceptions you no doubt have about this prominent but thinly examined ideology. Second, the course reviews the history of peace and anti-imperialist movements in the United States. In this way, we gain a valuable alternative history of US politics and connect the national to the international. Third, it reviews the global efforts in the 21st century to replace a neoliberal system of globalization with one committed to equality, diversity, and democratic accountability. Finally, you will develop your individual research papers and thereby gain expertise on a specific issue or case study linked to the course material.

Student Learning Outcomes:

- Identify major types of global resistance movements and describe multiple ways in which they have sought to transform the state and the global order.
- Describe and explain theoretical perspectives informing global resistance movements.
- Compare and contrast distinct resistance movements across historical eras.
- Identify and compare distinct anti-imperialist and other anti-militarist movements in US history over the past century.
- Apply theoretical perspectives on global resistance movements and historical developments to assess various case studies of global resistance movements.
- Engage in critical assessment of distinct theoretical perspectives and of the aims and policies followed by distinct global resistance movements.
- Develop your own theoretical synthesis for understanding and evaluating global resistance movements informed by historical analysis.
- Engage in close reading of the material to identify main arguments and themes.
- Conduct independent research in a way that engages the material assigned in class.
- Participate in classroom discussion. You should come to class with prepared notes of the reading material and a list of discussion questions.
- Express sophisticated, clear ideas in writing.
Required Readings: The books are available at KB Books at 5187 College Avenue.

- Collection of articles and book chapters. These can be accessed either through web links provided below or as a PDF on the Blackboard page for this class. You are expected to print out hard copies and bring them to class. You can also choose to purchase a bound copy of all the non-book readings at Cal Copy.

Do not try to avoid the readings. I spent multiple hours selecting readings that bring out distinct theoretical aspects and substantive information on global resistance and solidarity. All of the assignments will require extensive reference to the readings.

Assignments: I will provide details during the semester. Late papers will be deducted unless there are documented medical emergencies or SDSU-granted exceptions. Grading rubric and distributions are discussed at the end of this syllabus.

- **Summaries of Weekly Readings:** I will periodically (perhaps five times over the course of the semester) ask you to turn in your summaries. Because these are meant to guide classroom discussion, you will only receive credit if you are present in class that day. I will drop your worst performance when calculating your grade for this segment. 10%.
- **Take-Home Exam:** Sept. 24. 25%
- **Group Presentations:** Oct. 27-29. This includes an in-class presentation and a brief written record of your research and findings. 10 %
- **Preliminary Literature Review and Summary of Argument:** Dec. 3. 10%
- **Research Paper:** Dec. 10. 35%
- **Attendance/Participation:** This includes regular, punctual attendance, participation, and completion of homework assignments. 10% **Anyone who misses at least ten classes receives no credit while missing eight results in a 50% deduction.**

Classroom Behavior:
This class is designed for free, responsible, and intellectually curious adults interested in a quality education rather than just a notation on their transcript. The most valuable asset of any class is student input. Do not hesitate to bring any concerns to me. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay, you should contact the office as soon as possible. Note that accommodations are not retroactive and that I cannot provide them until I have received an accommodation letter from Student Disability Services.

Please comply with the following:

- **Do not use laptops or other portable devices in class.** I will single out offenders and come up with appropriate shaming responses. Exceptions are granted for special circumstances with those students expected to sit in the front row.
- Attend all classes punctually. If you need to leave a class early, let me know in advance.
When emailing me, start with a greeting (e.g., “Dear Prof G”). I ask for this out of common courtesy and to make you aware of the importance of actual introductions in any emails that are not being sent to friends.

Anyone caught cheating or plagiarizing will receive an automatic F for the course (NOT just for that assignment). I will also report the violation to the University. For details on cheating and plagiarism, see http://senate.sdsu.edu/policy/pfacademics.html#Cheating

Schedule of Readings: Assigned books are identified by name of author and first part of title. * means the article is found either on Blackboard, under Course Documents, or on the web link provided below. You can also purchase a course packet for the non-book readings at Cal Copy. I may make changes based on new developments or class discussions.

I. Fight the Power: Libertarian Socialism-Anarchism.

Aug. 25, Introductory Class: Interested in Anarchism and Resistance?

Aug. 27, Western Scholarly Aversion to Popular Mobilization: the Spanish Civil War:

Sept. 1-3, Overview to Libertarian Socialism-Anarchism:
- Milstein, Anarchism, pp. 11-77, 79-94.

Sept. 8-10, the Evolution and Revival of Libertarian Socialism:
- Milstein, Anarchism, pp. 97-122.

Sept. 15-17, Anarchism’s Global Reach:

Sept. 22, Discuss Paper:
Sept. 24, Paper Due (submit to Political Science office at NH 126 ), no class meeting.

II. We Don’t Want Your War Machine: Protesting US Aggression.

Sept. 29-Oct. 1, US Anti-War Movements in the Early 20th Century:
- Seymour, American Insurgents, pp. ix-xxiv, 59-95.

Oct. 6-8, Mobilizing Against US Imperialism and the War on Vietnam:
- Seymour, American Insurgents, pp. 97-134,
- *Paul Goodman, New Reformation: Notes of a Neolithic Conservative, pp. 143-64

- Seymour, American Insurgents, pp. 169-97.

Oct. 20-22, Preparation for Group Presentations.

Oct. 27, Presentations on Anarchist-Libertarian Socialist Themes and Movements.

Oct. 29, Presentations on US Anti-War Movements.

III. Ain’t Gonna Work on Maggie’s Farm No More: Global Resistance to Neoliberal Globalization.

Nov. 3-5:

Nov. 10-12:
Nov. 17-19:

- *Global Democracy*, pp.117-73

Nov. 24, Discuss Final Assignment.

Nov. 26, Thanksgiving (no class).


Dec. 3, Preliminary Literature Review and Summary of Argument Due.

Dec. 8, Peer Review, More Preparation

Dec. 10: **Research Paper Due**

**General Education Explorations:**
Courses that fulfill the 9-unit requirement for **Explorations** in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three upper division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is a **Explorations course in Social and Behavioral Sciences**. Completing this course will help you learn to do the following with greater depth: 1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; 2) comprehend diverse theories and methods of the social and behavioral sciences; 3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; 4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

**Grading Rubric for Essay Assignments:** The specific substance will vary for each performance as well as the length and depth of material expected:

- Overall Tasks to be Performed: 
  - **Defining and Applying theoretical perspectives:** This includes identifying the core premises and applying them to the distinct scenarios set forth in the prompt.
  - **Assessing strengths and weaknesses of theoretical perspectives:** This includes comparing and contrasting distinct theoretical perspectives and giving empirically-informed justifications for your assessment.
  - **Adequate Attention to Substance:** This involves identifying the most relevant empirical background for the scenario of the prompt and providing adequate historical context.
  - **Articulating Your View:** This includes setting forth your preferred theoretical approach,
which could be a synthesis of distinct perspectives presented in class, an alternative perspective, or one of the perspectives presented in class. Be sure to illustrate your perspective with reference to specific factual patterns and to justify your perspective through a contrast with other perspectives.

- **Range**: This means drawing with specificity from multiple lectures and readings:
- **Organization**: This includes a thesis statement, clear transitions, avoidance of repetition, and avoidance of packing multiple points in the same paragraph.
- **Writing**: This includes an active voice, good prose, grammar, and sentence structure, and proofreading. Consult the Writing Guidelines document on Blackboard.

**Overall Grade Distribution**: based on a total possible score of 200 points:

- **A**: 184 and above
- **A-**: 180 - 183.5
- **B+**: 174 - 179.5
- **B**: 164 - 173.5
- **B-**: 160 - 163.5
- **C+**: 154 - 159.5
- **C**: 144 - 153.5
- **C-**: 140 - 143.5
- **D+**: 134 - 139.5
- **D**: 124 - 133.5
- **D-**: 120 - 123.5
- **F**: below 120

Upward improvement will be taken into account for those who regularly attend classes and participate in class discussion. I do not make adjustments simply because a student needs a better grade for applying to graduate programs, being removed from academic probation, or being eligible for some scholarship or impacted major. Nor do I offer extra credit or revisions once the semester has ended.