

**DISCIPLINE CHART**

NAME OF DISCIPLINE		<i>Government, governance and social movements</i>					CODE: 37	
CICLE OF STUDIES DE STUDII (L-BA/M-MA/D-Ph.D.) AND YEAR OF STUDIES 1, 2, 3, 4			<b>L3</b>	Semester	<b>6</b>	THE STATUS OF DISCIPLINE (OB-compulsory/OP-optional/F-facultative)		<b>OP</b>
NUMBER OF HOURS PER WEEK				TOTAL HOURS SEMESTER	TOTAL HOURS SEMESTER *	NUMBERS OF CREDITS	TYPE OF EVALUATION (P-along the way, C-colloquium, E-exam, M-mixed)	TEACHING LANGUAGE
C	S	L	Pr.					
2	2			56	94	6	C	Romanian/ English (for international students)

HOLDER OF THE ACTIVITIES OF COURSE	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME		DEPARTMENT
	ASSOC. PROF. DIANA MARGARIT, PHD		Political Science, International Relations and European Studies

HOLDER OF THE ACTIVITIES OF SEMINAR	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME		DEPARTMENT
	ASSOC. PROF. DIANA MARGARIT, PHD		Political Science, International Relations and European Studies

OBJECTIVES*	To understand the meaning of globalization and social movements in the context of the theories of international relations, theories of globalization and social change To analyse from a critical perspective phenomenon such as globalization and social change To understand the implications of globalization on governmental and nongovernmental actors, as well as on the global governance
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**SPECIFIC COMPETENCES GAINED**

PROFESSIONAL COMPETENCES **	To use core concepts from the international relations literature in describing and explaining events and processes. To analyse empirical situations by taking into consideration principles, theories and methods from the field of international relations To evaluate risky and uncertain conditions in the global decision-making processes. To use theories and methods in conceiving solutions that could resolve international and global crises
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TRANSVERSAL COMPETENCES	To use fundamental theories of international relations in the analyses of international and global processes To use specific methodologies in understanding international relations, European dynamics and global governance actors and decisions
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CONTENT OF COURSE	<p>Introduction</p> <p>What is a social movement? When do social movements occur? Who joins the movement? How does mobilization occur? Which are the goals of social movements? What changes do social movements bring?</p> <p>Theories of social movements:</p> <ol style="list-style-type: none"> <li>Collective action</li> <li>Resource mobilization</li> <li>Critical mass theory</li> <li>Political opportunity structure</li> <li>Framing</li> </ol> <p>Government-civil society relationship in Romania. Protests and social movements.</p> <p>Conclusions</p> <p>References:</p> <p>Della Porta, Donatella and Mario Diani. 2006. <i>Social Movements. An Introduction</i>. Oxford: Blackwell.</p> <p>Goodwin, Jeff and Jasper, James (Eds.). 2015. <i>The Social Movements Reader. Case and Concepts</i>, Oxford: Wiley, Oxford.</p> <p>Marchetti, Raffaele. 2018. <i>Government-NGO Relationships in Africa, Asia, Europe and MENA</i>. London: Routledge.</p> <p>Margarit, Diana. 2016. Civic Disenchantment and Political Distress. The Case of The Romanian Autumn. <i>East European Politics</i> 32(1):46-61.</p> <p>Opp, Karl Dieter. 2009. <i>Theories of Political Protest and Social Movements</i>. London: Routledge.</p>
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CONTENT OF THE WORKS OF SEMINAR	<p>Introduction. Civil society, social movements and protests</p> <p>Active and critical citizenship, discontent, (dis) engagement and mobilization. Abdelzadeh, Ali and Joakim Ekman. 2012. Understanding Critical Citizenship and Other Forms of Public Dissatisfaction: An Alternative Framework. <i>Politics, Culture and Socialization</i> 3(1-2):177-194.</p> <p>How is civic conscience born? Paine, Thomas. 1997. <i>Common sense</i>. New York: Dover.</p>
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	<p>What is civil disobedience? When and why is it legitimate? Arendt, Hannah. 1972. <i>On Civil Disobedience</i>. In <i>Crises of the Republic</i>. New York: Harvest Books; Thoreau, Henry David. 1993. <i>On Civil Disobedience</i>. New York: Dover.</p> <p>New and old incentives for social mobilization. Hessel, Stéphane. 2011. <i>Time for Outrage. Indignez-vous</i>. New York: Hachette.</p> <p>Radical activism. Against state order. Malaparte, Curzio. 1997. <i>Technique du coup d'Etat</i>. New York: Morris. (chap. 2).</p> <p>Environmental activism. Castells, Manuel. 2013. <i>Communication and Power</i>. Oxford: Oxford University Press. (303-338)</p> <p>Case studies presented by students. Their presentations should focus on a specific social movement (either real or fictive, past or present, local, regional, national or global) and should take into consideration the following aspects:</p> <ol style="list-style-type: none"> <li>1) The identity of the movement: <ol style="list-style-type: none"> <li>a) name, values, ideology, doctrine;</li> <li>b) visual identity (logo, colours), slogans;</li> <li>c) historical, geographic and political context of the movement;</li> <li>d) leading figures, formal and informal leaders;</li> <li>e) initiators, supporters, opponents.</li> </ol> </li> <li>2) Goals (messages, program, claims);</li> <li>3) Targets (whom it concerns, against who it acts);</li> <li>4) Means for achieving the goals: <ol style="list-style-type: none"> <li>a) Communication channels (Internet, social media, ad-hoc meetings, conferences, radio, newspapers);</li> <li>b) Persuasive and/or coercive techniques and tactics;</li> <li>c) Types of actions (sit-ins, marches, boycotts, campaigns);</li> <li>d) Resources (financial resources, public figures as supporters, intellectuals, political support, membership in cooperation networks, bystanders);</li> </ol> </li> <li>5) How do you measure the success or the failure of that movements? What should it do/have done in order to be successful? What obstacles should it overcome in order to achieve its goals?</li> </ol>
<p>METHODOLOGICAL LANDMARKS ***</p>	<p>Lectures, academic debate, heuristic conversation, heuristic evaluation</p>

<p>EVALUATION</p>	<p>Forms</p>	<p>Activity during the seminars. Students will be evaluated during each seminar according to their interventions Participation to the debates and oral examination during the exam session</p>
	<p>Final grade formula</p>	<p>50% the grade for the seminar 50% the grade for the exam Those students who did not receive 5 (out of 10) for the seminar cannot pass the exam. The minimum grade for both the seminar and the exam is 5.</p>

\* objectives are made according to the chart of professional competences for the program of studies

\*\* at the level of description

\*\*\* didactical strategy, materials, resources

\*\*\*\* reported to the competences made in Objectives or at the Minimal standards of performance from the chart 1L / 1M, according to case

Date of filing

Signature of course holder

Signature of seminar holder




1.10.2019