



The Sociology of Anarchism

University of Akron
Spring 2010



Anarchism is grounded in a rather definite proposition: that valuable behavior occurs only by the free and direct response of individuals or voluntary groups to the conditions presented by the historical environment. It claims that in most human affairs, whether political, economic, military, religious, moral, pedagogic, or cultural, more harm than good results from coercion, top-down direction, central authority, bureaucracy, jails, conscription, states, pre-ordained standardization, excessive planning, etc.
-- Paul Goodman

Course number: 3850: 365 (Special Topics) **Facilitator:** Dana Williams
Class time: Tue, Thu 3:15 PM – 4:30 PM **Office:** Olin 261
Class location: Olin 123a **E-mail:** dw2@uakron.edu
Office hours: 2:00pm-3:15 (or by appointment)

Definition of anarchism

Literally “without rulers”. Anarchism is a comprehensive social, economic, and political praxis that combines a radical critique of hierarchy, authority, and domination with a pre-figurative aspiration for an egalitarian, liberatory, horizontal, and cooperative social order.

Class Requirements (General)

1. Students must receive letter grades at the end of the course
2. At least 25 percent of the final grade must be based upon out-of-class writing
3. Class participants must collectively and democratically define, establish, and enforce all of the remaining parameters of the course

Why construct a class this¹ way?

As a student, I assume you have at least a minimal interest in this subject. Yet, you alone are able to articulate what those exact interests are. While I am likely to be in the present possession of more knowledge of anarchist history and ideas, that does not mean I should make all the decisions about what happens in this learning environment. Although it would be deceptive and unhelpful for me to deny my experience and knowledge, I do choose to put it at students’ disposal instead of demanding that they learn what I know verbatim. I believe it would be

¹ Class Requirement #3 deserves the most focus.

hypocritical (if not at least ironic) for me to teach you what I think you should know about anarchism, test you in ways that I value, and grade you based on my own educational priorities. Needless to say: I am not interested in being a hypocrite or an authority figure.

When students direct their own learning processes—determine their own interests and establish their own learning goals—they are more likely to succeed. As an educator, my goal is to help students reach their learning goals, whatever those goals may be. By allowing this course's students to essentially design the entire course for themselves they are not only able to control their own learning, but—and here is the course's first true lesson—also participating in anarchist practice. To direct your own life (self-management) and do so collectively (through solidarity and mutual aid) with your fellow classmates *is* to act in an anarchist fashion. Thus, not only will you learn facts, ideas, and theories about anarchism during this course, but you will also *experience* anarchism. I am excited to see how you all decide to construct this course.

While this class will make free learning and critical thinking possible, it also will create incredible challenges and burdens. As Frederick Douglass famously once said, “if there is no struggle, there is no progress”. In fact, this is likely to be one of the most challenging college classes you have ever taken. Since hierarchical education is “easy” and “convenient”, it also requires less reflexivity and soul-searching work on behalf of students. Usually, students merely attempt to meet the demands of the instructor and do not guide their own learning in a self-managed fashion. Accepting the pre-decided goals of the instructor and merely regurgitating upon demand what you are fed requires little critical thinking. Here, however, you will be responsible for setting the very terms of the class, learning goals, and evaluation. This will require more labor on your part and might tax your previous experience in education. While this will be challenging, I think it will be well-worth your effort. I have little doubt that this will be one of the (if not *the*) most unique college class you have ever taken and will be very memorable. And, personally as a teacher, I hope it will open your mind up to greater possibilities for learning and life.

I am charging the class with finalizing its decisions by the first class of the third week (i.e. the fifth day of class), January 26th, 2010. I think this is a reasonable amount of time to negotiate proposals and workout a process for establishing the necessary details. While more time may be ideal, I feel it is important to set a fixed date for making decisions by. First, given more time, decisions may merely get more complex, not necessarily better. In fact, having too much time may raise so many issues as to overwhelm students and perhaps paralyze their ability to move forward. Second, students will probably begin to feel anxious that the syllabus is not “finalized” if deliberations drag on for too long. Closure will be reassuring and will allow students to begin to plan in advance for the remainder of their semester—and how to share time constraints with other classes and obligations. Finally, a deadline will give students a goal to work for, similar to how a due date for a paper forces students to make pragmatic decisions in order to write the best possible paper in the time allotted. Sometimes a deadline will force people to make “good enough” decisions.

Additional Course Parameters

Two major questions need to be addressed collectively and democratically by the class. First, what will the objectives of this class be? Second, what will the requirements of this class be? This is likely to be a challenge, but there are some things to keep in mind that should make things work more smoothly in the long-run.

Objectives: What *should* be the goal of a college-level course? What is reasonable given the different student interests and “starting-places”, and limited available class time? Will it be possible to meet class objectives? If not, is it worthwhile to strive to meet high objectives even if they are ultimately only partially met? (Also, note a standardized Sociology Department form is at the end of this syllabus with common upper-division course items checked; the class may choose to uncheck these items or select different ones, too.)

Requirements: What should the class consist of? Consider out-of-class work and in-class work. Typical things could include readings, films, class discussions, writing assignments, projects, or exams (see later in the syllabus for specific, possible class content). The details of each individual piece of content needs to be decided upon and their value weighted. Should there be mandated minimums for participation? How will participation be judged and by whom? In what ways will evaluation occur? Who will be involved with a student’s evaluation—the instructor, fellow students, the student themselves? Finally, what particular content should be covered? What about anarchism is of greatest interest to students?

Other: How can the course be structured to hold each class member accountable to others? What should the instructor’s role in the classroom be? How will ultimate decisions about the above two questions be arrived at? How can the class be kept interesting and prevented from lapsing into a traditional, hierarchically-run course? It will be important to compile the above questions into written form so all can be aware of decisions and keep them for future reference.

If education should really mean anything at all, it must insist upon the free growth and development of the innate forces and tendencies of the [student]. In this way alone can we hope for the free individual and eventually also for a free community which shall make interference and coercion of human growth impossible.
-- Emma Goldman

Course Objectives

[To Be Decided]

Course Requirements (Revisited)

[To Be Decided]

Strategies For Democratic and Collective Decision-Making

- Identify problem(s), brainstorm solutions, narrow-down options to best fit for the whole group
- Be honest about your feelings and respect others'
- Be helpful with your suggestions, but also willing to meet others half-way
- Give everyone the opportunity to speak and contribute—not everyone is an extrovert and not everyone has the same self-confidence (since society tends to silence many)
- Avoid a “winner-takes-all” mentality and process (like voting), since this marginalizes the “losers”
- Find solutions that all can live with
- Listen to what others say and give it fair consideration
- When disagreeing do so graciously/politely; use “I” words instead of “you” words
- Stay on task; tell stories and jokes later
- Resources: www.consensus.net; www.vernalproject.org; www.seedsforchange.org

Digital tool for debate and deliberation

I have established an online forum for class discussion and deliberation. This forum has been designed by the anarchist collective Riseup, who created social networking software for activists. Called “Crabgrass”, the software facilitates collective, democratic decision making for organizations and groups. There is a “group” called “ua_soc_a” (University of Akron-Sociology-Anarchism) that students can use to communicate anything and everything about the class (https://we.riseup.net/ua_soc_a). I have gotten the ball rolling by creating a number of discussion forums for this group, including “ranked votes” and “straw polls” for possible lecture topics, readings, assignments, films, grading methods, etc. Login to Crabgrass, then express your preferences and discuss your thoughts with your fellow students. If something new is need of discussion, start a new page (of whatever type) to facilitate this process.

The role of a facilitator

In the absence of official bosses, figureheads, presidents, masters, etc., how are people to make decisions? Anarchists argue that *all* people should have a say in matters that affect their lives, to the extent and in proportion to that effect. Sometimes, a “facilitator” (or multiple facilitators) is necessary to assist with the coordination of decision-making and execution. Unlike authoritarian leaders, facilitators are not “in-charge”, do not give orders to the group, make decisions, and sometimes do not even participate in the debate of ideas involved in decisions. Instead, facilitators help to guide participants along and help them accomplish their goals. Thus, facilitators are “enablers”, team captains, and time-keepers who make sure that discussion stays

on-track and that the group's goal remains in sight. By providing perspective, asking important big-picture questions, suggesting possible courses of action, or enabling broader participation, facilitators help groups to be more collaborative, democratic, efficient, and—most important for anarchists—without authoritarians. In most anarchist groups, facilitator duties are routinely rotated amongst members to allow all the opportunity to grow and practice their facilitation skills. Rotation also helps to guarantee that “leadership”, however informal, does not transform into bosses. I have many years as a facilitator in a variety of settings and will enthusiastically help in this role during the course—although I will also happily rotate if the class wishes so others can gain experience.

Anarchists know that a long period of education must precede any great fundamental change in society, hence they do not believe in vote begging, nor political campaigns, but rather in the development of self-thinking individuals.

-- Lucy Parsons

Possible Course Content

The following are ideas for potential readings, films, activities, assignments, and assessment strategies for this class. In order to “learn”, learners must *do* things. Although there is no one right or correct way for any one person to learn, there are many tried-and-true approaches: reading, listening to lectures, classroom discussions or debates, films, writing, exercises, projects, experience, and so on. I feel it is important to not make many assumptions about the “best” way for you to learn, except that a combination of some of these approaches will likely help. Many of these things can be done in and outside of class time. Since class will meet twice weekly for one hour and fifteen minutes, it is sensible to consider how that time should be spent and what will fill-up that time appropriately.

I have compiled the following course content lists because I think they would serve as interesting, thought-provoking learning tools. They are included here to provide the class with ideas and a starting point for crafting the course. It is often difficult to “start from scratch”, especially if students are new to a subject—and if they have never attempted an experimental class approach like this one. The list of ideas below does not represent the only possible content or approaches for the course, although I think they would make perfectly acceptable choices. I leave it to students to make the final decisions.

Pre-Ordered Texts

The following two books have been ordered for this class and would serve as good readers on anarchism. Still, it is up to the class at large to decide how—if at all—it will use them. Guérin's book (*No Gods, No Masters* or “NGNM”) is an edited volume of various “classical era” anarchist writing, ranging from the mid-1800s to the early 1900s. NGNM includes biographies, excerpts from famous tracts, rare correspondence, and conference proceedings. Gordon's book (*Anarchy Alive!* or “AA!”) is an analysis of the modern era anarchist movement. AA! focuses on various issues that affect anarchism, including technology, nationalism, violence, and inequality.

Both books are published on small, independent presses; AK Press is actually a cooperatively owned and managed anarchist publisher and distributor from Oakland, California.

1. *No Gods, No Masters: An Anthology of Anarchism*, edited by Daniel Guérin. 2005. AK Press. ISBN-13: 978-1904859253.

2. *Anarchy Alive!: Anti-Authoritarian Politics from Practice to Theory*, by Uri Gordon. 2007. Pluto Press. ISBN-13: 978-0745326832.

Possible Readings

There are many ways to understand anarchism, but an important way has always been through reading essays, newspapers, and books about anarchist subjects. Since so much material exists in written form, it is imperative to explore this literature in order to understand anarchism. There are sizable literatures in the academic disciplines of History, Political Science, Anthropology, Philosophy, and Sociology (and lesser literatures in Criminology, Economics, Psychology, and English). Below is a large sampling of essays that can supplement the above “required” books. I split each essay/chapter into categories (note: each could also fit in other categories, too). Some of the following is written directly by well-known and often infamous anarchist theorists (e.g. Bakunin, Kropotkin, Goldman), while others are written by present-day anarchist activists and thinkers (e.g. Milstein, Gordon, Ward). Still others readings are essays written by academics who do not personally identify with the anarchist tradition (e.g. Jensen, Epstein, Rothschild-Whitt). These possible readings have many origins: scholarly and popular books, pamphlets, academic journals and activist ‘zines, and websites. While this wide assortment may seem scattered, the subterranean nature of much anarchist literature requires searching and compilation from many sources.

Readings from the above pre-ordered texts are labeled by author/editor last name (e.g. Guérin or Gordon), “www” means available on the Internet (see Crabgrass for URL details), and “pdf” means available as a portable document format file (downloads available from Springboard).

History

Jason Adams	Nonwestern Anarchisms	www/pdf
Richard Bach Jensen	The International Anti-Anarchist Conference of 1898	pdf
Nathaniel Hong	Constructing the Anarchist Beast in American Periodical Literature, 1880-1903	pdf
James Guillaume	Bakunin	Guérin (pp. 132-146)
Max Nettlau	Peter Kropotkin	Guérin (pp. 271-274)
Daniel Guérin	Errico Malatesta	Guérin (pp. 271-274)
Piotr Arshinov	The Makhnovist Movement	Guérin (pp. 515-524)
Emma Goldman	Kronstadt	Guérin (pp. 543-560)

Augustin Souchy	Collectivization in Spain	Guérin (pp. 440-446)
Eddie Conlon	The Spanish Civil War: Anarchism in Action	pdf

Theory

Voltairine de Cleyre	Direct Action	www
Peter Kropotkin	Mutual Aid (Conclusion)	www
Joseph-Pierre Proudhon	What is Property?	www/Guérin (pp. 48-54)
Errico Malatesta	Anarchy	Guérin (pp. 355-364)
Anonymous	Taoism and Anarchism	www
Hakim Bey	The Temporary Autonomous Zone	www
Jonathan Purkis	Towards an Anarchist Sociology	pdf
Max Stirner	The Ego and His Own	Guérin (pp. 21-30)
Uri Gordon	Power and Anarchy	Gordon (pp. 47-77)
Notes From Nowhere	Autonomy: Creating Spaces for Freedom	pdf
Noam Chomsky	Notes on Anarchism	www
Paul Feyerband	Against Method	www

Feminism/Gender

Carol Ehrlich	Socialism, Anarchism, and Feminism	www
Peggy Kornegger	Anarchism: The Feminist Connection	www
Emma Goldman	Traffic in Women; Woman Suffrage; Tragedy of Woman's Emancipation; Marriage and Love	www
Voltairine de Cleyre	Those Who Marry Do Ill	www
J. Shantz	A Marriage of Convenience: Anarchism, Marriage, and Borders	pdf

Deviance/Crime

Randall Amster	Restoring (Dis)order: Sanctions, Resolutions, and "Social Control" in Anarchist Communities	pdf
Larry Tifft	The Coming Redefinitions of Crime	pdf
Jeff Ferrell	Remapping the City: Public Identity, Cultural Space, and Social Justice	pdf
Fred Boehrer	The Principle of Subsidiarity as the Basis for a Just Community	pdf
Dana Williams	Why Revolution Ain't Easy: Violating Norms, Re-socializing Society	pdf
Rose City Copwatch	Alternatives to Police	pdf

Education

Joel Spring	The Radical Critique of Schooling	pdf
Brian Martin	The Politics of Research	pdf
Research and Destroy	Communiqué from an Absent Future: On the Terminus of Student Life	www
Carl Davidson	Toward a Student Syndicalist Movement	pdf
Howard Ehrlich	Criteria for Radical Social Research	pdf

Ecology

Jeff Shantz & Barry Adam	Ecology and Class: The Green Syndicalism of IWW/Earth First! Local 1	pdf
Graham Purchase	Ecology, Capitalism, and the State	www (pp. 1-22...)
John Zerzan	Agriculture	www
Murray Bookchin	What is Social Ecology?	www

Work/Class

Christine Robinson	The Continuing Significance of Class	pdf
Bob Black	The Abolition of Work	www
Brian Oliver Sheppard	The Inefficiency of Capitalism: An Anarchist View	pdf
Jeff Shantz	Developing Workers' Autonomy: An Anarchist Look at Flying Squads	www
Chris Carlsson	Class Dismissed!	pdf
Michael Albert	Situating Parecon	www

Race/Ethnicity

Lorenzo Kom'boa Ervin	Anarchism and the Black Revolution	www
Uri Gordon	HomeLand	Gordon (pp. 139-162)
Kuwasi Balagoon	Anarchy Can't Fight Alone	www
Dana Williams	No Past, No Respect, and No Power: An Anarchist Evaluation of Native Americans as Sports Nicknames, Logos, and Mascots	pdf
Ashanti Alston	Beyond Nationalism But Not Without It	www

Politics

Crimethinc.	The Party's Over: Beyond Politics, Beyond Democracy	pdf
Brian Martin	Democracy Without Elections	www
Mikhail Bakunin	The International Revolutionary Society or Brotherhood	Guérin (pp. 153-165)
Uri Gordon	Anarchism Reloaded	Gordon (pp. 28-46)

Peter Kropotkin	From the Medieval Commune to the Modern Commune	Guérin (pp. 302-311)
Cindy Milstein	Democracy is Direct	pdf

Organization

Howard Ehrlich	Anarchism and Formal Organizations	pdf
Joyce Rothschild-Whitt	The Collectivist Organization: An Alternative to Rational-Bureaucratic Models	pdf
Dana Williams & Matthew Lee	“We Are Everywhere”: An Ecological Analysis of Organizations in the Anarchist Yellow Pages	pdf
Jo Freeman	The Tyranny of Structurelessness	www
Murray Bookchin	Anarchy and Organization: A Letter to the Left	www
Anonymous	Anti-Mass Methods of Organization for Collectives	www

Activism

Tom Knoche	Organizing Communities	www
Joaquin Cienfuegos	Don't Just Protest, Organize!	www
Randy Borum & Chuck Tilby	Anarchist Direct Actions	pdf
Chuck Munson	Beyond Squat or Rot	www
Brad Segal	Demise of the Beehive Collective	www
Barbara Epstein	Anarchism and the Anti-Globalization Movement	pdf
James Mumm	Active Revolution	pdf
Dana Williams	Red vs. Green: Regional Variation of Anarchist Ideology in the United States	pdf
Dana Williams	Anarchists and Labor Unions: An Analysis Using New Social Movement Theories	pdf
ACME Collective	N30 Black Bloc Communiqué	www
David Graeber	The New Anarchists	pdf
Chris Crass	Looking to the Light of Freedom: Lessons from the Civil Rights Movement and Thoughts on Anarchist Organizing	www
Alan O'Connor	Anarcho-Punk: Local Scenes and International Networks	pdf

Marxism/Socialism

Murray Bookchin	Listen Marxist!	www
Bakunin, Marx, editor	Controversy with Marx, Bakunin and Marx on the Commune, On Worker Self-Management	Guérin (pp. 189-214)

We carry a new world here, in our hearts, and that world is growing in this minute.

-- Buenaventura Durruti

Other sources of interest

Books on anarchism are located throughout most libraries, but university libraries reserve certain call numbers explicitly for anarchist books: HX600 through HX800. Also, extensive information (or starting places) may be found online (also see CrabGrass):

<i>Name</i>	<i>URL</i>
A-Infos	http://www.ainfos.ca/
A-Infos Radio Project	http://www.radio4all.net/
AK Press	http://www.akpress.org/
Anarcha	http://www.anarcha.org/
Anarchist FAQ	http://www.infoshop.org/faq/
Anarchist Studies Network	http://anarchist-studies-network.org.uk/
Anarchist Yellow Pages	http://ayp.subvert.info/
Anarchy Archives	http://dwardmac.pitzer.edu/Anarchist_archives/
Anarchy in Action	http://aia.mahost.org/
Anarkismo	http://www.anarkismo.net/
CrabGrass	https://we.riseup.net/
CrimethInc.	http://www.crimethinc.com/
Independent Media Center	http://www.indymedia.org/
Industrial Workers of the World	http://www.iww.org/
LibCom	http://www.libcom.org/
One Big Torrent	http://www.onebigtorrent.org/
Peoples' Global Action	http://nadir.org/nadir/initiativ/agp/
ZineLibrary.info	http://zinelibrary.info/

Possible Guest lecturers

Hearing other people speak—share their experiences and ideas—can broaden one’s horizons and challenge their own experiences. Here is a short list of local people who could be invited to give a guest lecture in the class. Based upon class interest, I am willing to track down other potential speakers. Students may also seek out other speakers and contact them, if the class so desires.

<i>Person</i>	<i>Lecture topics</i>
Matthew Lee	restorative justice, altruism, love
Sam Tylicki	revolutionary anarchism, guerrilla gardening, coalitions with liberals
...	

A decent education should seek to provide a thread along which a person will travel in his or her own way; good teaching is more a matter of providing water for a plant, to enable it to grow under its own powers.
-- Noam Chomsky

Possible Films

Anarchists have used many forms of propaganda to convey anarchist ideas. One popular way, especially in recent years, has been through film. The following movies include fictionalized movies, documentaries about anarchists, and activist-protest propaganda (some of which may fall under the label of “riot porn”). While surely entertaining, these films are also meant to convey facts, testimonies, histories, and ideas about anarchism, and should not be viewed simply as “entertainment”, but also the opportunity for reflective learning. All of these films are available to show in (or out of) class, but the running-time must be taken into consideration. Each could be coupled with in-class discussions, writing projects, or other exercises.

<i>Title</i>	<i>Description</i>
The Fourth World War 75 min	Anarchistic presentation of resistance movements internationally, opposed to both neoliberal capitalism and military empire. Protest footage from South Africa, South Korea, Italy, Canada, Argentina, and Mexico. [Subtitled]
The Take 87 min	After 2001 economic collapse, Argentines begin occupying factories that have closed down and moved overseas. Workers occupy an auto-parts factory and attempt to re-start factory under worker-control as a cooperative. [Subtitled]
Winstanley 95 min	Classical depiction of the Communistic reclamation of the Commons by the Diggers in England. Poor peasants take over unused for their own benefit, rejecting the crown, wealthy landowners, and the Earth-based Church.
Breaking the Spell 63 min	Anarchist participation in anti-WTO protest in Seattle 1999, where demonstrators blockades WTO meetings, shut-down conference, and faced police brutality. Explores participation of anarchists from Eugene, WA who participated in black bloc actions during demonstrations.
Pickaxe 94 min	Environmentalists with Earth First! blockade a logging road in Oregon, preventing a timber company from cutting trees on public lands. The blockade and tree-sit—dubbed “Cascadia Free State”—last over a snowy winter, culminating in the Clinton Administration calling a moratorium on logging.
The Pie’s The Limit! 28 min	Anarchistic Biotic Baking Brigade slings pies at economic Milton Friedman, San Francisco mayor Willie Brown, CEO Robert Shapiro, and others. BBB agents attempt to bring “untouchable” authoritarians “down a notch” by public embarrassment and “pie on the face”.
We Interrupt This Empire... 52 min	Anarchist-led efforts to stop “business as usual” in San Francisco the day after the invasion of Iraq began. Interlaces street actions with analysis of why certain targets were protested.

<p>The Free Voice of Labor: The Jewish Anarchists 55 min</p>	<p>Elderly Jewish anarchists reflect on their many decades of activism, including the editing of the US’s longest-running anarchist periodical. Origins and activity of Jewish-American anarchism in US.</p>
<p>Bil’in, My Love 85 min</p>	<p>Israeli anarchists join forces with Palestinians to protest against creation of “Separation Fence” within the Occupied West Bank. Activists use a wide-variety of tactics to stop fence construction, most of which meets the wrath of the Israeli Defense Force stationed in the West Bank. [Subtitled]</p>
<p>Enraged 58 min</p>	<p>Closer look at the Israeli organization Anarchist Against the Wall. Presents four figures from AAatW and their activities with Palestinian activists to protest the Apartheid Wall. [Subtitled]</p>
<p>A Place Called Chiapas 89 min</p>	<p>Poor Mayans in Southern Mexico rise up against the dictatorial government, attracting rowdy support throughout the world (including from anarchists), and vigilant attacks from wealthy land owners and death squads. Covers the early years of the Zapatista rebellion and includes rare interview with Subcommandante Marcos. [Subtitled]</p>
<p>Lucio 93 min</p>	<p>Spanish brick-layer counterfeits money and participates in bank robberies to destabilize governments and the capitalist system, and funnels money into resistance movements. While in exile in France, Lucio Urtubia not only helps to attack the Franco regime, but also global capitalism (e.g. forging Citibank traveler’s checks). [Subtitled]</p>
<p>Un Poquito de Tanta Verdad (A Little Bit Of So Much Truth) 93 min</p>	<p>Teachers in Oaxaca, Mexico go on strike and the entire state joins in to support them. Strike turns into broad insurrection against the government. Demonstrates the use of independent media to inform population and mobilize them in protest. The first (but not last) anarchistic revolt of the 21st Century. [Subtitled]</p>
<p>Land and Freedom 109 min</p>	<p>Fictional film based loosely upon George Orwell’s <i>Homage to Catalonia</i>. British communist joins unaligned socialist POUM during Spanish Revolution and witnesses fascist brutality and Stalinist double-dealings. Favorably presents images of the anarchist CNT-FAI.</p>
<p>Manufacturing Consent: Noam Chomsky and the Media 168 min</p>	<p>Biographical film about the life and ideas of Dr. Noam Chomsky. An MIT linguist, his ideas about grammar revolutionized the field. His critique of media, capitalism, and American empire—as well as his anarchist politics—has made him a strident figure of intellectual and moral opposition.</p>

Anarchist Soma Therapy 50 min	A rehabilitation method designed to help people overcome inhibitions related to years of fear from past Brazilian dictatorships. Soma therapy, created by Roberto Friere, combines the psychiatric ideas of Wilhelm Reich, anarchist politics, and cultural qualities from Capoeira Angola (a Brazilian martial art/dance form). [Subtitled]
69 58 min	The Danish youth house called Ungdomshuset was founded in the early-1980s as an autonomous space in Copenhagen for political and cultural events. By 2007, the squatted building is sold and police attempt to evict the Ungdomshuset by force. [Subtitled]
Still We Ride 37 min	Critical Mass rides in New York City become a target in 2004 when the Republican National Convention is held. Bicyclists come under threat by the City and police who criminalize riding on city streets. Examines the combined impact upon civil liberties and spontaneous dissent.
There Is No Authority But Yourself 64 min	Pivotal British anarcho-punk band CRASS rejuvenated a moribund anarchist movement in the UK by merging 60s counter-cultural ideals, peace activism, and radical punk. Extensive interviews with aging CRASS members, including Penny Rimbaud.
...	

I don't believe in charity. I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.
-- Eduardo Galeano

Semester Weekly Schedule

Syllabi should always contain some sort of schedule. For this class, the pre-designed schedule is very rudimentary and only indicates what will occur the first few days of the semester. The rest of the semester should be filled-in through a collaborative process, as indicated above. Use the following template below to fill-in the topics and/or assignment dates for the remainder of the semester.

Week	Date	Topic
1	January 12	Class Introduction / Orientation
	January 14	Pedagogy / Some introductory thoughts on anarchism
2	January 19	Anarchist history & theory

	January 21	Anarchist history & theory
3	January 26 January 28	Solidify semester schedule
4	February 2 February 4	
5	February 9 February 11	
6	February 16 February 18	Martin Luther King Day
7	February 23 February 25	
8	March 2 March 4	
9	March 9 March 11	
March 15 – March 19 SPRING BREAK		
10	March 23 March 25	
11	March 30 April 1	
12	April 6 April 8	

13	April 13 April 15	
14	April 20 April 22	
15	April 27 April 29	
Finals	May 3 – May 7	(none)

[P]hysical and intellectual education must continually supplement each other... no one is really educated, so long as his [sic] knowledge is merely the recollection of what he [sic] has read or seen in a book.
-- Voltairine de Cleyre

Possible Methods for Evaluation

Traditionally, instructors establish the ground-rules for evaluation at the beginning of each semester and then hold students to those imposed standards. In this class, students must collectively decide how they wish their grades to be conveyed at the end of the semester to the University of Akron registrar's office. Regardless of what method is eventually chosen, it is important to take into consideration the learning goals that students share, what method(s) would be evaluate that learning, and what is the most fair and helpful way to enhance student learning and knowledge. The easiest ways are not always best. Also, factor in the potential desire to "free ride" or slack-off later in the semester, especially if the evaluating mechanism will be based upon personal initiative. Holding yourself and each other collectively accountable and to verifiable standards is crucial. The following are various methods (but are not the only methods) that could be chosen for class evaluation. While few people *like* grades, we do not (unfortunately) live in a world willing to forgo them—thus, we need to be responsible and deliberate with deciding what form of evaluation method we will use in class.

<i>Method</i>	<i>Description</i>
Conventional	Standard method in which instructor establishes requirements and students comply with those standards. No student input beyond past performance.
Random-lottery	Grades are allotted based upon random selection. No instructor or student control over grades.

Student decided	Students evaluate their own performance in class according to class-established standard (based upon created rubrics). No input by teacher.
One-on-one contractual	Each student negotiates an individual “contract” with teacher detailing work they will accomplish over course of semester. Student holds themselves to this contract and teacher evaluates student based on how well student meets goals. Highly labor intensive for teacher.
Portfolios	Final assessment is based upon the creation and completion of a “portfolio” that summarizes a student’s learning and accomplishment over the course of the semester. (Peer or class evaluation could be used for assessment.)
Group-grading	Entire class (or a subset of) evaluates each student’s performance in course according to class-determined standards (aka a “rubric”). Little to no input by teacher.
...	

The power to think and the desire to rebel.
-- Mikhail Bakunin

Possible Lecture topics

I am willing and interested in “lecturing”, or presenting ideas and knowledge on the following subjects related to anarchism. The subjects have been categorized as introductory, historical, contemporary, and theoretical. Topics would not necessarily need an entire class period to convey. Also, each individual slide within a pre-designed lecture could be expanded to fill many days of lecture (or many books, in fact). If there is additional interest in one of the micro-topics included below—or if something not included is desired—please ask and I can develop something based upon demand (just let me know far enough in advance).

<i>Topic</i>	<i>Description</i>
<i>Introductory/Overview</i>	
Introduction to anarchism	General overview graphical figures on anarchism
Who are not anarchists?	People or tendencies that are often incorrectly lumped in with the anarchist movement
Anarchist Pedagogy	Educational critiques and approaches
Decision making	What is an anarchist critique of decision-making and how do anarchists make decisions
<i>Historical</i>	
Anarchist precursors	Pre-Industrial Revolution examples of peoples or tendencies that have a particular character that is somehow anarchistic
Inspiration for anarchists	Non-anarchists that have provided inspiration—to varying degrees—for anarchist movements

Specific anarchist organizations	Individual anarchist organizations, former and contemporary
Famous anarchist theorists	Influential anarchist theorists, mainly classical theorists
Well-known anarchist events	Occurrences, rebellions, phenomena, or protests that are of important note
<i>Contemporary</i>	
Controversies within Anarchism	Issues that are contentious within the modern anarchist movement
Anarchist tactics	Tactics used by anarchists in protest settings (mainly)
Anarchist protests (and slogans)	Anarchist banners from protests—display central anarchist slogans and ideas
Recent anarchist projects	Projects that are not necessarily “Anarchist” by definition, but that include disproportionate anarchist participation
Anarchist artists	Graphic and musical artists
Anarchist media and communication	Methods/mediums of communication within the anarchist movement and popular media perceptions/portrayal of anarchists
Anarchist infoshops and bookshops	Infoshops and anarchist bookshops, mainly in the US
Anarchistic franchise organizations	Organizations that are or have been wide-spread that have a particularly anarchistic character (although not always “officially” anarchist)
Anarchist “action maps”	Maps used by anarchists, portraying various urban “targets” of protest
<i>Theoretical</i>	
Anarchist values	Values central to anarchists
Anarchist ideological variants	Specific ideological variants within the larger anarchist ideology
Types of organizations	The ways in which anarchists have organized themselves over time
Anarchist worker strategies	The methods used by workers to move towards anarchy
Anarchism and Marxism	Complementary and conflicting relationship between each ideology/movement’s thinkers and activists
Social movement theories and anarchism	An application of sociological theories on social movements to anarchism
Inequalities	Anarchist critique of inequalities, sociological contributions to an anarchist critique of inequalities, grand theory of domination
Anarchism norms and socialization	Significance of social norms and socialization for reinforcing hierarchical social order
Anarchist Politics	Anarchist critique of politics and alternative methods of making decisions (i.e. politics)

Anarchist Economics	Anarchist critique of economics and alternative methods of producing, consuming, and distributing for human needs (i.e. economics)
Models of Anarchism	Graphic depictions explaining varied aspects of anarchist theory/practice
...	

We should not, in the school, hide the fact that we would awaken in the children a desire for a society of men [sic] truly free and truly equal... a society without violence, without hierarchies, and without privilege of any sort.
 -- Francisco Ferrer

Possible Assignments/Work

- Paper (select one of the following to write about/on):
 - anarchist organization
 - anarchist book review/analysis
 - anarchist theorist (classical or contemporary)
 - anarchist event
 - anarchization of _____ (some sort of academic subject/discipline)
 - identify social problem, define “success”, strategize solutions, select tactic and DO IT!
- Classroom participation
 - Student discussion leaders
- Exam
 - Instructor-designed
 - Collectively-designed
 - Individually-taken
 - Collectively-taken
- In class project
 - Anarchist breaching experiment: going-out and anarchizing the population
 - Anarchist imagination workshop: exploring privilege and disadvantage
 - Organizational analysis: critiquing mainstream and anarchist organizational structures
- Out of class project/activist organizing
 - a film festival
 - a protest/solidarity action
 - a propaganda campaign

Possible Classroom strategies

- Break-out sessions
- Debates

-
- Instructor lectures (based on topics of interest; see above list)
 - Student lectures (based on readings)

'What I believe' is a process rather than a finality. Finalities are for gods and governments, not for the human intellect.

-- Emma Goldman

What I believe (regarding anarchist-sociology and learning)...

I believe that there is amazing potential in everyday people. All people have the seeds of kindness, generosity, and rebellion in them (just as they also have the potential for cruelty, jealousy, and apathy), and it is one's social settings that lays the groundwork for these possibilities. I think it is important (in the words of Dorothy Day) "to bring about the kind of society where it is easier to be good".

I believe that hierarchies stand in the way of realizing human freedom (and the liberation of the Earth). Thus, however well-intended, people with authority restrain our potential by redirecting, repressing, limiting, undercutting, depriving, inhibiting, and manipulating our lives. People will grow best when unencumbered by hierarchy, authority, and domination.

I believe that standard methods of "education" tend to indoctrinate, mislead, retard, and confuse more than they liberate. "Banking" methods that "deposit" knowledge in student's heads, only to be "withdrawn" later on exams, does not invite critical thinking or independent thought. Mandatory education systems premised upon discipline create obedient workers and patriotic citizens, not autonomous, self-directed individuals.

I believe that learning is too important to be left to teachers, bureaucrats, government officials, and OTHER people. Instead, each person must take responsibility for learning the things they want and need to know. Others do not necessarily have the right answers and consequently one's own way must often be sought. That is not to say we cannot learn from each other: we can learn a great deal when we stop talking and listen to what others have to say. But, to trust the words and subordinate oneself to others—especially those in power—is a severe mistake. Learning principally happens in experiential and collective settings, thus it is important to engage with others, not only regarding ideas but also real world activity.

I am very knowledgeable about subjects pertaining to sociology and anarchism and in many ways could be considered an "expert". Thus, I can be very objective and critical about conflicting ideas within teach tradition. But, I will also attempt to be as honest and frank about my opinions and commitments (which also flow from my understandings of sociology and anarchism). Although this may appear like "bias", it is also an important way of staking my "standpoint". Students will hopefully know where I "stand" on key issues and can thus interpret things I say in light of these opinions. Expressing opinions or interpretations that differ from mine will [obviously] not endanger your grade in class and will likely be beneficial for the entire class. Being critical about everything said in class is not only a good practical strategy, but also a

very philosophically strong way to learn. I believe—as Pierre Bourdieu once said—that sociology and anarchism can serve as a “martial art” or a “self-defense strategy” for individuals as they face social problems. If you have any questions about my opinions or thoughts on subject throughout the semester, please ask. I like to think of myself as an open-minded, fair, and kind person and will not be offended by your questions.

DEPARTMENTAL GOALS AND OBJECTIVES

Department of Sociology

The University of Akron

5/02

I. GOALS RELATED TO SKILLS

A. To be able to think critically.

- 1. Be able to present opposing viewpoints and alternative hypotheses on a social issue.
- 2. Be able to critically appraise (i.e., identify strengths and weaknesses) a piece of sociological research.
- 3. Be able to examine one's own cultural practices, beliefs, and values.

B. To have basic computer and library skills necessary to find and analyze sociological knowledge and information.

- 1. Be able to use library and computerized/on-line databases to locate published research.
- 2. Be able to use the Internet, Email, and Web pages to communicate to others and find information.
- 3. Be able to use a standard software package such as SPSS or SAS to analyze data.

C. To be able to write effectively in order to communicate with others in one's work, civil, and personal life.

- 1. Be able to write clear and concise sentences and paragraphs that are grammatically correct and contain correctly spelled words.
- 2. Be able to write a clear and concise sociological analysis and account of a social event, topic, issue, or problem.

II. GOALS RELATED TO UNDERSTANDING SOCIOLOGICAL THEORIES AND CORE CONCEPTS

A. To understand the role of theory in sociology and to know the major sociological theorists and perspectives.

- 1. Be able to show how theoretical ideas reflect the time and place in which they develop.
- 2. Be able to identify and describe the basic ideas of the major sociological theorists, (e.g., Durkheim, Marx, Weber) and perspectives (e.g., Functionalism, Conflict Theory, Symbolic Interactionism).
- 3. Be able to compare and contrast the basic ideas of the major theorists and theoretical perspectives.
- 4. Be able to read something about a social issue or problem and identify the theoretical perspective on which the argument is based.
- 5. Be able to use basic theoretical ideas to better understand a social issue or problem.

B. To understand the basic concepts in sociology.

- 1. Be able to define and give examples of culture (e.g., norms, values), social structure (e.g., statuses, roles, groups), socialization, stratification, institutions, and differentiations by race/ethnicity, gender, and social class.

III. GOALS RELATED TO UNDERSTANDING THE SOCIOLOGICAL PERSPECTIVE

A. To have an appreciation of sociology as a distinct discipline and the role that the sociological imagination plays in contributing to our understanding of social reality.

- 1. Be able to describe how sociology is similar to and different from other social sciences.
- 2. Be able to show how one's personal life is shaped by the time and place in which one lives.
- 3. Be able to demonstrate how institutions like the family, education, and the economy are interrelated.
- 4. Be able to discuss how social structure or institutions can affect individual behavior.
- 5. Be able to demonstrate how individuals and social interaction influence society and social structure.
- 6. Be able to distinguish between individualistic, cultural, and structural explanations of social events.

IV. GOALS RELATED TO SOCIOLOGY AS A SCIENCE AND ETHICAL ISSUES IN RESEARCH

A. To understand the role of evidence and research methods in sociology.

- 1. Be able to discuss how the scientific method is used in social science.
- 2. Be able to distinguish between scientific evidence and ideology.
- 3. Be able to describe the general role of theory and methods in the accumulation of sociological knowledge.
- 4. Know how and when to generalize research findings.
- 5. Be able to identify the basic methodological approaches used by social scientists.
- 6. Be able to compare and contrast the basic methodological approaches for gathering data.
- 7. Be able to evaluate the research designs used by others.
- 8. Be able to differentiate between independent and dependent variables.
- 9. Be able to understand the basic statistical tests that are often used by sociologists.
- 10. Be able to prepare a data base from raw data in diverse forms (e.g., questionnaires, observations, official records, etc.).
- 11. Be able to organize data for presenting descriptive statistics and relationships.
- 12. Be able to interpret and critically analyze relationships between variables using appropriate statistical techniques (e.g., correlation, cross-tabulations, etc.).

B. To be aware of ethical issues in research.

- 1. Be able to identify what constitutes ethical conduct in research.

V. GOALS RELATED TO UNDERSTANDING AND VALUING DIVERSITY