

HH4010

Dissent, Resistance, Rebellion

Subject description:

This course will examine episodes of dissent, resistance, and rebellion in modern history. The case studies will examine grassroots and popular social movements from the Protestant reformation to the digital age, particularly focusing on cases where small or disempowered groups (successfully or unsuccessfully) challenge the majority or existing power structures. What do such movements have in common? What inspires them? What strategies are used? What makes them succeed or fail? This course will also examine the role that such movements have had in shaping the course of history and effecting social, economic, and political change.

Prerequisites: HH1001 (this course is intended for 3rd and 4th year students)

Academic Units: 4 AUs

Teaching Staff:

Associate Professor Hallam Stevens

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Course Meetings and Attendance Requirements

Students will be expected to attend one 4-hour seminar per week to be held:

Thursdays 10.30am-3.30pm, Seminar Room: S3-SR3.

This module is intended to be both an intensive reading seminar as well as a writing workshop. As such, the seminar time each week will be divided as follows:

- First hour: Student-led lecture/presentation/activities
Twenty minute break
- Second hour: Discussion of readings
Twenty minute break
- Third hour+: Movie screenings and Writing Workshop (see below)

Expectations:

This is an advanced seminar class intended for third and fourth year history students. The readings are challenging, although I have endeavored to make them interesting. As such, it is expected that all students will come to the seminar each week having completed the reading and ready to make a contribution to the class discussion.

The final essay is the major output from this class. Producing a 5000-word essay cannot be done in the final week before it is due. It will require consistent work over the whole semester. The class is designed to allow you to do this while receiving maximum guidance from the instructor and your peers along the way.

Website and Readings:

The online course Blackboard site is an important source of information for this subject. Useful resources such as this subject guide, links to further readings, details of assessment, and subject announcements will be available through this website. Check the website regularly for subject announcements and updates.

The *primary and secondary source* readings for each week will be made available online. Since we will be discussing these in class each week, please bring along copies (electronic or paper) of the readings so you can refer to them.

The *additional readings* listed on the syllabus are intended mainly for those preparing to lead the discussion in a particular week. These will not be made available online – you will need to find these yourself either by going to the libraries or by purchasing the books online. In addition to NTU's libraries, don't forget about checking for books at the Singapore Public Library (and its branches).

Assessments:

The breakdown of assessment is as follows:

- Leading of weekly discussion (group work) – 20%
- Outline and bibliography for final essay - 20%
- Final essay – 40%
- Participation in discussion and writing workshop – 20%

Leading weekly discussion (20%):

Once during the semester you will be called on to lead the class in discussion during the first hour of the seminar. Depending on the size of the class, this will likely be undertaken in groups. Your group will be expected to consult the additional readings / sources and to provide the essential background and context for the

discussion of the readings. This may include lecture style presentation as well as any activities you deem fit for introducing the class to the material. I will make lead the discussion in week 2 as an example. You will sign up for one of the subsequent weeks (3-13).

Outline and bibliography for final essay (20%):

Since we will be working on writing over the whole semester, this will be a key point at which to receive feedback on your essay project. Your essay ideas should already be well developed by the mid-semester break and as such the outline should consist of (at least):

- Clear historical argument / essay thesis
- An outline
- List of primary sources and how you plan to use them
- Annotated bibliography / literature review of secondary sources

The more you put into this, the more useful feedback you get out!

Due date: Friday 23rd September, 2016, 5pm.

Final essay (40%)

Each student is required to write a 5000-word research essay. This will be a historical essay based on primary source research related to the themes of the class. The topic is up to you and should be developed in consultation with the instructor during the first few weeks of the class.

The final product will be graded on:

- Clarity of written expression
- Clear and logical historical argument
- Use of primary sources
- Proper use of citation and referencing

Here are some important/interesting topics that could have been included in the syllabus and may be of interest to you in thinking about your paper topic. You should by no means be limited to these ideas, however.

Due date: Friday 11th November 2016, 5pm.

- The Paris Commune of 1870-71
- W.E.B DuBois and early civil rights activism
- Other anti-colonial movements (especially in Africa)
- Resisting nations by escaping them (living on the periphery as a form of dissent)

- Communes and alternative family / living units in the 1960s (or at other places / times)
- 1960s New Left politics
- 1968 student movement (in, for example, South Korea)
- Second wave feminism
- The gay rights movement
- Eco/environmental resistance and activism
- Music as resistance
- Dress / costume and other forms of cultural resistance (eg. “Goths”)

Writing Workshop (20%)

The last hour or so of seminar meetings will be reserved for movie screenings and practicing writing. The plan for various weeks is given below, although I reserve the right to change this should I decide we need to work more intensively on particular aspects of the essay-writing process.

During the ‘Writing Workshop’ weeks we will be work-shopping a specific aspect of writing. This will usually involve actually doing some writing, often engaging with your peers or with the instructor during this time.

At the end of these sessions I will usually expect you to hand in a short piece of writing or complete some other short exercise – these will form the basis for the 20% grade assigned to this component. These will be graded on a 1, 2, 3 scale: 1 just for showing up but below average work; 2 for average work; 3 reserved for outstanding work.

Plagiarism

Ensure that you follow appropriate citation conventions for all assignments and familiarize yourself with the University’s policies on plagiarism and collaboration. The University had recently clarified and strengthened its rules regarding plagiarism. Plagiarism does not have to be intention in order for it to count as an infringement. Be careful. Start work early so you are not rushing to complete things at the last minute. An breaches will be taken very seriously and – in addition to any grade penalties – a permanent citation will be made on your student file.

Late work and extensions:

Any assessable material that is late will lose marks at the rate of 10% (of the maximum grade) per day. Missing leading the discussion or not scheduling a discussion will result in a zero grade that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

Week by Week:

Meeting I (Thursday 11th August): Introduction and the Hong Kong protests

- Various media related to 2014 protests in Hong Kong to be distributed and discussed in class.

Meeting II (Thursday 18th August): Reformation

Primary sources:

- Martin Luther (1520) "Address to the Christian Nobility of the German Nation Respecting the Reformation of the Christian Estate."
<http://www.bartleby.com/36/5/>
- Martin Luther (1520) "The Pagan Servitude of the Church" [also known as "The Babylonian Captivity of the Church"]
<http://divdl.library.yale.edu/dl/FullText.aspx?qc=AdHoc&q=3157>

Secondary sources:

- Carter Lindberg (2010) *The European Reformations*. 2nd edition. Wiley-Blackwell. [Chapters 1-4, pp. 1-107]

Additional sources:

- Alistair McGrath (2012) *Reformation Thought: An Introduction*. Wiley-Blackwell.
- Steven Ozment (1993) *Protestants: The Birth of a Revolution*. Image.

Writing workshop: Picking a topic.

Meeting III (Thursday 25th August): Regicide

Primary sources:

- House of Commons (1626) "Declaration and Impeachment Against the Duke of Buckingham"
- House of Commons (1640) "Root and Branch Petition"
- House of Commons (1641) "The Grand Remonstrance"
- Charles I (1641) "Answer to the Grand Remonstrance"
- Parliament of England (1648/49) "Act Abolishing the Office of King"
- Parliament of England (1649) "Sentence of Charles I"

All documents can be found here:

[http://www.constitution.org/eng/conpur .htm](http://www.constitution.org/eng/conpur.htm)

Secondary sources:

- Christopher Hill (1972) *The World Turned Upside Down: Radical Ideas During the English Revolution*. Penguin. [Introduction, Chapters 3, 6, 7, 9, 10, Conclusion]

Additional sources:

- Christopher Hill (1990) *A Nation of Change and Novelty: Radical Politics, Religion and Literature in Seventeenth-Century England*.
- Hill, Christopher (1958). *Puritanism and Revolution: Studies in Interpretation of the English Revolution of the 17th Century*.
- Mark Kishlansky (19XX) *A Monarchy Transformed: Britain 1603-1714*. Penguin.
- Eamon Duffy (19XX) *The Voices of Morebath: Reformation and Rebellion in an English Village*. Yale University Press.

Writing workshop: Finding primary sources.

Meeting IV (Thursday 1st September): Rebellion

Primary sources:

- Michel Etienne Decourtilz (1791) "History of the Disasters in Saint-Domingue"
- Henri Grégoire (1791) "Letter to the Citizens of Color and Free Negroes of St-Domingue."
- (1793) "Decree of the National Convention"
- Léger-Félicité Sonthonax (1793) "Broadside, In the Name of the Republic."
- Léger-Félicité Sonthonax (1793) "Proclamation, In the Name of the Republic."
- Toussaint Louverture (1801) "Dictatorial Proclamation."
<http://www.marxists.org/reference/archive/toussaint-louverture/1801/dictatorial.htm>
- "Constitution" (1801)

All documents can be found here:

<http://www.marxists.org/history/haiti/index.htm>

Secondary sources:

- Carolyn E. Fick (1990) *The Making of Haiti: the Saint Domingue Revolution From Below*. The University of Tennessee Press. [Chapters 1, 3, 4, 9]

Additional sources:

- Nick Nesbitt (2008) *Toussaint Louverture: The Haitian Revolution*. Verso.
- Dubois, Laurent and John D. Garrigus. *Slave Revolution in the Caribbean, 1789-1804: a brief history with documents* (Bedford, 2006).
- Jeremy D. Popkin (2010) *You Are All Free: The Haitian Revolution and the Abolition of Slavery*. Cambridge University Press.
- Philippe D. Girard (2011) *The Slaves Who Defeated Napoleon: Toussaint Louverture and the Haitian War of Independence, 1801-1804*. University of Alabama Press.

- C.L.R. James (1989) *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. Vintage.

Writing workshop: Reviewing secondary sources.

Meeting V (Thursday 8th September): Breaking Machines

Primary sources:

- "Account of Machine Breaking" (1812)
- "Reward Poster"
- "Letter on the Situation in Nottingham" (1812)
- "Statement by the People of Royton" (1808)
- Handbill: "Fellow Weavers" (1812)

All documents can be found at:

<http://www.nationalarchives.gov.uk/education/politics/g3/>

Secondary sources:

- E.P. Thompson (1991) *The Making of the English Working Class*. [pp. 521-602]
- Keith Grint and Steve Woolgar (1997) "The Luddites: Diablo Ex Machina" in *The Machine at Work: Technology, Work, Organization*. Wiley-Blackwell.

Additional sources:

- Kirkpatrick Sale. *Rebels against the future: The Luddites and their war on the industrial revolution: lessons for the computer age* (Basic Books, 1996).
- Brian J. Bailey (1998) *The Luddite Rebellion*. New York University Press.
- Malcolm I. Thomis (1972) *The Luddites: Machine Breaking in Regency England*. Schocken Books.

Writing workshop: Developing an argument and an outline.

Meeting VI (Thursday 15th September): Suffrage

Primary sources:

- Declaration of Sentiments and Resolutions (1848)
<http://ecssba.rutgers.edu/docs/seneca.html>
- Elizabeth Cady Stanton (1854) "Address to the New York State Legislature"
<https://www.nps.gov/wori/learn/historyculture/address-to-the-new-york-legislature-1854.htm>
- "An account of the proceedings of the trial of Susan B. Anthony, on the charge of illegal voting, at the presidential election in Nov. 1872"
<http://www.gutenberg.org/files/18281/18281-h/18281-h.htm>

- Isabella Beecher Hooker (1888) "The Constitutional Rights of Women of the United States: An Address Before the International Council of Women, Washington DC." <http://gos.sbc.edu/h/hooker.html>

Secondary sources:

- Christine Stansell (2010) *The Feminist Promise: 1792 to the Present*. Random House. [Chapters 2-5, pp. 27-146]

Additional sources:

- Judith Wellman (1997) *The Road to Seneca Falls: Elizabeth Cady Stanton and the First Women's Rights convention*. Rutgers University Press.
- Ellen Carol DuBois (1998) *Women's Suffrage and Women's Rights*. New York University Press.
- Eleanor Flexner (1959) *Century of Struggle*. Belknap Press.
- Nancy F. Cott (1987) *The Grounding of Modern Feminism*.
- Sally Gregory Millen (2008) *Seneca Falls and the Origins of the Women's Rights Movement*. Oxford University Press.

Film screening: *Iron Jawed Angels* (2004) or *Not for Ourselves Alone* (1999)

Meeting VII (Thursday 22nd September): Gandhi

Primary sources:

- Mohandas Gandhi (1909) *Hind Swaraj (Indian Home Rule)*.
<https://docs.google.com/file/d/0B2GRozT38B1eYWU00Tc5N2UtNGQyZC00YTlmLWI4N2UtZjQ2ZTg4MzY3NTM5/edit?ddrp=1&hl=en#>

Secondary sources:

- Sumit Sarkar (1983) *Modern India, 1885-1947*. Macmillan. [pp. 178-236, 284-335]

Additional sources:

- Gene Sharp (1985) *The Politics of Non-Violent Action*. Taylor & Francis. (3 vols.)
- Judith M. Brown (1974) *Gandhi's Rise to Power: Indian Politics 1915-1922*. Cambridge University Press.
- Adam Robert and Timothy Garton Ash, eds. (2009) *Civil Resistance and Power Politics: The Experience of Non-Violent Action From Gandhi to the Present*. Oxford University Press.
- Anil Seal (1968) *Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. Cambridge University Press.

- Peter Heehs (1998) *India's Freedom Struggle: A Short History*. Oxford University Press.

Film screening: Gandhi (1982).

Mid-semester break!

Meeting VIII (Thursday 6th October): Guerilla Warfare

Primary sources:

- Ernesto "Che" Guevara (1961) *Guerilla Warfare*. New York: Monthly Reviews Press.

Secondary sources:

- Marta Harnecker (1987) *Fidel Castro's Political Strategy: From Moncada to Victory*. Pathfinder Press. [pp. 9-70]

Additional sources:

- Louis A. Perez. *Cuba: Between Reform and Revolution*. Oxford University Press.
- Marifeli Perez-Stable. *The Cuban Revolution: Origins, Course, and Legacy*. Oxford University Press.
- Ernesto "Che" Guevara (1963) *Episodes of the Cuban Revolutionary War, 1956-1959*.
- Fidel Castro, "First Declaration of Havana" and "Second Declaration of Havana".

Film Screening: Che (2008)

Meeting IX (Thursday 13th October): Civil Rights

Primary sources:

- "Rules for Riding Desegregated Buses" (1956)
http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_bus.html
- Martin Luther King, Jr. (1957) "Nonviolence and Racial Justice" *The Christian Century* (February 6th): 165-167.
- Collected reports on the sit-ins (1960):
<http://dubois.fas.harvard.edu/sites/all/files/Reports%20on%20the%20Sit%20Ins.pdf>
- Martin Luther King, Jr. (1963) "Letter from a Birmingham Jail."
<http://dubois.fas.harvard.edu/sites/all/files/LetterFromBirminghamJail.pdf>
- John Lewis (1963) "Patience is a Dirty and Nasty Word."
- Terri Shaw (1964) "Freedom Summer Recollections" Civil Rights in Mississippi

Digital Archive, The University of Southern Mississippi.

<http://digilib.usm.edu/cdm/compoundobject/collection/manu/id/8717/rec/1>

- Malcolm X (1963) "The Black Revolution" Listen at:
<http://www.brothermalcolm.net/mxwords/whathesaid6.html>

Secondary sources:

- Carson, Claybourne (1981) *In struggle: SNCC and the black awakening of the 1960s*. Harvard University Press. [Introduction and Part I, pp. 1-132]
- Calvin Trillin (2011) "Remembering the Freedom Rides" *New Yorker* 25 July.

Additional sources:

- Malcolm X (1965) *The autobiography of Malcolm X*. Grove Press.
- Aldon D. Morris (1986) *Origins of the Civil Rights Movement*. Free Press.
- More primary documents can be found here:
<http://www.pbs.org/wgbh/amex/eyesontheprize/sources/>
- And here: <http://crdl.usg.edu/>

Writing workshop: Writing a first draft

Meeting X (Thursday 20th October): Drop Out, Turn On, Tune In

Primary sources:

- Students for a Democratic Society (1962) "Port Huron Statement"
<http://coursesa.matrix.msu.edu/~hst306/documents/huron.html>
- Tom Wolfe (1968) *The Electric Kool-Aid Acid Test*. Farrer Straus Giroux. [Chapters 19 and 20, pp. 249-285]
- Alan Watts (1968) "[Psychedelics and Religious Experience](#)" *The California Law Review*, January.

Secondary sources:

- Theodor Roszak (1969) *The Making of the Counterculture*. University of California Press. [Chapters V and VIII]
- Todd Gitlin (1993) *The Sixties: Years of Hope, Days of Rage*. Bantam. [Chapters 1, 4, 8, 12, 17]

Additional sources:

- David Delliger (1993) *From Yale to Jail: The Life Story of a Moral Dissenter*. Pantheon.
- David Farber (1994) *Chicago '68*. University of Chicago Press.
- Kenneth Keniston (1968) *Young Radicals: Notes on Committed Youth*. Harcourt.

- Maurice Isserman (1987) *If I Had a Hammer: The Death of the Old Left and the Birth of the New Left*. Basic.
- Kirkpatrick Sale (1973) *SDS: The Rise and Development of Students for a Democratic Society*. Random House.
- Irwin Unger (1998) *The Movement: A History of the American New Left 1959-1972*. Addison-Wesley.

Poetry and music:

- Allen Ginsberg, "Howl" [poem]
- Allen Ginsberg, "America" [poem]
- Bob Dylan, "Gates of Eden" <http://www.bobdylan.com/songs/gates.html>,
- Bob Dylan, "Ballad of a Thin Man" <http://bobdylan.com/songs/thinman.html>,
- Bob Dylan, "Subterranean Homesick Blues" <http://bobdylan.com/songs/subterranean.html>,
- Bob Dylan, "It's Alright Ma" <http://www.bobdylan.com/songs/itsalright.html>,
- Bob Dylan, "Like a Rolling Stone" <http://bobdylan.com/songs/rolling.html>,
- Bob Dylan, "Visions of Johanna" <http://bobdylan.com/songs/visions.html>
- Jimi Hendrix, "Star Spangled Banner / Smashing of the Amps" <https://www.youtube.com/watch?v=sjzZh6-h9fM&index=4&list=RDZ4QghNBwyt8>

Meeting XI (Thursday 27th October): No class meeting this week.

Meeting XII (Thursday 3rd November): Terrorism

Primary sources:

- 9-11 Commission Report (2004), US Government Printing Office. Chapters 5 and 7. <http://www.9-11commission.gov/report/>
- "The al Qaeda Manual" http://www.justice.gov/sites/default/files/ag/legacy/2002/10/08/manualpart_1_1.pdf

Secondary sources:

- Martha Crenshaw (1994) "Introduction: Thoughts on Relating Terrorism to Historical Contexts" in *Terrorism in Context*, Martha Crenshaw, ed. Penn State University Press: 3-26.
- Scott Atran (2010) *Talking to the Enemy: Faith, Brotherhood, and the (Un)making of Terrorists*. HarperCollins. [Chapters 1, 5, 15, 16, 17, 18]

Additional sources:

- Bruce Hoffman (1998) *Inside Terrorism*. Columbia University Press.

- Gerard Chailiand (2007) *The History of Terrorism: From Antiquity to al Qaeda* University of California.
- Simon Reeve (1999) *The New Jackals: Ramzi Yousef, Osama Bin Laden, and the Future of Terrorism*. Northeastern.
- Abdel Bari Atwan (2012) *After Bin Laden: Al-Qaeda, The Next Generation*. Saqi Books.
- Benjamin Daniel and Simon Steven (2002) *The Age of Sacred Terror*. Random House.
- Peter Bergen (2006) *The Osama Bin Laden I Know: An Oral History of al Qaeda's Leader*. Free Press.
- Abdel Bari Atwan (2006) *The Secret History of al Qaeda*. University of California Press.

Writing Workshop: Writing is re-writing (peer review).

Meeting XIII (Thursday 10th November): Dissent in the Digital Age

Primary sources:

- “Welcome to WhyWeProtest!” (2013)
<https://whyweprotest.net/threads/welcome-to-whyweprotest.111548/>
- Julian Assange (2006) “State and Terrorist Conspiracies”
<http://cryptome.org/0002/ja-conspiracies.pdf>
- Julian Assange (2006) “Conspiracy as Governance”
<http://cryptome.org/0002/ja-conspiracies.pdf>
- Julian Assange (2011) “What’s New About WikiLeaks?” *New Statesman* 14 April.
<http://www.newstatesman.com/digital/2011/04/civil-war-wikileaks-newspapers>

Secondary sources:

- Raffi Khatchadourian (2010) “No secrets: Julian Assange’s mission for total transparency” *New Yorker*, 7 June 2010.
- Parmy Olson (2012) *We Are Anonymous: Inside the Hacker World of LulzSec, Anonymous, and the Global Cyber Insurgency*. Hachette Digital. [Chapters 2, 3, 4, 8, 12, 13, 14, 15, 16]

Additional sources:

- David Faris (2013) *Dissent and Revolution in a Digital Age: Social Media, Blogging and Activism in Egypt*. I.B. Tauris.
- Gabriella Coleman (2010) “What’s it Like to Participate in Anonymous Actions?” *The Atlantic* 10 December.
<http://www.theatlantic.com/technology/archive/2010/12/what-its-like-to-participate-in-anonymous-actions/67860/>

Film Screening: We Steal Secrets: The Story of Wikileaks (2013)