**HH4010**  
**Dissent, Resistance, Rebellion**  
*Preliminary version // subject to revision before commencement of classes*

**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.

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: Noon on day of the last class before mid-semester break.

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: Noon on the day of the last class.

- 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 1: Introduction and the Hong Kong protests
• Various media related to 2014 protests in Hong Kong to be distributed and discussed in class.

Meeting II: 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:


Additional sources:


Writing workshop: Picking a topic.

Meeting III: 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.hillsdalesites.org/personal/hstewart/ECW/]

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:
• 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: 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.”
• “Constitution” (1801)

All documents can be found here:
[http://www.marxists.org/history/haiti/index.htm](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:
Writing workshop: Reviewing secondary sources.

Meeting V: Breaking Machines

Primary sources:

• “Statement by the People of Royton” (1808)  
  [Link](http://www.nationalarchives.gov.uk/education/politics/transcript/g3s5t.htm)  
• “Fellow Weavers” (1812)  
  [Link](http://www.nationalarchives.gov.uk/education/politics/transcript/g3s4t.htm)

Secondary sources:


Additional sources:


Writing workshop: Developing an argument and an outline.

Meeting VII: Suffrage

Primary sources:

• Declaration of Sentiments and Resolutions (1848)  
  [Link](http://legacy.fordham.edu/halsall/mod/senecafalls.asp)  
• Elizabeth Cady Stanton (1860) “Address to the New York State Legislature”  
• “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”  
  [Link](http://memory.loc.gov/cgi-bin/query/r?ammem/naw:@field(DOCID+@lit(rbwnawsan2152)))  
  [Link](http://memory.loc.gov/cgi-bin/query/r?ammem/naw:@field(DOCID+@lit(rbwnawsan8333div0)))

Secondary sources:

Additional sources:


Mid-semester break!

Meeting VIII: Gandhi

Primary sources:

• Mohandas Gandhi (1909) Hind Swaraj (Indian Home Rule). https://docs.google.com/file/d/0B2GRozT38B1eYWU0OTc5N2UtNGQyZC00YTlmlWI4N2UtZjQ2ZTg4MzY3NTM5/edit?drrp=1&hl=en#

Secondary sources:


Additional sources:

• Anil Seal (1968) Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century. Cambridge University Press.

Film screening: Gandhi (1982).
**Meeting IX: Guerilla Warfare**

**Primary sources:**


**Secondary sources:**


**Additional sources:**

- Fidel Castro, “First Declaration of Havana” and “Second Declaration of Havana”.

**Film Screening: Che (2008)**

**Meeting X: Civil Rights**

**Primary sources:**

- Martin Luther King, Jr. “Letter from a Birmingham Jail.”
- Collected reports on the sit-ins, here:
  [http://dubois.fas.harvard.edu/sites/all/files/Reports%20on%20the%20Sit%20Ins.pdf](http://dubois.fas.harvard.edu/sites/all/files/Reports%20on%20the%20Sit%20Ins.pdf)
- Ella J. Baker (1960) “Bigger than a Hamburger”

**Secondary sources:**


**Additional sources:**


*Writing workshop*: Writing a first draft

**Meeting XI: 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 Woolf (1968) *The Electric Kool-Aid Acid Test*. Farrer Straus Giroux. [Chapters 19 and 20, pp. 249-285]


*Secondary sources*:


• Todd Gitlin (1993) *The Sixties: Years of Hope, Days of Rage*. Bantam. [Chapters 1, 4, 8, 12, 17]

*Additional sources*:


• Kenneth Keniston (1968) *Young Radicals: Notes on Committed Youth*. Harcourt.


*Poetry and music*:

• Allen Ginsberg, “Howl” [poem]

• Allen Ginsberg, “America” [poem]


• 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*

• Jimi Hexdrix, “Star Spangled Banner / Smashing of the Amps”
  https://www.youtube.com/watch?v=sjzZh6h9FM&index=4&list=RDZ4QghNBwy8

Meeting XII: Terrorism

Primary sources:

• “The al Qaeda Manual”

Secondary sources:

• 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:


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

Meeting XIII: 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

Secondary sources:

• 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.

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