

DTEM3500
**Resistance &
Global Activism**

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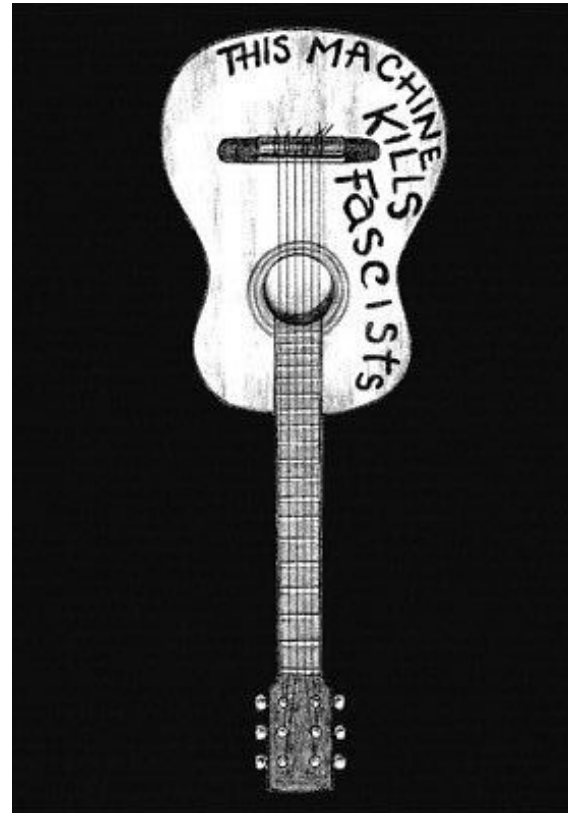
Resistance and Global Activism

This course is designed to generate a robust understanding of theories explaining the background to why and how groups mobilize to defend or resist power. Through the study of the theories and practices of past and present collective action, this course will offer the participant an understanding of the nature of these forms of political behavior. We will look at the major theories that sociologists and political scientists have created to explain the mobilization and outcomes of social movements. Following a rigorous grounding in social movement theory, the course will then move on to an analysis of recent protests around the globe in order to apply the theoretical frameworks to the action on the ground.

Learning Objectives

Upon successful completion of the course, students will be able to:

- Explain the roles of social, political, legal, and ethical factors in contemporary computing and technology innovation practice.
- Understand the moral dimensions of issues in digital media – including the understanding that not every controversy is a moral one
- Understand a broad set of ethical and social implications of our data-driven society, including potential unexpected outcomes of data models, algorithms, and related systems;
- Identify and critically engage with ethical and social implications of data experienced in their daily lives and workplaces.
- Critically reflect on these factors in their thinking, orientations, and practice within their education, daily lives, workplaces, and future aspirations for developing new technologies.
- Extend this knowledge and practice to future coursework and beyond.



Woody Guthrie's guitar 1940s

Schedule & material

The summer course runs for an intensive 5 weeks and each week follows the same pattern (except the first because introductions and we haven't started yet). Therefore, expect each week to follow this pattern

Tuesdays: Lectures & exercises introducing the materials and theories for the week.
 Wednesdays: Self-study and writing, including a short essay and documentary review,
 Thursdays: Additional theories, student presentations, and wrap-up discussions.

The documentary review is 750 words

The presentation is about 15 minutes. The documentation can be powerpoint, google slides, or a doc with bullet points uploaded to Blackboard.

The weekly exam/essay is between 650 - 800 words.

| Module | Readings | Documentaries |
|--------|--|---|
| 1 | Jasper: Preface, Introduction & What are social movements | Fox (2017) Awake: A Dream from Standing Rock Nelson (2010) Freedom Riders |
| 2 | Jasper: Meaning & Infrastructure | Olsson (2011) The Black Power Mixtape 1967-1975 Nelson (2015) The Black Panthers: Vanguard of the Revolution |
| 3 | Jasper: Recruiting & Sustaining | Lebrecht (2020) Crip Camp Kopple (1976) Harlan County U.S.A. |
| 4 | Jasper: Deciding & Engaging Other Players Gerbaudo: The people of the web | Zeiger (2005) Sir! No Sir! Green (2002) The Weather Underground |
| 5 | Jasper: Winning & Conclusion Lilja: The definition of Resistance | Noujaim (2013) The Square Folayan (2017) Whose Streets? |

Assignments

| NAME | CREDITS | DUE |
|------------------------|------------|-----------|
| Exam/Essay x 5 | 100 | Saturday |
| Documentary review x 5 | 100 | Friday |
| Presentation x 5 | 100 | Thursdays |
| Total | 300 | |

Grades

The final letter grade for the course is a percentage of your total points
A 94 or above A- 90-93, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76

Reading & Talking

This course has a lot of reading. Not too much, but still a lot. It is designed to also include a LOT of participation and discussion. I am very good at talking. I am a professional; I get paid to talk. But this course will only work if you share your ideas and join the discussion. I will talk less, I will set up the discussions, and you will fill them with meaning. I know that you may not enjoy talking in class, but this is a "fake it till you make it kind of situation, and I believe in your abilities to do so. Have you read the syllabus? Send me an email with your favorite recipe.

Sometimes it's
appropriate to scream
at them.

Helen Caldicott

Topic Discussions

As we are moving at an accelerated pace, the course will blend theories, documentaries and protests from the first week. In order to make this possible I have chosen an excellent but accessible book, James Jasper's (2014) *Protest: A Cultural Introduction to Social Movements*, and added very few additional readings to the list. Naturally, I recommend that you read beyond the required literature (especially to better understand the settings for the documentaries and protests)



Woman hitting a marching Neo-Nazi with a handbag in Växjö, Sweden on 1985 photo by Hans Runesson.

No Exam

I am not sure if anyone likes exams. This course does not have an exam, not just because we don't like them, but in order to keep the pace of learning and work high, I have assigned several pieces of work a week so that you will not need to wait till the end to know how you are doing on the Course.

Presentation

In order to cover a wide breadth of protest this course will cover with protests from all around the world. You will be asked to prepare a 15-minute presentation about a protest and present it to the class.

Obviously, it will be important for the readers and listeners to understand the context in which 'their' protests were occurring, who the main stakeholders were/are, and their positions, with a focus on the goals that the protesters were hoping to achieve.

It is important that these presentations include a theoretical analysis based on the literature and discussions from the first part of the course.



anti-Vietnam march, by Marc Riboud (1967)

In order to help, here are some protests that may be interesting to look into. If you have a protest you would like to cover, please let me know.

| | |
|--|---|
| 2019–2020 Hong Kong protests 2018–2019 Sudanese protests Extinction Rebellion | Rhodes Must Fall 2018–2020 Serbian protests 2020–2021 Indian farmers' protest |
| Peruvian protests (2022–2023) 2019 Indonesian protests 2020–2021 women's strike protests in Poland | 2020–2021 Thai protests 2019 Venezuelan protests Protests against Faure Gnassingbé |
| 2019-2020 Catalan Protests Sunflower Student Movement 2018 Armenian Revolution | Corsican protests 2020–2021 Belarusian protests Mahsa Amini protests Dakota Access Pipeline protests |

Advice

I keep a bunch of resources aimed at helping students navigate the more obscure details of academia. Check out [Annoy the faculty](#), which has surprisingly good advice on how to email your professor. Matt Might has a [great page on college](#), and the Reddit thread on [College Classroom Norms](#) has some gems. I have an unfinished page of [Classroom reflections](#) and [teaching & writing](#) resources, which may help combat insomnia...

Effort

While it may seem odd to include it in a syllabus, your effort is a required component of this course.

The federal definition of course credit hours assumes a minimum of “two hours of out-of-class student work per Module for a semester hour.” According to this metric, a student should assume at least six hours of out-of-class work per Module for each 3-credit course.

Attendance

Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class. Scheduling.

It is important to let me know in advance if you are unable to make it to class.

Changes to the syllabus may be made at the instructor’s discretion and if circumstances require. Participants will be notified of changes via Blackboard/ university email. Participants are responsible for keeping up to date with these changes.

Inclusivity

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see <http://klangable.com/blog/teaching/inclusivity-policy/>

Writing

Writing is a painful, but rewarding, process. For help and tips see <http://klangable.com/blog/teaching/writing-resources/> If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see www.fordham.edu/academics/programs_at_fordham/english/writing_center

Academic Integrity

A University, by its nature, strives to foster and recognize the originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort, and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for the integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique, and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others. Violations of academic integrity include, but are not limited to plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.

The fear of offense is a
really small price to
pay for freedom.

Andrena Sawyer

Coaching

Any student who struggles with time management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.

Accommodations

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of *cura personalis*, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop the most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

Counseling

University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/student_services/counseling_and_psych/



Covid protest Michigan by Jeff Kowalsky (2020)

Student well-being

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our department chair, about these or other hardships you may be going through. Your well-being is of primary importance to us. if you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to reach out. **We can help.**