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## TOPICS: GLOBAL HISTORIES OF SOLIDARITY AND RESISTANCE in Spring 2021 (LW3091B)

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| <b>Course Code</b>    | LW3091B                                          | <b>Professor(s)</b>     | Michelle Kuo, Albert Wu      |
| <b>Prerequisites</b>  | None                                             | <b>Office Number</b>    | G-008                        |
| <b>Class Schedule</b> | F: 16:55-18:15 in PL-1<br>T: 12:10-13:30 in PL-1 | <b>Office Hours</b>     | F 10h30-12 or by Appointment |
| <b>Credits</b>        | 4                                                | <b>Email</b>            | mkuo@aup.edu,<br>awu@aup.edu |
| <b>Semester</b>       | Spring 2021                                      | <b>Office Tel. Ext.</b> | 205                          |

## Course Description

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Ever since the 2016 elections in the United States, “Resistance” (or #Resistance) has emerged as a trendy term within the American political landscape. But what does it mean to resist existing structures of oppression? What are possible strategies and tactics? What types of solidarity are created through moments of resistance?

In this course, we seek to understand resistance through global history. We will seek to range broadly both in chronology and geography. Besides roaming across time and space, we also define resistance in the broadest sense of the term—we examine activists and protesters who have employed cultural, political, social, and economic strategies to challenge existing power structures. We will also examine theorists who have argued over different tactics of resistance, such as nonviolence, violence, and other resistance pilot resistance and other forms.

## Course Learning Outcomes

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## General Education

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# Course Outline

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January

Week 1– 18th – 22nd

Friday -- What is Resistance?

Henry David Thoreau, "Resistance to Civil Government" [Civil Disobedience] (1849)

Michael Walzer on resistance, "Politics of Resistance"

Albert Camus, excerpt from *The Rebel: An Essay on Man in Revolt* (1951)

Week 2 – 25th – 29th Obedience and Resistance

Tuesday:

Early modern antecedents: Natalie Zemon Davis, "Rights of Violence"

Hobsbawm, *Primitive Rebels*

Friday:

Barrington Moore, *Injustice: The Social Bases of Obedience and Revolt*

Week 3 – February 1st – 5th

Tuesday

James Scott, *Domination and the Arts of Resistance*

Friday: Carceral Resistance

Sudhir Hazareesingh, *Black Spartacus: The Epic Life of Toussaint Louverture*.

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Michelle and Albert give a model teach-in that provides guidance for your own teach-in.

Week 4 –February 8th to 12th

Tuesday: No class (minibreak).

Friday, February 12th

Week 5 – February 15th – 19th

Tuesday, February 15th

Student Teach-in No.1 on topic related to Slavery and/or Carceral Resistance

Student Teach-in No. 2 on topic related to Slavery and/or Carceral Resistance

Friday, February 19th

Nick Estes, *Standing by Standing Rock*

Week 6 – February 22nd – 26th

Tuesday

Student Teach-in No. 3 on indigenous resistance

Student Teach-in No. 4 on indigenous resistance

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Friday: No class (Minibreak)

Week 7 – March 1st - 5th

Tuesday, March 2nd

Reading, TBA Anti-nuclear movement

Friday, March 5th

Andreas Malm, *How to Blow Up a Pipeline*

Week 8 – March 8th –12th

Tuesday, March 9th

Student Teach-in No. 5, Environmental Movement

Student Teach-in No. 6, Environmental Movement

Friday, March 12th

Audre Lorde, *Sister Outsider*

June Jordan, essays

Week 9 – March 15th – 19th

Tuesday

Nancy Cott / Sheila Rowbowtham, Women, Resistance, and Revolution

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Friday

Student Teach-in No. 7, Feminist and Queer Movements

Student Teach-in No. 8, Feminist and Queer Movements

Week 10 – March 22nd – 26th

Tuesday

Rosa Luxembourg, excerpts

Friday

Readings from Occupy

Week 11 – March 29th – April 2nd

Tuesday

Student Teach-in No. 9, Anticapitalist and pro-labor movements

Student Teach-in No. 10, Anticapitalist and pro-labor movements

Week 12 – April 5th to 9th (Easter Monday)

Tuesday, April 6th (No class—faculty retreat).

Friday

Readings TBA, on anti-imperialism movements in the 19th century

Week 13 – April 12th – 16th

Tuesday - Neo-colonialism

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## Readings on neo-colonialism in Hong Kong and Africa

Friday

*Student Teach-in No. 11, Antimperialism and/or anti neo-colonialism*

*Student Teach-in No. 12, Antimperialism and/or anti neo-colonialism*

### Week 14 – April 19th – 23rd

Tuesday

Reading TBA, on Tactics: on Violence and Nonviolence

Friday

Reading TBA, on Tactics: on Violence and Nonviolence

### Week 15 – April 26th

Tuesday

Reading TBA, on Tactics: on youth culture, aesthetics, and art

Friday (No class—semester ends April 28th.)

## Textbooks

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This course doesn't have any textbook.

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## Attendance Policy

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Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

## Grading Policy

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**Participation (Attendance, Quizzes, Participation in Discussions, Debates) 20%**

**Annotations 20%**

Due by midnight before each class period. (E.g. Monday and Thursday 11:59 PM.)

To encourage you to keep on top of your reading, we ask you to submit 3 annotations for each reading. The assignments will be set up on Perusall. The class code for our Perusall is WU-YX7UZ.

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This will be a collective exercise, as your fellow classmates will see your annotations. We will also use the annotations as a springboard for our class discussions.

Annotation is a personal act, and your engagement with the text will vary. But here are a couple of ideas of how you can annotate a text. You could focus on some or all of the following:

- Definitions of confusing words. Look up and find the definitions of words that seem unfamiliar or confusing to you.
- Concepts. Underline what you think are the most foreign, novel, or challenging difficult concepts.
- Tone or Rhetorical Strategies. What are the rhetorical strategies of the text? Does the writer use tone to make a point? What is the tone of the text—sarcastic, sincere, funny, etc.
- Biases. What are the writer's biases? What assumptions does the writer employ that are stated or unstated? What are your own assumptions when you come to the text?
- Responses. Is there something troubling in the text that you are grappling with? What are some questions that the text generated? Note your own immediate reactions to certain claims in the text.
- Connections. Put the text in dialogue with other readings from the semester. How are the texts similar? How are they different?

And here is a useful link to a post on annotation as a creative act:

<https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-withstudents/>

**Short Quizzes:** We reserve the right to give quizzes if we get the sense that you are not staying on top of the reading. Expect 3-4 quizzes over the span of the semester. Quizzes will count into the annotation grade



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### **Short Source Analysis – 5%**

You will be expected to write one short source analysis drawing on a source from the assigned readings.

**Final Exam 15%** -- Take home exam due May 11.

### **Final research paper and presentation 20%**

You will pick a topic related to contemporary world history and investigate it. The result of this research will be an 8-10 page paper. We will ask you to submit successive assignments to build up to the final paper.

- Research topic and research question -- Friday, March 12.
- Bibliography of 8 academic sources -- March 26
- Outline – April 9
- 3-5 pages of paper -- due April 23
- Peer review of paper -- April 30
- Final Paper -- May 11.

### **Two teach-ins throughout the semester 20%**

This is a basic outline of how to do a teach-in, but we'll provide more details in class. Your group is made of 3 people. You can choose a historical movement or a present-day movement, but please do check with us. At least a week prior to your teach-in, we expect you to meet with us and share your primary source and topic.

Part I: Drawing upon scholarly sources, contextualize your movement historically. Compare it to the movement we discussed earlier that week (10 minutes).

Part II: Analyze a key primary source, shepherding us through any cultural or historical

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references. Through your analysis, think through the rhetorical strategies that your actors are using. In whose lineage do they place themselves? What ideas (freedom, natural law, etc) do they appeal to? Connect this primary source to at least one of the texts we read in the first three weeks or an academic theoretical or philosophical text (10 minutes).

Part III: Create a moment of solidarity, and engage your classmates in a particular act. This might be something artistic, creative, playful. If it requires social gathering, you can design a project, action, or future act in a post-pandemic world and enlist your classmates in some particular role or preparatory activity (10 minutes).

Your teach-in should be approximately 30 minutes. Please stick to the time limit of 30 minutes, because another group will be giving a teach-in.

Some themes you can choose from:

- Indigenous resistance
- Slavery and Carceral Resistance
- Civil Rights Movement
- Environment
- Feminism
- Culture and Aesthetics
- Violent resistance / Guerilla Warfare
- Strikes / Labor Organizing
- Migration
- Gender, Sexuality, and Queer culture and Sexuality

## Other

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