

SAMPLE SYLLABUS

NYU Prague

EURO-UA 9301 P01/SASEM-UG 9400 P01 Modern Dissent in Central Europe: The Art of Defeat

Spring 22

Course Format:
Time Zone: CET

Spring 22

You may be taking courses at multiple locations this semester. If you are enrolled in this course 100% **remotely** please make sure that you have completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. **Please contact the site Academic Director (vanda.thorne@nyu.edu) if you need more assistance.**

If you are attending **in person**, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations require additional physical distancing.

Instructor Information

- TBA 

Course Information

- Course Number:EURO-UA 9301 P01/SASEM-UG 9400 P01
- **Course Name:Modern Dissent in Central Europe: The Art of Defeat**
- **Meeting times: Monday/Wednesday 12:00 - 13:20, Masaryk classroom, BB**
- [NYU Prague Academic Calendar](#)

Course Overview and Goals

Individual or minority revolt against the prevailing majority position, religious interpretation or political rule is an important but often forgotten part of history. The Modern

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Political Dissent class covers this phenomena combining findings from several fields like psychological response to extreme situations, modern history, political and communication theory, art and culture in opposition against perceived injustice and case studies and analyses of important examples of modern political dissent. From the interpretation of the Holocaust or torture survival ordeal and Stockholm Syndrome, students are led to analyze the context – both psychological and historical – in order to search for possible remedies.

Conditions that made totalitarian ideologies of the 20th century so widely acceptable are studied within the context of thought reform and cult manipulations. The works of Robert J.Lifton, Stanley Milgrams and Phillip Zimbardo are used to explain the importance of individual responsibility versus obedience to authority. Role modeling and differentiation in communicating minority or dissent values to the majority society give a possibility to adjust complex strategies for change.

The format of the course is based on a combination of lectures, readings and films, discussions and group projects. The goal of this class is to introduce students to a contextual understanding of events, developments and theories as opposed to mere memorization of historical data. Throughout the course the students are invited to personalize often critical choices made in demanding or extreme situations in order to understand the need for critical thinking based on sound personal values. The questioning of the majority beliefs, authorities and values in a mass culture and binary perception of conflict is brought forward in order to understand the role of a responsible individual in modern society and democracy.

Upon Completion of this Course, students will be able to:

- better understand concepts of mass consumption societies
- understand different sources and forms of human behaviour in critical situations
- understand importance of individual responsibility and action

Course Requirements

Two papers – min. 4-5 pages with a list of used sources and literature. Two or more additional one pagers on class subjects.

Oral presentation on class topics – up to ten minutes.

Group project presentation – if possible in PowerPoint.

Class Participation - students are expected to take active part in class discussions and express their opinion on discussed subjects. Following or participation in Forum 2000 conference in Prague is supported.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Attendance and Class Participation	20%
Presentation	10%

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Exam	30%
Midterm Paper	20%
Final Paper	20%

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	92.5% and higher
A-	90.0 – 92.49%
B+	87.5% - 89.99%
B	82.5% - 87.49%
B-	80% - 82.49%
C+	77.5% - 79.99%
C	72.5% - 77.49%
C-	70% - 72.49%
D+	67.5% - 69.99%
D	62.5% - 67.49%
D-	60% - 62.49%
F	59.99% and lower

Assessment Expectations

Grade A: Excellent work demonstrating a critical and observant approach to the subject, sound research and an ability to express thoughts cogently and persuasively.

Grade B: Very good work.

Grade C: Satisfactory work.

Grade D: Passable work.

Grade F: Failure to achieve a passable standard.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
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<p>Session 1 Wednesday, January 26</p>	<p>Overview of course Introduction into the life in extreme. Psychological reactions to extreme stress and fear for survival. Issue of individual responsibility. Formation of individual and group identity. Knot in history situations and modernity's love for short cuts...</p>	<p>Karl Marx: Communist manifesto, Internet sources on industrial revolution and serfdom</p>	
<p>Session 2 Monday, January 31</p>	<p>Appeal of Totalitarian Ideologies. Definition of identity. Search for new identity in critical historical moments. Are we different? Would we react different? Destabilisation brought by industrial revolution. Nation state in Europe.</p>	<p>Hobsbawm Eric: Nations and Nationalism since 1870, Cambridge University Press, 1997</p>	<p>2 oral reports</p>
<p>Session 3 Wednesday, February 2</p>	<p>Where was Karl Marx wrong from the very beginning? Other theoretical short-cuts – science as absolutist religion against critical thinking. WWI.</p>		<p>2 oral reports</p>
<p>Session 4 MAKE UP DAY Friday, February 4 MONDAY SCHEDULE</p>	<p>Appeal of Fascism and National Socialism, Demise of democracy, Roles, Grey zone and Decent Nazis. Science and Arts - Experts and Artists in service to Evil.</p>	<p>Rober Jay Lifton: Thought Reform and the Psychology of Totalism</p>	<p>2-3 oral reports</p>
<p>Session 5 Monday, February 7</p>	<p>Leni Riefenstahl case. Roles and Choice. Individual responsibility film - Triumph of the Will, internet sources group discussion on pro and con of Riefenstahl claim of innocence</p>		
<p>Session 6 Wednesday, February 9</p>	<p>Primo Levi – the psychology of survival, torture, guilt and suicide</p>	<p>Primo Levi – The Drowned and the Saved</p>	<p>2 oral reports</p>

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Session 7 Monday, February 14	Roles and Identitties – Victims, perpetrators and Bystanders	Robert Jay Lifton, Eric Markusen: The Genocidal Mentality; Basic Books, NY 1990	2 oral reports
Session 8 Wednesday, February 16	Induced identity change Robert Jay Lifton – Thought Reform, Brainwashing in Communist China		2 oral reports
Session 9 Monday, February 21	Obedience Stanley Milgrams obedience experiments, Philip Zimbardo, Stockholm syndrome	Reader text 2	2 oral reports
Session 10, Wednesday, February 23	Abu Ghraib experience. Are we different? Film - Ghosts of Abu Ghraib Class discussion		
Session 11, Monday, February 28	Guilt	Karl Jaspers, Question of Guilt	2 oral reports
Session 12 Wednesday, March 2	Guiltless murderers induced identity formation Internet sources on child soldier rehabilitation programs		Group Projects Presentations
Session 13 Monday, March 7	Cult formation, Religious and other cults, televangelist movement, escaping the reality, Jones' tapes. Myth of modernity/postmodernity	Robert Lifton - Cult Formation	2 oral reports and class discussion
Session 14 Wednesday, March 9	David Thoreau, Trade union movement, Sufragette movement – direct action and power of example, contextual approximation of tactics and goals	Reader text, internet	2 oral reports and discussion
Monday, March 14	SPRING BREAK - NO CLASSES		
Wednesday, March 16	SPRING BREAK - NO CLASSES		

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Session 15 Monday, March 21	Mahatma Gándhí – use of media, knowing your opponent, moral renewal vs politics. Power of multipolar inclusivity.	Reader text Richard Attenbourough film – Gandhi, excerpts	2 oral reports and discussion
Session 16 Wednesday, March 23	Anticolonial movements and their failure as dissent. Cold War.	Internet sources. Case studies	4-5 shorter oral presentations on case studies. Types of response.
Session 17 Monday, March 28	Civil Rights Movement – use of television. Strategy and tactics Art of defeat revisited	Internet sources	2 oral reports
Session 18 Wednesday, March 30	NGOs – Amnesty International, Greenpeace – human rights and environmental agenda, internationalization of civic activism	Internet sources	2 oral reports
Session 19 Monday, April 4	Zapatista movement – internet mobilisation on global scale for even local issues, roots of terrorism, terrorism vs dissent	Reader text	2 oral reports
Session 20 Wednesday, April 6	Antiglobalisation movement and tactics, Occupy the Wall Street, inability to communicate, dissent ghettos	Internet sources	2 oral reports
Session 21 Monday, April 11	Arab Spring, consumer societies vs satellite television and social media	Internet sources. Data visualization	2 oral reports
Session 22 Wednesday, April 13	Postmodern dictatorships – Slobodan Milošević, electronic media and entertainment vs democracy	Film Stake No.12	
Monday, April 18	EASTER HOLIDAY - NO CLASSES		
Session 23 Wednesday April 20	Dissent under Communism. Two schools – Vaclav Havel	Letters from Prison	2 oral reports

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	vs Adam Michnik Reader text Vaclav Havel - The Power of the Powerless, Adam Michnik		
Session 24 Monday, April 25	Planning dissent strategies. Avoiding violence and confrontation, development of impossible to solve situations		Group projects and discussion
Session 25 Wednesday, April 27	Central European experience. Unexpected importance of Humor	Internet sources on Orange Alternative and alike	2 oral reports
Session 26 Monday, May 2	Lessons and need of dissent for democratic societies		Class discussion
Session 27 Wednesday, May 4	Dissent in post-modern, postfactual and post-truth situations	Internet sources	Class discussion
Session 28 Monday, May 9	Summary of the course, QandA		
Reading Day Tuesday, May 10	NO CLASSES		
Session 29 Wednesday, May 11	FINAL EXAMS		

Course Materials

Required Textbooks & Materials:

1. Karl Marx, Friedrich Engels: Communist manifesto
2. Adolf Hitler: Mein Kampf
3. Giovanni Gentile: The Doctrine of Fascism
4. Primo Levi: The Drowned and the Saved
5. Alexandr Solzhenitzyn: Gulag Archipelago
6. Robert Jay Lifton, Eric Markusen: The Genocidal Mentality; Basic Books, NY 1990
7. Rober Jay Lifton: Thought Reform and the Psychology of Totalism
8. Karl Jaspers: The Question of German Guilt. Capricorn Books, New York 1961
9. Karl Jaspers: The Fight Against Totalitarianism, 1963
10. Hannah Arendt: Origins of Totalitarism
11. Hannah Arendt: Eichmann in Jerusalem,

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Viking Press, 1963 12. C.J.Friedrich and Zbigniew Brzezinski, Totalitarian Dictatorship and Autocracy, 1967 13. Karl Popper: The Open Society and Its Enemies, Vol.1: The Spell of Plato, 1945 14. Stanley Milgrams: Obedience to Authority, An Experimental View, Harper Collins, NY 1974 15. Philip Zimbardo: The Pathology of Imprisonment, Society, 9,1972, 6, pp. 4-8 16. Jeri Laber: The courage of strangers, Public Affairs, New York, 2002 17. Juan J.Linz, A. Stepan: Problems of Democratic Transition and Consolidation, Hopkins Univ. press, 1996 18. Josef Korbel: The Communist Subversion of Czechoslovakia, Princeton University Press 1959 19. Hobsbawm Eric: Nations and Nationalism since 1870, Cambridge University Press, 1997 20. Gellner Ernst: Encounters with Nationalism, Blackwell Publishers, 1994 21. Ash Timothy Garton: The Uses of Adversity, 1989 22. Ash Timothy Garton: The Polish revolution, Solidarity, 1980-82 (1983) 23. John Kean: Vaclav Havel, Political Tragedy in six acts, Cambridge University Press 2000 24. Vaclav Havel: Power of the Powerless 25. Vaclav Havel: A Word About Words 26. Adam Michnik: Letters from Prison 27. Adam Michnik: Letters from Freedom 28. Barbara Falk: The Dilemmas of Dissidence in East-Central Europe, CEU Press, 2003 29. Yehuda Bauer: Rethinking the Holocaust, 2001, Yale University Press New Haven 30. Noam Chomsky: Media Control: The Spectacular Achievements of Propaganda, Seven Sturves Press 2002 31. Miles Hugh - Al-Jazeera: How Arab TV News Challenges America, Grove Press, 2005 32. New problems and methods of possible ISIS child soldier's rehabilitation - mission impossible?
<http://blogs.worldbank.org/arabvoices/rehabilitating-child-soldiers-in-the-middle-east>,
<http://www.bbc.com/news/world-middle-east-35743577> 33. Rock the Vote: Political Power for Young People – www.rockthevote.com 34. Phillips, Melanie: The Ascent of Woman : a history of the suffragette movement and the ideas behind it; London, Abacus 2007 35. Goldsmith, Jack L.: The terror presidency : law and judgment inside the Bush administration; New York, W.W. Norton 2007 36. Zapatista!: Reinventing Revolution in Mexico / edited by John Holloway, Eloína Peláez; London, Pluto Press 1998 Page 7 37. Lifton, Robert Jay, Superpower syndrome : America's apocalyptic confrontation with the world; New York, Thunder's Mouth Press 2003 38. Zimbardo, Philip G.: The Lucifer effect: understanding how good people turn evil; New York, Random House 2007 39. Kohák, Erazim V. Jan Patočka : philosophy and selected writings; Chicago, University of Chicago Press 1989 40. Esposito, John L. Who speaks for islam? : what a billion muslims really think; New York, Gallup Press 2008 41. Garton Ash, Timothy: We the people : the revolution of '89 witnessed in Warsaw, Budapest, Berlin & Prague; London, Penguin Books 1999

Resources:

- **Access your course materials:** [Brightspace](#)
- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)

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- Obtain 24/7 technology assistance: [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)
- NYU Prague library: [Tritius Catalog](https://nyu.tritius.cz/?lang=EN) (https://nyu.tritius.cz/?lang=EN)

Course Policies

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to Academic Director Vanda Thorne (vt21@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academic Director Vanda Thorne (vt21@nyu.edu) by email immediately (i.e. before the start of your class). **Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies.** Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academic Director, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Late Submission of Work

1. Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2

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points per day deductions start counting from the day the extended deadline has passed.

2. Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
3. Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
4. Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
5. Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic Director as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects). While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (Liberal Studies Program Student Handbook)

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Classroom Etiquette

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. In online classes, consider using the chat function or “raise hand” function in order to add your voice to class discussions.

Inclusivity Policies and Priorities

NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE’s Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

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Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Prague.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277