

SAMPLE SYLLABUS

NYU Prague

EURO-UA 9301

Modern Dissent in Central Europe: The Art of Defeat

Summer 23

Course Format: BLENDED

Time Zone: CET

Summer 23

If you are attending **in person**, you are expected to attend every class meeting in-person.

If you are enrolled in this course 100% **remotely**, please **contact the NYU Prague Academic Director (vanda.thorne@nyu.edu)** if you need assistance.

Instructor Information

- TBA

Course Information

- Course Number: EURO-UA 9301
- Course Name: **Modern Dissent in Central Europe: The Art of Defeat**
- Meeting times: **Mo/Tu/Th 2:00 PM – 3:20 PM, We 2:00 PM – 4:40 PM (CET)**
- [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 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

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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

Grading of Assignments

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

Letter Grade	Percent
A	A 92.5% and higher
A-	A- 90.0 – 92.49%
B+	B+ 87.5% - 89.99%
B	B 82.5% - 87.49%
B-	B- 80% - 82.49%
C+	C+ 77.5% - 79.99%
C	C 72.5% - 77.49%
C-	C- 70% - 72.49%

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D+	D+ 67.5% - 69.99%
D	D 62.5% - 67.49
D-	D- 60% - 62.49%
F	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
Session 1 Monday, May 22	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. Knot in history situations and modernity's love for short cuts..	Karl Marx: Communist manifesto, Internet sources on industrial revolution and serfdom and group identity	
Session 2 Tuesday, May 23	Destabilisation brought by industrial revolution. Nation state in Europe. Where was Karl Marx wrong from the very beginning? Other theoretical short-cuts – science as absolutist religion against critical thinking. WWI.	James Hawes – The shortest history of Germany	2 oral reports
Session 3 Wednesday, May 24	Appeal of Totalitarian Ideologies. Definition of identity. Search for new	Adolf Hitler:Mein Kampf	2 oral reports

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	identity in critical historical moments. Are we different? Would we react different?		
Session 4 Thursday, May 25	Demise of democracy, Roles, Grey zone and Decent Nazis. Science and Arts - Experts and Artists in service to Evil Roles and Choice. Individual responsibility	Rober Jay Lifton: Thought Reform and the Psychology of Totalism Leni Riefenstahl case. film - Triumph of the Will, internet sources	group discussion on pro and con of Riefenstahl claim of innocence
Session 5 Monday, May 29	psychology of survival, torture, guilt and suicide	Primo Levi – The Drowned and the Saved	oral report
Session 6 Tuesday, May 30	Roles and Identitties – Victims, perpetrators and Bystanders	Robert Jay Lifton, Eric Markusen: The Genocidal Mentality	2 oral reports
Session 7 Wednesday, May 31	Induced identity change victim/veteran identity	Robert Jay Lifton – Thought Reform, Brainwashing in Communist China	Class discussion
Session 8 Thursday, June 1	Obedience Stanley Milgrams obedience experiments, Philip Zimbardo, Stockholm syndrome Abu Ghraib experience. Are we different?	Film - Ghosts of Abu Ghraib	Class discussion
Session 9 Monday, June 5	Guilt Issue	Karl Jaspers, Question of Guilt	Summary paper
Session 10, Tuesday, June 6	Guiltless murderers induced identity formation	Internet sources on child soldier rehabilitation programs	Group projects presentation
Session 11, Wednesday, June 7	Cult formation, Religious and other cults, televangelist movement, escaping the reality, Jones´ tapes. Myth of modernity/postmodernity	Robert Lifton - Cult Formation	Oral reports
Session 12 Thursday, June 8	David Thoreau, Trade union movement, Suffragette movement – direct action and power of example, contextual approximation of tactics and goals	Reader source	Oral reports and analyses
Session 13 Monday,	Mahatma Gándhí – use of media, knowing your	Richard Attenbourough film – Gandhi, excerpts	Campaign analyses

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June 12	opponent, moral renewal vs politics. Power of multipolar inclusivity.		
Session 14 Tuesday, June 13	Anticolonial movements and their failure as dissent. Cold War.	Internet sources. Case studies	Oral reports
Session 15 Wednesday, June 14	Civil Rights Movement – use of television. Strategy and tactics Art of defeat revisited	TV/Youtube sources	Oral reports
Session 16 Thursday, June 15	NGOs – Amnesty International, Greenpeace – human rights and environmental agenda internationalization of civic activism	Internet sources	Class discussion
Session 17 Monday, June 19	Zapatista movement – internet mobilisation on global scale for even local issues, roots of terrorism, terrorism vs dissent	Reader text plus internet sources	2 oral reports
Session 18 Tuesday, June 20	Antiglobalisation movement and tactics, Occupy the Wall Street, inability to communicate, dissent ghettos	Indymedia	Class discussion and analyses
Session 19 Wednesday, June 21	Postmodern dictatorships – Slobodan Milošević, electronic media and entertainment vs democracy	Film Stake No.12	paper
Session 20 Thursday, June 22	Dissent under Communism. Two schools – Vaclav Havel Letters from Prison vs Adam Michnik Orange Alternative	text Vaclav Havel - The Power of the Powerless, Adam Michnik – letters from Prison Reader and Internet	2 oral reports
Session 21 Monday, June 26	Planning dissent strategies. Avoiding violence and confrontation, development of impossible to solve situations	reader	Class discussion
Session 22 Tuesday, June 27	Lessons and need of dissent for democratic societies - social media	Reader and internet sources	Individual assignments

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Session 23 Wednesday June 28	LAST DAY OF CLASSES	summary	
Session 24 Thursday, June 29	FINAL EXAMS		

Course Materials

Required Textbooks & Materials:

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)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.edu/it/servicedesk)
- **NYU Prague library:** [Tritius Catalog](#) (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 several times 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

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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 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.

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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)**

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

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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](#).

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