

# *Students' movements and global social protests.*

RLG 5937 & LAH 5935 UO2

Wednesday 7:00 pm through ZOOM

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*“Long live the students,  
garden of all happiness  
The birds who are not frightened”  
From Violeta Parra  
I love the students  
Chile, 1963*  
<https://lyricstranslate.com>

## Course Justification

Students since the creation of the Universities in Europe, as a social elite with special characteristic and connection to power, have created episodes with a lasting impact in their live and the lives of subsequent generations of students as well as on their societies at large. Students as intellectuals have also contributed ideologically and politically to the larger movements for social change. However, few courses are devoted to study the history and impact of these movements in building societies.

In 2019 and 2020, in several corner of the world, the students started and participated in protests that impacted national and globally. In 2019 high-profile protest raging across Chile, Colombia, Hong Kong, Sudan, Algeria, Lebanon, India, Spain, France and more, it often felt as if much of the world was out in the streets. In 2020 they challenged the pandemic and continue protesting in South America, Asia, Africa, the Middle East, Europe and the US. This “global movement” has been compared to the late 1960s, when civil rights, anti-war and anticolonial movements combined with the growth of a youth led counterculture and prompted dramatic street protest in all continents.

## Global learning outcome

This course will invite students to develop a) a **global awareness** on students' organization and activism in different corner of the globe today, and in several historical moments, to cause political, environmental, economic, religious, or social change. b) an **understanding of the students' movements history and current goals and significance** in different continents and particular countries, analyzing different approach and cultural, political, religious, and social context. C) the role of religions in students social and political awareness through the case study of International Movement of Catholic Students.

## **Interaction with Culture**

Starting with contemporary discussion on students' mobilization and social protests around the globe, the course will analyze the historical importance of the students' movements today, and in the 60's in the US, Europe, and in Latin America since 1918. Movies, documentaries, and music will be used to strength knowledge of the historical, social and cultural realities and context where arose recent students' mobilization around the globe.

## **Interaction with People.**

Trough zoom meetings students will encounter "invited students" from Hong Kong, Chile, South Africa, Thailand, Perú, India, Colombia to understand the reasons argued by the students in their own words, through virtual contacts between FIU students and some of those, in different continents and particular cities, where students' mobilizations have occurred recently, promoting knowledge through the interaction among individuals.

The purpose of this course is recovering and understanding the students' movements history and current development and significance in different continents and particular countries, understanding different approach and cultural, political, religious, and social context. These "invited students" are members of an international catholic students' organization, through their testimony, the course will discuss the role of a religious international student's organizations promoting global understanding and peace. It will implement the learning community model that emphasizes reflection, responsibility, relationship, and respect.

## **Tools and resources**

Since 2013 the Carlos H. Uran's Family Collection, is preserved in the Special Collections of Florida International University (FIU) as DARLAC (Digital Archives of Religion in Latin America) It is an interdisciplinary archive of materials focused on students' movements in the Latin American region in the second half of the twentieth century that will be an important resource to study some primary sources of the students' movements. These movements connect to the Catholic Church, devolved a sense of Latin American belonging, and had a transnational significance. They networked beyond the national borders worldwide with a strong international expansion in the 1960s and 1970s. Their common needs, world view, and religious-cultural-socio-political engagement led them to stablish a wide communication network that will be use in the course to make connection with students *in situ* to understand their goal and particular need for mobilize. One of these organizations, called Pax Romana, in July 2021 is celebrating its centenary. We will use its network to be in touch through zoom with students from different regions of the world and former students' leaders.

## **Reflections and Requirements**

After each interaction with the "invited students", a round table will recover the main ideas and poignant expression found in the presentations and in the materials proposed by the professor for the unity. (DARLAC's documents, videos, articles)

In the discussion board students will present their own experience: what they learned, and the challenges they encountered, and make comments on the post of two other students.

#### Undergraduate Midterm and Final

Select one of the topics discussed and you have two options 1) elaborate a graffiti, or a video or 2) prepare a 10 pages research paper

MIDTERM proposal paper on the topic, research question and sources (for both options)

FINAL 10 pages Final paper

#### Graduate Papers

- MIDTERM proposal paper: Select one of the class' topics, establish a research question and the main bibliography that will support the elaboration of a research paper.
- FINAL 20 pages research paper

## Grading

Course Requirements	Number of Items	Points for Each	Total Points Available
Discussions Forum	8	5	40
Round Table Participation	2	10	20
MIDTERM Proposal	1	15	15
FINAL WORK or PAPER	1	25	25
Total	12	N/A	100

### Course Calendar – Main topics

- Module 1- Introduction & Main Concepts
- Module 2- Students and social protest in Asia: fighting authoritarianism
- Module 3- Latin American Student: requesting dignity, a new social order and peace
- Module 4-African Students confronting colonialism.
- Module 5-The “colored youth” confronting structural racism in the US.
- Module 6-Students and other social movements. (Workers, feminists, indigenous, peasants)
- Module 7- Religious Changes and the students: the historical experience of the International Movement Catholic Students IMCS in the twenty centuries.
- Module 8- Conclusions

## Course Calendar & Schedule

Module & Dates	Topics & Resources	Readings & Activities Due
<p><b>Module 1</b></p> <p>WEEK 1 8/23-</p> <p>&amp;</p> <p>WEEK 2 8/30</p>	<p><b>Introduction &amp; Main Concepts</b></p> <p><b>Learning Objectives:</b> A) Understanding analytical categories to study the students' movements and youth organizations. B) Students' organizations in the Western society since the establishment of the European Universities. Historical perspective. C) Sociological analytic concepts to study Students movements.</p> <p><b>Interaction with People.</b> Invited guest: Professor Dr. German Bidegain, Political Sciences, Universidad de la República, Uruguay. (Second Week)</p> <p><b>Interaction with Culture</b></p> <ul style="list-style-type: none"> <li>- Presentation of Pop Music that become popular or related to the student movements in the 60's such as: Violeta Parra " Me gustan los estudiantes" Bob Dylan Blowin' in the wind Chico Buarque de Holanda "A pesar de Voce" Georges Brassens- Mourir pour des idées</li> <li>- Discussion on the video <i>All power to imagination: Paris, May 1968</i> <a href="https://www.youtube.com/watch?v=YCtcD9CfMOI">https://www.youtube.com/watch?v=YCtcD9CfMOI</a></li> </ul>	<p>Week 1 Participating on Discussion Board – 1) Personal Presentation</p> <p>Week 2 Discussion on the video: Paris riot 1968 <a href="https://www.youtube.com/watch?v=BjyKJQ-oD5I">https://www.youtube.com/watch?v=BjyKJQ-oD5I</a> <b>Reading:</b> Germán Bidegain and Marisa von Bülow "Student Movements in Latin America" In The Oxford Handbook of Sociology in Latin America" (2020) online</p> <p><i>Attending class meetings through Zoom</i></p>
<p><b>Module 2</b></p> <p>WEEK 3</p>	<p><b>Students and social protest in Asia: fighting authoritarianism.</b></p> <p><b>Learning Objectives: A) To get an overview of Asian political reality. B) To understand: a) The</b></p>	<p>-Participating on Discussion Board Readings: <i>Francis L.F. Lee, Michael Chan, Hsuan-Ting Chen "Social Media and Protest</i></p>

<b>Module &amp; Dates</b>	<b>Topics &amp; Resources</b>	<b>Readings &amp; Activities Due</b>
<p>9/6 &amp; WEEK 4 9/13</p>	<p><b>students' role in the Hong Kong Rebellion (2019-2020) b) The Indian students mobilization supporting the defense of Indigenous territories</b></p> <p>Interaction with Culture:</p> <p>Videos a) The return of the student movement in Thailand <a href="https://www.channelnewsasia.com/news/video-on-demand/insight-fy2021/return-of-student-movements-in-thailand-13173840">https://www.channelnewsasia.com/news/video-on-demand/insight-fy2021/return-of-student-movements-in-thailand-13173840</a> b) Democratic Crisis in Hong Kong <a href="https://www.channelnewsasia.com/news/video-on-demand/insight-fy2021/democratic-crisis-in-hong-kong-13080484">https://www.channelnewsasia.com/news/video-on-demand/insight-fy2021/democratic-crisis-in-hong-kong-13080484</a></p> <p>Interaction with People: Round table with Louise Ho from Hong Kong, Jenny Toppo from India</p>	<p>Attitudes During Movement Abeyance: A Study of Hong Kong University Students" In <i>International Journal of Communication</i>, University of Southern California, vol. 14 , 2020</p> <p>Attending class meeting through Zoom, Talk and exchanges with Louisa Ho, f Jenny Toppo and Ravi Tissera.</p>
<p><b>Module 3</b> WEEK 5 9/20 &amp; WEEK 6 9/27</p>	<p><b><i>Students and social protest in Latin America</i></b></p> <p><i>Chile: Since the "Pingüinazo" movement to the Constitutional Assambly. (2005- 2021)</i></p> <p><i>Perú: The "Bicentenario" Generation (2020)</i></p> <p><i>Colombia: students requesting peace and social justice</i></p> <p>Learning Objectives and Topics Covered:</p> <p>Interaction with Culture:</p> <p>Interaction with People:</p> <p>Erika Herrera, Jorge Bustamante, René Perez.</p>	<p>Participating on Discussion Board – Summary and Comments</p> <p>Reading: Germán Bidegain and Marisa von Bülow "Student Movements in Latin America" In The Oxford Handbook of Sociology in Latin America" (2020) online</p> <p>Preparing Oral participation Attending class meeting through Zoom</p>
<p><b>Module 4</b> WEEK 7 10/4 &amp; WEEK 8 10/11</p>	<p><b><i>Students and Social protest in Africa</i></b></p> <p><i>Learning Objectives and Topics Covered:</i></p> <p>Understanding the case of South Africa and Congo students' movements in the post-colonial period.</p>	<p>Participating on Discussion Board – Summary and Comments</p> <p>Preparing Oral participation Attending class meeting through Zoom</p> <p>Readings: Sonwabo Stuurman</p>

Module & Dates	Topics & Resources	Readings & Activities Due
	<p>The Role of Social media in recent African mobilization</p> <p>Interaction with Culture:</p> <p>Interaction with People:</p> <p>Discussion with Mutombo Mpanya (Congo)</p>	<p>“Student activism in a time of crisis in South Africa: The quest for 'black power'” in <i>South African Journal of Education S. Afr. j. educ. vol.38 n.4 Pretoria Nov. 2018</i>  <a href="http://www.scielo.org.za/scielo.php?script=sci_arttext&amp;pid=S0256-01002018000500008&amp;lng=en&amp;nrm=iso">http://www.scielo.org.za/scielo.php?script=sci_arttext&amp;pid=S0256-01002018000500008&amp;lng=en&amp;nrm=iso</a>  Heike Becker  South African student protests, 1968 to 2016  Dissent, disruption, decolonization in ISR magazine#111 <a href="https://isreview.org/issue/111/south-african-student-protests-1968-2016">https://isreview.org/issue/111/south-african-student-protests-1968-2016</a>  Tanja Bosch (2017) Twitter activism and youth in South Africa: the case of #RhodesMustFall, <i>Information, Communication &amp; Society</i>, 20:2, 221-232, DOI: <a href="https://doi.org/10.1080/1369118X.2016.1162829">10.1080/1369118X.2016.1162829</a></p>
<p><b>Module 5</b>  Week 9  10/18  &amp;  WEEK  10  10/25</p>	<p><b><i>The “colored youth confronting structural racism” in the US</i></b></p> <p>Learning Objectives: Analyzing the relationship between the civil rights movements in the 60’s and the Black Lives Matter movements.</p>	<p><b>Readings:</b> Dewey Clayton “Black Lives Matter and the Civil Rights Movement: A Comparative Analysis of Two Social Movements in the United States” In <i>Journal of Black Studies (2018)</i> <a href="#">Volume: 49 issue: 5</a>, page(s): 448-48</p> <p><b>Participating on Discussion Board –</b>  Summary and Comments on the reading.  Preparing Oral participation  Attending class meetings</p>
<p><b>Module 6</b>  WEEK  11  11/1  &amp;  WEEK  12  11/8</p>	<p><i>Students and other social movements. (Worker, Women, Peasant, Indigenous)</i></p> <p>Learning Objectives:</p> <p>Interaction with Culture:</p> <p>Interaction with People:</p>	<p><b>Readings:</b></p> <p>Participating on Discussion Board –  Summary and Comments  Preparing Oral participation  Attending class meeting</p>

<b>Module &amp; Dates</b>	<b>Topics &amp; Resources</b>	<b>Readings &amp; Activities Due</b>
<b>Module 7</b> WEEK 13 11/15 & WEEK 14 11/22	<i>Religious Changes and the students: the historical experience of the International Movement Catholic Students IMCS</i>  Supports Learning Objectives:  Understanding the Role of Religion in Students life and the importance of youth global network  Interaction with Culture:  Interaction with People: Dialogue with Ravi Tissera – General Secretary of the IMCS	<b>Readings:</b>
<b>Module 8</b> WEEK 13 11/29  WEEK 14 12/4	Conclusions   Research week and finals presentations	<b>FINAL PAPER DUE on 12/6</b>