

---

## FAQs: Frequently Asked Questions about the MA in Activism and Social Change

School of Geography, University of Leeds  
[www.activismsocialchange.org.uk](http://www.activismsocialchange.org.uk)

---

1. What is the Masters in Activism and Social Change?
2. What are the aims of the MA?
3. What exactly do you mean by 'activism' and 'social change'?
4. Who is behind it?
5. What modules can students take?
6. What kind of engagement will there be with activists and campaign groups?
7. When does the MA start?
8. How much will the MA cost?
9. Are there any scholarships?
10. Can students study part-time?
11. What other study routes exist?
12. What are the routes to PhD study?
13. What are the main benefits of this course?
14. What kinds of assessment are there?
15. What about mature students or people without a formal academic background but lots of experience. Is the course for them?
16. Why is this programme in Geography?
17. What is the latest date that students can register?
18. Is there a limit on the number of students?
19. Why is this Masters programme needed?
20. But isn't a Masters in Activism and Social Change just going to create a new professional or managerial elite within social movements?
21. How do students register or get more information?
22. What do other people say about the programme?
23. Can you recommend any course readings or websites?

### 1. What is the Masters in Activism and Social Change?

The MA in Activism and Social Change (ASC) is a Masters programme within the School of Geography at the University of Leeds, UK. It is an innovative, original and timely interdisciplinary programme of critically-engaged research-led teaching and participatory study that responds to a growing call to bring closer together the worlds of academia and progressive social campaigning. We believe it is the first of its kind in Europe.

### 2. What are the aims of the MA?

The main aim of the course is to provide a space in which students can develop their ideas and thinking, and acquire a range of intellectual, methodological and practical skills aimed at activism and social change. It is not about a detached study of activism, activists, or social change. Rather, it aims to promote free and critical thinking about the challenges we face, how we can develop tactics and strategies and skills to respond to them, as well as creative alternatives to life under capitalism. Students will be able to develop rigorous conceptual and theoretical understandings of global capitalism and resistance movements in different world arenas, engage with campaigners struggling for a better world, experience innovative assessment methods such as spokescouncils

and action research projects, and develop campaigning and research skills to equip them for future work, campaigning or study.

### 3. What exactly do you mean by 'activism' and 'social change'?

'Activism' generally refers to the process of taking intentional action to bring about social change. However, what form that activism takes, and the actual visions of social change being promoted, differ enormously across time and space. While this course does not stem from one particular ideological or political viewpoint, the types of activism and visions for social change we focus on are broadly situated within what in recent years has become known variously as the 'anti-capitalist', 'alter/anti-globalisation' or 'global justice' movement. Because of the plurality of voices they are often called the 'movement of movements' and have become visible at moments like summit sieges at Seattle, Prague and Cancun, the World Social Forum and other convergences of civil society, most notably the anti-war movement.

There are some key values which define the Programme and which reflect this 'movement of movements'. The first is the emphasis on resistance *and* alternatives, or critique *and* proposal. The strength of the movement of movements is that it represents a potent combination of critique of global capitalism and neoliberalism and also viable and workable alternatives. Secondly, the Programme values plurality, which has been captured by the term 'One no, many yeses' - many people are resisting but there is no compulsion to all agree to a fixed agenda on solutions or tactics. A third core value is that of which sees horizontality, equality and openness as the basis for political institutions. Finally, solidarity and co-operation are key principles based on a desire to build human relations on the basis of understanding and mutual aid.

### 4. Who is behind it?

The MA is led by scholar activists working and co-researching with social movement organisations and communities in struggle.

**Paul Chatterton, Course Director.** I teach international development and alternatives to life under capitalism in the School of Geography at the University of Leeds. My main areas of writing and research are: the popular uprising in Argentina since 2001 and that of the Zapatistas in Chiapas since 1994; resistance to privatisation and corporatisation in the neoliberal city; and the feasibility of alternative ways of organising social, political and economic life. I am also involved in various solidarity and campaign groups around the UK and beyond, including: Kiptik, a solidarity group helping to build appropriate technology water systems in the Zapatista autonomous communities in Chiapas, Mexico; the Common Place social centre in Leeds; Leeds Asylum Seekers' Support Network (LASSN), which provides voluntary support, advice and friendship to refugees and asylum seekers; and Trapese, a popular education collective working on climate change, development and poverty. I am currently on the Editorial board of Antipode, Geography's first journal of radical Geography.

**Stuart Hodkinson.** My research interests revolve around the themes of globalisation, corporate power, democratic deficit, popular struggles and action research. I am currently working on three main areas: (i) mapping networks and distributions of power and control in the city, with specific reference to enclosure through privatisation; (2) developing autonomous political theory and practice, focusing on the role of social centres; (3) exposing the neo-colonialist policies of the UK government, celebrities and mainstream development NGOs towards Africa, focusing on the Make Poverty History campaign and the forthcoming 2007 bicentennial commemoration of the parliamentary abolition of the so-called transatlantic slave trade. I co-founded the radical cinema project Leeds Underground Film in 2001, and as an occasional writer and journalist was

until recently associate editor of Red Pepper magazine. I am active in Leeds No Borders and the Common Place social centre in Leeds, and joint convenor of the Global Justice and Reparation Forum.

**Paul Waley.** I have worked in the past as an editor, translator and writer, and have been an academic at the School of Geography in the University of Leeds since 1992. Most of my research has focussed on Japan and in particular on Tokyo. I have written recently on neo-liberal urban policies and the squeezing of everyday life spaces in inner city Tokyo. Other research interests include post-conflict ex-Yugoslavia. Beyond my own research, I am committed to the attempt to make universities spaces for freedom of the political imagination and of critical thought.

## **5. What modules can students take?**

There are a range of core and optional modules spread over three semesters. Within the School of Geography, the following are available:

### **GEOG5360M Spaces of Radical Thought (30 credits)**

Political activism today has its roots in a body of social theory that has evolved over the last hundred years. The works of canonical writers such as Marx and Gramsci have entered the mainstream and yet retained many of their revolutionary and radical premises. This module will cover five areas that together form a foundation out of which contemporary political activism has grown. It will begin with an introduction to aspects of Marxist theory, followed by an analysis of the anarchist tradition and of the origins and development of green, or environment-oriented, thought. You will explore ideas associated with radical identity politics as well as gain an overview of different post-structuralist and post-modernist approaches. The module ends with a discussion of the spaces for radical action that are opened up by this body of thought. Rather than attempting an exhaustive investigation, the module team will introduce selected thinkers and their works, enabling follow-up discussion on issues and themes that have been raised.

Can also be taken as a 15 credit version as GEOG5300M

### **GEOG5430M Qualitative Research Methods and Social Change (30 credits)**

This module provides an advanced treatment of core issues in qualitative research, allowing students to develop sophisticated critiques of published qualitative work while providing practice in applying qualitative techniques. Methods of data collection discussed include participant observation, interviewing (both individual and group), and textual analysis. Attention is also given to qualitative analysis and writing practices. Students will also focus on research methods for social change which demands new ways of understanding what research is and who it is actually for. Therefore, this module also provides a grounding in the principles, methods and strategies of Action Research, situating action research within the current neoliberalisation of higher education. It introduces students to different action research traditions such as 'militant research' and what we call 'Solidarity Action Research', a form of participatory research that is organically connected to campaign groups and social movements. Sessions are also dedicated to exploring the advanced skills and knowledge necessary to working with social movements and grassroots groups and undertaking action research planning, from problem identification, to engagement, to design. The module will be open to students' ideas, questions, ways of thinking, it will be committed to free and open discussion and will encourage independent thinking and reflective practice. The module is part of the School of Geography's ESRC-recognised research training programme.

## **GEOG5380M Campaigning for Social Change (30 credits)**

This offers a mixture of theoretical insights and practical tools. Students will study 10 major social movement struggles of the post-war era and consider the different cultures of protest and resistance and their relative successes and failures. These lessons form an important knowledge base for equipping students with the ideas, techniques and skills for effective campaigning. Practical skill-sharing sessions will include: planning and running campaigns; repertoires of direct action; legal training; media strategies and skills (web design/film); doing popular education; facilitation skills; consensus-based decision-making; and conflict resolution and crisis-management. The module will also enable students to apply knowledge and skills by working alongside local campaign groups, providing mutual benefits to the student and local community.

## **GEOG5320M Action Research Dissertation (60 credits)**

In this module students develop and implement course ideas through a dissertation. The module is built around a placement with a group/organisation, during which original, primary research for the dissertation is undertaken. The assessed work comprises: a 4,000 word (or equivalent) piece of project work based on the actual substance of the research placement for which the student produces a reflective log and accessible feature report; and a substantive 8,000 word dissertation relating this research placement to literature, theory, concepts, methods, analysis, implications. The two pieces of work are intimately linked and they reflect the development of theory and practice.

## **OPTIONAL MODULES**

### **GEOG5420M Emergency planet earth! Environmental crises, definitions and responses (15 credits)**

This module, undertaken during a week long field trip at the UK's leading eco-centre – the Centre for Alternative Technology in the Snowdonia National Park in West Wales ([www.cat.org.uk](http://www.cat.org.uk)), investigates some of the most pressing environmental challenges of our time, focusing on climate change, energy scarcity, environmental justice and the effects of industrial agriculture and living in a toxic society. Students will gain an in-depth understanding of these cross cutting issues in late capitalist society and use them as a bedrock to explore solutions and responses. In the second part of the module, students will explore different responses – market based, government, grassroots and those from social movements. This module, then, will give students a breadth of knowledge as to the main environmental issues of our age, but also a sense of the range of responses to these problems. The module will also focus on the nature of change which is increasingly rapid, non linear and unpredictable.

### **GEOG5370M Empire and resistance (30 credits)**

North Atlantic capital has dominated global developments over the last 200 and more years. This module examines the ways in which the power of the political economies of north-western Europe and north America were translated into global empires and how this continues to underpin the state of the world today. It starts with an introduction to attempts to explain the underlying structures of the modern world, including world systems theory, and a brief overview of the history of Western colonialism. Subsequent sessions examine a worldwide range of more specific examples of the exercise of imperial power and the struggles of resistance movements. These include a discussion of the nature of slavery and the role it played as a basis for European colonialism, followed by a review of one of the world's more enduring and complicated struggles for

autonomy, that of the Polisario Liberation Front in the Western Sahara. Anti-imperial struggles in Latin America are examined both in the context of the struggles against European dominance and against dominance from Washington. From there the focus moves to East Asia, where an ambivalent relationship has been struck with the United States; Japan has hosted some of the US's largest bases, despite wide opposition, and at the same time -- alongside South Korea and China -- has bankrolled US military policy. The module concludes by looking at the spaces for resistance that are being opened up by global social movements campaigning against neoliberal policies.

Can also be taken as a 15 credit version as GEOG5330M

### **GEOG5660M Quantitative Research Methods (15 credits)**

This module provides a practical refresher for those wanting to consolidate and further develop their skills in quantitative methods in human geography and the social sciences. It will develop an appreciation of the nature, rationale and of utility of quantitative geographical data and its analysis. There will be particular focus on: data display, data description, statistical inference, and statistical modelling. The module will also develop practical skills in: using the SPSS software package, interpreting statistical analysis, and also reading research articles that contain quantitative results. The major piece of assessed work will be preparation of a report that demonstrates the use of methods covered in the module and will be based substantive topic of the student's choosing. A range of different teaching methods are used.

### **GEOG5110M Research Frontier: Citizenship and Belonging (15 credits)**

This module introduces students to research currently being undertaken by members of the School of Geography's Citizenship and Belonging research cluster. The module thus offers students the opportunity to engage with issues at the forefront of contemporary geographical research. Members of this research cluster are engaged in research around several core themes including social identity, social inclusion, equality and diversity, the construction of 'publics', transnationalism and diaspora. Attendance at selected departmental and research cluster seminars are a central part of the module.

### **GEOG5170M Research Frontier: Urban Culture and Consumption (15 credits)**

This module introduces students to research currently being undertaken by members of one of the School of Geography's research clusters. The module thus offers students the opportunity to engage with issues at the forefront of contemporary geographical research. Members active in the Urban Cultures and Consumption research cluster base their research around different approaches to the city -- un-settling cities, sensing cities, consuming cities -- and are concerned with themes such as urban counter-cultures and spaces of resistance, changing urban landscapes, and urban consumption and the cooperative movement. These themes are developed, as appropriate, by students in seminars and assessed essays. Attendance at departmental seminars and involvement in research cluster meetings is a central part of the module.

Students can also take selected modules as electives in other departments. These options can be discussed in more detail with course convenors.

## **6. What kind of engagement will there be with activists and campaign groups?**

There are three main forms of civil society engagement built into this course. First, most modules will feature a number of guest lecturer and seminar slots so that campaigners with specific knowledge or expertise on an issue are able to pass some of those ideas and skills on. Second, there will be field trips to campaign offices and sites of political struggle to gain first-hand knowledge and experience of the issues, methods and strategies of those on the frontline. Third, students will be encouraged to link up with and support a campaign, political group, community struggle or organisation as part of their Action Research Dissertation so that the theoretical, empirical, methodological and campaigning knowledge being gained through the programme is both rooted in and relevant to real world engagement.

The course has close links with a range of activist groups, campaigning organisations and radical projects within the broad Global Justice Movement in the UK. These include:

Corporate Watch, Oxford, [www.corporatewatch.org.uk](http://www.corporatewatch.org.uk)  
Friends of the Earth, [www.foe.org.uk](http://www.foe.org.uk)  
Kiptik Zapatista Solidarity Group [www.kiptik.buz.org](http://www.kiptik.buz.org)  
Lammas low impact development project, Swansea, [www.lammas.org.uk/](http://www.lammas.org.uk/)  
Leeds No Borders  
Plane Stupid  
New Economics Foundation  
The Camp for Climate Action  
Local Unison and Amicus trade union branches, Leeds  
National Coalition of Anti-Deportation Campaigns, [www.ncadc.org.uk](http://www.ncadc.org.uk)  
New Internationalist Magazine [www.newint.org](http://www.newint.org)  
Pan-Afrikan Task Force for Internationalist Dialogue, London  
Red Pepper magazine, [www.redpepper.org.uk](http://www.redpepper.org.uk)  
Rendez-vous of Victory, London, [www.rendezvousofvictory.org](http://www.rendezvousofvictory.org)  
Trapeze Popular Education Collective [www.trapeze.org](http://www.trapeze.org)  
World Development Movement, London, [www.wdm.org.uk](http://www.wdm.org.uk)

## **7. When does the MA start?**

Teaching starts around the end of September each year.

## **8. How much will the MA cost?**

for Full details visit the website.

## **9. Are there any scholarships?**

For opportunities see the website.

## **10. Can students study part-time?**

Yes, part-time study is available over two years.

## **11. What other study routes exist?**

The course can be taken on a number of bases:

180 credit MA either full time over 1 year or Part Time over 2 Years.

120 Credit Diploma either full time over 1 year or Part Time over 2 Years.

60 credit Post Graduate Certificate over 1 year or part time over 2 years..

Students can also sign up for individual 15 or 30 credit modules when they are being delivered.

The range of modules you can undertake will vary for each of these options.

## **12. What are the routes to PhD study?**

We encourage students to consider routes into Ph.D. study after this Masters programme in the School of Geography. All themes in the programme can be followed up at PhD level with various members of staff. Details on proposals and specific funding opportunities can be discussed in more detail.

## **13. What are the main benefits of this course?**

The Programme offers students four main benefits, which differentiate it from other critical social science Masters courses:

*An extensive knowledge base of radical theories, global resistance struggles and strategies for social change*

Resource-stretched groups expect new recruits, as a minimum, to have a clear understanding of global politics in terms both of procedural detail and more importantly of underlying geopolitical forces. Activism and Social Change will provide an introduction to the ideas, debates and practices of radical politics and social movements, with the input of practitioners through guest lectures and workshops.

*Campaigning, organising and research skills*

Being an effective activist requires having a variety of skills such as: organising public meetings; facilitation and participation skills; working the media to your advantage and writing effective press releases; good communication and ICT skills; an in-depth knowledge of campaigning tactics and strategies; action research skills relevant to progressive social change; and desire to co-produce and disseminate knowledge. Activism and Social Change will develop campaign and organising skills through links with practitioners in the module Campaigning for Social Change. The module Researching for Social Change will provide specialised training and 'in the field' experience of how to design and carry out Participatory Action Research with and for social movements.

*Experience and networking*

The Programme's practitioner involvement and campaign placements will give students a direct route to acquire the relevant knowledge, skills and contacts. While many current undergraduate and postgraduate courses have practitioner links, none provide similar opportunities for such sustained and in-depth interaction between students and social change organisations.

*Being part of a cutting edge research environment*

A major advantage and attraction to students will be the opportunity to be part of a cutting edge research environment, working alongside established scholars and up and coming academics. The MA will be the brand new Masters programme of the Urban Cultures and Consumption research cluster whose members will contribute to the MA. The aim is to create strong and creative links between students and the cluster with a regular series of seminars and discussion forums in which students and staff can share their research interests. Students will be encouraged to participate in other projects in this research group.

## **14. What kinds of teaching and assessment are involved?**

---

The programme uses a mix of traditional and innovative teaching and assessment methods which include:

- **Essays** based on extended exploration of course themes;
- **Action Research Dissertation** based on a **work or campaign placement**;
- **Spokescouncils**. These are an innovative form of teaching and assessment based around students' formulating, debating and implementing proposals;
- **Roundtables**. Teaching staff and outside guests will discuss with students course themes and what they mean in terms of their own institutions and groups;
- **Action planning sessions**. Modules will include an action-oriented element where students will design, implement and promote plans of action in various thematic areas;
- **Reflective portfolio/diary work**. Students will keep a reflective portfolio of work during the programme;
- **Weekly tutorials, reading groups and film clubs**.

### **15. What about mature students or people without a formal academic background but lots of experience. Is the course for them?**

We strongly encourage a range of ages and experiences on the course – especially as this will enhance the classroom learning experience for all. If you have been out of education for a while, or feel that you don't have the right academic qualifications, but you have plenty of experience as a campaigner or activist, then get in touch. We would love to hear from you. In our application procedure we take into account different types of experiences.

### **16. Why is this programme in Geography?**

Geography is the department which is hosting this programme at the University of Leeds. Geographers have always been keen to understand the world and its social relationships in all their complexity. Issues like globalisation, neoliberalism, mapping and understanding social inequalities, climate change, gentrification, and urban social movements are at the core of what modern day Geography is about. Moreover, Geography has a deeply radical heritage ranging from the anarchists Peter Kropotkin and Elisée Reclus to radical thinkers and doers such as Colin Ward, Patrick Geddes and Lewis Mumford. In recent decades, globally renowned geographers such as Julie Graham, Dick Peet, David Harvey, Derek Gregory, and Doreen Massey have been at the forefront of pioneering new understandings of the relationship between society and space, drawing upon revolutionary and radical ideas ranging through anarchism, Marxism, feminism and post-colonialism. Geography is a natural home for such a Masters Programme.

But this is more than just a programme about Geography. Geography is a very broad, creative discipline which has always drawn widely on other disciplines and ideas ranging from Politics, Religious Studies, Sociology, Media Studies, Philosophy and the Environmental and Natural Sciences. To these ends, the programme involves colleagues from other departments including Politics, Communication Studies and Spanish/Portuguese introducing material on topics as diverse as hacking, anarchism and sexuality, global democracy and resistance movements in Western Sahara.

### **17. What is the latest date that students can apply?**

You can apply up to early September, but we would advise you, if possible, to apply by May each year.

We recommend that international students apply as early as possible as it can take time to obtain a student visa.

### **18. Is there a limit on the number of students?**

No. We expect maximum class sizes to be no larger than 20.

### **19. Why is this Masters programme needed?**

We decided to launch this Masters for several reasons.

First, we became increasingly aware of a growing yet unmet demand for Masters-level courses that directly respond to the multiple crises global society faces such as irreversible climate change, the spectre of 'peak oil', the growing precariousness of work, increased poverty and inequalities, conflicts over resources, and the gradual privatisation of public spaces and welfare services. Many of our friends, colleagues and fellow campaigners have been frustrated by having to enrol on Masters courses that only partly cover the above issues. We felt a responsibility as educators to provide educational courses that people actually want to do and a duty as scholar activists to put on courses that address the global problems, focus on creative solutions, and encourage to become active campaigners and advocates for social change.

Second, radical social movements have failed to gain ground for their ideas and visions compared to other narratives associated with neoliberalism, globalisation and free market competition. There is a growing desire among activists to find new ways to make the ideas and demands of social movements more widespread and applicable to people's everyday lives. Many students who pass through universities have little or no exposure to resistance movements, nor are they aware of the range of alternatives to capitalist, market-based life that exist. We see it as an urgent task to allow students exposure to radical ideas and practices. The Masters is an opportunity to redirect crucial educational resources into generating ideas which can address the crises we face and equip people for understanding, intervening in, and changing the course of their lives.

Third, we found it hypocritical to be scholar activists advocating radical social change 'outside' the University and our workplace, but not doing so from within. This programme is situated here – aimed at increasing capacities, tactics, ideas and competencies so that people can become active campaigners and agents for social change. The MA is thus an important statement about how we see the current neoliberal direction of Higher Education. We are committed to the role of the university as a free and critical place of knowledge production not just aimed at producing good consumers or citizens, but also as a place of critique and dissent within the mainstream. By encouraging students to think critically about their own educational environment as part of the programme, the Masters will be one mechanism by which the roles of the University as an employer, educational establishment and local political actor can be assessed in relation to solving the global crises we face.

### **20. But isn't a Masters in Activism and Social Change just going to create a new professional or managerial elite within social movements?**

There will be criticisms of a programme such as this. Some might see the Masters as creating a new elite who have privileged access to being activists or involved in social

change, or a means for academics to boost their reputations and careers. Others might see it as quashing the radical spirit of activism by placing it within the constraints of universities. These are important, valid criticisms that cannot nor should not be side-stepped

First and foremost this Programme stems from an urgent desire to address some of the crises we face and contribute to developing viable and creative alternatives to life under capitalism. The course has been devised with this in mind. We want to do this on our patch – the University of Leeds – and urge others to do so wherever they live and work. We have been inspired by countless things inside and outside the academy - social movements, university and college courses, radical thinkers and doers, books, pamphlets and zines, actions and protests websites and meetings - and hope to contribute to a stock of useful knowledge, skills and ideas that can further activism and social change and build viable alternatives to capitalism.

Second, we are keen to break down barriers which often exist between grass roots and academic knowledge. The premise of the course is to bring these worlds together into creative dialogue through mutual learning. In many ways we see those in social movements as the experts, certainly in the areas in which they are active, be it climate change, debt campaigning or independent media. There is much that universities can learn from social movements and vice versa. Gone are the days when universities were the repositories of all knowledge. The most creative knowledges are produced through interaction and collaboration. Due to the growing orientation of universities to the worlds of business and corporate cultures, there is also an urgent need to expand this kind of radical, engaged education within the higher education sector.

Finally, the ethics of the course, through the ways it is delivered and structured, are to promote values of mutual learning, collaboration, and solidarity and certainly not elitism, specialisation or domination. The course fosters a culture of professionalism rather than professionalisation - that is, we encourage students to be committed to their studies and to attain high levels of skills, knowledges and competencies for activism and social change, without seeing themselves as professionals separated from the groups they are working with. We are keen to encourage students to become reflexive, self-aware and compassionate citizens who are aware of, and act upon, their own privileges both as recipients of higher education and western lifestyles, and the inequalities that structure our societies and institutions, especially those of the university.

## **21. How do students apply or get more information?**

See our website @ [www.activismsocialchange.org.uk](http://www.activismsocialchange.org.uk)

Contact the admissions team in Geography at Leeds University:

Taught Postgraduate Admissions Officer  
School of Geography  
University of Leeds  
Leeds  
LS2 9JT  
Tel - +44 (0) 113 343 6635  
Fax - +44 (0) 113 343 3308  
Email: [geo-tpg-enq@leeds.ac.uk](mailto:geo-tpg-enq@leeds.ac.uk)

To apply, all the information you need is at:

<http://www.geog.leeds.ac.uk/study/masters/admissions/apply.html>

## **22. What do other people say about the programme?**

"Our Pan-African Task Force for Internationalist Dialogue (PATFID), of which I am the Chair, fervently welcomes this innovative interdisciplinary programme because it is not only most interesting and very necessary right now but, indeed, also quite long overdue."

**Kofi Mawuli Klu Chair, Pan-African Taskforce for Internationalist Dialogue (PATFID) Central Board.**

"Friends of the Earth would be interested in working with people who have been through this course. We look for people with a wide range of qualities. This course could help us to find people who have a real understanding of creating social change and of activism in the UK."

**Hannah Griffiths, Friends of the Earth**

"I think this course is a good thing because it will provide the opportunity to stimulate academic thinking on alternatives to neoliberal development, strengthen links between the academic and development communities, and provide an opportunity for campaigners to acquire particular skills in campaign organising. "

**Marlene Barrett, World Development Movement**

"We particularly like the combination of theory, analysis and practice, and the focus on participation and action research seems a really unique feature. We really support it."

**Claire Fauset, Corporate Watch, UK**

"At a time when we are all encouraged in HE to think of how to orientate ourselves to the needs of business it is of the utmost importance that we remind ourselves that universities are also supposed to be spaces for the development of critical thought, which implies autonomy from business and the needs of powerful economic and political constituencies."

**Simon Tormey, Director, Centre for the Study of Social and Global Justice (CSSGJ), University of Nottingham**

## **23. Can you recommend any course readings or websites?**

### **Introductory Readings**

Bircham, E, & Charlton, J (2001) *Anti-capitalism: A Guide to the Movement*. Bookmarks.

Carter, J and Morland, D, eds. (2004). *Anti-capitalist Britain*. Cheltenham: New Clarion.

- Chatterton, P, Cutler, A and Bryan K (2007) *DIY: A Handbook for Changing our World*. London: Pluto.
- Harvie, D, Milburn, K, Trott, B, and Watts, David, eds. (2005) *Shut them Down!: The G8, Gleneagles 2005 and the Movement of Movements*. Brooklyn, NY: Autonomedia.
- Holloway, J (2002) *Change the World without Taking Power*. London: Pluto.
- Katsiaficas, G, ed. (2005) *Confronting Capitalism: Dispatches from a Global Movement*. Soft Skull Press.
- Kingsnorth, P (2004) *One No, Many Yeses: A Journey to the Heart of the Global Resistance Movement*. Free Press.
- Marshall, P (1992) *Demanding the Impossible: A History of Anarchism*. London: HarperCollins.
- Mertes, T, ed. (2004) *A Movement of Movements: Is Another World Really Possible?* London: Verso.
- Notes from Nowhere, eds. (2003) *We Are Everywhere: The Irresistible Rise of Global Anti-capitalism*. London: Verso.
- Polet, F, & CETRI (2004) *Globalizing Resistance: The State of Struggle*. London: Pluto Press.
- Saad-Filho, A (2002) *Anti-capitalism: A Marxist Introduction*. London: Pluto Press.
- Schalit, J, ed. (2002) *The Anti-capitalism Reader: Imagining a Geography of Opposition*. New York: Akashic Press.
- Sen, J, Escobar, A, Waterman, P, (2004) *World Social Forum: Challenging Empires*. New Delhi: Viveka Foundation.
- Sheehan, S. (2003) *Anarchism*. London: Reaktion Books.
- Solnit, D, ed. (2004) *Globalize Liberation: How to Uproot the System and Build a Better World*. San Francisco: City Lights.
- Solnit, R (2002) *Hope in the Dark: Untold Histories, Wild Possibilities*. London: Verso.
- Starr, A (2004) *Global Revolt: A Guide to the Movements against Globalization*. London: Zed Books.
- Tormey, S. (2004) *Anti-capitalism: A Beginner's Guide*. Oxford: Oneworld.
- Wall, D (2005) *Babylon and Beyond: The Economics of Anti-capitalist, Anti-globalist, and Radical Green Movements*. London: Pluto.
- Walter, N (2002) *About Anarchism*. Freedom Press.

### **Useful websites**

- Indymedia [www.indymedia.org](http://www.indymedia.org)
- New Left Review [www.newleftreview.net](http://www.newleftreview.net)
- Red Pepper Magazine <http://www.redpepper.org.uk/>
- Guerilla News Network <http://www.guerrillanews.com/>
- LibCom: [www.libcom.org](http://www.libcom.org)
- znet: archive of radical news and analysis: [www.zmag.org](http://www.zmag.org)
- Democracy Now <http://www.democracynow.org/>

Wikipedia <http://en.wikipedia.org/>  
Permaculture Association (Britain) [www.permaculture.org.uk](http://www.permaculture.org.uk).  
Peak oil: [www.peakoil.net/](http://www.peakoil.net/)  
Groundswell [www.groundswell.org.uk](http://www.groundswell.org.uk)  
New Rules [www.newrules.org](http://www.newrules.org)  
Eyes on IFIs <http://www.ifivatchnet.org/eyes/index.shtml>  
Campaign Against the Arms Trade [www.caat.org.uk](http://www.caat.org.uk)  
International Forum on Globalisation [www.ifg.org](http://www.ifg.org)  
WTO Watch [www.wtowatch.org/](http://www.wtowatch.org/)  
Corporate Watch UK [www.corporatewatch.org.uk](http://www.corporatewatch.org.uk)  
Peoples Global Action [www.agp.org](http://www.agp.org)  
Platform [www.platformlondon.org](http://www.platformlondon.org)