

IHS6-278-IH2

# Revolutions

MICA - Spring 2012

Thu. 9:00-11:45 AM

Bunting 480

## Course Syllabus



Jean-Pierre Rey, "Marianne 68"

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**Office:** Bunting 413

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"The tree of liberty must be refreshed from time to time by the blood of patriots and tyrants. It is its natural manure."

- Thomas Jefferson, 1787

### COURSE DESCRIPTION & GOALS:

Revolutions are the creation myths of secular modernity. Many of this era's political societies celebrate their revolutionary origins, where their nations were forged in blood during these stunning moments of the ultimate expression of the people's will. At the same time, revolutions have also represented moments of dangerous political instability and extreme violence.

Because revolutions have had such an important and at the same time ambiguous legacy, studying them can be extremely valuable to understanding the politics and history of the last several centuries, and can also serve as a useful vehicle for the analysis of larger trends in culture and society.

This course will be a historical laboratory studying the forms, causes and outcomes of political revolution and resistance. Beginning with pre-modern forms of insurrection and extending to the present-day revolutionary activity of the Arab Spring, students will review secondary literature of scholars who have examined and classified revolutions and revolutionary behavior, as well as primary source readings of revolutionaries and revolutionary observers themselves. Students will also learn techniques in reading historical sources, and in performing research for the final project in this class, a research paper on a topic related to the history of revolution.

### **COURSE ASSIGNMENTS & GRADING**

This course will emphasize **class and small group discussion**. Your participation will be evaluated not only based on the quality of your comments in open discussion, but also on alertness, energy, and preparedness. Various organized activities will also provide an opportunity to participate in class ways other than in large- or small-group discussion. **Class participation is crucial to this course, constituting 20% of your grade.**

The readings are vital, as they will form the basis of our discussions and activities. The amount of readings varies, but at times is quite heavy. It is important not only that you do the readings thoroughly, but that you **bring them with you to class**, either printed out or on your computer screen (see below for comments on bringing laptops to class), to use as a basis for discussion. **Failure to do so will result in a grade of 'F' for your class participation for that day.**

There are 2 **short (2-3 pp.) informal papers** due on Mariano Azuelas's *Underdogs* in Week 10, and on *The Coming Insurrection* in Week 13. These papers will be described in more detail at a later date. **Each of these papers will be worth 10% of your grade.**

In addition to these papers, each student **must do 4 informal reaction papers (1-2 pp.) on any of the readings this semester.** These papers

can be discussions of all the assigned readings for that day, or a more focused discussion on just one of the readings. You may choose when you would like to do these papers, although it is recommended that you do not put them off until the last minute. **Each of these papers will be worth 5% of your grade.**

In week 7 each student will have to **compose his or her own revolutionary manifesto**. This manifesto can be of any length and may include visual elements, but must lay out a coherent political program as well as be written/constructed in a way that will be sure to win adherents to your cause. **Each student will have 5 minutes to present/read his manifesto, and the class will vote on the manifesto that has most successfully won its collective hearts and minds. This assignment will be worth 15% of your grade.**

**The final project in this class is a major research paper (8-10 pp.)** Each student will pick a topic related to class themes – it may cover a revolutionary figure, event, artistic expression, etc. **Topics must be selected and turned in by Week 9.** The paper must include proper scholarly apparatus (bibliography and footnotes). **This final project will be worth 25% of your overall grade.**

### LATE ASSIGNMENT POLICY

**NOTE:** Computer submissions of paper assignments are not allowed.

It is very difficult to accommodate late papers and assignments the way the semester is structured. It also defeats the purpose to hand in papers after a particular text or issue has been discussed in class, and **some assignments will not be accepted late.** In general, late papers will be marked down 1 grade (A to A-, B+ to B, etc.) for every day after the due date the paper is turned in, **starting with the end of class time** (so if you turn something in Tuesday afternoon after class, it will be considered a day late). **The final paper cannot be late, as grades are due very soon after the final class.**

### ATTENDANCE POLICY

There are only 15 meetings in the semester and so we have to make the most of them. Any unexcused absence beyond 1 will result in a decrease of two grades from class participation (A to B+, B- to C, etc.). 2 late arrivals (> 10 minutes) equals 1 absence.

#### **Classroom: Health and Safety Guidelines**

##### **Health and Safety**

It is the responsibility of faculty and students to practice health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Action Plan and attend EHS training. It is each faculty member's responsibility to coordinate with the EHS Office to ensure that all risks associated with their class activities are identified and to assure that their respective classroom procedures mirror the EHS and Academic Department guidelines. Each of these policies and procedures must be followed by all students and faculty. Most importantly, faculty are to act in accordance with all safety compliance, state and federal, as employees of this college and are expected to act as examples of how to create art in a way to minimize risk, and reduce harm to themselves and the environment. Faculty must identify, within each art making process, and require personal protection equipment use, by each student for each class, when applicable. Students are required to purchase personal protection equipment appropriate to their major. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection is in place.

#### **Classroom: ADA Compliance**

##### **Learning Resource Center ADA Compliance Statement**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact the Learning Resource Center at 410-225-2416, in Bunting 458, to establish eligibility and coordinate reasonable accommodations.

For additional information please refer to: <http://www.mica.edu/LRC>

## **CLASSROOM LAPTOP & CELLPHONE POLICY**

Because students in previous classes have abused the privilege of having laptops in class, I am going to set limits on their use in our class. **If there are no online or Moodle readings, an open laptop is not permitted in class, unless you receive special permission from me to take notes on it or for some other purpose.** If there are online or Moodle readings, you can have the computer open. However, if you are observed using the computer for anything not related to classroom activity, **you will get an F for the day and your laptop privileges will be revoked.**

**Cellphones must be stowed away and turned off for the duration of the class.**

## **READINGS**

Mariano Azuela, *The Underdogs*. Hackett, 2006.

*The Communist Manifesto and Other Revolutionary Writings*. Dover, 2003.

All other course readings will be available online or accessible on Moodle.

**COURSE SCHEDULE: TOPICS & ASSIGNMENTS- Subject to change if necessary.**

Assignments are listed the day they are due, not the day they are assigned.

**Week 1 - 1/19: Introduction to course**

**Week 2 - 1/26: What is Revolution?**

Assignments

- Hannah Arendt, "The Meaning of Revolution" from *On Revolution* (approx. 40 pp.)
- Charles Tilly, "Conflict, Revolt and Revolution" from *European Revolutions, 1492-1992* (approx. 20 pp.)
- Alphonse de Lamartine poem "Les Révolutions (1830)" (approx. 2 pp.)

**Week 3 - 2/2: Revolution vs. Resistance**

Assignments

- James Scott, "Preface" and Ch. 2 "Normal Exploitation, Normal Resistance" from *Weapons of the Weak: Everyday Forms of Peasant Resistance* (approx. 35 pp.)
- Eric Hobsbawm, "What is Social Banditry?" from *Bandits* (approx. 15 pp.)
- Stanley Elkins, "Slavery and Personality" (approx. 12 pp.)
- 1831 Richmond Inquirer on Nat Turner's rebellion, found here: <http://www.pbs.org/wgbh/aia/part3/3h499t.html>
- "Confessions of Nat Turner" found here: <http://www.pbs.org/wgbh/aia/part3/3h500t.html>

**Week 4 - 2/9: The French Revolution**

Assignments

- Robert Darnton, "What was Revolutionary about the French Revolution?" from the New York Review of Books (1989), available here: <http://www.misterdann.com/modartwhatwasrevolutionary.htm>

- Camille Desmoulins, "Live Free or Die" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 67-69.
- Emmanuel Joseph Sieyès, "What is the 3<sup>rd</sup> Estate?" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 70-74.
- "The Declaration of the Rights of Man & the Citizen" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 79-81.
- "Make Terror the Order of the Day": Proceedings of the National Convention, 5 Sept. 1793 (approx. 10 pp.)
- Maximilien Robespierre, "On the Principles of Revolutionary Government" (approx. 10 pp.)

### **Week 5 - 2/16: The French Revolution Interpreted... Dangerously**

#### Assignments

- Olympe de Gouges, "Declaration of the Rights of Women" (approx. 8 pp.)
- Edmund Burke, excerpts from *Reflections on the Revolution in France* (approx. 20 pp.)
- Readings on Haitian Revolution TBA

### **Week 6 - 2/23: The Social Question**

#### Assignments

- Pierre-Sylvain Maréchal, "Manifesto of the Equals" and Gracchus Babeuf, "Analysis of the Doctrine of Babeuf" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 92-97.
- Pierre-Joseph Proudhon, "Chapter 1: What is Property?" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 102-122.

### **Week 7 - 3/1: The Communist Manifesto**

#### Assignments

- Karl Marx and Frederick Engels, "The Manifesto of the Communist Party, 1848" in *The Communist Manifesto and Other Revolutionary Writings*, pp. 123-150.
- MANIFESTOS DUE.

### **Week 8 - 3/8: The Russian Revolution of 1917**

## Assignments

- Sergei Necheyev, *Revolutionary Catechism* (1869) found here: <http://www.spunk.org/texts/places/russia/sp000116.txt>
- Vladimir Lenin and Leon Trotsky readings in *The Communist Manifesto and Other Revolutionary Writings*, pp. 200-214.
- Leon Trotsky, "What is the Permanent Revolution? Basic Postulates" (approx. 5 pp.)
- Ho Chi Minh, "The Russian Revolution and National Wars of Liberation" (approx. 15 pp.)

**\*\*\* SPRING BREAK: NO CLASS 3/15 \*\*\***

## Week 9 - 3/22: Mexico

### Assignment

- Eric Wolf, "Peasant Rebellion and Revolution" (approx. 9 pp.)
- Walter Goldfrank, "The Mexican Revolution" (approx. 15 pp.)
- FINAL PAPER TOPIC PROPOSAL DUE

## Week 10 - 3/29: Mexico, cont.

### Assignment

- Mariano Azuela, *The Underdogs*. It is also recommended that you read the Appendices (pp. 98-112).
- PAPER ON *THE UNDERDOGS* DUE.

## Week 11 - 4/5: Mai 1968

### Assignments

- Ronald Paulson, "Revolution and the Visual Arts" (approx. 20 pp.)
- Richard DeAngelis, "France, May 1968: a New Kind of Revolution?" (approx. 25 pp.)
- Guy Debord & Pierre Canjuers, "Preliminaries Toward Defining a Unitary Revolutionary Program (1960)" (approx. 6 pp.)
- Look at some Mai 68 posters found here: <http://membres.multimania.fr/mai68/affiches/affiches.htm>
- Mai 68 documents TBA

## **Week 12 - 4/12: Globalization and Revolution**

IN CLASS TODAY WE MAY WATCH EXCERPTS FROM CHRIS MARKER'S 'GRIN WITHOUT A CAT' (1977)

### Assignments

- Valentine Moghadam, "Is the Future of Revolution Feminist? Rewriting 'Gender and Revolutions' for a Globalizing World" (approx. 10 pp.)
- Karen Kampwirth, "Marching with the Taliban or Dancing with the Zapatista? Revolution after the Cold War" (approx. 15 pp.)

## **Week 13 - 4/19: The Coming Insurrection**

### Assignments

- Invisible Committee, *The Coming Insurrection*
- PAPER ON *THE COMING INSURRECTION* DUE.

## **Week 14 - 4/26: Contemporary Revolutionary Movements**

### Assignments

- Misagh Parsa, "Will Democratization and Globalization Make Revolutions Obsolete?" (approx. 9 pp.)
- Readings on Arab Spring and Occupy Wall Street TBA

## **Week 15 - 5/3: Last Class**

### Assignments

- ALL FINAL PAPERS DUE BY END OF CLASS TIME