

EMPIRE AND REVOLUTION

Fall Semester 2017
ANTH 403/603 and SOC 403/603
M/W/F 2:00-2:50pm

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Course Description

What is imperialism? How has empire building occurred over the last two hundred years? How have the organizing sociopolitical and cultural logics of empire created diverse experiences for colonial and postcolonial subjects? This interdisciplinary seminar investigates the colonial and postcolonial eras in order to understand subjugation and resistance, which manifests across class, racial, gender, national, and religious boundaries. As a study of imperialism, this course examines revolutionary action through attention to political theories of revolution, as well as ethnographies, histories, and case studies. The course begins with a look at political liberalism and social contract theory before engaging the rise of capitalism and class-based forms of revolution. In the second section, we attend to colonialism and postcolonial responses such as race-based theories of revolution, the decolonization movement, and the emergence of black nationalism. In the third portion of the course, we scrutinize nationalism, authoritarianism, and theories of fascist revolution, returning to the Hobbesian legacy of the sovereign exception. In the fourth section, we look at the geopolitics of Orientalism, the Pax Americana, and empire building in the Middle East. In the concluding section, we examine contemporary theories of global empire and how present-day revolutionary groups have challenged the decentralized networks of power that enable neoliberal capitalism.

Learning Objectives:

1. Develop an academic understanding of the underlying conditions that can lead to social upheaval.
2. Understand the roles that capitalism, racism, liberalism, authoritarianism, and militarism have played in constructing the contemporary world order.
3. Understand the role anti-capitalism, anti-racism, and anti-authoritarianism have played in revolutionary thought and practice.
4. Reflect on the importance of social revolution, and political practice, in changing students' own lived realities.
5. Ground the basics of collective action, protest, and revolution within an interdisciplinary, intellectual history of social movement activities.

Required Texts

- Fanon, Frantz. 2004 [1961]. *The Wretched of the Earth*. New York: Grove Press
- Kumar, Deepa. 2012. *Islamophobia and the Politics of Empire*. Chicago: Haymarket Books.
- Mamdani, Mahmood. 1998. *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton: Princeton University Press.
- Said, Edward. 1979. *Orientalism*. New York: Vintage.

Course Management

All course materials, including course information, additional readings, and the gradebook, can be found on the course website, at <http://blackboard.olemiss.edu>

ADA Notice

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

Academic Honesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and

presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Plagiarism: Plagiarism is a serious offense in which someone else's work is presented as one's own. There are many forms of plagiarism. Plagiarism takes place when published material is copied verbatim or paraphrased without appropriately citing the source of the material, and is not limited to copying the exact words from published material. Forms of plagiarism include, but are not limited to, copying published material verbatim, paraphrasing the work of another without properly citing that work, keeping the content and/or structure of another's work and changing the words, and unfairly using material, such as taking large portions of another's work without substantial addition of one's own ideas or commentary. In addition to these examples, a student who copies another's homework, copies answers to test questions, or allows someone else to do work for him/her on homework or tests also violates the standards of honesty and fairness and is subject to academic discipline.

Policy on Plagiarism: As a general rule, three or more sequential words from a source must be in quotes and cited properly or the student will receive an automatic '0' for the assignment, and the University Procedures for Academic Misconduct will initiate.

Attendance Policy

Attendance is mandatory, and will be taken randomly throughout the semester. Students are entitled to one unexcused absence. Each additional unexcused absence will result in the dropping of the student's final grade by one full letter.

Course Requirements and Expectations for Undergraduate Students

This course is centered on the assigned readings, which are meant to facilitate lively classroom discussion and debate. Students will be responsible for having read each day's texts prior to coming to class. Every student is expected to contribute to classroom discussions, bring the assigned books and/or articles, and download a copy of the day's discussion guide (which are posted to Blackboard). Students should use these discussion guides to focus their reading and comprehension of these difficult texts. Over the course of the semester, students will accomplish the following:

1. Co-facilitate, with one of their peers, an introductory discussion of the readings for one class session.
2. Write three analytic essays (2.5-3.0 pages each)
3. Research and analyze one social or revolutionary movement that's taken place since 1960. This might include movements such as the Paris student uprising of 1968, the aftermath of the Cuban Revolution, the anti-nuclear movement, or Black Lives Matter. We encourage students to research contemporary movements that exist here in Mississippi, if possible. Students will write a 6-7 page essay that positions the social or revolutionary movement in relation to the course literature.
4. Undergraduates will take a comprehensive final exam at the end of the semester.

Course Requirements and Expectations for Graduate Students

Graduate students will also contribute to classroom discussions, bring the assigned books and/or articles, and download a copy of the day's discussion guide. Over the course of the semester, students will accomplish the following:

1. Facilitate one introductory discussion of the readings for one class session.
2. Write three analytic essays (2.5-3.0 pages each)
3. Research and analyze one social or revolutionary movement that's taken place since 1960. This might include movements such as the Paris student uprising of 1968, the aftermath of the Cuban Revolution, the anti-nuclear movement, or Black Lives Matter. We encourage students to research contemporary movements that exist here in Mississippi, if possible. Graduate students will write a 6-7 page essay that positions the social or revolutionary movement in relation to the course literature.
4. In place of a final exam, graduate students will submit a 12-15 page research paper and ten-minute oral presentation of their findings. This research paper should pertain to your MA thesis in some way.

Introductory Discussions

Students will give one introductory discussion. Taking 10 minutes total, each student should:

- 1) Introduce the author/text to the seminar
- 2) Provide an overview of the reading(s) and the key arguments
- 3) Present critiques of these arguments (i.e. pose questions or critical comments)
- 4) Offer a comparative framework linking the text to previous readings and/or the wider themes of the course

Students might also discuss methodology, the style of argumentation, the poetics of the writing, the images used by the author, or even pull in outside resources (articles, short videos, news reports, etc.) to make your case. While drawing on external resources is encouraged, it's not necessary to provide an excellent introduction. In terms of presentation style, we encourage you to work from the whiteboard, note cards, or PowerPoint presentations. Printed handouts are welcome.

Essays

Papers will be evaluated according to the clarity, precision, and rigor of the argument presented. Each paper should have the following components:

- 1) A clearly identifiable problem or question that delimits an area of engagement. We will provide essay questions one week before papers are due. Make sure to explicitly pose the question that you will answer in the essay.
- 2) A bold thesis statement that announces what the student intends to argue. You are required to preface your thesis statement by using a formula such as: "It is the argument of this paper" or "I argue that" or "In this paper, I argue the thesis that." A thesis statement should not merely summarize the textual arguments. We've already done this in class, devoting substantial time to establishing what each author is arguing, dissecting these arguments, etc. Your job in the essay is to provide a *unique perspective* on these readings that goes beyond what we've talked about in class. A thesis statement is a *provocative claim* that *synthesizes key aspects of these texts*, in order to answer the question you've just posed to the reader. Finally, we can't stress enough that a thesis statement should be a direct, logical response to the essay question.
- 3) A rigorous, logical argument that the student develops across 3-6 major points. Given the limited space you have to present your argument, make sure to discuss only the key claims you wish to make. Logically speaking, you will make 3-6 "sub-claims" that you develop in the body of your essay. These "sub-claims," taken as a whole, should logically prove your thesis statement (which is the "major claim" that you're making).
- 4) The appropriate use of textual evidence to support each of your sub-claims and thesis statement. You have already put in substantial effort to closely read and analyze these texts for class, so now is your opportunity to select those passages, points, and evidence that provide compelling support for your argument. Remember, textual citations do not explain themselves. When you cite a source, you will then need to explain its significance to your argument as a whole.
- 5) Grammatical composition. The expectation is that you know how to write clearly, efficiently, and free of grammatical errors.
- 6) A conclusion that summarizes your argument. The point of the essay is not to summarize the textual arguments, but to provide a unique perspective on these books and articles. Part of providing this "unique perspective" is striking a strong, critical stance in your own writing. You should challenge these authors, their arguments, and their perspectives.

Formatting Guidelines

- Cover page: Yes – include name, date, course, and title of your paper
- Spacing: Double
- Size: 12
- Font: Times, Times New Roman, Arial, or Courier
- Margins: 1 inch on all sides
- Notes: Footnotes or endnotes are acceptable
- Bibliography: Required
- Citation Style:

Within the text –

(Weber 2012:120) or (Mintz 1985:99)

Bibliographic -

Kottak, Conrad.

2012

Window on Humanity: A Concise Introduction to Anthropology. New York: McGraw-Hill.

Mintz, Sidney W.
1985 *Sweetness and Power: The Place of Sugar in Modern History*. New
York: Penguin Books.

Late Papers and Extensions

The essays are due at the beginning of class. We consider a paper late if it is handed in after this time (for example, handed in at the end of class). A late paper from a student without an extension will be marked down by one-third of a grade for each day it is late. For example, an “A-” paper will become a “B+” paper if it is one day late.

Each student will be allowed one 48-hour grace period during the semester for handing in assigned essays. To use your one extension, you need to communicate this to us via email at least three hours before the deadline. You will then have an extra 48 hours to complete the assignment without being penalized. Use your extension wisely!

Graduate students cannot take their extension on the final research paper.

Final Exam (undergraduate students only)

There will be a comprehensive final exam for undergraduate students. This exam will be composed of short answer and short essay questions about the authors, their arguments, and key themes from the course. To prepare, I would recommend that you create a short synopsis of the argument from each reading (one or two paragraphs should be sufficient). After reading these books and articles, discussing them, and taking down notes in class, you should be more than prepared to write up these short abstracts. Collect these in a notebook and you will find yourself very prepared for the final exam!

Social/Revolutionary Movement Research Project

Students will select a research topic on any social or revolutionary movement since 1960. Over the course of the term, students will need to perform the following tasks and turn in these materials:

- Week 3 – Meet with either of us during office hours to select a topic
- Week 5 – Turn in an abstract of the project: research question, hypothesis, and data collection methods (newspaper articles, scholarly texts, websites, participant observation, interviews, etc.)
- Week 10 – Students will turn in a one page outline (double spaced) of the research paper, which includes the research question, an argument, and an overview of the entire paper
- Week 13 – Students will turn in research paper (5-7 pages, double spaced)

The grading scale for the project is:

- Topic selection = 5%
- Abstract = 20%
- Outline = 25%
- Essay = 50%

Final Research Paper (graduate students only)

Graduate students will select an appropriate research topic on “empire and revolution” that is related to your MA thesis. This research paper and the oral presentation are due during Exam Week. Papers should be 12-15 pages, and include at least 12 sources (a minimum of 4 books and 8 articles).

Course Grading Scheme

Undergraduate Students

Introductory Discussion: 5%
Class Participation: 10%
Social Movement Essay: 20%
Analytic Essays: 10% each (30% total)
Final Exam: 35%

Graduate Students

Introductory Discussion: 5%
Class Participation: 10%
Social Movement Essay: 20%
Analytic Essays: 10% each (30% total)
Research Paper: 35%

Grading Scale

Letter Grade	Percentage Range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
F	<60%

Course Schedule

Note: “*” refers to readings you will find on Blackboard

Week and Session	Reading Assignment	Other Coursework
Week 1 – Monday Introduction	Syllabus and Introduction	
Week 1 – Wednesday Introduction: Political Liberalism and Social Contract Theory	Thomas Hobbes, selections from <i>Leviathan</i> (*)	
Week 1 – Friday Introduction: Political Liberalism and Social Contract Theory	John Locke, selections from <i>Second Treatise of Government</i> (*)	
Week 2 – Monday Introduction: Political Liberalism and Social Contract Theory	Carole Pateman, selections from <i>The Sexual Contract</i> (*)	
Week 2 – Wednesday Introduction: Political Liberalism and Social Contract Theory	Charles Mills, selections from <i>The Racial Contract</i> (*)	
Week 2 – Friday Capitalism and Class-Based Revolution	Eric Wolf, “Modes of Production,” pp. 73-100 (*)	
Week 3 – Monday	HOLIDAY	
Week 3 – Wednesday Capitalism and Class-Based Revolution	Karl Marx, “Preface” to Contribution to a Critique of Political Economy (*) & Karl Marx and Friedrich Engels, “The Communist Manifesto,” pp. 67-79 (*)	Select a topic for social/ revolutionary movements paper

Week 3 – Friday 9/9 Capitalism and Class-Based Revolution	V.I. Lenin, <i>State and Revolution</i> , Chapter 1 and 2 (*)	Essay 1 Assigned
Week 4 – Monday Capitalism and Class-Based Revolution	V.I. Lenin, <i>State and Revolution</i> , Chapter 3 and 5 (*)	
Week 4 – Wednesday Capitalism and Class-Based Revolution	Antonio Gramsci, selections from <i>The Prison Notebooks</i> (*)	
Week 4 – Friday Capitalism and Class-Based Revolution	Immanuel Wallerstein, selections from <i>The Modern World-System</i> (*)	Essay 1 Due
Week 5 – Monday Colonialism and Postcolonial Responses	Mahmood Mamdani, <i>Citizen and Subject</i> , 3-27, 37-52	Abstract for social/revolutionary movements paper is due
Week 5 – Wednesday Colonialism and Postcolonial Responses	Mahmood Mamdani, <i>Citizen and Subject</i> , 52-90	
Week 5 – Friday Colonialism and Postcolonial Responses	Mahmood Mamdani, <i>Citizen and Subject</i> , 90-108, 138-165	
Week 6 – Monday Colonialism and Postcolonial Responses	Frantz Fanon, <i>The Wretched of the Earth</i> , Part I, pp. 1-26	Essay 2 Assigned
Week 6 – Wednesday Colonialism and Postcolonial Responses	Frantz Fanon, <i>The Wretched of the Earth</i> , Part II, pp. 26-62	
Week 6 – Friday Colonialism and Postcolonial Responses	Frantz Fanon, <i>The Wretched of the Earth</i> , Part III, pp. 97-126	
Week 7 – Monday Colonialism and Postcolonial Responses	Frantz Fanon, <i>The Wretched of the Earth</i> , Part IV, pp. 127-144, 181-185, 207-216, and 235-239	Essay 2 Due
Week 7 – Wednesday Colonialism and Postcolonial Responses	The Battle of Algiers I	

Week 7 – Friday Colonialism and Postcolonial Responses	The Battle of Algiers II	
Week 8 – Monday Colonialism and Postcolonial Responses	Selections from the writings of W.E.B Du Bois and Harold Cruse (*)	
Week 8 – Wednesday Colonialism and Postcolonial Responses	Selections from the speeches of Martin Luther King Jr. and Malcolm X (*)	
Week 8 – Friday Nationalism, Authoritarianism, and Fascism	Robert O. Paxton, <i>The Anatomy of Fascism</i> , Chapters 1-2 (*)	
Week 9 – Monday Nationalism, Authoritarianism, and Fascism	Giovanni Gentile, <i>The Philosophic Basis of Fascism</i> (*)	
Week 9 – Wednesday Nationalism, Authoritarianism, and Fascism	Carl Schmidt, selections from <i>Political Theology</i> (*)	
Week 9 – Friday Nationalism, Authoritarianism, and Fascism	Giorgio Agamben, selections from <i>The State of Exception</i> (*)	
Week 10 – Monday Nationalism, Authoritarianism, and Fascism	George Orwell, selections from <i>Homage to Catalonia</i> (*)	Outline due for social/revolutionary movements paper
Week 10 – Wednesday Nationalism, Authoritarianism, and Fascism	Hannah Arendt, selections from <i>Eichmann in Jerusalem</i> (*)	
Week 10 – Friday Nationalism, Authoritarianism, and Fascism	Hannah Arendt, selections from <i>Eichmann in Jerusalem</i> (*)	
Week 11 – Monday Cultural Geopolitics and the Pax Americana	Edward Said, <i>Orientalism</i> , pp. 1-28	Essay 3 Assigned
Week 11 – Wednesday Cultural Geopolitics and the Pax Americana	Edward Said, <i>Orientalism</i> , pp. 31-73	

Week 11 – Friday Cultural Geopolitics and the Pax Americana	Edward Said, <i>Orientalism</i> , pp. 73-110	
Week 12 – Monday Cultural Geopolitics and the Pax Americana	Deepa Kumar, <i>Islamophobia and the Politics of Empire</i> , pp. 63-112	Essay 3 Due
Week 12 – Wednesday Cultural Geopolitics and the Pax Americana	Deepa Kumar, <i>Islamophobia and the Politics of Empire</i> , pp. 113-158	
Week 12 – Friday Cultural Geopolitics and the Pax Americana	Deepa Kumar, <i>Islamophobia and the Politics of Empire</i> , pp. 159-200	
Week 13 – Monday Global Empire and Its Discontents	Michael Hardt and Antonio Negri, <i>Empire</i> , pp. 1-21, 42-66 (*)	
Week 13 – Wednesday Global Empire and Its Discontents	Michael Hardt and Antonio Negri, <i>Empire</i> , pp. 219-239, 260-279 (*)	
Week 13 – Friday Global Empire and Its Discontents	Michael Hardt and Antonio Negri, <i>Multitude</i> , pp. 103-114, 249-267, 328-340 (*)	Essay 4: Social/Revolutionary Movements Research Paper Due
Week 14 – Monday	HOLIDAY	
Week 14 – Wednesday	HOLIDAY	
Week 14 – Friday	HOLIDAY	
Week 15 – Monday Global Empire and Its Discontents	The Zapatista Revolution (Mexico) and the Front Nacional (France)	
Week 15 – Wednesday Global Empire and Its Discontents	The Bolivarian Revolution (Venezuela) and Trumpism (U.S.)	
Week 15 – Friday	Semester Review Session	
Week 16 – Finals Week	Final Exam	Graduate Student Research Papers and Presentations Due