

HOW TO STAGE A
REVOLUTION
21H.001

Fall 2017



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LECTURE

M/W 3-4pm, Room 2-190

RECITATIONS

W 4-5 (Alimaghani; 4-253)

W 4-5 (Horan; 4-261)

Th 11-12 (Ghachem; 4-146)

COURSE DESCRIPTION

How to Stage a Revolution examines the causes, consequences, and nature of revolutions. How do people create lasting social and political change? How do they overthrow their rulers and establish new governments? Do radical upheavals require bloodshed and violence? How have revolutionaries attempted to establish their ideals and realize their goals, and how should we make sense of the difference between revolutionary expectations and the actual outcomes of these events?

To answer these and other questions, we will study three examples of profound political, social, cultural, and economic transformation from the mid-eighteenth through the twentieth century: the Haitian Revolution, the American Civil War, and the Iranian Revolution.

The course opens with a segment on the overthrow of colonial slavery in Haiti (known as Saint-Domingue in the eighteenth century) between 1789 and 1804. The Haitian Revolution was the third, and arguably the most radical, of the three great "Atlantic" revolutions of the late eighteenth-century -- the only one to succeed in abolishing race-based imperial slavery throughout the territory of an early modern plantation colony. We will consider the relationship of this event to the American and French revolutions and examine how an uprising of free people of color became a full-fledged slave revolt, with consequences not just for slavery in the French empire but throughout the Atlantic world.

In the second unit of the course we move to the mid-nineteenth century and the American Civil War, an event many historians regard as “The Second American Revolution.” The most deadly war in American history fundamentally altered the social and political life of the nation. Over the course of this unit we will examine the rise of the Republican Party and the fall of the Southern slave-holding aristocracy; the role played by people of African descent, 4 million of whom were held in bondage, in bringing about the destruction of chattel slavery; and the responses of Americans, on the battlefield and the home front, to the sweeping transformations of the 1860s. At the end of the unit we will also examine Reconstruction – a radical experiment in interracial democracy – and the counter-revolution that ended it, ushering in national patterns of segregation and racial discrimination that continue to haunt the United States to this day.

The final unit of the course largely examines the Iranian Revolution of 1978-79, but also the Iranian uprising in 2009, and the Arab Uprisings (“the Arab Spring”). Through the Iranian case study, we will investigate the different theories pertaining to revolution, the role of ideology, guerrilla warfare, counter-revolution, internationalism, and, most importantly, how Iran posited a new Islamist revolutionary ideology when most of the world was divided along East-West Cold War lines.

COURSE GOALS AND EXPECTATIONS

Students enrolled in the course will receive a general introduction to revolution as a topic of historical inquiry and a more in-depth introduction, via comparative case studies, to particular revolutions in Haiti, The United States, and Iran. Primary sources (documents written by historical actors) and secondary accounts (written by scholars of revolution) comprise the bulk of assigned readings.

Students are expected to attend all course lectures and recitations, to engage in close readings of assigned texts, and to think deeply about revolution as a concept. Active participation in recitations will provide evidence of this deep thinking, as will thoughtful analysis of course themes and readings in essays assigned over the course of the term.

ASSESSMENT

Class Participation 20% : Class participation grades are based on 1) *Attendance* – Students enrolled in the course are required to attend all lectures and weekly recitations (attendance will be noted); and 2) *Active Participation* – Students are expected to arrive at weekly recitations having completed all required reading for the week and prepared to pose questions and contribute actively to discussion of these materials. Students should bring copies of weekly assigned readings (electronic or hard copy) to each recitation.

Writing Assignments 80%: There are three required writing assignments for this subject: two essays consisting of 1600 words each, one of which must be revised and resubmitted in accordance with the guidelines for CI subjects, and one essay of 1800 words, due at the end of the term. Each paper submitted (including the rewrite) will count toward 20% of your overall grade for the subject. Essay topics and guidelines will be distributed during term, at least two weeks prior to the due date. There is no final exam.

The Revision: CI-H guidelines stipulate that one essay during the term must be revised and resubmitted. In order to address problems early and allow time for thoughtful revision, students will revise and resubmit either one of the first two assigned essays.

ASSIGNMENT DUE DATES

Essay 1 (1600 words): Due October 14 online (submission via Stellar) by 11:59pm

Essay 2 (1600 words): Due November 10 online (submission via Stellar) by 11:59pm

Revised Essay (1 or 2): Due November 27 in class (hard copies only)

Essay 3 (1800 words): Due December 13 in class (hard copies only)

The deadlines are there for two reasons: to ensure that you are making consistent progress throughout the course and to prevent you from being overloaded at the end of the semester with too much work. If you need an extension, please ask in advance. Papers handed in late without an extension will be downgraded by a third of a letter for each day late.

POLICIES AND RESOURCES

Criteria for HASS CI Subjects: Communication intensive subjects in the humanities, arts, and social sciences require at least 5000 words of writing divided among 3-5 assignments. Of these 3-5 assignments, at least one must be revised and resubmitted. HASS CI subjects also offer students substantial opportunity for oral expression – through presentations, student-led discussion, or class participation. In order to guarantee sufficient attention to student writing and substantial opportunity for oral expression, the maximum number of students per section in a HASS CI subject is 18.

Cheating and Plagiarism: MIT has strict policies against plagiarism. In academic writing, it is considered plagiarism to draw any idea or any language from someone else without adequately crediting that source. It doesn't matter whether the source is a published author, a website without clear authorship, a website that sells academic papers, or another student. Taking credit for someone else's work is unacceptable in all academic situations, whether you do it intentionally or by accident. Many cases of plagiarism are not intentional, and instead arise out of confusion concerning what counts as plagiarism and how to avoid it. To protect yourself from accidentally becoming a plagiarist, and to learn more about what constitutes plagiarism, visit <http://integrity.mit.edu/> or contact your recitation instructor directly.

Laptops and Electronic Devices: The use of laptops and tablets is permitted in course lectures and recitations only when these devices are used specifically for course objectives. Email, social media, general web surfing, and all other online activity, even when done for another MIT course, are not permitted in this subject. Recitations in this course are designed to be spaces that encourage conversation, close interaction with peers, and the free flow of ideas. The presence of screens (propped-up or lurking) inhibits these processes. The opportunity to disconnect and be screen-free is increasingly rare in our twenty-first century world. We encourage students to pursue this opportunity by limiting use of electronic devices in class solely for purposes of accessing course readings or taking notes. All phones must be muted during class sessions and placed in a pocket or bag. Students using cell phones, laptops, or other devices for non-course objectives during class time will see their course participation grade reduced.

Writing Assistance: You should consider the three course instructors to be your primary writing instructors. We are here to help you improve your communications skills in connection with all of components of this course, both written and oral. However, know that MIT's Writing and Communication Center (WCC) offers free one-on-one professional advice from lecturers who are published writers and experienced teachers. They offer assistance with all forms of academic, creative, and professional writing – including papers, applications, and theses. They also offer oral presentation assistance and help with English as Second Language questions (including those related to writing and grammar, pronunciation, and conversation practice). The WCC is located in E18-233, 50 Ames Street. To schedule in-person or online appointments, visit <https://mit.mywconline.com/>. To access the WCC's many pages of advice about writing and oral presentations, visit <http://cmsw.mit.edu/writing-and-communication-center/>.

Additional Resources: Academic work at MIT is rigorous and can occasionally become overwhelming. A wide variety of resources are available to students who are struggling with mental health concerns, with familial or other personal issues, or with time management. We all need help sometimes. If you or someone you know needs help or support, please consult the sites below or contact an instructor directly.

Student Support Services (S3): <https://studentlife.mit.edu/s3>

ACADEX Portal on Time Management: <http://web.mit.edu/uaap/learning/time/index.html>

Community Wellness: <https://medical.mit.edu/community>

MIT Student Disability Services: <https://studentlife.mit.edu/sds>

REQUIRED TEXTS

There are two required course texts, available for purchase at the Coop and on reserve at Hayden Library:

- Jeremy Popkin, *A Concise History of the Haitian Revolution* (Wiley-Blackwell, 2011) [hereafter Popkin, *A Concise History*].
- David Geggus, ed., *The Haitian Revolution: A Documentary History* (Hackett, 2014) [hereafter Geggus, *The Haitian Revolution*].

All other required readings are available on the Stellar class site:

<https://stellar.mit.edu/S/course/21H/fa17/21H.001/>

COURSE SCHEDULE

Week 1

W 9/6 Lec: General Introduction

Week 2

M 9/11 Lec: The Question of Revolution

- Hannah Arendt, "The Freedom to be Free," *New England Review* 30, no. 2 (2017), pp. 56-69.

W 9/13 Lec: Slavery and the Atlantic Revolutionary Tradition

- Malick W. Ghachem, "The Antislavery Script: Haiti's Place in the Narrative of Atlantic Revolution," in *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions*, ed. Keith M. Baker and Dan Edelstein (Stanford, CA: Stanford University Press, 2015), pp. 148-167.

Week 3

M 9/18 Lec: The Making of a Caribbean Plantation Colony: Slavery and Slave Revolts before the Revolution

- Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1542) (Penguin, 1992), 14-17.

- Popkin, *A Concise History*, pp. 1-22.
- Geggus, *The Haitian Revolution*, pp. 1-35.

W 9/20 Lec: How did the Revolution in Haiti Begin? (I) The Free People of Color

- Popkin, *A Concise History*, pp. 22-34.
- Geggus, *The Haitian Revolution*, pp. 36-71.

Week 4

M 9/25 Lec: How Did Revolution in Haiti Begin? (II) The Slave Revolts

- Popkin, *A Concise History*, pp. 35-61.
- Geggus, *The Haitian Revolution*, pp. 72-97.

W 9/27 Lec: Final Freedom? The Abolition of Slavery in Haiti

- Popkin, *A Concise History*, pp. 62-89.
- Geggus, *The Haitian Revolution*, pp. 98-128.

Week 5

M 10/2 Lec: The Road to Independence: Toussaint Louverture's Story

- Popkin, *A Concise History*, pp. 90-128.
- Geggus, *The Haitian Revolution*, pp. 128-167.

W 10/4 Lec: Achieving Statehood: Haiti Among the Powers of the Earth

- Popkin, *A Concise History*, pp. 128-154.
- Geggus, *The Haitian Revolution*, pp. 168-182.

Week 6

M 10/9 HOLIDAY – NO CLASS

W 10/12 Lec: Interpreting the Haitian Revolution

- Popkin, *A Concise History*, pp. 154-158, 167-170.
- Geggus, *The Haitian Revolution*, pp. 183-205.
- Laurent Dubois, *Haiti: The Aftershocks of History* (New York: Metropolitan, 2012), pp. 52-68, 84-88, 104-118.
- Robert Fatton, Jr., *The Roots of Haitian Despotism* (Boulder, CO: Lynne Rienner, 2007), pp. 1-12.

PAPER #1 DUE ONLINE BY FRIDAY OCT. 14 BY 11:59PM

Week 7: The Second American Revolution?

M 10/16 Lec: The American Civil War and the "Second American Revolution"

- James McPherson, "The Second American Revolution," in *Abraham Lincoln and the Second American Revolution* (Oxford: Oxford UP, 1991), pp. 3-22.
- David Blight, "The Civil War Lies on Us Like a Sleeping Dragon!: America's Deadly Divide - And Why it has Returned," *The Guardian* (August, 2017).

W 10/18 Lec: America at Midcentury

- Steven Hahn, "Slaves at Large," in *The Political Worlds of Slavery and Freedom* (Cambridge: Harvard UP, 2009), pp.1-53.
- E.N. Ellitot, "Slavery in the Light of International Law," in *Cotton is King, and Pro-Slavery Arguments* (Augusta: Pritchard, Abbott, and Lomis, 1860), pp. 731-737.
- Frederick Douglass, "What, to the Slave, is the Fourth of July?" Speech at Rochester, NY [1852], in *Frederick Douglass: Selected Speeches and Writings*, ed. Philip S. Foner (Chicago: Lawrence Hill, 1999), pp. 188-206.

Th 10/19: [Optional] Civil War film night: "Twelve Years a Slave" (2013).

Week 8: What Caused the Civil War?

M 10/23 Lec: The Rise of the Republicans and the Election of 1860

- Eric Foner, "The Republican Critique of the South," in *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (New York: Oxford UP, 1995 [1979]), pp. 40-72.
- Adam Goodheart, "Wide Awake," in *1861: The Civil War Awakening* (New York: Vintage, 2011), pp. 23-55.
- James Russell Lowell, "The Election in November," *The Atlantic* (October, 1860).
- Abraham Lincoln, First Inaugural Address (1861), Library of Congress.

W 10/25 Lec: Secession and the Coming of War

- J.B.D. DeBow, "The Non-Slaveholders of the South," *DeBow's Review* (January 1860).
- Robert Toombs and Alexander Stephens, Georgia Debate over Secession (1860), in *The Civil War and Reconstruction: A Documentary Collection* (New York: W.W. Norton, 2001), pp. 57-60.
- State Declarations of Secession: South Carolina (December, 1860) and Mississippi (January, 1861).
- Alexander Stephens, "Cornerstone Address" (March, 1861).
- Karl Marx, "The North American Civil War," *Vienna Presse* No. 293 (October 25, 1861).

Week 9: The War and Social Revolution

M 10/30 Lec: An Army of Liberation: Emancipation and Black Enlistment

- Steven Hahn, "The Largest, Most Successful Slave Revolt in History?" *Slate* (October, 2009).

- Abraham Lincoln on Emancipation: Letter to Greeley [1862], Preliminary and Final Emancipation Proclamation [1862-1863], Letters concerning Emancipation and black enlistment [1863], Gettysburg Address [1863], in *Abraham Lincoln, Slavery, and the Civil War: Selected Writings and Speeches* (Boston, Bedford/St. Martin's: 2001), pp. 205-208, 218-231, 262-263.
- Recruitment Broadside, "To Colored Men," National Archives (1863).
- "Minutes of an Interview Between the Colored Ministers of Savannah with Maj.-Gen. Sherman" (1865).
- [Recommended] "[Visualizing Emancipation](#)," interactive online resource. Considering launching from [Featured Emancipation Events](#).

W 11/1 Lec: Revolutions Within: Life During Wartime

- Drew Gilpin Faust, "Killing: 'The Harder Courage,'" in *This Republic of Suffering: Death and the American Civil War* (New York: Vintage, 2008), pp. 32-60.
- Terra Hunter, "'Answering Bells Is Played Out': Slavery and the Civil War," in *To 'Joy My Freedom: Southern Black Women's Lives and Labors After the Civil War* (Cambridge: Harvard UP, 1997), pp. 4-20.
- Stephanie McCurry, "Women Numerous and Armed: Gender and the Politics of Subsistence in the Civil War South," in *Wars Within a War: Controversy and Conflict over the American Civil War* (Chapel Hill: University of North Carolina Press, 2011), pp. 1-26.
- Documents Relating to the NY Draft Riots [1863], in *The Civil War and Reconstruction: A Documentary Collection*, ed. William Gienapp, (New York: W. W. Norton, 2001), pp. 57-60.

Optional: Performance of "The Revolutionists" at Central Square Theatre, 450 Massachusetts Avenue, Cambridge, MA 02139 (followed by post-performance discussion)

Week 10: Aftermaths and Legacies

M 11/6 Lec: Reconstruction: The Unfinished Revolution

- Jourdan Andersen, Letter to His Former Master (1865).
- The State Colored Convention Addresses the People of Alabama (1867), in *Major Problems in the Civil War and Reconstruction* (Boston: Wadsworth Cengage, 2011), pp. 394-397.
- Mississippi Black Codes [1865], in *The Civil War and Reconstruction: A Documentary Collection*, ed. William Gienapp, (New York: W. W. Norton, 2001), pp. 325-327.
- Captian Charles Soule, Northern Army Officer, Lectures Ex-Slaves on the Responsibilities of Freedom (1865) in *Major Problems in African-American History, Volume I: From Slavery to Freedom, 1619-1877* (Boston: Houghton Mifflin, 2000), pp. 373-374.
- J. Michael Martinez, "A Brotherhood of Property-Holders, the Peaceable, Law-Abiding Citizens of the State," in *Carpetbaggers, Cavalry, and the Ku Klux Klan* (2007).
- Harriet Hernandez Testifies Against the Ku Klux Klan (1871), in *Major Problems in African-American History, Volume I: From Slavery to Freedom, 1619-1877* (Boston: Houghton Mifflin, 2000), pp. 381-386.

W 11/8 Lec: The Civil War and the Meaning of Freedom

- Frederick Douglass, "Turned Loose to the Open Sky," Speech at Elmira, NY (1880).
- Eric Foner, "The Politics of Freedom," in *Nothing But Freedom: Emancipation and its Legacy* (Baton Rouge: Louisiana State UP, 1983), pp. 39-73.

- Ta-Nehsi Coates, "Why Do So Few Blacks Study the Civil War?" *The Atlantic* (2011), pp. 142-146.

PAPER #2 DUE ONLINE BY FRIDAY NOV. 10 BY 11:59PM

Week 11: Foreign Intervention and Guerrilla Warfare

M 11/13 Lec: Orientalism, Oil Nationalization, and the Overthrow of Iran's Experiment with Democracy

- Mahdi, Ali Akbar. "The Iranian Women's Movement: A Century Long Strong". *The Muslim World*, Vol. 94 (October, 2004), pp. 427-448.
- Foran, J. (2000), "Discursive Subversions: Time Magazine, the CIA Overthrow of Mussaddiq, and the Installation of the Shah". In *Cold War Constructions: The Political Culture of United States Imperialism, 1945-1966*. Ed. C. G. Appy. Amherst, University of Massachusetts Press, pp. 157-182.
- "[Timeline: A Modern History of Iran](#)," PBS, 11 Feb 2010.
- **Watch at Home:** "[Geography Now! Iran](#)" (YouTube, 14 min.)
- **Watch at Home:** [American Coup](#) (2016, 52 min.) -- Available on Amazon Prime

W 11/15 Lec: 1963 Uprising and the Rise of the Guerilla Movement

- Ahmadzadeh, Massoud. "Armed Struggle: Both a Tactic and a Strategy". pp. 1-51.
- Abrahamian, Ervand. "[Ali Shariati: Ideologue of the Iranian Revolution](#)". *MERIP Reports*, 102 (January, 1982), pp. 24-28.

Week 12: Islamic Revolution

M 11/20 Lec: Iran's Islamic Revolution (Part 1) -- Politicizing Culture

- Parsa, Misagh. "Theories of Collective Action and the Iranian Revolution". *Sociological Forum*, Vol. 3, No. 1 (Winter, 1988), pp. 44-71.
- Chelkowski, Peter J. "Ta'zieh: Indigenous Avant-Garde Theatre of Iran". *Performing Arts Journal*, Vol. 2, No. 1 (Spring, 1977), pp. 31-40.

W 11/22 Lec: Iran's Islamic Revolution (Part 2) -- Visualizing the Iranian Revolution in Film (**Watch in Class:** *Iran: A Revolution Betrayed* -- BBC, 1983)

- **Watch at Home:** *Persepolis* (2007, 96 min.) -- Available on Netflix and course film website

NO RECITATIONS THIS WEEK; REWRITES OF PAPER #1 OR #2 DUE MONDAY 11/27 IN CLASS (HARD COPIES ONLY)

Week 13: Revolution Redux

M 11/27 Lec: Iran's Islamic Revolution (Part 3) -- Neither East nor West

- Moaddel, Mansoor. "Ideology as Episodic Discourse: The Case of the Iranian Revolution". *American Sociological Review*, Vol. 57, No. 3 (Jun., 1992), pp. 353-379.

- Mirsepassi-Ashtiani, Ali. "The Crisis of Secular Politics and the Rise of Political Islam in Iran". *Social Text*, No. 38 (Spring 1994), pp. 51-84.
- Deeb, Marius. "Shia Movements in Lebanon: Their Formation, Ideology, Social Basis, and Links with Iran and Syria". *Third World Quarterly*, Vol. 10, No. 2, Islam & Politics (Apr., 1988), pp. 683-698.
- **Watch at Home:** ["Iran History Lesson"](#) (YouTube, 10 min.)

REWRITE OF PAPER #1 OR #2 DUE IN CLASS (HARD COPIES ONLY)

W 11/29 Lec: Independence without Freedom: The Green Uprising (2009)

- Alimagham, Pouya. *Contesting the Iranian Revolution: The Green Uprising*. (PhD Thesis). University of Michigan, 2015, pp. 1-54.
- **Watch at Home:** [Letters from Iran: The Aftermath of Iran's Green Revolution](#) (Al Jazeera, 47 min.)

Week 14: Revolution and Counter-revolution Today

M 12/4 Lec: The Arab Uprisings

- Cleveland, William L. *A History of the Modern Middle East* (2016, 6th edition), pp. pp. 537-556.
- Anderson, Lisa. "Demystifying the Arab Spring: Parsing the Differences between Tunisia, Egypt and Libya". *Foreign Affairs*, 2011, pp. 2-7.
- Alimagham, Pouya. "The Iranian Legacy in the 2011 Egyptian Revolution: Military Endurance and US Foreign Policy Priorities". *UCLA Historical Journal*, 24(1) 2013, pp. 45-59.
- **Watch at Home:** *The Square* (Netflix, 2013, 1hr 44 min.) -- Available on Netflix and course film website
- **Optional:** Gelvin, James L., *The Modern Middle East* (2016, 4th edition), pp. 334-346.

W 12/6 Lec: (PA last lecture) Counter-revolution, Sykes-Picot, and ISIS

- Snyder, Robert S. "Hating America: Bin Laden as a Civilizational Revolutionary". *The Review of Politics*, Vol. 65, No. 4 (Autumn, 2003), pp. 325-349.
- Al-Rasheed, Madawi. "Sectarianism as Counter-Revolution: Saudi Responses to the Arab Spring" in *Sectarianization: Mapping the New Politics of the Middle East*. (Oxford: Oxford University Press, 2017), pp. 143-158.
- **View Map:** ["Behind Stark Political Divisions, A More Complex Map of Sunnis and Shiites"](#). *The New York Times*, 5 Jan, 2016.
- **Watch at Home:** [Bahrain: Shouting in the Dark](#) (Al Jazeera, 2011, 51 min.)
- **Optional:** Watch at home: [The Secret History of ISIS](#) (PBS, 2016, 54 min.)
- **Optional:** Watch at home: [How Facebook Changed the World](#) (BBC, 59 min.)

W 12/6: [Optional] Film night: *The Battle of Algiers* (1966, 120 min., watch trailer [here.](#))

Week 15

M 12/11 Lec: Black Lives Matter and Revolution Today: Guest lecture by Rev. Karlene Griffiths Sekou

- Keeanga Yamatha Taylor, "From #BlackLivesMatter to Black Liberation" (pp. tba)
- Robin D.G. Kelly, "Freedom Dreams" (pp. tba)

W 12/13 Lec: Final Lecture – Closing Thoughts

PAPER #3 DUE IN CLASS WED. DEC. 13 (HARD COPIES ONLY)