

McMaster University
Department of Political Science

POLSCI 717
Political Violence and Revolution
Winter 2018, Term 2

Seminar:	Tuesday, 11:30 – 2:20	Instructor:	Dr. Alina Sajed
Start term:	January 9, 2018	Office:	KTH 531
End Term:	April 3, 2018	Office hours:	Mondays, 10:30-12:00 or by appointment
Classroom:	KTH 709	E-mail:	sajeda@mcmaster.ca
		Phone:	1-905-525-9140 ext. 23891

Course Overview

The course examines the connections and intersections between decolonization movements and struggles in the Third World (1950s to 1970s: Algeria, Vietnam, Cuba, Palestinian organizations), and those radical leftist insurrectionary movement in the Western world that were inspired by decolonization struggles and the anti-colonial ethos (e.g. the Red Brigades in Italy, the Baaden Meinhof cells in Germany, the Red Army Faction in Japan or Arab-JRA, Black Panthers in the US, among others).

The emphasis of the course is thus on those global intersections between insurrectional movements in the Global South and North. Not only do we tend to study them separately, and forget the deep enmeshments among them, but we also assume that decolonization movements drew inspiration from the North - this course argues the reverse.

Student evaluation

- Attendance and participation: 40%
- Critical response paper: 20%
- Final paper (analytical essay): 40%

A. Attendance and participation: 40%

Due to the nature of the readings, we will have to make certain that our discussions are organized and focused well so that we understand the readings. For these reasons, I am proposing a particular approach to the discussions that put a special emphasis on student leadership of the seminar and on participation.

Participation

Normally, the discussion of readings will be divided into two or three parts each week.

- Preparing weekly summary statements for each reading (10%)

All students will be expected to prepare a summary statement for each reading. Each statement will have the following components:

1. List of key concepts and terms

2. Summary statement (four sentences) of the author's main argument. This statement should be written in your own words as far as possible. It should not be borrowed directly from the text of the reading.

3. 1 or 2 issues or questions in the reading that are important and merit some discussion and that you would like to be addressed by class time permitting. Formulate these in the form of a question.

Note that all three of these components should be focused on understanding the readings well, and not on criticizing them. Criticism should only follow in class when we have a good understanding of what the author is arguing.

- *Leading seminar discussion during one session (10%)*

The leader of the discussion should use this principle in calling upon class members to speak:

General Note: given the relatively large size of the seminar and the short times available for discussing a reading, facilitators should ensure that every member of class wishing to make a statement is heard before a member who has already made a statement on the given topic is asked to speak again. Use this rule in each of the discussions of concepts, main argument, other questions, and strengths and weaknesses of the reading.

The leader of the discussion should begin with the following questions:

1. These are the several key concepts and terms that I noticed in the reading such as . . . Are any of these unclear to any of you? Are there any other key concepts that you noted that need to be clarified? (If one or more are unclear) Can anyone help us clarify the meaning of <problematic concept(s)>.

Advice: try to keep this part of the seminar to about 10 minutes. Use your discretion here. If a concept or term brought up is interesting but not central to the reading, then suggest that we come back to it if we have time. If a concept is integral to the argument (see below), you can reserve its discussion for when we get to the next step.

2. Would any member of the class like to give us their statement on what the main argument of the author is? Would anyone like to add something to what <the first person> has said? Do you agree or disagree that we have captured the key aspects of the argument?

Advice: Try to avoid starting off with your own statement of the argument. See if you can draw it out from members of the class first. You can add some of your own understanding as the argument proceeds. As you see the discussion being finished or beginning to get into key issues arising from the argument, move to the third step.

3. I would like now to identify some of the key issues that arise out of the reading and that we might discuss. One of these might be . . . Are there any others that we might take up?

Advice: Your goal here is to get as many key issues discussed as is possible. Try to draw in members of the class who have not had a chance to speak. The aim here is to improve understanding of the reading, not to criticize it. If members move to critique, stop them and say we will do that soon. Keep an eye on your watch or the clock. You want to reserve time for a critical discussion of the reading.

4. With our understanding of the argument and the various issues related to the argument, we can now spend a few minutes to reflect critically on the reading. Are there any points that are particularly problematic in your understanding? Are there any points that are particularly useful or persuasive?

Advice: It is important here to ensure that members of the seminar get a chance to comment on both the weaknesses and the strengths of the given reading. Don't just concentrate on the weaknesses.

- **Allocation of the participation grade:**

a. Leading discussions: 10%

b. Participation in seminar discussions (including attendance): 20%

c. Handing in of summary statements: 10%. These will be prepared for each of the substantive discussions of the readings, hence 10 in total. To receive credit, these summaries must be submitted electronically to A2L *prior to the class (by Monday midnight)*. Members of the class are permitted one 'heavy burden' week without losing points here. In taking a "heavy burden" week, students are not expected to hand in summaries. They should try, however, as best as possible, to do the readings and participate in the discussions. Students taking a 'heavy burden' week must inform me by the Monday preceding the class when they are taking the option.

Submission of summary statements will start on Week 3 (January 23).

B. Critical response paper: 20%

One relatively short analytical paper is required. The paper is to be 5 pages in length (Times New Roman, 12, double spaced, 1 inch margins), and must be written as a reaction/response to any of the weekly readings of the student's choice. This entails that the students choose any of the weeks on which they wish to write. ONCE YOU HAVE SELECTED YOUR TOPIC YOU HAVE ONE WEEK TO COMPLETE THE PAPER (FOR EXAMPLE, IF YOU HAVE CHOSEN TO WRITE A PAPER ON WEEK 3 (THEORIZATIONS OF VIOLENCE), JANUARY 23, YOUR PAPER WILL BE DUE ONE WEEK AFTERWARDS, WHICH IS JANUARY 30. The paper can be handed in class or electronically before midnight (on Tuesday). *Late assignments will be subject to a penalty of 3 points out of a grade of 100 for every day they are late.*

C. Analytical essay paper: 40% (DEADLINE: April 12, 2018)

Students will prepare an analytical essay paper. The paper will be no longer than **4000 words** (Times New Roman, 12, double-spaced, margins: minimum 1 inch). Since this is a course on connections among anticolonial/anti-imperialist struggles, the paper should

obviously be focused on elucidating certain connections, and not simply on specific revolutionary moments. Topics can be both from among those covered by the syllabus or beyond it (e.g. South Africa under apartheid, the Suez Crisis, and others).

Please place your paper in the Drop Box located just outside of the Political Science Main Office (KTH-527). Papers must be received by 4pm in order to be stamped with that day's date. Any papers submitted after 4pm will be stamped with the next working day's date.

Late Papers

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged with me in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments will NOT be provided.

ACADEMIC DISHONESTY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty") and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140, ext. 2865 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities.

Statement on Electronic Resources

In this course we will be using AvenueToLearn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

WEEKLY THEMES AND ASSIGNED READINGS:

Week 1 (January 9): Course introduction. No readings assigned.

Week 2 (January 16): Colonial violence.

- Eduardo Galeano, "Lust for Gold, Lust for Silver" (ch.1) in *The Open Veins of Latin America*, Monthly Review Press, 1997 [1971].
- Sven Lindqvist, "Bombing the Savages" in *A History of Bombing*. The New Press, 2001.
- Aimé Césaire, *Discourse on Colonialism*, pp. 29-78, Monthly Review Press, 2001[1956].

Recommended:

W.E.B. Dubois, *The World and Africa*, International Publishers, 1979.

Kwame Nkrumah, *Neocolonialism: the Last Stage of Imperialism*, International Publishers, 1966.

Albert Memmi, *The Colonizer and the Colonized*, Beacon Press, 1967.

Frantz Fanon, *Black Skin, White Masks*, Grove Press, Revised Edition, 2008.

Michel-Rolph Trouillot, *Silencing the Past. Power and the Production of History*, Beacon Press, 1995.

C.L.R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, Vintage, 1989.

Sven Lindqvist, *Exterminate All Brutes*, Granta, 1996.

Mahmood Mamdani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, Princeton University Press, 2002.

Derek Gregory, *The Colonial Present: Afghanistan, Palestine, Iraq*, Wiley-Blackwell, 2004.

Vijay Prashad (2007) *The Darker Nations. A People's History of the Third World*. New York and London: The New Press.

Tarak Barkawi and Keith Stanski (eds), *Orientalism and War*. Columbia University Press, 2012.

Quynh N. Pham and Himadeep Muppidi, "Colonial Wars, Postcolonial Specters: The Anxiety of Domination", in Tarak Barkawi and Keith Stanski (eds), *Orientalism and War*. Columbia University Press, 2012.

Lisa Lowe, *The Intimacies of Four Continents*. Duke University Press, 2015.

Randolph B. Persaud, "Neo-Gramscian Theory and Third World Violence: A Time for Broadening", *Globalizations* 13: 5(2016), 547-562.

Samir Amin, "Revolution from North to South", *Monthly Review* 69: 3(2017): <https://monthlyreview.org/2017/07/01/revolution-from-north-to-south/>

Week 3 (January 23): Theorizations of political violence and revolution

- Frantz Fanon, "On Violence" in *Wretched of the Earth*, Penguin Books, 1967, pp. 1-62.
- Amilcar Cabral, "The Weapon of Theory". Address delivered to the first Tricontinental Conference of the Peoples of Asia, Africa and Latin America held in Havana in January, 1966. (<https://www.marxists.org/subject/africa/cabral/1966/weapon-theory.htm>) (e-source)

- Régis Debray, «To Free the Present From the Past» in *Revolution in the Revolution? Armed Struggle and Political Struggle in Latin America*. Monthly Review Press, 19-47.

Recommended:

Göran Olsson, *Concerning Violence* (DVD), 2014.

Raoul Peck, *La Mort d'un prophète* (historical biography) [the political life and assassination of Patrice Lumumba], 1990: <https://www.youtube.com/watch?v=GTWLIKxyFds>

Gérard Chaliand (ed.), *Guerilla Strategies: An Historical Anthology From the Long March to Afghanistan*. University of California Press, 1982.

Ho Chi Minh, *Down with Colonialism*. Verso Books, 2007.

Thomas Sankara, *We Are the Heirs of the World's Revolutions: Speeches from the Burkina Faso Revolution 1983–87*, Pathfinder Press, 2007.

Fred Halliday, *Revolution and World Politics. The Rise and Fall of the Sixth Great Power*, Duke University Press, 1999.

Robert J.C. Young, “Theoretical Practices of the Freedom Struggles” in *Postcolonialism: An Historical Introduction*, Blackwell, 2001.

Robert E. Harkavy and Stephanie G. Neuman, *Warfare and the Third World*, Palgrave Macmillan, 2001.

Fred Halliday, *Revolution and Foreign Policy: the Case of South Yemen 1967-1987*, Cambridge University Press, 2002.

Tarak Barkawi, “On the Pedagogy of Small Wars”, *International Affairs* 80: 1 (2004), 19-38.

John Foran, *Taking Power: On the Origins of Third World Revolutions*, Cambridge University Press, 2005.

Ofelia Schutte, “Resistance to Colonialism: the Latin American Legacy of José Martí” in Jacob Levy (ed.), *Colonialism and Its Legacies*, Lexington Press, 2011.

Eric Selbin, *Revolution, Rebellion, Resistance: The Power of Story*, Zed Books, 2010.

Decolonization moments:

Week 4 (January 30): Ho Chi Minh and the Vietnam War

- Walden Bello, « Introduction: Ho Chi Minh – the Communist as Nationalist » in Ho Chi Minh, *Down with Colonialism*. Verso, 2007.

- George Katsiaficas, ‘The Significance of the Tet Offensive’ in *The Imagination of the New Left. A Global Analysis of the 1968*. South End Press, 1987, pp. 29-36.
- William J. Duiker, “North Vietnam’s Diplomatic Strategy” in Robert J. McMahon (ed.), *Major Problems in the History of the Vietnam War*. 4th ed. Houghton Mifflin, 2008, pp. 293-304.
- Abin Chakraborty, “The Peasant Armed: Bengal, Vietnam and transnational solidarities in Utpal Dutt’s *Invincible Vietnam*.” In: Ruth Craggs and Claire Wintle (eds), *Cultures of Decolonization: Transnational Productions and Practices 1945-70*. Manchester University Press, 2016.

Recommended:

John Pilger, *Do You Remember Vietnam* (1978). [documentary]

Che Guevara, “Vietnam must not stand alone” *New Left Review* 43: May-June 1967.

Martin Luther King, “Beyond Vietnam.” April 4, 1967. Riverside Church, NY.

http://kingencyclopedia.stanford.edu/encyclopedia/documententry/doc_beyond_vietnam/

William Duiker, *Sacred War: Nationalism and Revolution in a Divided Vietnam*,

McGraw-Hill, 1994.

Kateb Yacine, *The Man With Rubber Sandals*, 2001 [a play about Ho Chi Minh and the Vietnam War, written by an Algerian author].

Robert J. McMahon (ed.), *Major Problems in the History of the Vietnam War*. 4th ed. Houghton Mifflin, 2008.

William Duiker, *Ho-Chi Minh. A Biography*. Hachette, 2012.

Pham, Quynh N. And Maria José Méndez (2015) “Decolonial Designs: José Martí, Hô Chí Minh, and Global Entanglements.” *Alternatives: Global, Local, Political* 40 (2): 156-173.

Peter Ji, “Vietnam and Palestine: Victims of Imperialism”, *The Johns Hopkins News-Letter*, November 17, 2016: <http://www.jhunewsletter.com/2016/11/17/vietnam-and-palestine-victims-of-imperialism/>

Week 5 (February 6): The Mecca of Revolution: The Algerian War

- Jeffrey Byrne, Ch.1, 2 and 4, *Mecca of Revolution: Algeria, Decolonization & the Third World Order*, Oxford University Press, 2016. **(please submit summaries for each chapter – only this week) (E-BOOK)**

Recommended:

Robert Malley (1996) *The Call From Algeria. Third Worldism, Revolution, and the Turn to Islam*. Berkeley and Los Angeles: University of California Press.

Matthew Connelly, *A Diplomatic Revolution. Algeria's Fight for Independence and the Origins of the Post-Cold War Era*. Oxford University Press, 2002.

Alistair Horne, *A Savage War of Peace. Algeria 1954-1962*. New York: New York Review Books, 2006.

Harrison, Olivia C. (2012) Staging Palestine in France-Algeria. Popular Theatre and the Politics of Transcolonial Comparison. *Social Text* 30 (3): 27-47.

Lesueur, James D. (2005) *Uncivil War. Intellectuals and Identity Politics During the Decolonization of Algeria*. 2nd edition. Lincoln and London: University of Nebraska Press.

James McDougall, *A History of Algeria*. Cambridge: Cambridge University Press, 2017.

Zeena Yasin, "Women Revolutionaries in Algeria and Palestine. A Repeat History?," *Medium*: <https://medium.com/@Zeena.Yasin/women-revolutionaries-in-algeria-and-palestine-a-repeat-of-history-e1173c25dd98> (Nov. 16. 2017)

William Gallois, *A History of Violence in the Early Algerian Colony*. Palgrave Macmillan, 2013.

Elaine Mokhtefi, *Algiers, Third World Capital: Black Panthers, Freedom Fighters, Revolutionaries*. Verso, 2018.

Week 6 (February 13): Movie watching: Gillo Pontecorvo, *The Battle of Algiers*. (summary statement required)

- Background reading: Henri Alleg, *The Question*, Bison Books, 2006 [1958].

Week 7 (February 20): READING WEEK.

Week 8 (February 27): The birth of the Palestinian liberation movement

- Yezid Sayigh, "Introduction: A Historical Framework" in *Armed Struggle and the Search for State: The Palestinian National Movement, 1949-1993*. Oxford University Press, 1999. (e-book)
- Paul Thomas Chamberlin, "Introduction" and Ch.1, *The Global Offensive. The United States, The Palestine Liberation Organization, and the Making of the Post-Cold War Order*. Oxford University Press, 2012.
- Edward Said, "Reflections on Twenty Years of Palestinian History", *Journal of Palestine Studies*, 20: 4(Summer 1991), 5-22. (e-journal)

Recommended:

P.F.L.P. *Strategy for the Liberation of Palestine. Resistance Until Victory*. http://pflp-documents.org/documents/PFLP_StrategyforLiberationofPalestine1969.pdf (1969)

William B. Quandt, Paul Jabber, and Ann Mosely Lesch. *The Politics of Palestinian Nationalism*. University of California Press, 1973.

Edward W. Said, *Peace and Its Discontents. Essays on Palestine In the Middle East Peace Process*, Vintage, 1996.

Yezid Sayigh, "Reconstructing the Paradox: The Arab Nationalist Movement, Armed Struggle, and Palestine, 1951-1966," *Middle East Journal* 45, no. 4 (1991).

Yezid Sayigh, *Armed Struggle and the Search for State: The Palestinian National Movement, 1949-1993*. Oxford University Press, 1999.

Moshe Shemesh, *The Palestinian Entity, 1959-1974: Arab Politics and the PLO*. 2nd (revised) edition. Routledge, 1988.

H. Cobban, *The Palestine Liberation Organization: People, Power and Politics* (Cambridge University Press, 1984).

C. Smith, *Palestine and the Arab–Israeli Conflict* (Boston: Bedford St. Martin's, 2006).

R. Khalidi, *The Iron Cage* (Boston: Beacon Press, 2007).

R. Khalidi, *Palestinian Identity* (New York: Columbia University Press, 1998).

B. Kimmerling and J. Migdal, *The Palestinian People: A History* (Cambridge, MA: Harvard University Press, 2003).

B. Rubin, *Revolution Until Victory?* (Cambridge, MA: Harvard University Press, 1996)

Shafiq Al-Hout, *My Life in the PLO: The inside Story of the Palestinian Struggle*. Pluto Press, 2011.

Ghassan Hage, "'Comes a Time We Are All Enthusiasm: Understanding Palestinian Suicide Bombers in Times of Exiphobia'", *Public Culture* 15: 1 (2003), 65-89.

Pinar Bilgin, "What Is the Point About Sykes-Picot?", *Global Affairs* (2016): <http://dx.doi.org/10.1080/23340460.2016.1236518>

Week 9 (March 6): Cuba: radical nationalism, *foco*, and the mechanics of guerrilla warfare

- Che Guevara, "Guerilla War, A Method": <https://www.marxists.org/archive/guevara/1963/misc/guerrilla-war-method.htm> (e-source)

- Régis Debray, *Revolution in the Revolution? Armed Struggle and Political Struggle in Latin America*. Monthly Review Press, 47-127.
- Marifeli Perez-Stable, Ch.4: “Revolution and Radical Nationalism, 1959-1961”, *The Cuban Revolution. Origins, Course, Legacy*. 3rd edition. Oxford University Press, 2011. **(e-book)**

Recommended:

Che Guevara, *Guerilla Warfare*. Ocean Press, 2006 [1961].

Fidel Castro, *The Declarations of Havana*. Introduced by Tariq Ali. Verso, 2008.

David Barry Gaspar and Michel-Rolph Trouillot, ‘Afterword’ in Guy Endore, *Babouk. Voices of Resistance* (a novel), Monthly Review, 1991 [1961]. [*a comparison between the Haitian and Cuban Revolutions*]

Carollée Bengelsdorf, *The Problem of Democracy in Cuba: Between Vision and Reality*, Oxford UP, 1994.

Mona Rosendahl, *Inside the Revolution*, Cornell UP, 1997.

Peter Kornbluh, *Bay of Pigs Declassified*, New Press, 1998.

Eric Selbin, *Modern Latin American Revolutions*, Westview Press, 1999 (2nd edition).

Ofelia Schutte, “Resistance to Colonialism: the Latin American Legacy of José Martí” in Jacob Levy (ed.), *Colonialism and Its Legacies*, Lexington Press, 2011.

Aviva Chomsky, *A History of the Cuban Revolution*. 2nd edition, Wiley-Blackwell, 2015.

Week 10 (March 13): Third Worldism as a political project and the Third Worldist debate in the West

- Benedict Anderson, *The Age of Globalization. Anarchists and the Anticolonial Imagination*. Chapter 5, pp. 169-233. Verso, 2013.
- Christoph Kalter, “A Shared Space of Imagination, Communication, and Action. Perspectives on the History of the “Third World.” In Samantha Christiansen and Zachary A. Scarlett (eds), *The Third World in the Global 1960s*, Berghahn Books, 2015.
- Christoph Kalter, “From global to local and back: the ‘Third World’ concept and the new radical left in France”, *Journal of Global History* 12 (March 2017): 115-136. **(e-journal)**

Recommended:

Worsley, Peter (1964) *The Third World*. London: George Weidenfeld & Nicholson.

Jean-Pierre Garnier and Roland Lew (1984) From *The Wretched Of The Earth* to the Defence of the West: an Essay on Left Disenchantment in France. *The Socialist Register* 21: 299-323.

Abidin Kusno, "From City to City: Tan Malaka, Shanghai and the Politics of Geographical Imagining", *Singapore Journal of Tropical Geography* 24:3 (2003), 327-339.

Elleke Boehmer, (2005) *Empire, the National, and the Postcolonial, 1890-1920: Resistance In Interaction*. Oxford: Oxford University Press.

Michael Goebel (2015) *Anti-Imperial Metropolis. Interwar Paris and the Seeds of Third World Nationalism*. Cambridge: Cambridge University Press.

Ruth Craggs and Claire Wintle (eds), *Cultures of Decolonization: Transnational Productions and Practices 1945-70*. Manchester University Press, 2016.

Suri, Jeremi. *Power and Protest. Global Revolutions and the Rise of Détente*. Cambridge, MA: Harvard University Press, 2003.

Charlie Samuya Veric, (2013) "Third World Project, Or How Poco Failed." *Social Text* 31 (1): 1-20.

Kim Christiaens, "Europe at the crossroads of three worlds: alternative histories and connections of European solidarity with the Third World, 1950s–80s", *European Review of History* 24(6): 932-954.

Giuliano Garavini, "The Colonies Strike Back: The Impact of the Third World on Western Europe, 1968–1975." *Contemporary European History* 16: 3(2007), 299-319.

Burleigh Hendrickson, "From the Archives to the Streets: Listening to the Global 1960s in the Former French Empire," *French Historical Studies* 40:2, 319-342.

Quinn Slobodian, "Meanings of Western Maoism in the Global 1960s." In *Routledge Handbook of the Global 1960s*. Chen Jian, Martin Klimke, Masha Kirasirova, Mary Nolan, Marilyn Young, Joanna Waley-Cohen, eds. Abingdon, UK: Routledge, 2018.

Kerry Bystrom and Joseph R. Slaughter (eds), *The Global South Atlantic*. Fordham University Press, 2018.

Anti-imperialist insurgencies in the West:

Week 11 (March 20): Baaden Meinhof cells in Germany and the Red Brigades in Italy.

- Petra Rethmann, 'On Militancy, sort of', *Cultural Critique*, 62, Winter 2006.
- Chris Aronson Beck, Reggie Emilia, Lee Morris and Ollie Patterson, Ch. 1-3, *Strike One to Educate One Hundred*. A Seeds Beneath the Snow Publication: (http://www.kersplebedeb.com/mystuff/italy/strike_one.html) (e-source)
- Sylvere Lotringer/Christian Marazzi, 'The Return of Politics', *Semiotext(e)* 3: 3(1980), 8-21.

- Franco Piperno, “From Terrorism to Guerrilla Warfare”, *Semiotext(e)* 3: 3(1980), 220-227.

Recommended

Uli Edel, *The Baader-Meinhof Complex* (movie), 2010.

Alessandro Silj, *Never Again Without A Rifle: the Origins of Italian Terrorism*. Karz Publishers, 1979.

Jean Genet, “Violence and Brutality.” In *The Declared Enemy: Texts and Interviews*, Stanford University Press, 2004. [*Jean Genet speaks in support of the RAF*]

Kristin Ross, *May '68 and Its Afterlives*. University of Chicago Press, 2002.

Meredith Box and Gavan McCormack, ‘Terror in Japan: The Red Army (1969-2001) and Aum Supreme Truth (1987-2000)’, *Critical Asian Studies*, 36: 1(2004), 91-112.

George Katsiaficas, *The Subversion of Politics: European Autonomous Social Movements and the Decolonization of Everyday Life*, AK Press, 2006.

Charity Scribner, “Buildings on Fire: The Situationist International and the Red Army Faction.” *Grey Room*, No. 26 (Winter, 2007), pp. 30-55.

M. Klimke and J. Scharloth, *1968 in Europe: A History of Protest and Activism, 1956–1977*. Palgrave Macmillan, 2008.

Stefan Aust and Anthea Bell, *Baader-Meinhof: The Inside Story of the R.A.F.* Revised Edition. Oxford UP, 2009.

Mark Rudd, *Underground: My Life with SDS and the Weathermen*. William Morrow, 2010.

Clara Bingham, *Witness to the Revolution: Radicals, Resisters, Vets, Hippies, and the Year America Lost Its Mind and Found Its Soul*, Random House, 2016.

Andrews, William *Dissenting Japan: A History of Japanese Radicalism and Counterculture, from 1945 to Fukushima*. London: Hurst, 2016.

Week 12 (March 27): Black Panthers and the Third World.

- Sohail Daulatzai, “You Remember Dien Bien Phu! Malcolm X and the Third World Rising” in *Black Star, Crescent Moon. The Muslim International and Black Freedom Beyond America*. University of Minnesota Press, 2012.
- Alex Lubin, “The Black Panthers and the PLO” in *Geographies of Liberation. The Making of an Afro-Arab Political Imaginary*. UNC Press, 2014.
- Robin D.G. Kelley and Betsy Esch, “Black Like Mao: Red China and Black Revolution”, *Souls* (Fall 1999), 6-41.

Recommended:

Göran Olsson, *Black Power Mixtape* (DVD), 2011.

Stanley Nelson, *The Black Panthers: Vanguard of the Revolution* (DVD), 2016.

Brendan I. Koerner, "A Black Panther Guide to Algiers." (2013)

<http://roadsandkingdoms.com/2013/a-guide-to-algiers/>

Jeremy Harding, "Elaine Mokhtefi talks to Jeremy Harding."

<https://www.lrb.co.uk/2017/07/19/lrb-podcast/podcast-panthers-in-algiers> (podcast and transcript)

Kathleen Cleaver and George Katsiaficas (eds). *Liberation, Imagination, and the Black Panther Party. A New Look at the Panthers and their Legacies*. Routledge, 2013.

Jane Rhodes, *Framing the Black Panthers: the Spectacular Rise of the Black Power Icon*. University of Illinois Press, 2017.

Michael L. Clemons and Charles E. Jones. "Global solidarity: The Black Panther party in the international arena." *New Political Science* 21: 2(1999), 177-203.

Paul Alkebulan, *Survival Pending Revolution. The History of the Black Panther Party*. University of Alabama Press, 2007.

Jennifer B. Smith, *An International History of the Black Panthers Party*. Garland Publishing, 1999.

Malcolm X, *The Autobiography of Malcolm X. As Told to Alex Haley*. Reissue edition. Ballantine Books, 1987.

Malcolm X. *Malcolm X Speaks: Selected Speeches and Statements*. Random House, 1988.

Malcolm X, *The Last Speeches* (edited by Bruce Perry). Pathfinder Press, 1989.

Huey P. Newton, *Revolutionary Suicide*. Reprint edition. Penguin Classics. 2009.

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