

The history of anarchism as a political philosophy and as a social movement has been complicated by its openness to multiple routes to attain a more just society and by its critical attitude toward state authority. Who speaks for anarchy as a social model? The answer to this question changes from decade to decade as anarchists in a variety of locations evolve their goals and their methods from a foundation in the social conflicts of the 19th century to cope with the much different economic and political structures of the integrated world of the 21st century. But the quality of toleration that is one of the movement's defining elements has also left it open to a variety of negative portrayals in popular culture, leading to general misunderstandings of its goals and components and a frequent equation of anarchism with either chaos or terrorism, thus marginalizing the contributions of a vibrant group of thinkers engaged in questions related to feminism, social equality, and environmental survival. This class seeks to provide a brief introduction to some of the key movements that have sprung up across the globe over the last 160 years in response to anarchist thought on the nature of human relations and the nature of the state. We will take an international approach that parallels that of many anarchist philosophers and activists and we will also avoid a strict chronological investigation in favor of exploring themes across time and space.

Course Goals

1. To provide an introduction to actors and thinkers associated with anarchism since its emergence in Europe during the revolutions of 1848, tracing its evolution as a social movement across the globe to its recent manifestations in the United States and Europe.
2. To have students wrestle with the contradictions of a near-universal social movement that has been brutally repressed in many places in different eras yet still manages to re-emerge generation after generation.
3. To provide students with an opportunity to engage in research on historical topics related to anarchism using primary and secondary sources.
4. To have students develop their abilities of critical analysis by making sense of contradictory sources in a variety of media.

Required Texts

Colin Ward, **Anarchism: A Very Short Introduction** (Oxford, 2004)
Allan Antliff, **Anarchy and Art** (Arsenal Pulp Press, 2007)

Both texts have been placed on reserve in Watson Library. Other materials may be added to the reserve list as the course develops.

Weekly Schedule

March 24-26: Introduction; The Paris Commune as Myth and Model

Videos: When the Levees Broke; La Commune

Reading: Begin Ward; **Art and Anarchy**, chapter 1

March 31-April 2 : Anarchism and the Labor Movement: Haymarket, Sacco and Vanzetti, and the IWW: Direct Action; The Myth of the General Strike

Reading: Finish Ward

Videos: The Wobblies; Free Voice of Labor; Chicago: City of the Century on Haymarket Square

April 7-9: The Anarchist City and Modernity: Barcelona, Buenos Aires, Paris--Cosmopolitans to Bohemians

Reading: **Art and Anarchy**, chapters 2-4

Video: The Truth About the Savolta Case

April 14-16: Anarchism and Art/Surrealism and Dada/ Anarchism and Film

Reading: **Art and Anarchy**, chapters 5-8

Video: Love and Anarchy; Nada; Monty Python and the Holy Grail

April 21-23: Anarchism and Revolution in Europe and Mexico

Video: Emma Goldman

April 28: **Exam** (in class—please bring bluebook)

April 30: Topic to be Announced

May 5-7: From the Situationists to the Present; Anarchist Principles in Education

Research Proposal and Annotated Bibliography Due May 7

Research Project

The research project is not a standard research paper. The project involves two parts—first, the compilation of an annotated bibliography of 12-15 diverse sources, which **evaluates the contribution that each one makes to a central thesis or set of arguments**. The bibliography critiques the data and arguments that each source presents. Each source must have a complete citation followed by one or two descriptive, analytical paragraphs. For the purposes of this project, a newspaper or magazine constitutes one source, even though you may draw on several articles from it. Scholarly journal articles will count as separate sources. **At least two of the entries must be for primary sources**. These sources should be marked by an asterisk in the bibliography. The bibliography will be evaluated both on the quality of the annotations and on the quality of sources. The form of each citation should follow the following examples:

For a journal article: Anton Rosenthal, "Spectacle, Fear and Protest: A Guide to the History of Urban Public Space in Latin America," **Social Science History**, 24:1, Spring 2000, 33-73.

For a chapter in a book of collected essays: Anton Rosenthal, "Dangerous Streets: Trolleys, Labor Conflict and the Reorganization of Public Space in Montevideo" in James Baer and Ronn Pineo, eds., **Cities of Hope: People, Protests and Progress in Urbanizing Latin America, 1870-1930** (Westview Press, 1998), 30-52.

The second part of the project is a seven to eight page thesis proposal which presents the major arguments on the topic, describes a methodology to be used in the projected research and assesses the importance of the various types of data to be employed to support these arguments. Please stay within these page parameters. The proposal is the blue-print for a much longer research paper and not a complete narrative, however it should also contain full citations for data and quotations. It is in part a synopsis of additional work to be carried out in the future, much like a grant proposal.

I strongly encourage all students to visit with me in my office to discuss possible ideas for investigation, appropriate methodologies and sources, and the forms of presentation for each of these assignments. This is not the type of thing that can be usefully discussed in the few minutes before or after class or by email, nor is it the type of project that can be done adequately over a single weekend. Topics for these projects should be relatively narrow: the impact of the ideas of Ricardo Flores Magon on the initiation of the Mexican Revolution rather than the role of anarchists in the Spanish Civil War, for example. Topics should be formulated by **April 9** to provide sufficient time for investigation, reconception, acquisition of sources and writing.

Grading

Exam	April 28	40 percent
Research proposal and annotated biblio	May 7	40 percent
Class Participation		20 percent

Course Expectations

- Attendance at all class sessions is required. This is especially important since many videos and multi-media products will be shown and discussed in class and will not be available at other times. Also, classroom discussion is an integral part of the learning process and requires engaged preparation by completing all reading by the session for which it is assigned. The segment of the final grade devoted to Class Participation requires not only attendance but active participation in discussions and other in-class learning opportunities.
- Incomplete grades will be issued only in emergencies. No essays will be accepted after the last day of class without previous approval. It is the student's responsibility to communicate any problems in completing the work directly to the professor in a timely manner, preferably during office hours.

- Please make every effort to arrive on time to each class as late entrances will be disruptive and they show a lack of respect for the learning process. If you have a reason why you cannot comply with this request, please talk to me.
- Students should commit an **average of at least six hours** per week outside of class to studying for this course. This expectation follows the Faculty Senate Rules and Regulations, Article 5, Section 1.1 which states that “One semester hour means course work normally represented by an hour of class instruction and two hours of study a week for one semester, or an equivalent amount of work. The concept may vary according to the level at which instruction is offered.” Depending on their abilities, some students may need to put in more time to keep up with the assigned work.
- All work is to be handed in during class meetings in paper copy form. Late work will likely incur grading penalties in the interest of fairness to those students who arranged their schedules in ways that permitted them to complete the work on time. Do not submit any work electronically and do not turn it in to the department office.
- While discussion is encouraged and students should feel free to express their own ideas, opinions should be voiced in a civil manner.
- Students must avoid plagiarism and submit only original work. If you are unsure of the definition and possible penalties regarding plagiarized work, please read the relevant sections of the History Department Undergraduate web pages devoted to definitions of plagiarism and policies and procedures regarding plagiarism:
<http://www.history.ku.edu/under/>
- A digital plagiarism detection program may be used to check your work.
- I expect that students will pay attention during the lectures and discussions. This means that they will use computers in class only for the purpose of taking notes, and that all they will not use other electronic devices, read newspapers, study for other classes, sleep, eat or conduct conversations with their neighbors.
- Students are responsible for all changes made to the syllabus that are announced in class.

Special Notice on Intellectual Property and Note-taking

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is **prohibited**. In the rare event that consent is given to record a lecture, such recordings may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Writing Assistance:

If you would like help in preparing your written assignment, you may visit the KU Writing Center located in 4017 Wescoe. It is a free, university-wide

service for all students. Trained writing consultants, undergraduate and graduate students from a variety of disciplines, are available to work with writers on their writing projects. When you visit, bring your work in progress and an idea of what you would like to work on--organization, support, documentation, editing, etc. Please check the website at <http://www.writing.ku.edu> for available hours. While consultants will not proofread and edit papers, they will provide feedback on drafts in progress and share strategies for proofreading and editing. For more information, please call 864-2399 or send an e-mail to writing@ku.edu.

Disabilities:

The Office of Disability Resources (SSD), 22 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do so as soon as possible. Please also see me privately early in the semester.

Office Hours:

Anton Rosenthal
Tuesdays, 11:00 am-3:00 pm and by appointment
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