

HISTORY 301W/401 GLOBAL CRITIQUES OF MODERNITY

Instructor: Michael Hayata
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Meeting Time: T 2:00-4:40 PM
Meeting Location: Rush Rhees 456
Office hours: MW 2:00-3:00 PM or by appointment



Course Description

From the Paris arcades to the Inkan ayllu, people have mobilized an eclectic assortment of existing practices and usable pasts to address the historical crisis resulting from capitalist modernization. Such visions pointed to a pressing need to create new communities and cultural forms capable of reshaping political landscapes that were increasingly dominated by industrialization, governmentality, and colonialism. This course examines works that theorize the problem of modernity in Europe, Asia, and the Americas during the nineteenth and twentieth centuries. It brings local experiences of displacement and revolution in dialogue with one another to consider their global possibilities.

Course Learning Outcomes

By taking this course, students will be able to:

- Demonstrate a broad acquaintance with important theoretical works that are relevant to the comparative and critical study of modernity and its cultural formations.
- Analyze primary and secondary sources and construct original arguments regarding modernity.
- Situate historical moments and issues in their local, regional, and global contexts.
- Develop oral and listening academic skills through face-to-face peer and collaborative learning.
- Write a clearly argued academic paper using the appropriate style and bibliographic apparatus.

Course Requirements

Required Texts

Massimiliano Tomba, *Insurgent University: An Alternative Legacy of Modernity* (Oxford University Press, 2019)

All other readings will be posted on the course website in PDF format.

Course Policies

Method of Instruction

This course meets on Tuesdays for discussion (2:00-4:40 PM in Rush Rhees 456). I will engage in regular and substantive interaction with students through the facilitation of group discussion and assessment and feedback on student work.

Grading

A. Participation: Students are expected to complete the readings and participate in discussion.

B. Research Proposal: Students will write a proposal (Times New Roman Font 12, double-spaced, 3-4 pages) for their research paper that includes a tentative argument, plan for research, and bibliography with primary and secondary sources.

C. Rough Draft: Student will complete a rough draft of their research paper.

C. Research Paper: Students will write a research paper (Times New Roman Font 12, double-spaced, 10-12 pages) that explores some aspect of modernity and/or its cultural formations. You must construct your own thesis and defend it with an argument that synthesizes primary and secondary sources.

Participation	45%
Research Proposal	10%
Rough Draft	5%
Research Paper	40%

Grading Scale

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	Below 59.9%

Writing and Speaking Center

The [Writing and Speaking Center](#) supports effective academic communication across all disciplines by offering free writing and speaking tutoring to all members of the University of Rochester community. The center is staffed by professional, graduate, and undergraduate writing and speaking tutors from the humanities, social sciences, and natural and applied sciences. These tutors provide individualized feedback and assistance on all types of academic writing and speaking. To work with a tutor, sign-up for an in-person or online appointment using their scheduling system or visit drop-in hours.

The Kelly Family History Book Fund

In 2022, the History Department received an endowed fund to purchase class textbooks for undergraduate students enrolled in a history course. If you need help acquiring your books, you may apply for funds through this link <https://forms.gle/c2WArDa5g696oKeU6>. Preference will be given to history majors, but any student may apply.

University of Rochester Policies

Academic Honesty

Students and faculty at the University must agree to adhere to high standards of academic honesty in all the work that we do. You are encouraged to discuss course readings and assignments with your fellow students. However, all written work must be done independently and not in collaboration with another. To make appropriate help available for your essays, I encourage you to consult with me and with the [College Writing, Speaking, and Argument Program](#). The College Board on Academic Honesty website gives further information on our policies and procedures: rochester.edu/college/honesty.

Family Educational Rights and Privacy Act (FERPA)

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record, who will notify the student of his or her decision within 45 days of receiving the objection. A student dissatisfied with the administrator's decision may request a hearing pursuant to federal regulations at 34 C.F.R. Part 99. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

Nondiscrimination Policy Statement

The University of Rochester values [diversity](#) and is committed to equal opportunity for persons regardless of age, color, disability, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law. Further, the University complies with all applicable non-discrimination laws in the administration of its policies, admissions, employment, and access to and treatment in University programs and activities.

Inclusion Statement

The University of Rochester, this course, and I are committed to inclusion, and welcome students of all backgrounds and abilities. Services and reasonable accommodations are available to students with temporary and permanent disabilities, to students with DACA or undocumented status, to students facing mental health issues, other personal situations, and to students with other kinds of learning needs. Please feel free to let me know if there are circumstances affecting your ability to participate in class or your full participation in this course.

Some resources that might be of use include:

- Office of Disability Resources rochester.edu/college/disability
- Undocumented/DACA Student Support Contacts rochester.edu/college/ccas/undergraduate/daca/index.html
- University of Rochester CARE Network rochester.edu/care/

Disability Resources

The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the [Office of Disability Resources](#). The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations.

Course Schedule

WEEK 2: INTRODUCTION (1/23)

Massimiliano Tomba, *Insurgent Universality* (Chapter 1)

Michael Lowy, “The Romantic and the Marxist Critique of Modern Civilization”

UNIT I: EUROPE

WEEK 3: ALTERNATIVE TEMPORALITIES (1/30)

Massimiliano Tomba, *Insurgent Universality* (Chapters 2 and 3)

Kristin Ross, “Communal Luxury”

WEEK 4: COMBINED AND UNEVEN DEVELOPMENT (2/6)

Massimiliano Tomba, *Insurgent Universality* (Chapter 4)

Antonio Gramsci, “Some Aspect of the Southern Question” and “Workers and Peasants”

Rosa Luxemburg, “The Dissolution of Primitive Communism”

WEEK 5: PARIS ARCADES (2/13)

Susan Buck-Morss, *The Dialectics of Seeing* (Chapters 4, 5, and 8)

Walter Benjamin, “Paris, Capital of the Nineteenth Century,” “The Work of Art in the Age of Technical Reproduction,” and “On the Concept of History”

UNIT II: ASIA

WEEK 6: CULTURAL REVOLUTION (2/20)

Alessandro Russo, *Cultural Revolution and Revolutionary Culture* (1-4, 6, and 7)

WEEK 7: CAPITALIST CRISIS (2/27)

Uno Kozo, *Theory of Crisis*

WEEK 8: THE EVERYDAY (3/5)

Robert Stoltz, “Everyday Space as Cultural Critique”

Tosaka Jun, “The Principle of Everydayness and Historical Time,” “Laughter, Comedy, and Humor,” and “The Fate of Japanism”

Harry Harootunian, “Overcome by Modernity” and “Time, Everydayness, and the Specter of Fascism”

RESEARCH PROPOSAL DUE FRIDAY 3/8

WEEK 10: JUTE MILLS (3/19)

Dipesh Chakrabarty, *Rethinking Working-Class History* (Chapters 1, 3, 6, and 7)

UNIT III: AMERICAS

WEEK 11: AYLLU (3/26)

Jose Carlos Mariategui, *Seven Interpretive Essays on Peruvian Reality* (Chapters 1, 2, 3 and 7)

WEEK 12: SLAVE SUBLIME (4/2)

Paul Gilroy, *The Black Atlantic* (Chapters 1, 2, and 6)

WEEK 13: RESEARCH AND WRITING (4/9)

NO CLASS

WEEK 14: RESEARCH AND WRITING (4/16)

RESEARCH PAPER DRAFT DUE

NO CLASS

WEEK 15: ZAPATISTA (4/23)

Massimiliano Tomba, *Insurgent Universality* (Chapter 5 and Conclusion)

WEEK 16: INDIVIDUAL PRESENTATIONS (4/30)

Individual presentations

RESEARCH PAPER DUE TUESDAY 5/7