



Revolution in the Modern World

History 3270
University of Guelph
Fall 2016

Instructor: Dr. Sarah E. Summers

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Office Hours: Tuesday 1-3pm or by appointment

Office: Mackinnon Extension 1018

Course Description

The course examines the role of revolution in shaping this history of the modern world. From the French to the Arab Spring, we will analyze how revolutions began and the scope of political, social, economic, and cultural change wrought by these upheavals. In the process of studying and analyzing the French Revolution, the Russian Revolution, the Chinese Revolution, and the Iranian Revolution/Arab Spring, we will interrogate the definition of revolution itself and determine its feasibility as a historical category.

Learning Outcomes

As a third year course, Revolution in the Modern World will strive to further your abilities as an historian and critical thinker. In the area of *Critical and Creative Thinking*, by the end of the course you should have an in depth understanding of revolutions in a global perspective and produce a digital project that reflects your own interpretation of a well-researched topic related to the theme of the course. As for *Literacy*, we will expand your knowledge of the tools used for historical research and your ability to critically engage historiography by comparing and contrasting different approaches to the same topic. The course will also advance your ability to critically engage historical scholarship through a *Global Understanding*—how time and space can affect historical narratives and our understanding of the past. Furthermore, we will give equal shrift to non-Western historical perspectives. Also important is the further development of your oral and written *Communication* skills through thoughtful classroom discussion, response papers, and your group online exhibit project. Finally, by the end of the course students will have a stronger grasp of the *Professional and Ethical Behavior* displayed by historians. Students will practice collaborative learning and respect the importance of conflicting and dissenting views to the discipline.

Readings and Required Texts

The following text is required and can be purchase at the university bookstore or through online booksellers like Amazon and Abe Books. I have also placed it on 2 hour reserve at the library.

- Seybolt, Peter J. *Throwing the Emperor from His Horse: Portrait of a Village Leader in China, 1923-1995*. Boulder: Westview Press, 1996.

Unless otherwise indicated, all other readings can be found in the ARES online course reserve system through Courselink or through the url links in the syllabus (indicated by WEB).

Readings should be completed by the day listed on the course outline. Note that you need not have understood everything you read in order to contribute – questions are welcome and can do much to help the conversation. But I do expect you to have thought critically about what you are reading and to have made an effort to understand the text before you come to class.

Course Requirements

Participation - 14%

In Class Prompts - 16% (1% each)

Response Papers - (3x10% each)

Group Online Exhibit - 30% (20% group grade, 10% individual assessment)

Exhibit Primary Source Analysis - 5%

Group In-class Presentation - 5%

Participation (14%)

The small size of this course provides ample opportunity for you to develop your oral communication skills. Weekly engagement with primary and secondary readings, images, and films through “old fashioned” discussion and collaborative learning exercises will allow you to improve your ability to communicate your own ideas. It is important that you come to class prepared by reading and/or viewing the assigned material. Note that you need not have understood everything you read in order to contribute – questions are welcome and can do much to help the conversation. But I do expect you to have thought critically about what you are reading and to have made an effort to understand the text before you come to class. There is no attendance grade in this course, but regular attendance is required for a good participation grade.

Your participation grade will be a dialogue between you and myself throughout the semester. You will complete two participation self-assessments throughout the semester, one halfway through the course and one in the concluding weeks, based on the rubric created by the students on the first day of class and found on Courselink. Your final participation grade will be determined based on your assessment of your participation and progress, and my own observations.

In Class Prompts (1% each) SEE COURSE SCHEDULE FOR DATES

During each class, students will complete a variety of writing prompts and activities related to the readings and class content for that particular class period. We will complete 18 total exercises, but only 16 exercises will count towards your grade. If you have more than 2 *excused* absences, please consult me regarding directions for making up the in-class prompts. As long as you complete the prompt and demonstrate that you have understood the material that the prompt asks you to evaluate, you will receive full credit.

Analysis Papers (3x10% each) SEE COURSE SCHEDULE FOR DUE DATES

Students will be required to complete three analysis papers throughout the semester. The class will be divided into two groups, found below, with separate due dates. For example, if you are in group A, your

first response in due September 21 at 9pm and you will be writing on the readings assigned for that class. There are no set questions for these papers; rather students may write on any topic of their choosing as it relates to the assigned readings.

These papers are **3-4** pages, double-spaced, 12-point font, Times New Roman, 1-inch margins. Students should use [Chicago Manual of Style citation guidelines](#). The papers are due to the Dropbox on Courselink by 9pm Wednesday of the assigned week. You do not need to turn in a hard copy. You can find a rubric that outlines expectations on Courselink. **Note: Your analysis should draw solely from the readings and course materials. Any consultation with outside sources requires prior permission from the instructor.**

Group A: Last name A-Le

Group B: Last name Li-Z

Group Online Exhibit (30%=20% group grade + 10% peer-evaluation) Due Friday November 25th at 11:59pm

For your major project, you and your group will curate online exhibits of focusing on one of revolutions discussed in class. The exhibits will expand on topics covered in class and will be designed for a general audience in mind. You will have the option of choosing between The French Revolution, the Russian Revolution, the Chinese Revolution, and the Iranian Revolution. Further details can be found in the Guide to the Group Online Exhibit Project on Courselink and the related rubric.

NOTE: You will be given time to work with your group on October 13 and 27, 2016. Failure to attend those classes (emergencies excluded of course) will result in **5% deduction** from your exhibit grade.

Exhibit Primary Source Analysis (5%) Due October 27th at 9am to Dropbox

In order to ensure that the exhibits are heading in the right direction, students will write a practice exhibit primary sources analysis based on one of the sources that is going to be used for the exhibit. Each student must turn in an individual primary source analysis, *but should also include the group's thesis statement for the online exhibit*. Each primary source analysis should be **minimum 350 words**, double-spaced, 12 point New Times Roman font, with 1" margins. **Please include a link or a copy of the primary source.** More detailed instructions can be found in the Guide to the Group Online Exhibit Project on Courselink and the related rubric.

Group Exhibit In-Class Presentation (5%)(2.5% instructor evaluation + 2.5% peer evaluation)

On the last day of class, students will present their final projects to the class. Students will have 10 minutes to present their projects and all group members must speak during the presentation. More detailed instructions can be found in the Guide to the Group Online Exhibit Project on Courselink and the related rubric. Half of your presentation grade will consist of instructor evaluation and half by evaluation from your peers.

Course Policies

Email and Contact

I will always be in my office during office hours, unless I notify the class in advance of changes. Please stop by! I am also available for additional appointments if you cannot meet me during my regularly scheduled office hours. I will respond to emails in a timely manner as much as possible, but please wait

up until 24 hours for a response before writing again. Before writing, please consult the course syllabus to see if your answer can be found there first.

Technology

Computers, tablets, and PDAs are only allowed in class for the purpose of taking notes. If you are tempted to browse the Internet during class, please disable your wireless connection so you are not distracted. If I see you using your computer for any other purpose besides for the class, you will be asked to put the device away. Smartphones and other devices not listed here are not allowed and should be silenced and stowed before the start of class.

Late Assignments

Failure to hand in assignments on time and in the correct manner will result in a penalty of 5% per day starting **five minutes** after the due date (including weekends). Departmental staff will not date-stamp essays, and as such, you take your chances when you leave a paper in my mailbox. The date on which I actually receive your paper is the date I use for calculating late penalties.

If you have a personal or medical crisis, please contact me to arrange a late or alternative submission. Extensions may be provided in exceptional circumstances or if requested well in advance—please contact me ASAP.

ONLY LATE PAPERS may be placed through the open slots in the mailboxes of faculty members at the student's own risk. My mailbox is located at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building tower (second floor), accessible 8:30am-4:30pm, Monday through Friday. **Late papers will not be date stamped.** The History department and its instructors bare no responsibility whatsoever for late papers. Papers are not to be left in the wire rack outside any of the offices.

University Policies

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

The last date to drop one-semester courses, without academic penalty, is November 4, 2016. See the Undergraduate Calendar's [regulations and procedures for Dropping Courses.](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Copyright of Materials

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and assignments, and any materials posted to CourseLink, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights, and the Canadian Copyright Act.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Course Schedule

September 8, 2016 Introduction

Introduction to course and what is revolution?

Unit I – The Liberal Revolution

September 13, 2016 - 1789 and the Origins of the French Revolution - (Prompt)

Reading:

- Hanson, Paul R. "Origins: Inevitable Revolution or Resolvable Crisis?" in *Contesting the French Revolution*. Malden: Blackwell, 2009: 11-34.

September 15, 2016 Legislating an Enlightened Regime (Prompt)

Discussion Readings:

- Doyle, William. "The Principles of 1789 and the Reform of France," in *The Oxford History of the French Revolution*. Oxford: Oxford University Press, 2002: 112-135.
- "Legislating an Enlightened Regime" in *The French Revolution: A Document Collection*. Edited by Laura Mason and Tracey Rizzo. Boston: Wadsworth, 1999: 98-124.

September 20, 2016 -The Republican Revolution (Prompt)

September 22, 2016 – Counter - Revolution and Violence in the Vendée (Prompt and Response Group A)

Discussion Readings:

- Joes, Anthony James, "Insurgency and Genocide: La Vendée," *Small Wars & Insurgencies*, vol. 9, No. 3 (1998), pp.17-45.
- "Revolt in the Vendée" in *The French Revolution and Napoleon. A Sourcebook*. Edited by Philip G. Dwyer and Peter McPhee. New York: Routledge, 2002: 97-102.

September 27, 2016 - The Terror and its Aftermath (Prompt)

September 29, 2016 - Was the French Revolution Successful? (Prompt and Response Group B)

In-class Debate: Was the French Revolution successful?

Discussion Readings:

- Lyons, Martin. "Re-inventing the Monarchy: France, 1814-1830" in *Post-Revolutionary Europe, 1815-1856*. New York: Palgrave Macmillan, 2006, 22-38.
- Hunt, Lynn. "The World We Have Gained," *The American Historical Review*, Vol. 108, No. 1 (February 2003), pp. 1-19.

Unit II – The Communist Revolutions

October 4, 2016 – 1917: A Red Year (Prompt)

Reading:

- Steinberg, Mark D. "Russia's fin de siècle, 1900-1914" in *Cambridge History of Russia. Volume 3: The Twentieth Century*. Edited by Ronald Grigor Suny. Cambridge: Cambridge University Press, 2008: 67-93.

October 6, 2016 – Civil War and The Making of the Soviet Union (Prompt and Response Group A)

Discussion Reading:

- Raleigh, Donald J. *Experiencing Russia's Civil War. Politics, Society, and Revolutionary Culture in Saratov, 1917-1922*. Princeton: Princeton University Press, 2002, 282-311.
- Primary Sources:
 - [Establishment of the First Labour Army](#)
 - [Order to the Third Red Army-First Labour Army](#)
 - [The Party and the Trade Unions](#)

October 11, 2016 – Fall Break, No Class

October 13, 2016 – In-class Preparation of Group Projects (Prompt)

October 18, 2016 - Revolutionary Retreat? The NEP Years (Prompt)

October 20, 2016 – Gender and the Russian Revolution (Prompt and Response Group B)

Discussion Readings/Images:

- "What am I to Do?," "Why I do Not Belong to the Party," and "A Worker's Life" in *In the Shadow of Revolution: Life Stories of Russian Women from 1917 to the Second World War*. Edited by Sheila Fitzpatrick and Yuri Slezkine. Princeton: Princeton University Press, 2000: 207-208, 213-218, 243-251.

WEB (Images):

- [The New Woman - Introduction](#)
- [The New Woman - Images](#)
- [Revolutionary Manliness - Introduction](#)
- [Revolutionary Manliness - Images](#)
- [Revolutionary Manliness – Visual Essay](#)

October 25, 2016 – Mao Zedong, Revolution, and War in China, 1911-1949(Prompt)

October 27, 2016 – In Class Preparation of Group Projects (Prompt)

Primary Source Analysis due at 9am to the Dropbox

******Please bring a print out of your primary source analysis to class******

Start Reading:

- Seybolt, Peter J. *Throwing the Emperor from His Horse: Portrait of a Village Leader in China, 1923-1995*. Boulder: Westview Press, 1996., xi-49.

November 1, 2016 - Continuous Revolution in China (Prompt)

November 3, 2016 - Portrait of a Village Leader Part Two (Prompt and Response Groups A and B)

Discussion Reading:

- Seybolt, Peter J. *Throwing the Emperor from His Horse: Portrait of a Village Leader in China, 1923-1995*. Boulder: Westview Press, 1996.

Unit III – Revolutions in the Middle East and North Africa

November 8, 2016 - The Unexpected Iranian Revolution (Prompt)

November 10, 2016 – The Islamic Revolution in Iran and its Impact (Prompt)

November 15, 2016 – Emotion and Revolution: The Arab Spring in Egypt

In-class Viewing of *The Square*

Reading:

- Gelvin, James L. “The Arab Uprisings” in *The Modern Middle East: A History*. 4th Edition. Oxford: Oxford University Press, 2016: 334-346.

November 17, 2016 – Emotion and Revolution: The Arab Spring in Egypt (Prompt)

In-class Discussion of *The Square*

November 22, 2016 – NO CLASS – Research Week

Dr. Summers will be having extended office hours today from 10am-3pm in her office.

November 24, 2016 – NO CLASS – Research Week

Online Exhibits due Friday November 25, 2016 at 11:59pm

November 29, 2016 – Presentations

In-class presentations of online exhibits

December 1, 2016 – Presentations and Conclusions

In-class presentations of online exhibits