



# HIST\*3270 Revolution in the Modern World

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - January 03, 2020

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## 1 Course Details

### 1.1 Calendar Description

This course offers a comparative analysis of revolutionary movements in the modern world. It focuses on the French Revolution, the development of a revolutionary tradition in the 19th century, the Russian Revolution, and the Communist Revolution in China. Comparative themes include the relative importance of ideology and class conflict, the emergence of professional revolutionaries, and the relationship between revolutions and international relations.

**Pre-Requisites:** 7.50 credits

### 1.2 Course Description

In this course, students will engage with the concept of revolution historically and as an analytical framework, examining several revolutions, predominantly the French Revolution, the Russian Revolutions, and the Chinese Revolutions, but also struggles for independence, the Revolutions of 1848, and the Colour Revolutions. Students will also discuss the influence of revolutions on other revolutions and on international relations, the differences and similarities between liberal, constitutional and communist revolutions, revolutionary ideologies and their influence, and the role of revolution in different parts of the world. The course will be primarily lecture based, with occasional discussions.

### 1.3 Timetable

Mondays & Wednesdays, 4:00 to 5:20 pm in MCLN 101. Timetable is subject to change. Please see WebAdvisor for the latest information.

### 1.4 Final Exam

The final exam will take place on April 20, 2020 from 8:30 am to 10:30 with the location to be announced. Please see WebAdvisor for the latest information.

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## 2 Instructional Support

### 2.1 Instructional Support Team

**Instructor:** Oleksa Drachewych  
**Email:** odrachew@uoguelph.ca  
**Office:** MCKNEXT 1017  
**Office Hours:** Wednesdays 2:30 pm to 3:30 pm

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## 3 Learning Resources

### 3.1 Required Resources

William Doyle, *The Oxford History of the French Revolution (Textbook)*  
Sheila Fitzpatrick, *The Russian Revolution (Textbook)*  
Delia Davin, *Mao: A Very Short Introduction (Textbook)*

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. understand how and why revolutions occur and explain the results of major revolutions in modern global history which helped shape the world to the current day.
  2. engage in critical and creative thinking and literacy skills, exemplified through reading primary and secondary sources on major revolutionary events, and occasionally presenting your understanding of content in discussions on these readings.
  3. improve your analytical, communication and argumentative skills in planning, researching and writing a research paper.
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## 5 Teaching and Learning Activities

### 5.1 Lecture

Jan 6, 2020

**Topics:** Welcome; Course Overview

**Jan. 8, 2020**

**Topics:** What is a revolution?

Age of Revolutions blog "About" page: <https://ageofrevolutions.com/about-or-the-allure-of-revolution/>

Hannah Arendt, "The Meaning of Revolution," *On Revolution*, Chapter 2. (Available on Courselink)

Jack Goldstone, *Revolution and Rebellion in the Early Modern World*, Preface (Available through Guelph Libraries)

Eric Hobsbawm, *The Age of Revolution: 1789-1848*, Introduction (Available on Courselink)

**NOTE: Students will not be expected to have read these sources this early in the course. Instead, this class will use these examples to share good reading techniques. Students, however, will be expected to have read these readings and reflect on them for course assignments, including the final exam.**

**Jan. 13, 2020**

**Topics:** Context to the French Revolution

No readings assigned – take this opportunity to read ahead!

**Jan. 15, 2020**

**Topics:** French Revolution: 1789-1793

Doyle, *The Oxford History of the French Revolution*, 86-196 (Focus on Chapter 5, 6 & 8)

The King Speaks to the "National Assembly": Royal Session of 23 June 1789:  
<http://chnm.gmu.edu/revolution/exhibits/show/liberty--equality--fraternity/item/3208>

The Declaration of the Rights of Man and Citizen, 26 August 1789:

<http://chnm.gmu.edu/revolution/exhibits/show/liberty--equality--fraternity/item/3216>

**Jan. 20, 2020**

**Topics:** French Revolution: Counter-revolution

Doyle, *The Oxford History of the French Revolution*, 298-318.

“Marie-Antoinette’s View of the Revolution” (1791) <http://chnm.gmu.edu/revolution/d/331>

**Jan. 22, 2020**

**Topics:** French Revolution: Terror & Thermidor

Doyle, *The Oxford History of the French Revolution*, 247-297

“The Law of Suspects,” (1793) <https://alphahistory.com/frenchrevolution/law-of-suspects-1793/>

“Terror is the Order of the Day,” (1793) <http://chnm.gmu.edu/revolution/d/416>

Maximilien Robespierre, “On Political Morality,” (February 1794)  
<http://chnm.gmu.edu/revolution/d/413>

**READER RESPONSE 1 DUE January 22**

**Jan. 27, 2020**

**Topics:** French Revolution: The Directory to Napoleon

Doyle, *The Oxford History of the French Revolution*, 319-341, 371-392.

"Napoleon's Account of his Coup D'Etat" (10 November 1799),  
<http://chnm.gmu.edu/revolution/d/502>

**Jan. 29, 2020**

**Topics:** The Haitian Revolution and Latin American Wars of Independence

Carolyn E. Fick, "The Haitian Revolution and the Limits of Freedom: Defining Citizenship in the Revolutionary Era," *Social History* 32, no. 4 (Nov., 2007): 394-414. (Available on JSTOR)

**ESSAY PROPOSAL DUE January 30**

**Feb. 3, 2020**

**Topics:** Is the Struggle for Independence a revolution?

Jeremy Adelman, "An Age of Imperial Revolutions," *The American Historical Review* 113, no. 2 (April 2008): 319-340. (Available on JSTOR)

The 1801 Haitian Constitution:  
[https://thelouvertureproject.org/index.php?title=Haitian\\_Constitution\\_of\\_1801\\_\(English\)](https://thelouvertureproject.org/index.php?title=Haitian_Constitution_of_1801_(English))

**Feb. 5, 2020**

**Topics:** 1848 and Revolutionary Waves

Mark Hewitson, "'The Old Forms are Breaking Up, ... Our New Germany is Rebuilding Itself': Constitutionalism, Nationalism and the Creation of a German Polity during the Revolutions of 1848-9," *The English Historical Review* 125, no. 516 (Oct., 2010): 1173-1214. (Available on JSTOR)

**Feb. 10, 2020**

**Topics:** 1848 II

Jonathan Sperber, *The European Revolutions, 1848-1851* (Cambridge: Cambridge University Press, 2005), Chapter 6 (Available on Courselink)

**READER RESPONSE 2 DUE February 10**

**Feb. 12, 2020**

**Topics:** Socialism & Anarchism in the late 19<sup>th</sup> Century

Karl Marx, "The Civil War in France," Chapter 5:  
<https://www.marxists.org/archive/marx/works/1871/civil-war-france/ch05.htm>

Sergei Nechayev, "The Revolutionary Catechism":  
<https://www.marxists.org/subject/anarchism/nechayev/catechism.htm>

**Feb. 17 and 19, 2020**

**Topics:** Reading Week - No Classes

**Feb. 24, 2020**

**Topics:** Russian Revolutions: 1905

Fitzpatrick, *The Russian Revolution*, 16-40.

Movie: *Battleship Potemkin* (1925) (Available on Canopy Streaming)

**Feb. 26, 2020**

**Topics:** Russian Revolutions: February 1917

Fitzpatrick, *The Russian Revolution*, 41-50

Excerpts from Mark Steinberg, *Voices of Revolution, 1917* (New Haven: Yale University Press, 2003).

**Mar. 2, 2020**

**Topics:** Russian Revolutions: Bolshevik (October) Revolution

Fitzpatrick, *The Russian Revolution*, 50-68

Excerpts from Mark Steinberg, *Voices of Revolution, 1917*

**READER RESPONSE 3 DUE March 3**

**Mar. 4, 2020**

**Topics:** Bolshevik Revolution: Transition (War Communism to NEP)

Fitzpatrick, *The Russian Revolution*, 69-120

**Mar. 9, 2020**

**Topics:** Bolshevik Revolution: Stalinism

Fitzpatrick, *The Russian Revolution*, 121-174

Stalin, "Dizzy with Success: Concerning Questions of the Collective Farm Movement"

Stalin, "Speech to a Conference of Economic Managers, June 23, 1931"

Nikolai Bukharin's Letter to Stalin, December 10, 1937

Nikolai Ezhov's Letter to Stalin

**Mar. 11, 2020**

**Topics:** Exporting Communist Revolution? Context for Chinese Revolution

No Readings Assigned – Work on Research Paper!

**Mar. 16, 2020**

**Topics:** Chinese Revolution of 1949

Davin, *Mao: A Very Short Introduction*, Chapter 3 & 4

Mao Zedong, “The Chinese People have Stood Up!”

Mao Zedong, “Long Live the Great Unity of the Chinese People!”

Mao Zedong, “Opening Address at the Eighth National Congress of the Communist Party of China”

**Mar. 18, 2020**

**Topics:** The Chinese Cultural Revolution

Davin, *Mao: A Very Short Introduction*, Chapter 5 & 6

Mao Zedong, “On the Correct Handling of Contradictions Among the People”

Mao Zedong, “Speech at the Lushan Conference”



Mao Zedong, "Circular of the Central Committee of the Communist Party of China on the Great Proletarian Cultural Revolution (The May 16 Notification)"

**RESEARCH ESSAY DUE March 19**

**Mar. 23, 2020**

**Topics:** 1989 and the Colour Revolutions

CBC News Archives – The Fall of the Berlin Wall: <https://www.cbc.ca/archives/entry/the-fall-of-the-berlin-wall>

Gorbachev's Farewell Address: <https://www.nytimes.com/1991/12/26/world/end-of-the-soviet-union-text-of-gorbachev-s-farewell-address.html>

Yeltsin's "Tank" Speech, August 19, 1991:  
<https://web.viu.ca/davies/H102/Yelstin.speech.1991.htm>

**Mar. 25, 2020**

**Topics:** The Colour Revolutions II

Tristan Landry, "The Colour Revolutions in the Rearview Mirror: Closer Than They Appear," *Canadian Slavonic Papers* 53, no. 1 (Mar. 2011): 1-24. (Available on JSTOR)

Ryan Kennedy, "Fading Colours? A Synthetic Comparative Case Study of the Impact of "Colour Revolutions," *Comparative Politics* 46, no. 3 (Apr., 2014): 273-292.

**Mar. 30, 2020**

**Topics:** Legacies of Revolutions & Review I

Lynn Hunt, "The World We Have Gained: The Future of the French Revolution," *The American Historical Review* 108, no. 1 (Feb., 2003): 1-19.

Pierre Serna, "Every Revolution is a War of Independence," in Suzanne Desan & Lynn Hunt (eds.), *The French Revolution in Global Perspective* (Cornell University Press, 2013): 165-182. (Available on CourseLink)

Sheila Fitzpatrick, "What's Left?" *New York Review of Books*

**Apr. 1, 2020**

**Topics:** Legacies of Revolutions & Review II

Davin, *Mao: A Very Short Introduction*, Chapter 8

James Krapfl, "Passing the Baton, Despite Bananas: The Twentieth-Anniversary Commemorations of 1989 in Central Europe," *Remembrance and Solidarity*, no. 3 (June 2014): 63-101.

## 6 Assessments

### 6.1 Assessment Details

#### Reading Responses (20%)

Throughout the term, there will be **three** reading response assignments. Students only have to complete **two** of them, each worth 10% of the final mark in this course. Should one submit more than two of the assignments, only the two best evaluated assignments will be included as part of one's final mark. For each assignment, there will be specific questions to which the student will be required to respond. These assignments will be posted on CourseLink and are due the day before the class for which its readings are assigned. Responses should include citations to the readings, in Chicago-Style, and should be no more than **500 words** in length. **Students will be marked on the quality of analysis and writing in their responses, along with their ability to concisely and efficiently answer assigned questions. The word limit is a hard cap and responses that go over the limit will receive a lower mark.** READER RESPONSES WILL BE DUE JANUARY 22, FEBRUARY 10 &

MARCH 3

### Essay Proposal for Research Paper (10%)

Students are to submit a **two** page, double spaced, essay proposal. A list of possible essay topics will be available on Courselink in the first week of class. Students are welcome to pick a topic not on the list, but should speak to the professor before starting to ensure it fits the aims of the course. In these two pages, students should outline the topic on which they wish to write a research paper, their approach and their potential argument. Good proposals will include some consideration of the sources one intends to cite in their paper and evaluate these sources. Proposals will be marked on quality and clarity of ideas, research, and writing. In addition to the two page description, an annotated bibliography of at least **five** sources, **two** of which **MUST** be books, should be appended. In each annotation, students should outline the value of each work to their proposed topic and explain how they may be used. The title page and annotations are **NOT** part of the two page description! Citations are expected in the body of the proposal. DUE JANUARY 30

### Research Paper (35%)

Students are to submit a **3500 word, double spaced, research paper**. The topic of this paper must match that of the essay proposal. If students wish to change topics, they must have approval of their professor. Students will be marked for quality and clarity of argument, research, and writing. For the research paper, it is expected that students will cite **fifteen** sources, **seven** of which **MUST** be books, including **both primary and secondary** sources. It is expected that students will have different sources, even eliminating some thought to be useful previously, from their proposal. This is part of the writing process! DUE MARCH 19

### Final Exam (35%)

The final exam will take place on April 20, 2020 from 8:30 to 10:30.

## 6.2 Submitting Assignments

**All assignments will be submitted online via Courselink at 11:59:59 pm ET on its due date.** All written assignments will require citations (footnotes and bibliography) in the most recent version of Chicago Style (See the syllabus for examples of this format).

## 7 Course Statements

### 7.1 Courselink

We will be regularly using Courselink in this course. It is where I will post any updates for

classes, links to readings, and interesting items related to the course, and where all assignments will be submitted.

## 7.2 Email and contact

Students are welcome to speak to me during office hours and I will always be present in my office during that time unless I notify the class on Courselink, via email, or in class. I will also do my best to be available immediately following class when possible to answer any questions regarding the course or its content. If necessary, appointments can be made to meet at a mutually agreeable time to discuss matters of the course. Regarding email, I will respond within 24 hours during the week and 48 hours over the weekend, unless otherwise stated in class or Courselink.

## 7.3 Late Assignments

For the essay proposal and research paper, any that are handed in late will receive a **3% per day penalty, including weekends**. The online system will date stamp all submissions. The time of submission as noted by Courselink will be considered the time of submission for any and all assignments and in any disputes. Late assignments may be returned with reduced commentary.

**If you have an emergency or a personal, medical or other issue that may prevent you from completing your assignments on time, please contact me!** In extraordinary circumstances or if you come to me early enough, I am willing to negotiate an extension or alternate form of submission.

## 7.4 Technology

I have no problems with students using computers, tablets, or other technology to take notes. Please however be respectful of other students and silence any phones or other notifications on your devices, and avoid surfing the internet, checking social media or playing video games.

# 8 University Statements

## 8.1 Email Communication

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

## 8.2 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. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

### 8.4 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.

### 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

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 encourages academic integrity. 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.

Undergraduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 Recording of Materials

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

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars  
<https://www.uoguelph.ca/academics/calendars>

