

HIST 4349.01 Topics in History: Modern Revolutions; A-HIST 4353.01 Modern Revolutions; LAEC 6335 Modern Revolutions-blended version- Spring 2014

Instructor: Dr. Joanne Sánchez

Office: Holy Cross 203

E-mail: joannes@stedwards.edu

FAX: (512) 448-8767

Office Phone & Voice Mail: 448-8710; cell-512-699-4507 (**please email me or call my office phone for all non-urgent matters**. My cell may be called/texted only for urgent matter and only between 9 AM and 9 PM).

Course Web site: Available from the Blackboard page for this course or at:
<http://sites.stedwards.edu/joannes-hist4348/>

Office Hours: Tuesday: 3:45-4:45 PM; Thursday: 3:30-5:30 PM

N.B. I am available by special appointment on other days if none of the above hours fit your schedule. You may “drop by” during office hours, but it is wise to make an appointment so you will not have to wait.

This course is a comparative analysis of the problem causes, stages, and accomplishments of some of the most significant revolutions in modern times-- such as the French Revolution of 1789, the Russian revolutions of 1917 and 1991, the Chinese Revolution, the Iranian Revolution, and the Eastern European and the South African revolutions of the later half of the 20th century. In addition, the course covers Islamic revolutionary movements, as well as the 2011 Middle Eastern “Arab Spring” revolutionary uprisings.

How this course fulfills the New College Global Critical Issues requirement: This course meets the standards for a New College Global Critical Issues designation since it requires students to demonstrate proficiency in critical thinking, research methods, documentation, writing, and basic values analysis as evidenced in the paper required in #III D. In addition, critical thinking skills will be demonstrated in discussions, as well as in all other assignments. Students will demonstrate an understanding of global processes and how globalization applies to each revolution studied in their weekly discussions; students will also analyze how globalization is manifested in the revolution chosen for their research papers.

I. Learning objectives.

A. The student will:

1. Compare and contrast revolutionary movements with reform movements.
2. Examine De Fronzo's five "critical factors" that must be present for the success of a revolutionary movement and assess the extent these factors were present on the eve of the French, Russian, Chinese, Iranian, 1989 Eastern European, and South African

revolutions. In addition, students will assess Islamic revolutionary movements and the 2011 Arab spring uprisings in the Middle East in light of these factors.

3. Analyze to what extent Crane Brinton's "natural history of revolutions" (stage process of revolutions) was followed in the French, Russian, Chinese, Iranian, 1989 Eastern European and South African revolutions.

4. Analyze how theories of revolution including Marxist, systems, modernization and structural theories apply to the revolutions studied.

5. Assess how Allan Todd's and Crane Brinton's conclusions about the causes and outcomes of revolutions apply to the revolutions studied.

6. Evaluate what revolutions ordinarily accomplish and what specifically the French, Russian, Chinese, Iranian, 1989 Eastern European, and South African revolutions accomplished.

7. Examine how Enlightenment, democratic, Marxist, Stalinist, Maoist, and other ideas spread from country to country, and how successful revolutions fostered both the spread of ideas of revolution and actual revolutions around the globe.

8. Apply revolutionary theories, as well as De Fronzo's, Brinton's, and Todd's ideas about revolution to contemporary societies to determine what may be anticipated in current revolutions in the Middle East.

9. Evaluate revolutionary theories, De Fronzo's "five factors," Brinton's and Todd's "natural history of revolutions," and justify which one(s) s/he supports.

10. Demonstrate skills in web site analysis and evaluation.

11. Apply historical research methodology and the theories studied by conducting library and web research on one revolution that occurred within the last 90+ years, and create a well-written paper.

12. Conduct a "values analysis" of revolutionaries and counterrevolutionaries for the revolution chosen to research.

13. Know the meaning of globalization and how cultural, political / economic globalization applies to the revolutions studied, as well as to the revolution chosen to research.

14. Employ critical thinking to formulate discussion answers and comments.

15. Analyze the roles women played in revolutions and how they were affected by the revolutions studied.

16. Assess the role of religion and secular ideology in revolutions, and how formal religion was affected by the revolutions studied.

MLA Students:

17. Apply the theories/ideas given in the Goldstone book articles to the revolutions studied.

18. Apply insights learned from Ebadi's book to the Iranian Revolution or from Ghonim's book to the 2011 Egyptian Revolution.

19. Conduct in-depth research on a revolution that occurred within the last 90+ years, using a substantial number of primary sources, and create a well-written paper.

II. Textbooks & Course Materials

A. The student will read the following: (All are available at the SEU Bookstore, with the exception of the review analysis of *The Anatomy of Revolution*, which will be linked to the course website.)

1. DeFronzo, James. *Revolutions and Revolutionary Movements*. 4th ed.

Boulder, Colorado: Westview Press, 2011. Print. Introduction, Chapters 1, 2 (omit 76-80), 3, 7-9 11.

2. Popkin, Jeremy D. *A Short History of the French Revolution*. 5th ed.

Upper Saddle River, New Jersey: Prentice Hall, 2010. Print. ix-106, 135-138, 152-155.

3. Sánchez, Joanne. Review analysis of Crane Brinton's *The Anatomy of Revolution*. 1938. New York: Vintage, 1966. Print.

4. Todd, Allan. *Revolutions 1789-1917*. Cambridge: Cambridge University

Press, 2001. Print. 1- 11,15-17, 20-23, 28-30, 31-34, 39-41,45-50, 54-61, 64-68, 71-74, 77-84, 90-93, 99-103,107-113.

MLA Students should also read:

1. Goldstone, Jack, Ed. *Revolutions: Theoretical, Comparative and Historical*

Studies. 3rd ed. Belmont, CA: Wadsworth, 2003. Print. 1-20, 45-53, 85-107, 171-177, 183-201, 261-284.

2. The following essays under "Imaging the French Revolution" on the *Exploring the French Revolution* website created by George Mason University: the introductory and concluding essays by Jack Censor and Lynn Hunt, as well as the essay by Joan B. Landes. This site can be accessed under "Online Learning Resources."

3. Ebadi, Shirin. *Iran Awakening: One Woman's Journey to Reclaim her Life and*

Country. New York: Random House, 2007. Print.

OR

Ghonim, Wael. *Revolution 2.0: The Power of the People is Greater than the People in*

Power: A Memoir. New York: Houghton Mifflin Harcourt, 2012. Print.

I will also assign two short current articles on the Middle East Arab Spring revolts of 2011.

B. The student will view the following video-cassettes/DVDs/online documentaries available at or through the Munday Library or UTube. (With the approval of the instructor, students may substitute other carefully chosen documentaries or websites on these topics).

1. For an introduction to revolutions, students should view *Catalysts of Change: Exploration, War, and Revolution's* part on *Revolution*, sections 1, 4, 5-8,10, 12,14, 15. This can be found in the Munday Library's database, *Films on Demand*.*
2. In conjunction with the study of the French Revolution, students will view the documentary, *The French Revolution*, which is available in the Munday Library's database, *Films on Demand*. A& E Networks distributes this; it was originally aired on the History Channel in 2004.*
3. In conjunction with the study of the Russian Revolutions, view **either** *The People's Revolution* (54 min.), available through our library's database, *Films on Demand* **OR** *Stalin: Inside the Terror* (49 min), available through our library's database, *Academic Video Online*.
4. Students will view **either** *No Rest for the Weary: The Cultural Revolution and its Origins* (53 min), available in the Munday Library's database, *Films on Demand*, or WGBH and Ambrica Production's two hour *China in Revolution*, available in ten parts on UTube.*
5. In conjunction with the study of the Iranian Revolution, please view at least one of the following documentaries: *Death in Tehran* through our library's *Films on Demand* database, about the 2009 election protests and the killing of Neda, a female protestor, whose death was captured on a cell phone; *20th Century with Mike*

Wallace: Crisis in Iran. Death of the Shah and the Hostage Crisis, a 1998 documentary with old footage of the Shah and the hostage crisis, available in our library's database *Academic Video Online*; *Generation K* about the Internet generation in Iran, filmed in 2011, available in our library's database, *Academic Video Online*; *Women and Islam: Islam Unveiled*, Parts 1 and 2, in our library's database *Academic Video Online*; or the 2001 PBS documentary, *Muslims*, available in VHS and DVD at the Munday Library. *

6. To enhance our understanding of the Arab Spring revolt in Egypt, please see the 2012: Egypt: Children of the Revolution, in our library's database, *Films on Demand*.
7. To enhance our understanding of South Africa today and of the South African Revolution, please view: *Testing Hope (39 min)*, available on the library's database, *Academic Video Online*. Also view the 10 minute segment: Part 1 of 4. *Apartheid-Desmund Tutu and F. W. de Klerk on UTube*.

*Reviews are required of those documentaries with an asterisk above.

III. Learning Activities and Course Requirements.

A. Campus and online class engagement:

1. Actively engage in nine campus discussions on the reading/viewing materials. A study guide will be provided for each campus class period. To aid in the learning process, the student should read over the study guide questions before doing the reading assignment. Jot down short answers/outline the answers to the questions to facilitate our discussion. **Please come to class prepared to discuss answers to the questions on the study guide, as well as any questions you have. Students should read and think critically about the material, and synthesize it in his/her words. It is important to keep up with the reading and understand the answers to the study guide questions, since each assignment builds on the one before it; and understanding the answers to the questions will help you with the midterm exam, as well as with the research paper.**

Oral engagement with the class and the reading: (1 pt. ea discussion)

2. **For online days, please complete your reading/viewing and Blackboard postings by midnight on Thursday night; and comment on at least one classmate's posting by Noon on Saturday.** Students are encouraged to participate as much as possible, but should limit responses to one or one-and-a-half screens. **Comments about a classmate's post should be substantive;** they should provide constructive criticism or explain agreement, and should be several sentences long. There is no non-verbal communication or body language over the Internet; **treat fellow students as you would like to be treated. Comments to another classmate posted late cannot receive credit,**

since ordinarily classmates will not check the discussion forum after the Saturday deadline. **If a student misses either an online or on campus class session, s/he must discuss the reason with the professor to see if a make-up is possible. Make-ups must be done in writing within 1 day if the student was not ill, and within 6 days if the student was ill. No make-ups for comments to classmates, as explained above. Only three campus/online classes may be made up. After a fourth absence from an online or campus discussion, the student must meet with me to discuss his or her progress and decide if it is necessary to withdraw from the course. If we decide that is necessary, then it is the student's responsibility to withdraw.**

Blackboard postings and comments on another student's posting: (4 pts. each discussion)

B. After viewing each of the four documentaries, the student will write a one- to one-and-a-half page review, which includes answers to the following questions:

What is your reaction to this documentary?

Summarize the five or six most important things you learned from it.

What is the main point that the film or documentary maker is trying to convey?

How does the documentary's treatment compare/contrast to what you have read?

What questions do you have as a result of viewing this video?

Please include the correct MLA or CMS format citation at the end of the review. Otherwise, this is an "informal writing" assignment to be graded on content only.

Each documentary review: (3 pts.)

C. Students will conduct two sets of peer reviews, one of two classmate's first two pages, outline, and tentative Works Cited; and the other of two classmates' draft of the entire paper and Works Cited. Peer reviews should include a critique of content, spelling/grammar/typos, MLA/CMS format, as well as both the sources and format of the Works Cited. **No make-ups for peer reviews. Each set of peer reviews: (2 pts)**

D. The student will choose one revolution that occurred since 1916 to which to apply the theories/ideas we studied. In an 8-10 page double-spaced paper, the student will describe the causes of this revolution, the events that have occurred in this revolution to date, as well as how De Fronzo's "five factors," and at least part of either Brinton's "natural history of revolutions" or Todd's ideas apply to this revolution. The student must identify the primary values of the major revolutionary leader/s and those of the counter revolutionaries. The student must also state how cultural/political/economic globalization applies to this revolution. All sources must be cited in CMS or MLA format. This is a

formal writing assignment, and will be graded on content, grammar, and format. A minimum of six scholarly/ authoritative sources must be cited in the text of the paper; and one of these should be a **primary source** (a source contemporaneous with the event, such as an archival newspaper article or a writing or speech of a revolutionary participant or ruler. A primary source does not interpret an event with a historian's hindsight, as a secondary source does). The student should submit a "Documentation of Resource Form" for the one primary source. In an effort to help students avoid inadvertent plagiarism, each student will submit his/her draft and final paper to Turnitin via Blackboard at least 4 hours before it is due to the instructor. The draft of the research paper, the Documentation of Resource Form, the Turnitin submissions, and peer reviews must be submitted on the deadlines. **Unless you have prior permission of the professor, failure to submit any of the following on time: drafts and final version to your peer review partner and to Turnitin, Research Profile Worksheet, and the Documentation form, will result in the loss of 5 points from the paper grade: Permission for late assignments is granted only for extreme extenuating circumstances.**

MLA Students:

MLA students will complete the assignments above, but will submit a 15-17 page paper (see D above), with at least 10 sources cited (a minimum of three of these must be primary sources). Graduate students will submit both a Works Cited and an Annotated Bibliography of their sources, which should be divided into primary and secondary sources. In addition to the readings assigned to undergraduates, graduate students will integrate the Goldstone and Ebadi/Ghonim readings, as well as the three essays from the *Exploring the French Revolution (Imaging the French Revolution)* web site, into the discussions.

Draft of first two pages, outline, and tentative Works Cited: (4 pts); Final paper with Works Cited: (25 pts.)

IV. Evaluation.

A. Letter grades will be determined as follows:

- 1) Original posts to the discussion forum, including comments on other students' posts (4 pts each): 36%
- 2) Oral campus class engagement: 9 %.
- 3) Reviews of the documentaries: 12%
- 4). Midterm exam: 10%
- 5). Outline of entire paper, draft of first two pages, and tentative Works Cited: 4%
- 6) Twentieth Century Revolution Paper: 25%
- 7) 2 sets of peer reviews: 4%

B. Grading Scale

A = 90-100% - outstanding. "A" work demonstrates a superior level of thinking and understanding, as well as clear and concise analytical writing. All course learning

objectives have been achieved in an exemplary manner. This work is insightful, and shows the student's ability to apply his/her knowledge. He or she is able to articulate the meaning and consequences of various points of view. This student's work is consistently excellent.

B = 89- 89% - very good. "B" work demonstrates a very good level of reasoning and understanding of the course material. It is usually clear, concise, and insightful. The student often applies his or her knowledge, and articulates the meaning and consequences of various points of view. This student's work is consistently very good, and all learning objectives have been well achieved.

C = 70- 79% - average/adequate. This work demonstrates an adequate understanding of the course material. Literal, rather than analytical thinking is usually exhibited. Writing is sometimes unclear and imprecise. This student's work is often inconsistent, and a few learning objectives are unachieved.

D = 60- 69% - below average. "D" work exhibits poor understanding of course material. Literal, rather than analytical thinking is usually exhibited. Writing is usually unclear, confusing, and imprecise. Learning objectives have been achieved at a minimal level, and several are unachieved.

F = Below 60% - failing. This work is inadequate. It is confusing and unclear, and shows many misconceptions. Few of the learning objectives have been achieved.

C. Academic Integrity:

The *St. Edward's University Undergraduate Bulletin* states:

St. Edward's University expects academic honesty from all members of the community, and it is the university's policy that academic integrity be fostered to the highest degree possible. Consequently, all work submitted for grading in a course must be created as a result of each student's own thought and effort. Representing work as your own when it is not a result of such thought and effort is a violation of our code of academic integrity. Whenever it is established that academic dishonesty has occurred, the course instructor shall impose a penalty on the offending individual (s). . . . **The maximum penalty for the first offense is failure in the course, . . . the student does not have the option of withdrawing from the course.** (25)

Refer to the Bulletin for further information.

In an effort to help students avoid inadvertent plagiarism through the use of inadequate paraphrasing or the failure to cite incorporated source material, each student will submit her/his paper drafts and final paper to Turnitin via Blackboard prior to submitting the paper to the instructor on the scheduled due date. **If the student's paper is more than 20% quotations, a hard copy of the Turnitin report, with the student's hand written response next to each section Turnitin highlighted, must accompany the student's paper when submitted to the instructor.** In order for the report to be available at the

time the paper is due, the paper **MUST** be submitted to Turnitin via Blackboard AT **LEAST 4 HOURS BEFORE** the due date. Students will be given Turnitin instructions in class.

D. Course policies:

1. Promptness: While tardiness is occasionally unavoidable because of traffic or work/family obligations, it is very disruptive. **Please be considerate. Excessive tardiness (more than 15 minutes) will count as an absence, unless there are extenuating circumstances that are discussed with the professor.**

2. Attendance/Absences: Students should inform me by phone or e-mail before class time about unavoidable and extraordinary schedule conflicts or contagious illness. If it is not possible to contact me before class, then I should be contacted the following day. In such cases, a student will be allowed to make up in writing three missed campus/online class meetings. **Absences should be reserved only for true emergencies. Comments to another classmate posted late cannot receive credit, since ordinarily classmates will not check the discussion forum after the Saturday deadline. Also, peer reviews cannot be late or made up. If a student misses either an online or on campus class session, s/he must discuss the reason with the professor to see if a make-up is possible. Make-ups must be done in writing within 1 day if the student was not ill, and within 6 days if the student was ill. They cannot be accepted after that. Only three campus/online classes may be made up. After a fourth absence, from an online or campus discussion, the student must meet with me to discuss his or her progress and decide if it is necessary to withdraw from the course. If we decide that is necessary, then it is the student's responsibility to withdraw. If the student does not withdraw, an "F" will be assigned.**

3. Assignments/Grace period/Late Work: Written assignments should be submitted on time. If it is unavoidable, you may have a one-day grace period for the documentary reviews and for the final version of your research paper. All readings and online postings must be completed on time. There will be a 2- point deduction for each day beyond the one-day grace period. In case of illness which is discussed with me, assignments must be submitted by mail, e-mail, fax, or in my drop box outside my door within six days of the original due date. See #2 above.

4. Tutoring Center, Online Writing Center (OWL), Writing Center, Collaborative Work, and reuse of papers. You may use the Tutoring Center, the Online Writing Center (OWL), or the Writing Center for help with the weekly discussions, and for tips on your research paper. Students are encouraged to use these campus resources for their research papers. You are expected to do some collaboration on the research paper as outlined above, **but the written work you submit must be your own. In addition, you may not submit a paper for this class that was mostly written and researched for another class. You may not collaborate or use the Tutoring or Writing Centers to complete your midterm exam.**

5. Use of cell phones, iPads, laptops, and other electronic devices, and distractions: An essential aspect of this class is active participation. In order for everyone to be able to engage in this way, it is important that you refrain from activities that limit your participation or that of other students. These include, but are not limited to, reading something other than one's text or notes during class, doing homework, using a cell phone for any purpose (see footnote below), being online (unless I specifically direct you to do so), and disturbing class by arriving late repeatedly or getting up and talking to others. They also include intentionally attacking another (verbal, emotional, or otherwise) rather than expressing a respectful difference of opinion; in such a case, I will have to ask the person to leave the class.

Footnote: The class time is for class only. I know it is hard to give up the cell phone, even for a short period; but when you walk in the door to the classroom, stow your cell phone in a pocket or bag, not on your desk or on your lap. It should be turned off, put on silent mode/vibrate, while class is in session. **There is NO talking on cell phones or text messaging allowed during class or tests. If you cannot comply with these rules, I will have to ask you to leave class; and you will be considered absent or asked to withdraw from the class.**

D. SPECIAL CIRCUMSTANCES:

If you have a medical, psychiatric or learning disability and require accommodations in this class, please let me know early in the semester or as soon as you are eligible for accommodations. You will first need to provide documentation of your disability to the Student Disability Services Office in Moody Hall #155 in Academic Planning and Support Services.

V. Tentative Schedule: All dates with an asterisk preceding them are online activities to be completed on the course Blackboard site. **(Study guides can be found online on the Blackboard site for this course under "Course Website."** Be sure to read the study guides, as that is where you will find the study questions.).

January 14: On campus. Introductions, review of course syllabus, and discussion on the meaning of revolution. If time permits, we will view *Catalysts for Change: Exploration, War, and Revolution* (part on *Revolution*, segments 1, 4-8,10, 12, 14, 15). Otherwise, view it for Thursday's online discussion.

***Thurs. January 16: Online.** Please view: *Catalysts for Change: Exploration, War, and Revolution* (part on *Revolution*, segments 1, 4-8,10, 12, 14, 15). You will find this on the Scarborough Phillips Library Website in the database, *Films on Demand*. Write review of this documentary (See "Learning Activities and Course Requirements," #B), and submit it under "Assignments" in Blackboard **by midnight on Thursday, January 16th**. In addition, choose one question about this documentary on the study guide, questions #1-6, and post an answer to this on the Blackboard discussion board. Comment on at least one classmate's posting by **Saturday, January 18st at Noon. Comments about a classmate's post should be substantive;** they should provide constructive criticism or

explain agreement, and should be several sentences long. There is no non-verbal communication or body language over the Internet; **treat fellow students as you would like to be treated.**

Estimated time: class time-1.25 hr.; viewing documentary and writing review- 2 hrs; answering questions, reviewing other students' postings, and posting comments- 2.5 hours. Total: (5.75 hrs.)

January 21: On campus. Introduction to revolutions. Discussion of DeFronzo, *Revolutions and Revolutionary Movements*, Introduction, and Chapter 1. Please complete this reading by class time, as we will discuss it. Jot down informal answers to all of the questions on the study guide to enhance your learning. I will assign two of the questions for you to answer on the discussion board for 1/23.

***January 23: Online. By midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, January 25th at Noon. Comments about a classmate's post should be substantive;** they should provide constructive criticism or explain agreement, and should be several sentences long. There is no non-verbal communication or body language over the Internet; **treat fellow students as you would like to be treated.**

MLA students: Please read and view above, **plus Goldstone, 1-20, 45-53.** Post answers to De Fronzo # 5 or #6 on the study guide. Also, in about one page, compare and contrast De Fronzo's ideas in his introduction with Goldstone's ideas in his introduction, and post this.

Estimated time: class-time-1.25 hrs; reading-3 hrs.; answering questions, reviewing other students' postings, and posting comments- 2.5 hours. Total: (8.75 hrs.) Additional reading time for MLA students:(2hrs.)

January 28: On campus. Introduction to Brinton's and Todd's "natural history of revolutions" and other ideas. **Read Todd, *Revolutions, 1789-1917*, 1-7. 20-23, 31-32, 45-46, 51-52, 71-72, 80-81, 99-100, 111, and my review analysis of Crane Brinton's *Anatomy of Revolution* (linked to "Textbooks and Course Materials" section).** **MLA students: Also, read Goldstone, 85-107.**

In class, we will also view PowerPoint on Crane Brinton's *Anatomy of Revolution* and the "natural history of revolutions," exemplified by Brinton and Todd.

Please complete this reading by class time, and review the questions on the study guide, as we will discuss them. Do not get discouraged. I will help you, if you do not understand some of this; but read the material and try your best to grasp it. It will make more sense when we apply it to specific revolutions. I will assign two of the questions for you to answer on the discussion board for **1/30.**

***January 30: Online. By midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, February 1st at Noon.**

MLA students: Answer Todd #6 or 8 and Brinton #2. Review pages 2-4 of Goldstone, and compare his ideas to Brinton's. **Lindsay and Sara-** briefly summarize the main ideas in Kelly and Klein's article about the outcomes of revolutions (85-94). Compare and

contrast Kelly's ideas with those of Brinton and Todd. (Total length should be no more than 250 words or 1 page). Post this on the discussion board. **Brittany and Michael-** Write a brief (no longer than 250 words or 1 page) analytical summary of Moghadam's article about gender and revolutions (94-107). Post this on the discussion board.

Estimated time: class time- 1.25 hrs.; reading -4 hrs.; viewing time -1 hr.; answering questions, reviewing other students' postings, posting comments- 2.5 hrs. Total: (8.75 hrs.) Additional reading and writing for MLA students: (4 hrs.)

February 4: On campus. Beginning of discussion of the French Revolution: problems in Old Regime France that helped to cause the revolution, the overthrow of the absolutist monarchy, and the Moderate Phase of the Revolution (1789-August 1792). In class, we will view and discuss the first half of *The French Revolution* documentary, which can be found in the Scarborough Phillips Library's database, *Films on Demand*. **Before class time, read Popkin, ix-70-and Todd, 7-11, 20-23, 31-34, 45-48, 71-73, 80-82, 111. MLA Students:** Also, read John Markoff's article, "The French Revolution: The Abolition of Feudalism" in Goldstone, 171-177. We will discuss this and some of the most difficult questions on the study guide. I will assign two of the questions for you to answer on the discussion board for 2/6.

***February 6: Online: By midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, February 8th at Noon.**

MLA students: Answer #4 OR #12 on the study guide. In a separate post, write a short (2/3rds-1 page) analytical summary of Markoff's article.

Estimated time: class time: 1.25 hrs.; reading -5 hrs.;viewing time -1.5 hrs.; answering questions, reviewing other students' postings, and posting comments- 2.5 hrs. Total: (10.25 hrs.) Additional reading and writing time for MLA students: (2hrs.)

February 11: On campus. Continue discussion on the French Revolution. We will discuss the following of Crane Brinton's stages: Accession of the Extremists, the Reign of Terror and Virtue, and the Thermidorian Reaction.

In class, we will view and discuss the second half of *The French Revolution* documentary, which can be found in the Scarborough Phillips Library's database, *Films on Demand*.

For class time, read Popkin, 71-106, 135-138, 152-155 and Todd, 45, 46-50, 82-84, 101, as well as on-line lecture #2 on Reign of Terror and Virtue on the course website. I will assign two of the questions for you to answer on the discussion board for 2/13.

MLA Students: Complete the undergrad assignment, and answer #6 on the study guide. Also, go to the George Mason University website, *Exploring the French Revolution* and read both the introductory and the concluding essays in the section, "Imaging the French Revolution," as well as the essay by Joan B. Landes. Briefly summarize Jack Censor's and Lynn Hunt's main conclusions about Revolutionary images. In addition, briefly summarize the essay by Joan B. Landes for 1/13 and post it on the discussion board. Also view images on this site. You can access the site under "Online Learning Resources."

***February 13: Online: By midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, 2/15^h at Noon**. The review of *The French Revolution* documentary is due on **2/15 by midnight**. Follow instructions on III B of the syllabus, and post the review under Assignments in Blackboard.

Estimated time: class time: 1.25 hrs.; reading -5 hrs.; answering questions, reviewing other students' postings, and posting comments- 2.5 hrs; writing documentary review-2 hrs. Total: (10.25 hrs.)
Additional reading and writing time for MLA students: (2hrs.)

February 18: On campus: For class time, read **DeFronzo**, Chapter 9. Also visit web site assigned – You may use the link under [Online Learning Resources](#) to access it. View the two short documentaries listed under Textbooks and Course Materials. Discussion of the South African Revolution. **We will have an asynchronous discussion with students from the University of the Free State in South Africa.** More information will follow. **By 2/18 @ midnight, in the designated forum, post at least one question for the University of Free State students on current South Africa, a personality, or the South African Revolution of 1994.**

***February 20: Online:** By midnight, post answers to two study guide questions of your choice, and post at least one response to the South African Students. By Feb 22nd at noon, post a response to a classmate, and at least one more response to a Free State student.

MLA students: Please begin reading Sharin Ebadi's book, *Iran Awakening Or Wael Ghonim's, Revolution 2.0*, which needs to be completed by March 20th.

Estimated time: class time: 1.25 hrs.; reading -4 hrs.;viewing documentaries-1.5 hrs.; answering questions, reviewing other students' postings, posting questions for Free State Students, and posting comments- 3hrs. Total: (9.75 hrs.)
Additional reading for MLA students:(3hrs.)

February 25th: On Campus: We will discuss the Russian Revolutions of 1917 and 1991, and I will assign two of the questions for you to answer on the discussion board for 2/27. **By class time,** read an encyclopedia or textbook article about the Russian Revolution, as well as my Online Lecture #3 on the course website. Then read DeFronzo, Chapter 2 (omit 76-80) and Todd, 15-17, 28-30, 39-41, 54-57, 64-68, 77-79, 90-92,107-110. For a visual account with a different slant than De Fronzo, you might want to view the 54 minute *The People's Revolution*, available in the Scarborough Phillips Library's database, *Films on Demand*, or the 49 minute documentary, *Stalin: Inside the Terror* in our library's database, *Academic Video Online*.

MLA Students: Do the above reading and viewing. Also read: Tim Mc Daniel's article, "The Russian Revolution of 1917: Autocracy and Modernization," (183-190), including the introduction and Goldstone's, "Revolution in the USSR, 1989-1991," pages 261-271.

***February 27: Online: By Thursday, February 27th @ midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, March 1st at Noon**.

MLA Students: Post an answer to *either* #1, #6, or #9 on the study guide. **Sara and Lindsay**, in a separate post, write a brief (2/3- 1 page) summary of Tim Mc Daniel's article, "The Russian Revolution of 1917: Autocracy and Modernization," (183-190), including the introduction. In the final paragraph, compare and contrast McDaniel's interpretation with DeFronzo's. Also, read. **Brittany and Michael:** in a separate post: in a separate post, briefly (2/3rds- 1 page) summarize Goldstone's, "Revolution in the USSR, 1989-1991," article and compare and contrast Goldstone's ideas with those of DeFronzo. Comment on at least one classmate's posting by **Saturday, March 1st at Noon.**

Estimated time: class time: 1.25 hrs.; reading -4 hrs.; answering questions, reviewing other students' postings, and posting comments- 2.5 hrs. Total: (7.75 hrs.) Additional reading and writing time for MLA students:(3hrs.)

March 4: On campus. Discussion of the Chinese Revolution. For class time, read the following: a text or encyclopedia article about this revolution. Then read DeFronzo, Chapter 3 and the following brief pictorial article on the Cultural Revolution: Ewers, Justin. "Pictures at the Revolution." *US News and World Report* 135.11 (Oct 6, 2003): 44-48. *Academic Search Complete*. Web. 3 January 2008. I will assign two of the questions for you to answer on the discussion board for 3/1. **MLA students:** in addition to the reading above, read Mark Selden's article, "The Chinese Communist Revolution," pages 191-201. Also read Martin Whyte's article, "The Social Sources of the Student Demonstrations in China, 1989," pages 271-284.

***March 6: Online: By Thursday, March 6th @ midnight,** post answers on the Blackboard discussion board to the two questions to which you were assigned in class. **MLA Students:** please answer # 7 and #13 on the study guide. Choose *either* to briefly summarize the Selden article and compare and contrast it with De Fronzo **or** summarize and analyze the Whyte article. Post this on the discussion board by March 6th.

Because of Spring Break, you will not have to comment on another student's posting; but you will need to view **either** *No Rest for the Weary: The Cultural Revolution and its Origins* (53 min), in the Scarborough Phillips Library's database, *Films on Demand* or WGBH's and Ambrica Production's two hour, *China in Revolution*, available in ten parts on UTube. Write a review following the instructions on III B of the syllabus or under B in "Learning Activities and Course Requirements" of the website and post it under "Assignments" in Blackboard **by Friday, March 7th @midnight.**

Estimated time: class time: 1.25 hrs.; reading -5 hrs.; viewing documentary and writing review- 3 hrs.; answering questions, reviewing other students' postings, and posting comments-2.5 hrs. Total: (11.75 hrs.) Additional reading and writing time for MLA students: (3hrs).

Spring Break is March 8-16. Enjoy!

March 18: On campus: Midterm quiz to be taken in class.

March 20 No online class. Begin working on your Research Profile Worksheet and

Documentation of Resource Form, which are due on April 1st. (See below).

Estimated time: class time: 1.25 hrs.; research and writing 3 hrs. Total= (4.25 hrs.)

March 25: On campus. Discussion of the causes and effects of the Iranian Revolution. Read De Fronzo, Chapter 7.

MLA students: please do the above reading, as well as finish reading Shirin Ebadi's *Iran Awakening, if you chose this rather than Ghonim's book*. Write a one to one-and-a half page (250-350 word) summary and analysis of this book. In one of the paragraphs, analyze how the revolution affected Ebadi and her family. Also post an answer to one of the study guide questions for March 27th. If you chose the Ghonim book, finish reading it; and please answer two of the study guide questions for March 27th. (Your Ghonim summary will be due on April 8th).

March 27: Online: By midnight, post answers on the Blackboard discussion board to the two questions to which you were assigned in class. Comment on at least one classmate's posting by **Saturday, March 29th at Noon.**

- Also, please view at least one of the following documentaries: *Death in Tehran* through our library's *Films on Demand* database, about the 2009 election protests and the killing of Neda, a female protestor, whose death was captured on a cell phone; *20th Century with Mike Wallace: Crisis in Iran. Death of the Shah and the Hostage Crisis*, a 1998 documentary with old footage of the Shah and the hostage crisis, available in our library's database *Academic Video Online*; *Generation K* about the Internet generation in Iran, filmed in 2011, available in our library's database, *Academic Video Online*; *Women and Islam: Islam Unveiled*, Parts 1 and 2, in our library's database *Academic Video Online*; or the 2001 PBS documentary, *Muslims*, available in VHS and DVD at the Munday Library.

Submit your review under "Assignments" in Blackboard by **March 29th @ midnight.**

Estimated time: class time: 1.25 hrs.; reading -4 hrs.; viewing documentary and writing review- 3 hrs.; answering questions, reviewing other students' postings, and posting comments-2.5 hrs. Total: (10.75 hrs.) Additional reading and writing time for MLA students: (5hrs.)

April 1st: On campus. We will discuss the questions about the research paper, and I will assign peer review teams.

For class, submit hard copy of Research Profile Worksheet and Documentation of Resource Form. Submit Documentation of Resource Form and Research Profile Worksheet. (Documentation of Resource Form should have the first five pages of the article attached; or if the source is a book, it should have the title page attached.) Remember that the source for your Documentation of Resource Form must be a "primary" one. This means that it should be firsthand from a contemporary of the revolution, rather than a secondary source, which interprets the event later on. Primary sources include ones that are written by those who took part in the revolution or who were eyewitnesses. Other primary sources include newspaper accounts or writings from

the time. See "Learning Activities and Course Requirements" for more details.

No online assignment this week to enable you to work on your research paper.

Estimated time: class time: 1.25 hrs.; preliminary research- 5 hrs., Documentation of Resource Form and Research Profile Worksheet- 2hrs.; additional research and writing; 5 hrs. Total (13.25 hrs.)

April 8: On campus. For class time, read DeFronzo, Chapter 8. We will discuss Islamic Revolutionary Movements and the 2011 Arab Spring Middle Eastern revolutionary movements. You should read either of the following on the Arab Spring revolts of 2011 posted under "Course Documents." The first is: Goldstone, Jack A. "Understanding the Revolutions of 2011." *Foreign Affairs* 90.3 (May/June 2011): 8-16. *World History Collection*. Web. 19 August 2011. The other is Chapter 1 from: Ghonin, Wael. *Revolution 2.0: The Power of the People is Greater than the People in Power*. Boston: Houghton Mifflin, 2012. 1-27. Wael is an Egyptian who works for Google who helped organize demonstrations against Mubarak by using social media. His use of social media helped to bring the government down.

From Chapter 8, choose one of the following sections of De Fronzo: 343-350, 350-354, 354 (bottom)-362, 368-378 **to summarize and analyze orally in class.** We will also discuss the articles on the Arab Spring revolts. **You will be graded on your oral class engagement.**

We have a special treat this week. We will be joined asynchronously on our discussion board, and possibly synchronously, by an Egyptian acquaintance of mine, who is a women's advocate and lives in Egypt. I will call her "Jane Doe." (Not her real name). More details forthcoming as they become available. **Rather than posting answers online, by April 8th, please post a question for "Jane Doe," and respond to her by April 10th, if she is able to answer you.**

Preview of assignment for April 14th. Draft of first two pages of research paper, an outline of entire paper, and a tentative Works Cited are due on April 15th. These will need to be submitted to Turnitin via Blackboard before class time on the April 15th.

Estimated time: class time: 1.25 hrs.; reading -4 hrs; preparing summary for oral discussion summary, and posting question for Egyptian guest and responding to her-2hrs. Total: (7.25 hrs.)

April 15: On campus. Before class, submit your draft of first two pages of research paper, an outline of entire paper, and a tentative Works Cited **to Turnitin via Blackboard.** Your paper should be less than 20% quotations. **In class,** peer review of first two pages of research paper, an outline of entire paper, and a tentative Works Cited. **Bring in three (two for peer review and one for instructor) hard copies of each.** Your peer review should be specific; include a critique of content, spelling/grammar/typos, MLA/CMS format, as well as both the sources and format of the Works Cited. **Please stick to this deadline, so you and your classmates can complete papers after receiving a peer review. If they are late, no credit can be given for the outline, draft of the first two pages, and tentative Works Cited or the peer review.**

Estimated time: class time: 1.25 hrs.; additional research- 8 hrs.; writing: 8 hrs. Total: (17 hrs).

--No online assignment this week. Easter Vacation: April 17-21. Enjoy!

April 22: On campus. Question and answer period about research papers. Small group brainstorming.

***April 24 :Online: Submit** a draft of your entire research paper and Works Cited to Turnitin under "Assignments" in Blackboard by April 24th@ midnight. Your paper should be less than 20% direct quotations. When you view the Turnitin report, click on "exclude bibliography" to get the percentage of quotations. Then click on "exclude quoted" to see if you have any direct quotes that are not acknowledged. Remember that indented quotes in MLA format (quotations longer than 4 lines) should not have quotation marks. Indented quotes will be highlighted, so correct only those quotations that are improperly referenced.

By April 24^d @midnight, also, email your draft to your peer review partner. You cannot receive a peer review or get peer review credit if your draft is late to your peer review partner. By April 26th @ Noon, email back a thorough peer review that includes a critique of content, spelling/grammar/typos, MLA/CMS format, as well as both the sources and format of the Works Cited.

Estimated time: class time: 1.25 hrs.; additional research: 4 hrs; writing- 10 hrs; peer review- 2hrs. Total: (17.25 hrs.)

April 29th: On campus. Submit your final paper draft to Turnitin before class, and bring a hard copy to class. * Optional oral reports (4 min) ea. on research findings. Final thoughts on revolutions. Course evaluations.

Estimated time: additional editing and working on report: Total (4 hrs).

Total coursework time: approximately 147.5 hrs, for entire course, which is in the normal range for a 3 credit hour undergraduate course.

Rev:1/13/14