

The University of Southern Mississippi
Department of History

History 102H
455 LAB

Spring 2006
2:25-3:40PM T, Th

**World Civilizations II Honors:
Revolutions in World History, 1500--2000**



“The successful revolutionary is a statesman, the unsuccessful one a criminal.”

Erich Fromm (1900 - 1980)

Dr. Kyle F. Zelner

Office: 466 LAB **Office Phone:** 266-6196 **Email:** Kyle.Zelner@usm.edu
Office Hours: 10-11AM Mondays and Wednesdays, 4-5PM Tuesdays and by appointment.

Statement of Purpose:

The history of the world in the last five hundred years is a history of constant change, be it political, religious, economic, social, cultural, military, or cultural transformation. This honors class, unlike a regular section of World Civilization, in no way tries to cover all of those changes in the course of one semester or even all of the most important events, movements, transformations and personalities in the story of humanity’s last half millennium. The theme of this course is revolution. We will examine in the swift, mostly violent, transformations which were so important in the lives of millions during our time period. Some historians say the era was defined by revolution. As a group, we will try to come up with a suitable definition of the term and look at the major revolutions of the past five hundred years as a way to come to terms with an important slice of world history.

In addition to increasing your factual knowledge of the topic, you will develop the intellectual skills to analyze and interpret history. This development will enable you to excel in a number of areas, including reading comprehension, persuasive writing, and critical thinking. Hopefully, if you have done your job and I mine, by the end of the semester, you will have the skills and background to embark on a more detailed, further study of history at the university level, if you so desire. Whatever the outcome, I hope you will come to appreciate the ever changing nature of this thing we call the past.

Mechanics of the Course:

The class will be divided between lectures and discussions. You will also devote a considerable amount of time to outside reading, primarily of a number of important monographs (single subject books), journal articles, and primary sources.

In order to cover the vast amount of material necessary, the professor **will lecture each Tuesday**. Audio-visual materials may be used during certain classes to stimulate understanding and discussion. The schedule of topics and the reading assigned to complement the lectures follows below.

Readings and lectures are complementary in this course-- you will have to synthesis them in order to understand our topic.

On every Thursday, the class will become a discussion section to talk about that week's reading. It is important that you have the reading done before class each Tuesday to follow the lectures more precisely. It is **IMPERATIVE** that you have the reading done before class each Thursday because that entire class period will be devoted to class discussion. Lively and thoughtful participation in the discussions is a requirement of the course and will account for a large percentage of your participation grade. Usually, the professor will take responsibility for leading discussions and making sure all students have a chance to be heard and ask pertinent questions. At times, students will be asked (in advance) to offer their own discussion questions (in writing) which the professor will use to guide the class through the material. Read the class schedule below and listen for class announcements or emails from the instructor for changes in this general format.

Required books to purchase (available at the USM Textbook Center):

Michael D. Richards. *Revolutions in World History*. New York: Routledge, 2003. ISBN: 0415224985

Eric Wolf. *Peasant Wars in the Twentieth Century*. Norman: Univ. of Oklahoma Press, 1999. ISBN: 0806131969

Crane Brinton. *Anatomy of a Revolution*. New York: Vintage, 1965. ISBN: 0394700449

William Doyle. *The French Revolution: A Very Short Introduction*. New York: Oxford Univ. Press, 2001. ISBN: 0192853961

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martins, 2004. ISBN: 0312403577

Assignments, Attendance, & Grading:

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class readings is necessary for the satisfactory completion of the course.

Attendance at ALL classes is MANDATORY. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling "under the weather" DO NOT qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean's office, athletic coaches, doctors, etc.). Please note: If you stop attending class, but do not withdraw from the course at the Registrar's Office, the instructor reserves the right to issue a failing grade for the course.

The omission of any class requirement will result in automatic failure for the course—in other words, you must turn in every assignment to pass the course.

As stated above, the heart of this course is the outside reading and subsequent discussions of those course readings. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. **Students are required to bring all assigned reading materials (books, articles, etc.) to class discussion.** High-

quality class discussion is vital to the success of the course and as such, thorough reading and lively participation will be rewarded. Class participation will account for 15% of the final grade.

There will be one short (4-5 pages) paper for this class, based on the course readings and lectures of Weeks 3 and 4 on the American Revolution. This paper will be due on Tuesday, 14 February 2006 and will be worth 10% of the course grade. Students will write an argumentative essay addressing the question “Was the American Revolution revolutionary?” Excellent answers will incorporate references to class lectures, readings, and discussions—no outside research is allowed on this paper. History papers MUST be argumentative (have a strong thesis), conform to all rules of grammar and spelling, and document their sources. Students are strongly encouraged to read and apply the lessons in the required text *The Pocket Guide to Writing in History* in order to ensure success on papers. More information on papers (mechanics, etc.) is listed below in “Course Policies.”

There will be two examinations during the course, a midterm exam (Tuesday, 7 March 2006) and a final exam (Friday, 12 May 2006 from 11AM-1:30PM). Examination questions will be drawn from the lectures, textbook, and readings. Exams will be made up of identification questions and essays. The midterm exam will count as 15% of your final grade, as will the final. If you are unable to take an exam, be sure to discuss it with the instructor in advance. If you are ill on the day of an exam, be sure to call before the exam and leave your phone number so I can reach you. Official documentation (such as a doctor’s note, dean’s memo, etc.) must be produced before a student may take a “make-up” exam. If you have any questions about this policy or the instructor’s policy on receiving an Incomplete (I) grade for the course, please see the instructor during office hours.

Each student in the class will also produce a longer paper on a world revolution not covered in class. The instructor will distribute a list of available revolutions—see pgs. 15-16 of this document. Students will be randomly rank ordered and on Thursday, 24 January 2006 they will pick their preference off the list—the first student will get their first choice, the second will pick from the remaining topics and so on. The ultimate goal is to produce a ten-page paper on the student’s revolution and give an oral presentation on that topic to the rest of the class. Along the way, students will turn in an annotated bibliography (due Thursday, 23 February 2006, 10% of the grade), the final paper (Tuesday, 25 April 2006, 25% of the class grade) and give their formal oral presentation (Weeks 15 and 16, 10% of the course grade).

The History Department sponsors a World Civilization Film Series during the semester. Students who wish may write up to two extra credit movie reviews based on movies in the film series. The reviews must be 2 pages in length, follow all rules for a history paper as outlined in this syllabus, and offer a critical review of the historical accuracy of the film—using information from your textbook as a source. Students with questions about the optional reviews should email the instructor or see him during office hours. A flyer listing the movies and dates will be handed out early in the semester. This is the only way to earn extra-credit in the class—students are encouraged to take advantage of the opportunity.

Grading Breakdown:

Discussion/Participation.....	15% (150 Points)
Short Paper on American Revolution.....	10% (100 Points)
Midterm Exam.....	15% (150 Points)
Final Exam.....	15% (150 Points)
Annotated Bibliography.....	10% (100 Points)
Research Paper.....	25% (250 Points)
Oral Presentation on Research Paper.....	10% (100 Points)
Total	100% (1000 Points)

Class Grading Scale:

A=1000-900 points;

B=899-800 points;

C=799-700 points;

D=699-600 points;

F=below 600 points.

****As strict as this scale seems, improvement in grades over the semester MAY be taken into account when assigning the final grade. This is a learning process and if you can demonstrate that you have improved your skills by posting better grades at the end of the course, you will be rewarded.**

A Note about Office Hours:



I hold office hours for any interested students at posted times (see page one, above, for days and times) and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I must miss my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk about your questions or comments about the class, history, writing, the university, or whatever (including "The West Wing"). It is a great time to come in and discuss paper topics or questions. If you're interested in majoring in history or even thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours--we're not just available in the classroom.

Course Policies:

1. Class Climate: This course is in many ways a seminar, designed to give you a chance to explore an academic area of interest through intensive reading, writing, and discussion. Accordingly, many class periods will be filled by discussion of the assigned reading. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone's ideas can be heard.

2. Pagers and Cell Phones: All pagers and cell phones must be turned to silent mode (vibrate) or off when in class! If you must take or make an EMERGENCY call, leave the classroom (and re-enter) quietly so you will not disturb others. The second time a cell phone rings in class, and any time thereafter, the instructor reserves the right to give an immediate quiz on the current topic. Cell phones are ABSOLUTELY prohibited in class on examination days and will be confiscated if seen—NO EXCEPTIONS!

3. USM Email and WebCT: All students must check their USM email and our class WebCT site regularly—students who do not set up their accounts or respond to USM email will lose participation points and suffer a lower grade. I will use these online resources to post assignments, keep you up-to-date on class activities, and possibly even give you portions of your exams. Each student will be enrolled on the WebCT class roll for this class. Simply go to:

<http://www.usm.edu/de/studentresources/firststep.htm>

and follow the instructions to set up your student account. After that, students should simply log in at:

http://distancelearning.usm.edu/webct/ticket/ticketLogin?action=print_login&request_uri=/webct/homearea/homearea/

4. Papers: Students are required to hand in TWO COPIES of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule, and one electronic copy, which must be submitted to www.turnitin.com under the correct class and assignment. More information on Turnitin.com is below.

5. Support and Documentation in Papers: Support your paper arguments with specific text references. You must use footnotes for all papers. Follow the *Chicago Manual of Style* format and documentation; also known as the Turabian method. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> and Mary Lynn Rampolla's *A Pocket Guide to Writing in History* for information.

6. Paper Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

*Sample heading for papers (Note: Right-hand placement):

Student Name
History 102H
Paper One
14 February 2006

7. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I--A) misplace the hard copy and B) delete the electronic copy of the same paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

8. Late Papers: Papers submitted between one and four days (weekend days count) after the due date will be penalized one full letter grade. Papers submitted five to seven days after the due date will be penalized two full letter grades. Papers submitted more than one week after the due date **WILL NOT BE ACCEPTED (NOTE—ALL CLASS ASSIGNMENTS MUST BE TURNED IN AND ACCEPTED TO PASS THE COURSE)**. Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation are within the sole purview of the instructor.

9. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam or plagiarism on a paper will automatically lead to a grade of "F" for the course and can result in dismissal from the college. The instructor reserves the right to use electronic resources, such as [turnitin.com](http://www.turnitin.com), to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

10. Students with Disabilities: If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: <http://www.ids.usm.edu/ODA/default.asp>

11. A Resource for Improving Writing: While I am available to discuss your ideas and look over drafts well before paper due dates, I would also encourage you to use the following resource:

History students at USM have a special opportunity to get help writing history papers, studying for history exams, and/or doing historical research. The History Department sponsors a History Writing Lab (HWL). The HWL is staffed by advanced graduate students who can assist at any stage of studying or writing, from generating ideas to polishing final drafts, and with any type of history writing project, from book reviews to research papers to preparing for exams. Be aware, the HWL does not provide an editing service where the consultants only correct grammatical errors and typos—the goal of every consultation is to help students become better writers, a process that happens gradually and that occurs through the active participation of students in consultations. If you need some help or guidance, call or email to make an appointment or just stop by for a free, friendly consultation. The History Writing Lab: Room 453, Liberal Arts Building (LAB); phone: 601-266-4121; email: historywritinglab.usm@gmail.com. Opens: 23 January 2006.

12. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however, if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.



Plagiarism Detection Service

What is Turnitin? USM has recently purchased a subscription to the Web-based plagiarism detection software Turnitin. Colleges and universities around the world have found that using Turnitin helps stop and prevent plagiarism of Internet material.

Here's how it works:

- Students (or their instructors) submit electronic copies of assignments to the Web site <http://www.turnitin.com>.
- Turnitin compares the student's paper to a range of other sources, including a large database of other students' writing, the Web in general, and many common full-text journals that are available through USM Libraries' online databases.
- Turnitin then generates an Originality Report for each paper submitted, which shows the percentage of text within that paper that matches text taken from one or more other sources. Using the reports, instructors can compare the text of the student's paper side-by-side with the secondary source. When a substantial amount of text in a student paper matches text in one or more other sources, this may be an indicator of plagiarism.

The main purpose of Turnitin is:

- to ensure that students do their own work
- to keep students from relying too heavily on secondary sources.
- to deter intentional or unintentional plagiarism in the future - either by making students aware that they are submitting electronic copies of their work to be checked, or by providing them with an opportunity to learn about what constitutes plagiarism.

Turnitin is not a surefire way to detect plagiarism; it simply points out where text in a submitted paper closely resembles text from other sources. Once Turnitin has identified any discrepancies, it is up to the instructor to determine whether the student has properly cited the source.

Class Information for History 102 Honors—Sec. 02H Spring 2006, Dr. Zelner:

Class ID Number: 1440024 Class Password (case sensitive): honors

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by 27 January 2006. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

Course Schedule

Week 1: A World in Flux-Revolutions in World History

Reading Assignment: Richards, pgs. 1-9, 87-98; Brinton, pgs. 3-26; and Wolf, pgs. ix—xxxiii, 276-302.

Tuesday, January 17—Class Introduction

****Choose class order to pick research topic**

Thursday, January 19—Class Discussion: “Theories of Revolution: A Beginning”

Week 2: The English Revolution in the 17th Century

Reading Assignment: Richards, pgs. 11-21, Brinton, pgs. 27-91, Parliament, “The Nineteen Propositions sent by the two Houses of Parliament to the King at York” at <http://www.constitution.org/eng/conpur053.htm> and Charles I “The King's Answer to the Nineteen Propositions” at <http://www.nipissingu.ca/departement/history/MUHLBERGER/2155/KINGSANS.HTM> [both also on WebCT].

Tuesday, January 22—Lecture

Thursday, January 24—Class Discussion of Readings

****Students pick research topic by rank order (see pgs. 15-16)**

Week 3: The American Revolution--Background

Reading Assignment: Brinton, pgs. 92-147; “The Declaration of the Stamp Act Congress 1765” at http://www.constitution.org/bcp/dor_sac.htm, The Declaration of Independence at <http://www.constitution.org/usdeclar.htm>, and the Constitution of the United States at http://www.constitution.org/constit_.htm [also on WebCT].

Tuesday, January 31—Lecture

Thursday, February 2—Class Discussion of Readings

Week 4: The American Revolution—Revolutionary or Not?

Reading Assignment: Brinton, pgs. 148-204, Barbara Clark Smith, “The Adequate Revolution” in *The William and Mary Quarterly*, 3rd Ser., Vol. 51, No. 4. (Oct., 1994), pp. 684-692 at <http://links.jstor.org/sici?sici=0043-5597%28199410%293%3A51%3A4%3C684%3ATAR%3E2.0.CO%3B2-B> and [WebCT], Gordon S. Wood, “The Revolution Destroyed Monarchy and Paved the Way for Democracy” (1994) and Alfred F. Young, “The Revolution was Radical in Some Ways, Not in Others” (1993) in *Major Problems in the Era of the American Revolution*, ed. Richard Brown (Boston: Houghton Mifflin, 2000). [Electronic Reserve].

Tuesday, February 7—Lecture

Thursday, February 9—Class Discussion of Readings

Week 5: The French Revolution--Background

Reading Assignment: Brinton, pgs. 205-271; Doyle, pgs. 1-64.

Tuesday, February 14--Lecture

****Short Paper (American Revolution) Due**

Thursday, February 16—Class Discussion of Readings

Week 6: The French Revolution--The Archetypical Revolution?

Reading Assignment: Doyle, pgs. 65-108, “Declaration of the Rights of Man and the Citizen” at <http://www.yale.edu/lawweb/avalon/rightsof.htm> [also in Doyle, pgs. 12-15].

Tuesday, February 21--Lecture

Thursday, February 23—Class Discussion of Readings

****Annotated Bibliography Due**

Week 7: Revolution in Mexico

Reading Assignment: Richards, pgs. 23-36; Wolf, pgs. 3-48.

Tuesday, February 28--Mardi Gras holiday—No Class!

Thursday, March 2—Lecture and Class Discussion of Readings

Friday, March 3-- Last day to drop full-semester classes without academic penalty

Week 8: The Russian Revolution--Background

Reading Assignment: Richards, pgs. 37-51; Karl Marx and Frederick Engels, “Manifesto of the Communist Party” at <http://www.marxists.org/archive/marx/works/1848/communist-manifesto/index.htm> [also WebCT], Brinton on Russia—review your reading notes.

Tuesday, March 7--****Midterm Exam**

Thursday, March 9—Lecture and Class Discussion of Readings

Week 9: The Russian Revolution—Success or Failure?

Reading Assignment: Wolf, pgs. 51-99; V.I. Lenin, “Economics and Politics in the Era of the Dictatorship of the Proletariat” (1919) at <http://www.marxists.org/archive/lenin/works/1919/oct/30.htm> [also WebCT].

Tuesday, March 14--Lecture

Thursday, March 16—Class Discussion of Readings

Week 10: Revolution in China—Background

Reading Assignment: Wolf, pgs. 103-155; Mao Tse-Tung, “Quotations from Mao Tse Tung” (1966) at <http://www.marxists.org/reference/archive/mao/works/download/red-book.pdf> [also WebCT].

Tuesday, March 21--Lecture

Thursday, March 23—Class Discussion of Readings

Week 11: Revolt in China—From Political to Cultural Revolution

Reading Assignment: Joseph W. Esherick, “Ten Theses on the Chinese Revolution” in *Modern China* Vol. 21, No. 1, Symposium: Rethinking the Chinese Revolution. Paradigmatic Issues in Chinese Studies, IV. (Jan., 1995), pp. 45-76 at JSTOR <http://links.jstor.org/sici?sici=0097-7004%28199501%2921%3A1%3C45%3ATTOTCR%3E2.0.CO%3B2-S> [also on WebCT]; Brinton on China—review reading notes.

Tuesday, March 28--Lecture

Thursday, March 30—Class Discussion of Readings

Week 12: Revolution in Vietnam—True Revolution or War for Independence?

Reading Assignment: Richards, pgs. 55-71; Wolf, pgs.159-207.

Tuesday, April 2--Lecture

Thursday, April 4—Class Discussion of Readings

Week 13: Spring Break

Reading Assignment: Instructions on a Pat O’Brien Hurricane mix packet.

Tuesday, April 11--No Class

Thursday, April 13--No Class

Week 14: Revolution in Iran—A Political or Religious Upheaval?

Reading Assignment: Richards, pgs. 73-86; Nikki R. Keddie, “Iranian Revolutions in Comparative Perspective” in *The American Historical Review*, Vol. 88, No. 3. (Jun., 1983), pp. 579-598. JSTOR Stable URL: <http://links.jstor.org/sici?sici=0002-8762%28198306%2988%3A3%3C579%3AIRICP%3E2.0.CO%3B2-W>, Iranian Constitution, “Preamble and Chapter 1; General Principles,” [necessary selections on WebCT], whole document at <http://www.oefre.unibe.ch/law/icl/ir00000.html>.

Tuesday, April 18--Lecture

Thursday, April 20—Class Discussion of Readings

Week 15: Oral Presentations on Other Revolutions

Reading Assignment: None

Tuesday, April 25—Scheduled Oral Presentations

****Research Paper Due**

Thursday, April 27—Scheduled Oral Presentations

Week 16: Oral Presentations on Other Revolutions

Reading Assignment: None

Tuesday, May 2—Scheduled Oral Presentations

Thursday, May 4—Scheduled Oral Presentations and Wrap-Up Discussion

Final Exam: Friday, 12 May 2006, 11AM-1:30 PM



"Prof. Zelner, may I be excused? My brain is full."

Possible Revolutions for Study

Underlining denotes a Revolution which the class should cover

Liberal revolutions

(known to Marxists as bourgeois revolutions)

* Irish Revolution – (1916-1923) – The period of nationalist rebellion, guerrilla warfare, political change and civil war which brought about the establishment of the Irish Free State.

* Haitian Revolution – (1804) – Successful slave rebellion led by Jean-Jacques Dessalines. Established Haiti as the first free, black republic.

* Taiping Rebellion – (1851) Rebellion against the Qing Dynasty and Manchu domination.

* Indian rebellion of 1857 Also called the War of Independence of 1857 and popularly known in the West as the Sepoy Mutiny, this rebellion was against British imperialism and marks the end of Mughal rule in India.

* German Revolution – (1918) – Overthrow of the Kaiser by a workers' revolution, establishment of the Weimar Republic.

Socialist and/or Communist revolutions

* The Revolutionary Commune of Paris – 1871

* German Revolution – (1919) – Failed revolution in Germany led by Rosa Luxemburg and Karl Liebknecht

* Hungarian Revolution—1949

* Spanish Revolution – 1936

* North Korea – 1948

* Algerian Revolution – (1954 – 1962) – Revolutionary war of independence against French imperialism.

* Cuban Revolution – (1959) – Fidel Castro-led rebellion against U.S.-backed dictator Fulgencio Batista; victory of revolutionary government of Fidel Castro.

* The Congo – 1964 and 1968

* France, May 1968 – Students' and workers' revolt against the Government of Charles de Gaulle.

* Ethiopia – 1974

* Mozambique – 1975

* Angola – 1975

* Afghanistan – 1978

* Nicaraguan Revolution – (1979) – Popular overthrow of the Somoza dictatorship by progressive/Marxist peasant movement.

* Bolivarian Revolution – (1998) – Venezuela elects socialist Hugo Chávez.

Eastern European anti-Communist/anti-dictatorship revolutions

* Hungarian Revolution – (1956) — Workers' and peasants' left-wing revolution against the imposed Communist Party-run state dictatorship, suppressed by Soviet forces.

* Prague Spring – (1968) — Led by Alexander Dubček, the attempted political liberalization of Czechoslovakia in defiance of the imposed Communist Party-run state régime, crushed by Soviet forces.

* Romanian Revolution – (1989) — Violent overthrow of Communist Party-run state in Romania.

* Velvet Revolution – (1989) — Bloodless overthrow of Communist Party-run state in Czechoslovakia.

Cultural, intellectual, and philosophical revolutions

* Scientific Revolution

* Sexual Revolution

Technological revolutions

* Agrarian Revolution

* Digital Revolution

* Industrial Revolution

* Price Revolution