

POLS 230/HIST 230: REVOLUTIONS IN THE MODERN WORLD

BELLEVUE COLLEGE | WINTER 2015 | MW 12:30pm-2:40pm | RM A30

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COURSE DESCRIPTION

In this class we will analyze the development of several historically significant revolutions in an effort to understand the causes and consequences of these major social upheavals. We will explore hidden histories of people engaging in extraordinarily risky behavior in order to alter the conditions of their lives. And we will come to understand the sheer magnitude of repression used to prevent or alter the course of revolutionary movements. Some of the specific questions we will explore together include: What brings revolutions about? Why do some succeed, and others fail? In what ways, and under what conditions, are revolutionary movements a positive means of social change. In what ways, and under what conditions, are they a negative means of social change? We will address these questions by surveying the rebellion of Tupac Amaru, slave revolts in British North American colonies, the Haitian Revolution (the most successful slave revolt in the modern global system), the American Revolution, the French Revolution, the Irish Easter Rising, the Russian Revolution, the Mexican Revolution, the Seattle general strike, the "Generation of '68", the Nicaraguan Revolution, the Zapatista rebellion in Mexico, Bolivia's 'Water Wars' and El Alto uprisings, as well as the Arab Spring and #Occupy movements. The goal of our investigation is not only to learn more about these specific historical events, but also to deepen our understanding of political and social change more generally.

COURSE OBJECTIVES

1. To develop a basic understanding of how the struggles and the resistance of oppressed people shape the outcome of significant historical moments. This includes developing an understanding of why histories of resistance are often "hidden histories."
2. To develop an informed understanding of the causes and consequences of historically significant revolutions.
3. To become more critical and more nuanced at analyzing political/historical information.
4. To foster self-reflection about social justice and social change.

RULES OF ENGAGEMENT FOR CLASS DISCUSSIONS

This course involves the discussion of controversial political issues. People often disagree and there will be disagreements in this class. Your challenge and responsibility is to maintain civil discourse. We will achieve this by being respectful of each other and avoiding inflammatory, derogatory and insulting words, phrases and labels. Please use your common sense to avoid any other conduct that might distract or offend your classmates or me.

DISABILITY RESOURCES

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible. The DRC office is located in B132 and the reception desk phone number is 425-564-

2498. For application information and other helpful links the DRC website is <http://www.bellevuecollege.edu/drc>. Deaf students can reach the DRC by videophone at 425-440-2025 or by TTY at 425-564-4110.

ACADEMIC INTEGRITY

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

COURSE MATERIALS

The primary text for the course is DeFronzo's *Revolutions and Revolutionary Movements (4th Edition)*. It is available in the campus bookstore, but it can also be purchased online. Supplemental materials will be made available on our Canvas website or in-class. You are responsible for downloading and engaging with all supplemental materials, which will be available in the "files" section of the course website on Canvas. **Each assigned reading is to be completed before the class session for which it is scheduled**, so that you can participate in any discussion or other classroom activity we do that day. Any material covered by an assigned reading may be included in examination questions, regardless of whether it is specifically discussed in the classroom. A complete course schedule is attached to this syllabus. If and when adjustments are made to the course schedule, you will be informed via an announcement on our class website. Please note that the assigned reading is an important part of this class—if you don't do it you are going to find it hard to succeed.

ATTENDANCE and PARTICIPATION (10% of course grade):

This class will involve lectures, facilitated discussions, group work, and in-class activities. You are required to come to class prepared, take notes, and participate in discussions. If you are tardy to class, please enter quietly and begin to listen or participate where appropriate. I will have an attendance sheet in the classroom, which you need to initial upon entering class. If you are tardy, you can initial the sheet at the end of the class period. You are not required to inform me or ask my permission for absences, and I encourage you to not excessively worry about being absent or tardy a couple times during the semester. Habitual absences or tardiness will lead to a lower participation grade, not the occasional sickness or emergency. However please let me know if you are going to be missing extended periods of time, or if you have an emergency situation that prevents you from coming to class regularly.

PARTICIPATION IN HYBRID CLASS CONTENT (10% of course grade):

This is an HYA course, which means that we will be engaging in extra class time outside of the classroom. During the course of the semester we will be doing an extended study of the Global Justice Movement (also known as the Alter-Globalization Movement or Anti-Globalization Movement). The GJM is a movement that was most active from the mid-1990s to the mid-2000s. In North America the GJM is best known for the Battle of Seattle in 1999 and mass protests against the Iraq War in 2003. We will begin this portion of the class in week 3 and continue to week 10. During this period we will seek out materials on the GJM and have facilitated discussions online. Our purpose will be twofold. One, we will prepare ourselves for our content on Zapatismo and #Occupy. And two, we will come to understand a movement that has presented the primary resistance to global capitalism in our lives.

READING PROMPTS (10% of course grade):

As a 200 level course one of my goals is to prepare you for upper division courses, which tend to be more independently driven and run like a seminar rather than a lecture. The key to being successful in upper division courses is to develop the skills necessary to read and analyze texts. At the end of each week, I will be giving you a reading prompt with questions for you to consider while doing next week's reading. The reading prompts are your guides to the course material and a kind of map for taking notes while reading. I am requiring that you turn in your answers to the reading prompt six times during the quarter. These are essentially your reading "notes," so I will be looking to assess the effort that you are putting in and the quality of the notes you are taking. I will not be grading your answers, but I will take points off for work that is sloppy or clearly lacking. In order to encourage that you make a habit of answering these prompts, I will also allow you to use all of your completed reading prompts on the final exam. Only the completed reading prompts that have been turned in to me on time will be available for the final exam. Your answers to the questions on the reading prompt must be typed, although I will allow you to choose the format that works best for you (eg. short paragraphs v. bullet points). Reading prompts are due at the beginning of class on Wednesdays.

CULTURES OF REVOLUTIONS ASSIGNMENT (15% of course grade):

Artists play a significant but sometimes overlooked role in social movements and revolutions. For this assignment, you will work in pairs and create an entry in our class blog 'Cultures of Revolt' about a particular art movement (or artist, or work of art) that contributed to a social movement, revolution, rebellion, or uprising. There are numerous examples out there, from the spirituals sung by enslaved Africans to the posters created during the Paris Rebellion of 1968. I encourage you to consider all mediums of art before making your decision. You are not confined to the revolutions we examine in the class for this assignment, and you are free to choose forms of art that played a role in counterrevolutions, such as state propaganda. The blog post will require that you summarize the role that the art movement played in a struggle, identify and analyze the thematic elements of the art that express qualities of the struggle, provide examples and links to related material.

REVOLUTION GROUP PRESENTATION (15% of course grade):

In this class we will only cover a small number of the many revolutions in the modern world system. I have not included revolutions and revolutionary movements against colonization in African nations such as Angola, Algeria, Kenya, and South Africa (just to name a few). I have also left out major revolutions in China, Cuba, and Vietnam (just to name a few more). For this assignment, we will learn about these and other revolutions via short presentations from our peers. Each group will choose a revolution from Asia or Africa, conduct research on primary and secondary materials from/about the revolution, and deliver a brief presentation that outlines key elements of the revolution. For this assignment, you will be developing the skills necessary for doing historical and political science research on a revolution. These presentations will be about 15 minutes long with an extra 10 minutes of discussion. You will be graded on the presentation and a short individualized writing assessment that outlines your individual contribution to the group project.

TAKE HOME MIDTERM (20% of course grade):

At the end of the day on Wednesday in week 6 I will give you a take home midterm, which will consist of one or more essay questions. You will have until the following Tuesday at 5pm to turn in the midterm, which will be plenty of time to complete the test. Given that this is a take-home test with more than adequate time to complete what is required, I will not be giving a make-up midterm unless you have an extreme emergency which prevents you from working

during the week in which the midterm is in your hands. Contact me as soon as possible in the case of such an emergency.

FINAL EXAM (20% of course grade):

The final exam will be in class on **Wednesday, March 25th from 11:30am – 1:20pm in room A130**. The final will consist of a mixture of short essay questions and one longer essay. The test will cover the entire quarter of course content, and I will provide a review guide two weeks before the date of the exam. If you are keeping up with the reading in the class, two weeks will give you plenty of time to revisit the readings and thoroughly go over the study guide. You will also be able to use the reading prompts that you have turned in as “open notes” on the final exam. Make-up final exams will only be available for extreme cases. In such cases, you need to contact me as soon as possible.

Week 1: Introduction

Concepts: Political Violence, The Arts of Resistance, History and Politics ‘From Below’

Monday, January 5th

- Syllabus and Class Policies

Wednesday, January 7th

- **Read:** Gutman, “Historical Consciousness in Contemporary America” (p. 395-412)
- **Read:** Zinn, “The Use and Abuse of History” (p. 41-55)

Weeks 2-3: Slave Revolts

Slave Rebellions in British Occupied Territories (US North & South)

Rebellion in Spanish Occupied Territories (Peru)

The Slave Revolution of French San Domingo (Haiti)

Concepts: Unfree Labor, The Origins of Race, Insurrection, Repression, Maroonage, Runaways

Monday, January 12th

- **Read:** Linebaugh and Rediker, “The Outcasts of the Nations of the Earth” (p. 174-193)

Wednesday, January 14th

- **Read:** Linebaugh and Rediker, “The Outcasts of the Nations of the Earth” (p. 193-210)
- **Read:** Galindo, “The Rebellion of Tupac Amaru” (p. 1-9)

Monday, January 19th

- **No Class:** Martin Luther King, Jr. Day
- **Read:** Walker, “The Tupac Amaru Rebellion: Protonationalism and Inca Revivalism” (selections)

Wednesday, January 21st

- **Read:** James, “San Domingo” (p. 35-50)
- **Read:** Haitian Revolution Reading (tbd)

Week 4: The Limits of Liberalism

The American Revolution

The French Revolution

Concepts: Settler Revolution, Bourgeoisie Revolution, Counterrevolution

Monday, January 26th

- **Read:** Linebaugh and Rediker, "A Motley Crew in the American Revolution" (p. 211-247)

Wednesday, January 28th

- **Read:** Zinn, "A Kind of Revolution" (p. 77-102)
- **Read:** Kropotkin, "Well-Being For All" (p. 12-22)

Weeks 5-7: Global Capitalism, Global Revolution
The Russian Revolution
The Easter Rising (Irish Rebellion)
The Mexican Revolution
The Seattle General Strike

Concepts: 'Free' Labor and Worker Resistance, Gender in Revolutionary Movements, Nationalism, General Strike, Counterrevolution

Monday, February 2nd

- **Read:** DeFronzo, "Introduction" & "Social Movements and Revolutions" (p. 1-31)

Wednesday, February 4th

- **Read:** DeFronzo, "The Russian Revolutions and Eastern Europe" (p. 39-61)

Monday, February 9th

- **Read:** Reed, "Ten Days That Shook the World" (selections)
- **Read:** Goldman, "My Disillusionment in Russia" (selections)

Wednesday, February 11th

- **Read:** Strong, "The Seattle General Strike of 1919"
- **Read:** Nguyen, "Women in Seattle's Labor Movement During WWI"
- **Read:** Jackson, "The Politics of Gender in the Writings of Anna Louise Strong"
- **MIDTERM GIVEN OUT**

Monday, February 16th

- **No Class:** Classified Staff Professional Development Day
- **Read:** Purnell, "Mexican Revolution" (p. 560-570)
- **Read:** Gilly, "Zapatism" (p. 60-93)

Tuesday, February 17th

- **MIDTERM DUE ON CANVAS 5pm**

Wednesday, February 18th

- **Read:** Mexican Revolution Reading (tbd)

Week 8: The Generation of '68 & Student Revolutionaries

Concepts: Solidarity, 'New Left', Self-Determination and Armed Self-Defense

Monday, February 23rd

- **Read:** Hayes and Kiene, "'All Power to the People': The Political Thought of Huey P. Newton and the Black Panther Party" (p. tbd)
- **Read:** Berger, "Outlaws of America: The Weather Underground and the Politics of Solidarity" (selections)
- **Films (in class):** Black Power Mixtape (2011) & The Weather Underground (2002)

Wednesday, February 25th

- **Read:** Gregoire and Perlman, "Worker-student action committees, France May '68" (selections)
- **Read:** Brinton, "Paris: May 1968" (selections)

Weeks 9-10: Indigeneity and Autonomy
The Nicaraguan Revolution
Zapatismo and The First Declaration from the Lacandon Jungle
Bolivia

Concepts: revolution with a small 'r', Autonomy, Indigeneity, Gender in Revolutionary Movements

Monday, March 2nd

- **Read:** DeFronzo, "Revolution in Nicaragua" (p. 249-285)
- **Read:** Ryan, "Looking Back on the Sandinista Revolution" (p. 151-176)

Wednesday, March 4th

- **Read:** Readings on the Zapatistas (EZLN) (tbd)

Monday, March 9th

- **Read:** Readings on the Zapatistas (EZLN) (tbd)

Wednesday, March 11th

- **Read:** DeFronzo, "Revolution through Democracy" (p. 429-460)
(focus on the section on Bolivia)
- **Read:** Zibechi, "Everyday Life and Insurrection: Undivided Bodies" (p. 43-64)

Week 11: Occupying Public Space
Arab Spring
Occupy Wall Street

Monday, March 16th

- **Read:** DeFronzo, "Revolutions of the Future" (p. 71-72)
- **Read:** Reading on Occupy Wall Street (tbd)
- **CLASS PRESENTATIONS**

Wednesday, March 18th

- **Read:** Reading on Arab Spring (tbd)
- **Read:** Pollock, "How Egyptian and Tunisian youth hacked the Arab Spring" (15 pgs)
<http://www.technologyreview.com/featuredstory/425137/streetbook/>
- **CLASS PRESENTATIONS**

Friday, March 20th

- Optional online review for the final exam

Week 12:

Monday, March 23rd

- **Optional Final Exam Review: 12pm – 4pm (on CANVAS)**
- **CULTURES OF REVOLT BLOG POST DUE 12pm**

Wednesday, March 25th

- **Final Exam: 11:30am – 1:20pm (RM A130)**