

HISTORY 230/Political Science 230 - Revolutions in the Modern World
Class Time: Monday and Wednesday, 15:00 to 17:00 hours in C165
Instructor: T. A. Perry
Autumn Quarter, 2009
Office: A140
Office Hours: By appointment before or after class
Phone: (425) 564-2278

REQUIRED TEXTS: All paperbound
Brinton, Anatomy of a Revolution
Alden, A History of the American Revolution
Shennan, The Bourbons
Andress, The Terror
Cheek, Mao Ze Dong and China's Revolution

COURSE OBJECTIVE:

We shall inquire into the nature of revolution, defining what it "is" and "isn't," not necessarily an easy task. We shall further delve into why defined revolutions are an exclusively modern phenomena, and investigate the causes, course, and consequences of, in chronological order, the English, American, French, Russian (1905; 1917) and Chinese upheavals. This will necessitate an examination of the nature of government/sovereignty, as well as the role of the sociopolitical, socioeconomic, and cultural aspects of human society, as they evolve in each revolutionary scenario.

COURSE REQUIREMENTS:

There will be three exams and a short analytical paper. To receive credit for this class, a cumulative passing average must be attained on these tests. If any of the assignments is not submitted, you **will not** receive a passing grade.

EXAM I	Due Wednesday, October 28, 2009	33%
	This will be a take-home exam on the English and American Revolutions.	
EXAM II	Due Wednesday, November 25, 2009	33%
	This will also be a take-home exam on the French Revolution	
EXAM III	Wednesday, December 09, 2009	33%
	This will be the final take-home exercise. One question will be comprehensive and one will emphasize the Russian Revolution.	

LATE EXAMS:

I will NOT accept a late mid-term exam. If the mid-term is not delivered on time in the classroom on the required date, it will be recorded as a zero and calculated as such in the overall average score to determine a final grade. As the mid-term and the final are

distributed well in advance of the due date, there is neither excuse nor reason to not submit them when they are due!

GRADING POLICY:

Since each exam is worth 100 points, the maximum achievable collective score equals 300 points. Letter grades will be assigned based on the following scale:

A	294-300 points	C	237-248 points
A-	282-293 points	C-	228-236 points
B+	273-281 points	D+	219-227 points
B	264-272 points	D	210-226 points
B-	258-271 points	F	BELOW 209 points
C+	249-257 points		

I do not curve grades, but I do make allowances for extenuating circumstances (we all have bad days), and I tend to emphasize overall improvement in assigning a final grade. I so not offer and will ot assign and Incomplete (I) grade.

If you decide that this course is not your “cup of tea,” please do yourself a favor and **withdraw**, rather than simply evaporate “into the mystic.”

NO CLASS DAY: Monday, October 05, 2009 (College Issues Day)
 Wednesday, November 11, 2009 (Veterans Day)

ODDS & ENDS:

My basic approach is to use lecture and appropriate media materials to enhance your comprehension of the subject matter. I do encourage questions. The only “stupid” question is the one which needs to be answered but is not asked.

Thought for the Term:

“You can’t always get what you want, but, if you try, sometimes you might find that you get what you need.”

K. Richard/M. Jagger

LEARNING OUTCOMES: (Knowledge skills students will acquire during course.)

REVOLUTIONS IN THE MODERN WORLD - HISTORY 230

1. The primary learning outcomes of History 230 (POLSC 230) are to:
 - A. Develop critical/analytical thinking.

- B. Develop an acute awareness of the cultural milieu of revolution.
 - C. Develop an appreciation for the diversity of cultural values that foster revolution.
2. These objectives will be accomplished by:
- A. Discerning historical bias.
 - B. Differentiating between widely and wildly differing interpretations, causation, conduct, and results of revolutions.
 - C. Recognizing cogency of reasoning.
 - D. Recognizing fallacious reasoning.
 - E. Comparing and contrasting data.
 - F. Assessing accuracy and thoroughness of data.
 - G. Identifying cause and effect in history as it relates to radical and sudden cultural change.
 - H. Developing inferential abilities.
 - I. Developing critical judgments about historical developments.
3. Students will then be able to apply these skills in the following areas:
- A. Comprehend the process of history.
 - B. Comprehend the various philosophies and ideologies behind revolutionary ferment.
 - C. Gain a knowledge of basic geopolitical entities and the changes wrought by revolution.
 - D. Gain a knowledge and appreciation of the shifts in political, economic, and socio-cultural shifts that accompany revolution.
 - E. Recognize the role that geopolitical realities have played in shaping historical developments.
 - F. Understand the role that human emotions/behaviors have played in fostering revolution.
 - G. Appreciate the role that cultural outlooks/attitudes have played in the formation and realization of revolutionary trends.
 - 1. Religion
 - 2. Political Systems/Ideologies
 - 3. Social Stratification
 - 4. Gender Relationships
 - 5. Economic Systems
 - 6. Military Considerations/Necessities
 - 7. Plastic and Literary Arts
 - 8. Resource Exploitation and Environmental Degradation

COURSE CONTENT: (General Course Outline)

REVOLUTIONS IN MODERN WORLD - HISTORY 230

I. INTRODUCTION

- A. Government and Sovereignty
 - 1. Ancient Paradigms
 - 2. Medieval Paradigms
 - 3. Early Modern Paradigms
 - 4. Modern Transformations
 - B. Defining Revolution
 - 1. Theory
 - 2. Relation to the paradigms
 - a. Ancient
 - b. Medieval
 - c. Early modern
 - d. Modern
- II. The Times They Were a Changing. . .
- A. English Revolution
 - 1. General background
 - a. The monarchy
 - b. Parliament and "popular sovereignty"
 - 2. The Tudor/Stuart Transition
 - 3. The Issues
 - a. Religious
 - b. Political
 - c. Taxation
 - d. Military
 - e. Sociocultural
 - 4. The Bishops Wars and The Long Parliament
 - B. The Civil Wars
 - 1. 1642-46
 - 2. 1648/The Rump Parliament
 - 3. Regicide
 - C. The Commonwealth and Cromwell
 - D. The Stuart Restoration
 - E. The Glorious Revolution
- III. Taxes. . . We Don't Want Not Stinking Taxes
- A. The American Revolution
 - 1. General background
 - a. Colonies and Mercantilism
 - b. English North America
 - 2. The Social Contract - Mayflower Compact

3. British neglect and American "individualism"
 4. John Locke's legacy
 5. The Colonial Wars
 - a. King William (1689-97)
 - b. Queen Anne (1702-13)
 - c. King George (1743-48)
 - d. French and Indian (1756-63)
- B. The Issues
1. Frontier expansion
 2. Taxation
 3. Bureaucratic Regulation
- C. The Revolution
1. From Committee to Congress
 - a. Declaration of Independence
 - b. Articles of Confederation
 2. Military and diplomatic considerations
- D. The Settlement - Confederation to Constitution
- IV. Off With Their Heads. . . but Feed them Cake First.
- A. The French Revolution
1. General background
 2. The ancien régime and absolutism
 3. The Bourbon monarchy
 4. The post-1763 fiscal crisis
- B. "Le deluge"
1. From notables to états généraux
 2. Aux armes citoyens - the Bastille and the mob
 3. The constitutional experiment
 4. The republican phases
 - a. Factionalism
 - b. Regicide
 - c. The Terror
 5. Thermidorian "reactionaries"
- C. Napoleon: From Consul to Emperor
- D. The Legacy of Revolution

V. Workers and Peasants Arise

A. The Marxist Revolutions

1. General background: Ideology (ies) and the Nineteenth Century
2. The Romanovs and autocracy
3. The rise of ideology
 - a. Marxism
 - b. Nihilism
 - c. Lenin's theoretical synthesis
4. Nineteenth century Russia
 - a. Political vacillation
 - b. Terrorism official and otherwise
 - c. Nicholas II
5. Revolution of 1905
 - a. Serial Dumas
 - b. Enfeebled autocrats
6. World War I
7. Revolution redux
 - a. Lenin and leadership
 - b. Bolsheviks and Soviets
 - c. Civil war and "settlement"
 - d. The "man of steel" and the enduring nightmare.

B. The Chinese Revolution

1. Marx and Mao
2. The Last Emperor syndrome...