

**Jeffrey T. Leigh, Ph.D.**

**HIST 208**  
**Modern Revolutions**  
**3 credit hours**  
**Fall, 2022**

**OBJECTIVES**

In HIST 208, we will explore the history of Modern Revolutions, working from the premise that revolution is a modern, and indeed a rare, political phenomenon. We will begin with a discussion of conceptual approaches to the study of modern revolutions and then proceed through a study of the Liberal/Atlantic revolutionary wave of the late 18<sup>th</sup> century, the Marxist revolutionary wave of the 20<sup>th</sup> century, and the course of revolutionary movements in the Middle East during the 20<sup>th</sup> and 21<sup>st</sup> centuries. One of the chief problems that we confront when trying to study this topic from a historical perspective is the need to be comprehensive while recognizing the limitations placed upon us by temporal concerns—we only have one semester to work within—and by the need to use this time to discuss the most influential revolutionary movements. We cannot go into sufficient detail on all possible revolutionary movements and thus will prioritize the American Revolution, French Revolution, Russian Revolution, Chinese Revolution, the fall of Communism in Eastern Europe and the Color Revolutions, and in the Middle East, the advent of Arab nationalist regimes, the Iranian Revolution, the rise of political Islam, and the Arab Uprisings of 2010-11. In a course such as this, a strong argument could certainly be made to discuss decolonization/movements of national liberation in Asia and Africa and the revolutionary tradition in Latin America, but the enormous ground to be covered in discussing them render these topics better subjects for stand-alone courses taught by experts in these fields. We will then end the semester with a discussion of *when* we think we might be in terms of whether we believe we are living on the brink of a new revolutionary wave or not.

We will conduct our investigations of this topic by personally engaging scholarly syntheses and primary source documents as we improve our communication skills through classroom discussion and the writing of essays.

**READINGS**

- Jack A. Goldstone. *Revolutions: A Very Short Introduction*. Oxford University Press, 2014. ISBN: 978-0-199-85850-7
- Archie Brown. *The Rise and Fall of Communism*. Harper-Collins, 2009. ISBN: 978-0-061-13882-9
- David R. Marples. *Lenin's Revolution*. Routledge, 2000. ISBN: 978-0-582-31917-2
- A large array of readings on the class Canvas site.

**EVALUATIONS**

Grades will be based upon your performance on **five papers** and **participation**:

- |              |       |
|--------------|-------|
| 1. 4-5 pages | 4 pts |
| 2. 4-5 pages | 4 pts |
| 3. 5-6 pages | 5 pts |
| 4. 5-6 pages | 5 pts |

5. 6-8 pages 6 pts

**Participation** 6 pts

Each **paper** will be in answer to a single essay question, which broadly relates course themes from preceding class periods to the most recent material completed. The **papers** are to be completed outside of class and submitted on the Canvas site in accordance with the due dates on the syllabus. **You may not seek assistance from anyone other than the instructor and campus tutoring centers.** Each paper should be written with one-inch margins, double-spaced with a 12-point font. You must follow commonly accepted standards for citing published sources.

Papers will need to be processed by the student through **Turnitin** before being accepted for grading.

**Late papers** will be marked down at a progression of 1/3 letter grade per calendar day, unless special arrangements have been made with me.

**PARTICIPATION.** The third part of student's grades will be based upon participation. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for their participation grade if they attend all class periods. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Often students' questions are of equal pedagogical benefit. Active involvement and interaction are the goals of this grading mechanism. The participation grade is designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in your written work.

Letter grades on assignments and the course correspond to the 4-point scale:

Grade	Points on a 4-Point Scale	Points on a 5-Point Assignment	Points on a 6-Point Assignment
A	4	5	6
A-	3.66	4.56	5.49
B+	3.33	4.16	5

B	3	3.75	4.5
B-	2.66	3.33	4
C+	2.33	2.91	3.5
C	2	2.5	3
C-	1.66	2.08	2.5
D+	1.33	1.66	2
D	1	1.25	1.5
F	0	0	0

### **HOW TO CONTACT THE PROFESSOR**

**Office Hours:** Room CCC471, M, W 1:00-1:30, after class, and by appointment.

**E-mail:** [jleigh@uwsp.edu](mailto:jleigh@uwsp.edu)

### **STUDENTS WITH DISABILITIES**

**Accessibility Statement:** Any student who needs an academic accommodation due to the impact of a disabling condition (including ADHD, learning disabilities, psychological and/or medical conditions, or temporary injury) should contact the Disability and Assistive Technology Center at 715-346-3365, [datctr@uwsp.edu](mailto:datctr@uwsp.edu), or [www.uwsp.edu/datc](http://www.uwsp.edu/datc) to determine reasonable accommodations. The DATC supports students and faculty in the notification and implementation of those accommodations, in accordance with the University's obligations under federal law and Board of Regents policy (see <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>). Students can seek accommodations in a course at any time but are advised to do so early in the semester to ensure sufficient time to establish.

### **ACADEMIC DISHONESTY**

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove you to familiarize yourself with these conditions. Cheating will not be tolerated. See the special sheet on plagiarism.

### **LAST DAY TO DROP THE CLASS**

This semester's deadline to drop classes without a 'W' is September 15. Last day to drop with a 'W' is November 11. See your academic advisor for procedures.

### **CHANGES TO THE SYLLABUS**

It is conceivable that necessary alterations to the syllabus will arise during the semester. These will be communicated to you with as much advance notice as possible.

## **SEMESTER SCHEDULE**

Books are listed by the **names of their authors**.

### **Wk 1**

Sept 7: Orientation.

## **THEORIES AND TYPOLOGIES OF REVOLUTION**

### **Wk 2**

Sept 12: Scholarly Treatment of Revolution  
Canvas: Brinton

Sept 14: Theorizing Revolution  
Canvas: Arendt; Ellul

### **Wk 3**

Sept 19: Typologies of Revolution  
Goldstone, Ch 1-5  
Canvas: *Scripting: Intro, Afterward*

## **THE CLASSIC LIBERAL REVOLUTIONS**

Sept 21: The Classical Revolutions: The English and American Revolutions  
Goldstone, Ch 6, pgs 61-66,  
Canvas: Klooster, 2; James I, House of Commons, Hobbes, Price,  
Burke

### **Wk 4**

Sept 26: The Classical Revolutions: The French Revolution I  
Goldstone, Ch 6, pgs 66-69,  
Canvas: Klooster, Ch 3; Jones, Documents 1-2.

### **Sept 27: First Paper Due, 11:59 pm**

Sept 28: The Classical Revolutions: The French Revolution II  
Canvas: Jones, Documents 12, 14, 15, 17

### **Wk 5**

Oct 3: The Classical Revolutions: The French Revolution III  
Canvas: Doyle *What it Ended* and *What it Started*; *Scripting*: Armitage,  
Edelstein

## **THE MARXIST AND ANTI-MARXIST REVOLUTION**

Oct 5: The 19<sup>th</sup>-century Revolutionary Tradition  
Brown, Introduction and Ch 1-2  
Goldstone, Ch 6, pgs 69-73

Canvas: Bernstein, Proudhon.

**Wk 6**

- Oct 10: The Russian Revolutionary Tradition  
Brown, Ch 3, pg 40-47  
Canvas: Pokzovskaya, Tian-Shanskaia, *Scripting*: Thatcher
- Oct 12: The Russian Revolutions of 1917 I: The Provisional Government  
Goldstone, Ch 7, Pg 74-78  
Brown, Ch 3, pg 47-52  
Marples, Ch 1, pg 12-23, Ch 2. pg -44, Documents 1-7  
Canvas: Sukhanov, Kronstadt Rebels.

**Wk 7**

- Oct 17: The Russian Revolutions of 1917 I: The Bolsheviks Seize Power.  
Marples, Ch 3, Documents 8-14.

**Oct 18: Second Paper Due, 11:59 pm**

- Oct 19: The Institutionalization of the Revolution, from Civil War to Stalin:  
Brown, Ch 3, pg 52-55, Ch 4, pg 56-65  
Marples, Ch 4, Documents 15-20.

**Wk 8**

- Oct 24: The Russian Revolution Assessed:  
Brown, Ch 4, pgs 65-77  
Marples, Ch 5;  
Canvas: Smith.
- Oct 26: Communism in Europe, 1920s-40s  
Brown, Ch 5-7, 8-10  
Canvas: Gedye, Leonhard

**Wk 9**

- Oct 31: China: The Struggle for Power.  
Goldstone, Ch 7, pg 78-84  
Canvas: Cheek, Ch 1, pg 1-13, Document 1-5.  
Brown, Ch 11
- Nov 2: The CCP in Power  
Canvas: Cheek, Ch 1, pgs 13-29; Document 6, 8-10; Tan Manni

**Wk 10**

- Nov 7: Expansion and Disunity, 1945-1968  
Brown, Ch 12-14

**Nov 8: Third Paper Assignment Due, 11:59 pm**

Nov 9: Expansion and Disunity II, 1945-1968  
Brown, Ch 15, 19, 20

**Wk 11**

Nov 14: Marxism Outside of Europe, 1950s-80s  
Brown, Ch 16, 18  
Goldstone, Ch 7, pgs 85-89

Nov 16: The Anti-Marxist Revolutions: Preamble, 1970s-1980s  
Brown, Ch 20, 21, 23

**Wk 12**

Nov 21: The Anti-Marxist Revolutions: The Course  
Brown, Ch 24-27

Nov 23: **THANKSGIVING**

**Wk 13**

Nov 28: The Anti-Marxist Revolutions and the Color Revolutions  
Brown, Ch 28-30

**Nov 29: Fourth Paper Due, 11:59 pm**

**REVOLUTIONS IN THE MIDDLE EAST: NATIONALIST, ISLAMIC, DEMOCRATIC**

Nov 30: Arab Nationalist Coups as Revolution  
Canvas: Cleveland, 280-307, 319-321

**Wk 14**

Dec 5: Islamic Revivalism and Revolution  
Canvas: Cleveland, Ch 18; Scripting, Milani, Ayatollah Khomeini

Dec 7: The Middle East: The Arab 'Spring': Preamble  
Goldstone, Ch 10, pg 117-120  
Canvas: Haas, Part I, pg 1-9; Maddy-Weitzman, Ch 11; Gelvin, Ch 13

**Wk 15**

Dec 12: The Middle East: The Arab 'Spring': The Course and Consequences  
Goldstone, Ch 10, pg 120-130  
Canvas: *Scripting*, Toska

Dec 14: Our Current Dilemma  
Goldstone, Ch 11  
Canvas: Freedom House, Monbiot *Alienation*

## FINAL EXAM

Dec 16 (Friday): 12:15 pm **Fifth Paper Due**

## TECHNOLOGY

### **Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

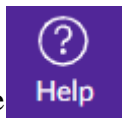
### **Course Technology Requirements**

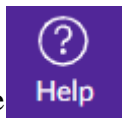
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - a stable internet connection (don't rely on cellular)

### **UWSP Technology Support**

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

### **Canvas Support**



Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<a href="#">Ask Your Instructor a Question</a> Submit a question to your instructor	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.

<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<p><b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.</p>
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<p><b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.</p>
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	<p>Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.</p>
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<p><b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a>.</p>
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.</p>

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## **PLAGIARISM AND CITATIONS**

### **Cheating, Plagiarism, and Academic Misconduct**

The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: <http://folio.legis.state.wi.us>

Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.

Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.

Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.



All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.

There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else's words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.

## **STUDENT HANDBOOK TOPICS**

### **Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the issue faced by the student fits within the conditions determined by university policy.

### **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu).

### **Statement of Policy:**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

### **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### **UWSP Academic Honesty Policy & Procedures Student Academic Disciplinary Procedures**

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized materials or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
  - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.



## **How to write an essay**

**The Thesis Statement:** The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

**Organization and Clarity:** The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the readers attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

**Evidence:** Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.