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HISTORY 265.06E
THE WORLD DIVIDED
REVOLUTIONS IN THE MODERN WORLD
COURSE SYLLABUS: SPRING 2022



Delacroix, *Liberty Leading the People* (1830)

Instructor: Dr. Sharon Kowalsky
Office Location: Ferguson Social Sciences 111
Office Hours: TBA or by appointment
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COURSE INFORMATION

Course Materials:

The following required books are available at the bookstore:

- Censer, *Debating Modern Revolution* (2016) ISBN 978-1472589637, \$24.95
- Meralli and Deloupy, *Algeriennes: The Forgotten Women of the Algerian Revolution* (2020) ISBN 978-0271086231
- Vargas Valdes, ed., *Maximo Castillo and the Mexican Revolution* (2016) ISBN 978-0807163887

Additional materials will be distributed to the class by the professor through the MyLeo Online D2L site.

Course Description:

Encounters between human populations who perceive the differences that separate them to be greater than the similarities that unite them have punctuated world history. Such encounters have frequently led to war, imperialism and colonization, and less frequently to cultural imitation and synchronism. The modern world is the product of these encounters as much as, if not more than, it is the product of the development of distinct regional cultures, such as Western Civilization. This course explores the nature of such encounters and the consequences they had for cultural and political developments. Topics such as the slave trade, European colonization, and globalization may receive special attention.

This semester we will be exploring the impact of revolution in the modern world from the French Revolution to the Arab Spring upheavals. We will focus on the liberal revolutions of the eighteenth and nineteenth centuries (France in 1789; Mexico 1910), communist revolutions of the twentieth century (Russia, China), and the revolutions of decolonization (Cuba, Algeria), although we will consider several additional revolutions in other parts of the world as well. Through focused readings, lectures, and class discussions we will examine why these revolutions occurred, what happened during the revolutions, and how they changed the societies that experienced them and the world around them. We will also explore the voices of ordinary people involved in these revolutions through memoirs and diaries, and integrate their perspectives into our understanding of the events. The knowledge gained from this study of modern revolutions will help prepare students to be more aware of and engaged with the interconnected world.

This course is participating in the application of the Adobe Creative Campus suite of programs. Through the use of Adobe Creative Campus resources, you will acquire new skills for communicating both the content acquired in the class and your own thoughts, ideas, and assessments, and gain confidence in your ability to engage in creative expression. Adobe Creative Campus assignments are staggered throughout the semester and ask students to engage in a variety of ways with both the Adobe programs and the course material through individual and group projects.

Note: This course satisfies a Humanities requirement for University Studies.

Student Learning Outcomes:

This course will teach students to evaluate and analyze materials and to link cultural representations to the underlying historical realities that helped shape them. By the end of the semester:

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena (create).
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message (understand/apply).
3. Students will demonstrate awareness of societal and/or civic issues (apply).
4. Students will be able to understand their role in their own education (understand).

5. Students will be able to compare the causes of at least two different revolutions studied during the semester (assess).

This course is designed to develop skills of writing communication and critical thinking. It intends to provide students with the tools to assess critically a variety of types of information and to understand the historical context for contemporary society. Through guided exploration of various sources and historical research methods, students will deepen their writing communication and critical thinking skills. These skills form the foundation to be successful in any major.

Students' ability to meet the learning outcomes of this course will be evaluated through exams, essays, projects, and/or quizzes.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Class meetings are on Tuesdays and Thursdays. Assignment due dates are listed in the Course Schedule below.

Attendance

Attendance is strongly encouraged. Excessive absences will impact your final grade significantly and limit your ability to complete your group assignments.

Participation

You are responsible for all material covered in our class meetings, regardless of your physical presence in the room. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material with you to class. I expect all students to participate in our class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own.

Your participation grade will be based on your attendance and your engagement in our class discussions, both in the classroom and on eCollege, and be guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

Students will also complete a syllabus quiz during the first week of the semester (SLO#4) that will count toward their attendance/participation grade.

Discussion Posts

Students will engage in three Discussion Posts over the course of the semester in response to the essays in *Debating Modern Revolutions*. Details can be found on D2L and the due dates for the Discussion Posts are on the Course Schedule.

Adobe Creative Campus Enhanced Assignments

Over the course of the semester, students will engage with our course material using the Adobe Creative Campus applications. Students will complete two individual projects and one group project. Groups and group topics will be assigned during the first week of class, and students will receive the support they require to complete their assignments, including instruction on using Adobe products.

Adobe Creative Campus Assignment #1 (Individual)—What is Revolution?

Using Adobe Spark, students will create a product that answers the question “what is a revolution?” Directions on using Adobe Spark will be provided in class, and details of the assignment are on D2L. This assignment addresses SLO #3 by engaging students in thinking broadly about the meanings and uses of revolutions. It develops written communication skills (SLOs #1 and #2) as well as enhances digital literacy through the acquisition of new skills and knowledge.

Adobe Creative Campus Assignment #2 (Individual)—Film Analysis

Students will choose one film from a list of films available on Kanopy and prepare an analysis using Adobe Spark that describes how the film portrays the revolution. Directions on using Adobe Spark will be provided in class, and details of the assignment are on D2L. This assignment addresses SLO #3 by engaging students in thinking broadly about the meanings and uses of revolutions. It develops written communication skills (SLOs #1 and #2) as well as enhances digital literacy through the acquisition of new skills and knowledge.

Adobe Creative Campus Assignment #3 (Group)—Timeline and Biography App

In their assigned groups, students will create a timeline and biography mobile app for their assigned revolution using Adobe XD. The assignment will be broken into different steps so groups will work on the project over the course of the semester. The parameters for the assignment can be found in D2L and a breakdown of due dates is in the Course Schedule. This assignment addresses SLO #1 and #2 by allowing students to order and categorize knowledge. It enhances digital literacy through the acquisition of new skills and encourages student creativity of expression.

Assessments for group work will include peer evaluation.

Exams

Students will take 3 exams for this course as indicated in the Course Schedule. Each exam will cover assigned readings, lecture material, and class discussions. You must read the assignments and attend class in order to pass the exams. Exams will consist of both short answer and short essay questions. The first two exams will be administered on eCollege. The final exam will be in class during the exam period. Students will need to bring blue books or stapled sheets of notebook paper with them for the final exam. Exams address SLO #2 and SLO #5 by asking students to distill knowledge and draw comparisons across classroom discussions.

Grading

Grades for the semester will be determined according to the following breakdown:

Timeline project	30%
Film project	10%
What is Revolution project	10%
Discussion Posts	9% (3% each)
Exams	30% (10% each)
Participation/Attendance	11%
TOTAL	100%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing:

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers. If at all possible, please do not use Google Docs or Pages or any other cloud-based program that is not MS Word. **All written work should be submitted in MS Word format.**

MyLeo Online:

This course is web-enhanced through D2L Brightspace (MyLeo Online), the Learning Management System used by Texas A&M University-Commerce. Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu. To get started with the course, log on to MyLeo Online and click on this course. MyLeo Online will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, MyLeo Online will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the MyLeo Online site for this course on a daily basis.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a

backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

Turnitin:

Students must submit all written work to Turnitin. Work is submitted through the dropbox in MyLeo Online. All student work must be turned in through MyLeo Online and will automatically be submitted to Turnitin. Please let me know if you have any problems.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with the professor is through email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can be very understanding but only if I know what is going on with you.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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COVID-19

A&M-Commerce encourages the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students’ Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student’s Guide Handbook, Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor). **Please come to class on time and plan to stay for the entire period.** Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of

class. I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

Late Work

All written assignments (including Adobe assignments) are due by midnight the date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and may be assessed a penalty of one letter grade per week. If you have a problem with a due date because of a specific emergency, please notify the professor in advance or plan to turn the assignment in early. *I can be very understanding and flexible with you, but only if you come to talk to me in advance.* To pass this class, all assignments must be completed. Any missing assignments (excluding quizzes or online discussion postings) at the end of the course will result in an overall course grade of D or F.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Nondiscrimination Statement

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill-11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

[Student Disability Resources & Services](#)

COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

Additional readings beyond those listed above on this syllabus will be available on MyLeo Online.

<u>When and What</u>	<u>Engage</u>	<u>Submit</u>
Week 1: January 13 Introduction		Syllabus quiz due by midnight on Jan 17
Part I: Theorizing Revolution		
Week 2: January 18-20 Thinking about Rights and	Read: Censer, 1-21, 173-182; documents (D2L-Rousseau)	Adobe Assignment #1 due by midnight on Jan 24

Revolution		
Part I: The Liberal Revolutions: France and Mexico		
Week 3: January 25-27 What are Rights? Looking at the French Revolution	Read: Censer, 21-38; documents (D2L)	
Week 4: February 1-3 Who deserves rights? Women, Slaves, and possibilities in the French Revolution	Read: Censer, 38-53; documents (D2L)	Adobe Timeline/biography project Step 1 due by midnight on February 7
Week 5: February 8-10 Should we fight over rights? Violence and the French Revolution	Read: documents (D2L) Watch: <i>Les Miserables</i>	Discussion Post #1 (Censer's Essay 1) due by midnight on February 11
Week 6: February 15-17 Nationalism and Revolution: Looking at the Mexican Revolution	Read: <i>Maximo Castillo</i> , 83-166 (Introductory material optional)	Adobe Timeline/biography project Step 2 due by midnight on Feb 21
Week 7: February 22-24 Mexican Revolution NO CLASS FEBRUARY 24	Read: TBA (D2L)	Complete Exam #1 On MyLeo Online by midnight on Feb 24
Part II: Communist Revolutions: Russia and China		
Week 8: March 1-3 Marxism and the Russian Revolution	Read: Censer, 75-93, 95-111; Kowalsky, "Peace, Land, and Bread" (D2L); documents (D2L)	Discussion Post #2 (Censer's Essay 3) due by midnight on March 4
Week 9: March 8-10 Rights and Violence in the Russian Revolution	Read: documents (D2L)	Adobe Timeline/biography Step 3 due
March 15-17: Spring Break NO CLASS		
Week 10: March 22-24 Chinese Revolution	Read: Censer, 111-124; documents (D2L)	Adobe Film Analysis Assignment due by midnight on March 28
Week 11: March 29-31 Defining Rights: The Chinese Cultural Revolution NO CLASS MARCH 31	Read: Chinese Cultural Revolution Memoirs (D2L)	Complete Exam #2 on MyLeo Online by midnight on March 31
Part III: Decolonization and Post-Communist Revolutions: Algeria and Others		
Week 12: April 5-7 Decolonization and Revolution: The Cuban Experience	Read: Censer, 131-154; documents (D2L)	
Week 13: April 12-14 Rights in the Algerian Revolution	Read: <i>Algeriennes</i>	Draft Adobe Timeline/Biography Assignment due by midnight on April 18
Week 14: April 19-21 Can you have rights and religion? The example of the Iranian Revolution	Read: Censer, 154-170 Watch: <i>Persepolis</i>	Discussion Post #3 (Censer's Essay 4) due by midnight on April 22

Week 15: April 26-28 Eastern European Revolutions of 1989 and the Arab Spring	Read: TBA (D2L)	
Week 16: May 3 Conclusions		Final Adobe Timeline/Biography Assignment due by midnight on May 6
Final Exam		Take final exam in class on TBA

List of Films to Review:

My Revolution (2016) [Arab Spring]

The Revolutionary: An American in Mao's Cultural Revolution (2012)

Danton (1983) [French Revolution]

Battle of Algiers (1966) [Algerian Revolution]

October: Ten Days that Shook the World (1927) [Russian Revolution]

The Square (2013) [Egyptian Revolution]

One Nation One King (2018) [French Revolution]

La Marseillaise (1938) [French Revolution]

Farewell, My Queen (2012) [French Revolution]

The Blue Kite (1993) [Chinese Cultural Revolution]

Balzac and the Little Chinese Seamstress (2002) [Chinese Cultural Revolution]

Sunstroke (2014) [Russian Revolution]

Battleship Potemkin [Russian Revolution]

Other films may be considered upon discussion with the professor