

CONF 399: Revolution

George Mason University
Spring 2013

Mark Goodale
Office: CAR Module
Office phone: 703-993-3782
Email: mgoodale@gmu.edu
Office hours: Tuesdays, CAR Module, 12:45-1:30 or by appt.

Course time and location: Thursdays, Krug Hall 253, 1:30-4PM

INTRODUCTION:

The contemporary world is riven by revolution. Even after the end of the Cold War and the supposed defeat of “revolutionary” Russia, revolution has continued to be a marker of particular types of political struggle, social transition, and ideological ferment. This course, which I believe is the first of its kind in the S-CAR/CAR curriculum, will explore the life of revolution as it has come to represent various forms of conflict and conflict transformation. There is a vast literature on revolution and we will only have time to sample from some of the more well-known and influential works. But after exploring the theory and sociology of revolution, the heart of the course will take us into what we can call the “practice” of revolution. We will do this by exposing ourselves to the lived realities and politics of a wide-range of revolutionary moments and processes. We will do this through reading, student presentations, research projects, and documentary film. The goal for the course is to come to a deeper understanding of the continuing relevance and importance of revolution and the ways in which the meanings of revolution evolve to meet the demands of each era of politics and conflict practice.

BOOKS (required):

- (1) Arendt, Hannah, *On Revolution* (Penguin, 2006)
- (2) Brinton, Crane, *The Anatomy of Revolution* (various, 1965)
- (3) DeFranzo, James, *Revolutions and Revolutionary Movements* (4th, ed., 2011)
- (4) Bell, Madison Smartt, *All Souls' Rising: A Novel of Haiti* (Vintage, 2004)

COURSE FORMAT:

The course is a combined lecture and seminar course and will, therefore, involve the following features and expectations: (1) students will be expected to come to each class with the readings fully digested and prepared to engage in a sustained interactive

discussion of both critical concepts found in the readings, and ongoing themes that the course will inevitably develop; (2) course participants will be expected to engage in discussion and, at times, debate, with respect for the differences in background, belief, and ideology found at CAR; and (3) students will be expected to devote themselves to their written work with the kind of energy associated with CAR students and to turn in assignments on time. Classes will feature a combination of lecture by the professor, student presentation of critical concepts in the readings, discussion structured by student-prepared questions, free discussion, guest lectures and presentations, and the use of documentary films.

EVALUATION:

1. Mid-term exam: Students will take an in-class midterm exam on **March 7**. This exam will be open book and will cover material up to the exam. Students will be asked to choose between a selection of questions and write an essay that responds critically to the chosen question. This will be worth 20% of your final grade.
2. Revolution Research Paper: Students will write a 15-20 page, double-spaced research paper on a chosen revolution, past, present, or future. Proposals for research papers are due electronically by **February 21**. These papers will be due electronically on or before **May 3**. The paper will be worth 30% of your final grade.
3. Revolution of the Week: Beginning in the second week, student teams will begin each course with a presentation of a “revolution of the week.” Students will select a revolution or revolutionary movement from current news and present a 20-minute SPITCEROW-type analysis of it. Assignments will be randomly made and distributed during the first week of class. This will be worth 10% of your final grade.
4. Points for Discussion: Beginning in the second week of class, student teams will be assigned points for discussion. They will have the responsibility for preparing “points for discussion” for the rest of the class. The points will focus on *themes from the week’s readings*. Points should be distributed via email before our Thursday classes. During the second part of each class, the discussion teams will introduce the points and take the lead in facilitating a discussion about them. This will be worth 10% of the final grade.
5. Poster Presentations: During the last class session, students will present posters based on their case studies and research of revolutions. On **April 25**, the entire CAR community—faculty, alumni, student colleagues, family and friends—will be invited to come to our poster session for food, drink, and conversation with students about their research and interests in revolution. The posters and participation at the events will be worth 25% of your final grade.
6. Participation: Because this is both a lecture and seminar course, active participation is vital to its success. Even if students will be reading and thinking about certain issues and concepts for the first time, they will be expected to address them critically, substantively,

and with an eye toward developing reasoned independent positions. This portion of the class will be worth 5% of the final grade.

** We will discuss class requirements and expectations in detail during our first class meeting.

Introduction to course and course participants

Thursday January 24

- First meeting to discuss class, expectations, and themes, schedule

The Theory, History, and Sociology of Revolution

January 31

Arendt, *On Revolution*, Introduction, chapters 1, 2

February 7

Arendt, chapters 3, 6

Documentary film: “Uprising” or other film on “Arab Spring”

February 14

Brinton, *The Anatomy of Revolution*, chapters 2, 3

February 21

Brinton, chapters 4, 5

FINAL PAPER PROPOSAL DUE IN ELECTRONICALLY

Documentary film: Title TBA

February 28

Guest: Professor Rich Rubenstein

Readings: TBA

March 7

IN-CLASS MIDTERM ESSAY EXAM

March 14

NO CLASS—SPRING BREAK

March 21

Brinton, chapters 8, 9

The Practice of Revolution: Past and Present

Russia and Eastern Europe:

March 28

DeFranzo, *Revolutions and Revolutionary Movements*, Russia and Eastern Europe chapters

Documentary film: “Checkmate: Strategy of a Revolution in Romania”

China and Southeast Asia:

April 4

DeFranzo, China and Vietnam chapters

Documentary film: on Cambodian revolution, title TBD

Latin America:

April 11

DeFranzo, Cuba and Nicaragua chapters

Documentary film: “Inside the Revolution: A Journey into the Heart of Venezuela”

Iran and South Africa:

April 18

DeFranzo, Iran and South Africa chapters

Documentary film: Title TBA

April 20 (Saturday)

** Class held at Point of View in Mason Neck (time of day, transportation and other details to be arranged)

Finish: *All Souls' Rising*, prepare discussion questions for event in light of themes of course

April 25

Public Poster Session: Students will present research posters for CAR and university community and be ready to discuss revolution research projects with a range of attendees. Location TBD, but most likely the Johnson Center.

May 3

Written revolution papers due electronically to: mgoodale@gmu.edu

Final papers will be read and comments returned electronically.

George Mason University Honor System and Code

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions. For an overview of the Honor Code, see the explanation below:

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University, and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor.

I. The Honor Committee

The Honor Committee is a group of students elected from the student body whose primary and indispensable duty is to instill the concept and spirit of the Honor Code within the student body. The secondary function of this group is to sit as a hearing committee on all alleged violations of the code.

II. Extent of the Honor Code

The Honor Code of George Mason University deals specifically with *cheating* and *attempted cheating, plagiarism, lying, and stealing*.

A. Cheating encompasses the following:

1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.
2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information.
3. Attempted cheating.

B. Plagiarism encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.

C. Lying encompasses the following:

The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the following:

1. Lying to administration and faculty members.
2. Falsifying any university document by mutilation, addition, or deletion.
3. Lying to Honor Committee members and counsels during investigation and hearing. This may constitute a second charge, with the committee members who acted as judges during that specific hearing acting as accusers.

D. Stealing encompasses the following:

Taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the George Mason University community or any property located on the university campus. This includes misuse of university computer resources (see the Responsible Use of Computing Policy section in the "General Policies" chapter). This section is relevant only to academic work and related materials.

Source: *George Mason University Faculty Handbook*
<http://www.gmu.edu/facstaff/handbook/aD.html>

For a more complete understanding of what constitutes plagiarism, see the statements below:

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and

to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.