

History 566

Comparative Revolution

How to Make a Revolution

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Course Objectives

HOW TO MAKE A REVOLUTION draws on work from historians, political scientists, and the revolutionaries themselves. We will explore revolutions from the English Glorious Revolution to the American, French, and Haitian revolutions to wave of revolutionary insurrections that rocked Europe in 1848 to the Sixties. We will try to understand the world through the eyes of the men and women who built barricades of London, Paris, and Vienna over the course of three centuries.

The foundation of this course is discussion, based on background lectures and assigned readings. Reading assignments are listed by the date they will be discussed. Students should come to class prepared to ask questions, challenge each other and me, and together build an understanding. You should come away knowing not only what happened, but why it happened. Why did the Levellers dig up the Commons in the 1640's, French revolutionaries reinvent the calendar, or Marx call on workers of the world to unite? What united the students in Berkeley, Paris, Prague and Durham? Do radical upheavals require bloodshed, violence, or even terror?

We will sometimes work in small groups and come together as a class to work out connections, networks, patterns, and pursue conspiracies. Or I may ask you during class to develop your ideas on paper as individuals to serve as the basis of discussion.

Not only as a means of assessment (grading), but as a strategy for learning, we will all (and that includes the professor) write. We will draft, edit, work in groups, and then rewrite. Developing ease and fluency in your writing is one of the objectives of this course. You will each sign up for a panel and interview a historian by Skype . We will get a chance to delve further into their histories.

Requirements

Reading

Your first responsibility is careful and timely reading. Reading assignments are listed by due dates in the following schedule. You should take good reading notes, jotting down key ideas, questions, and points of confusion so you can bring them to class. You **MUST** bring the assigned reading to class with you, whether hard copies or electronic. We will often be working directly with the texts in class.

Attendance and Discussion

Attendance is required. If you are unable to attend class, please let me know by e-mail BEFORE class. Come to class prepared to participate actively. Do not expect the professor to lecture for the entire 90 minutes or your classmates to carry the burden of discussion.

Essay

All students will be required to write an essay based on readings and discussions. Questions will be distributed in class at least one week ahead of the due date. This paper requires no outside research. You may rewrite your papers, and I will average the two grades.

Midterm

The exam in class will consist of one longer essay on one question chosen from three that you will have ahead, and a set of shorter questions requiring paragraph responses.

Panel

Legacies

Working in groups or individually, students will choose to investigate a revolution or revolutionary we have not studied, preferably beyond Western Europe and the United States, choose a short reading for the class, and report back to the class by leading a discussion.

You will focus on one of your questions to write an essay (2-4 Pages)

Final paper

You may either write another essay based on my question (4-6 pages) or write a short research paper on a topic of your choice (in consultation with the professor and not the subject of your “legacy” project).

Texts

All books are available at the Durham Book Exchange and the UNH Bookstore. Both stores send books back midterm, so please buy all of your books now so you have them available when you need them. Other readings are available on CANVAS.

Pincus, *England's Glorious Revolution 1688-1689: A Brief History with Documents* (Bedford Series in History and Culture)

Hunt, *The French Revolution and Human Rights*, Introduction and selected documents

Dubois, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*

The Walls Have the Floor: Mural Journal, May '68 (The MIT Press)

Grading

Course grades will be determined as follows:

first paper	20%
midterm	20%
Legacies	15%
Final paper	25%
Participation	20%

The grade for participation will be determined by your attendance, your active participation in discussions, quizzes, and short assignments. Remember that active listening is an important way of contributing to class discussions. If you will miss class, please drop me an e-mail before class. More than three absences will drop your discussion grade.

A - for excellent attendance and thoughtful participation, based on reading, in most classroom discussions

B - for excellent attendance and solid participation based on careful reading in discussions in class

C - for attendance at the majority of discussions and some participation in several classes

D-F - inadequate attendance (missing more than three classes), failure to participate in classes, and unsatisfactory work on short assignments

Class Schedule

First Week *Revolutions: A Common working Definition*

Reading: Arendt, *On Revolution*, on CANVAS

Marx, *Manifesto of the Communist Party*, Tucker, pp. 473-483 (Part I, Bourgeois and Proletarians)

Second Week *To the Beginning of Modern Revolutions? The English Civil Wars or The World as it Was (Before Revolution overturned it)*

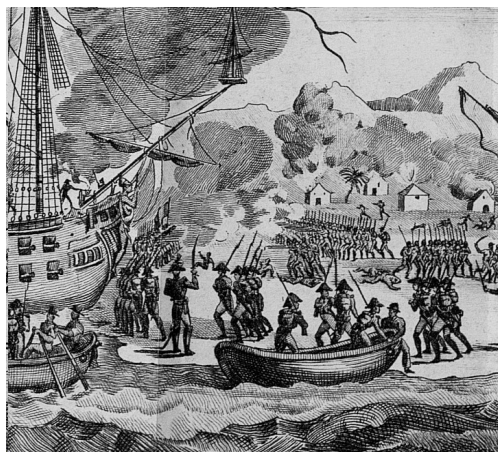
Reading: Hobbes, on Canvas

Film: "The Levellers"

Third Week *The Glorious Revolution*

Reading: Locke, on Canvas

Pincus, *England's Glorious Revolution 1688-1689: A Brief History with Documents (Bedford Series in History and Culture)*



Fourth Week: *An Enlightened Age of Revolutions: America as the New World*

Reading: Rousseau on Canvas

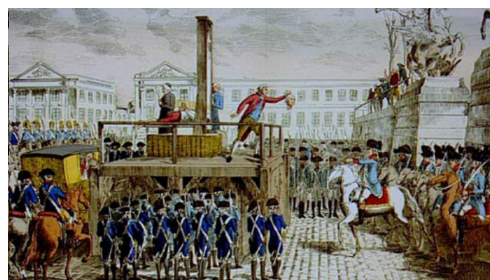
Crèvecoeur, *Letters from an American Farmer* on Canvas

Fifth Week: *The American Revolution: Whose Liberty?*

Reading: *Revolutionary Founders: Rebels, Radicals, and Reformers in the Making of the Nation*, selected chapters

Sixth Week: *Revolutionary Terror*

Reading: Hunt, *The French Revolution and Human Rights*, Introduction and selected documents





Seventh Week: Rumors of Revolution in the Caribbean

Reading: Dubois, *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents*

Eighth Week: Midterm

Review and in class exam

Ninth Week: Marx and a Ruthless critique of Everything Existing

Reading: Marx, “For a Ruthless Criticism of Everything Existing,”
”Economic and Philosophical Manuscripts” selections, and
Capital, selections.



Tenth Week “The Young Marx,” film

Begin reading of Rapport

Eleventh week: 1848: a Revolutionary Wave, the four Seasons

Reading: Rapport, selected pages

Twelfth Week Group Work on Revolutionary Legacies

Reading: The New York Review of Books: Timothy Garton Ash’s “Velvet Revolution, The Prospects” (HTML)

Thirteenth Week: Revolutionary Legacies Presentations

Fourteenth Week: The Sixties

Reading: *The Walls Have the Floor: Mural Journal, May '68* (The MIT Press)

Film: May Flowers

Fifteenth Week: Final Projects