



UNIVERSITY OF
CALGARY

Department of History

HTST 647
World Revolutions
Winter 2021

Instructor: Dr. A. Kiddle

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Office Hours and Method: Wednesdays 12-1 PM (Zoom)

Course Delivery: Online

Synchronous Class Times: Mondays 3-5:45 MST (Zoom)

Description

This course studies the nature of revolutions in comparative historical perspective. We will begin with revolutionary theory and with this theoretical framework as our foundation, we will then look at the Iranian, French, Mexican, Russian, Chinese, Bolivian, Algerian, and Cuban Revolutions. We will survey these revolutions in an effort to discover their motive forces, class and gender dimensions, and outcomes, but we will also analyse the ways in which the historiographies of particular revolutions have incorporated the assumptions or findings of social theories of revolution, and ask whether these case studies shed any light on the applicability or general usefulness of such theories.

Learning Outcomes

To be successful in this class, students will:

1. Demonstrate knowledge and understanding of key developments in world revolutions
2. Analyse the role of political, social, economic, and cultural issues in revolutionary history
3. Demonstrate understanding of and evaluate historical debates regarding the origins and outcomes of revolutions
4. Use critical skills to analyse primary and secondary sources

Reading Material

Johnson, Chalmers. *Revolutionary Change*. 2nd ed. Stanford: Stanford University Press, 1982.
(Contact Dr. Kiddle)

Skocpol, Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia, and*

China. 2nd ed. New York: Cambridge University Press, 2015. (Library)

Tilly, Charles. *The Politics of Collective Violence*. New York: Cambridge University Press, 2003. (Contact Dr. Kiddle)

Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. 2nd ed. Berkeley: University of California Press, 2004. (Library)

Viola, Lynne. *Peasant Rebels under Stalin: Collectivization and the Culture of Peasant Resistance*. New York: Oxford University Press, 1996. (Library)

Vaughan, Mary Kay. *Cultural Politics in Revolution*. Tucson: University of Arizona Press, 1997. (Library)

Gotkowitz, Laura. *A Revolution for our Rights: Indigenous Struggles for Land and Justice in Bolivia, 1880-1952*. Durham: Duke University Press, 2007. (Library)

Schmalzer, Sigrid. *Red Revolution, Green Revolution: Scientific Farming in Socialist China*. Chicago: University of Chicago Press, 2016. (For purchase/rental from UCP)

De la Fuente, Alejandro. *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba*. Chapel Hill: University of North Carolina Press, 2001. (Library)

Halliday, Fred. *Revolution and Foreign Policy: The Case of South Yemen, 1967-1987*. New York: Cambridge University Press, 2002. (Library)

Kurzman, Charles. *The Unthinkable Revolution in Iran*. Cambridge, MA: Harvard University Press, 2005. (Contact Dr. Kiddle)

The History Student's Handbook: A Short Guide to Writing History Essays

Additional resources will be posted on the d2l site for this class.

Assessment

Method	Due Date	Weight
Book Reviews	Weekly	20 %
Seminar Leadership	TBD	10 %
Participation	Weekly	20 %
Annotated Bibliography	February 11	10 %
Historiographical Essay	Rough Draft April 7, Final Version April 20	40 %

Course Policies and Conduct

This course is intended for all registered students, and I am committed to creating an inclusive learning environment. If you have any foreseen or unanticipated conditions or circumstances that require reasonable accommodations, you are encouraged to contact the campus resources outlined below or contact me by email or during office hours to discuss how I can help you to be successful in this course.

This class is offered synchronously (ie., real-time Zoom). In order to successfully engage in the class, students are advised to have reliable access to suitable computer technology, including a microphone and camera.

Please feel free to drop in to see me during my Zoom office hour on Wednesdays. If you cannot come during the posted time, I would be happy to make an appointment for a mutually convenient time.

Please feel free to e-mail me but be aware that it may take up to 48 hours for me to respond.

Students will be given the option of skipping one book review, or of dropping the lowest mark for one book review (ie. there are 11 books, only 10 reviews will count). I understand that things come up and it is a constant challenge staying organized for an online course, so keep these “free passes” handy in case something happens. You do not need to advise me of your intention to use your free pass – I will take it into account automatically at the end of the semester.

All other late work will be penalized one-third of a letter grade per day (ie. B+ to B).

Students who anticipate difficulty meeting a deadline (for academic or personal reasons) should request an extension at least 48 hours **before** an assignment’s due date.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university’s mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Guidelines for Synchronous Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. To protect the privacy of others, students may not record in any format any activity that occurs within the online classroom. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly, and with integrity; and in accordance with the principles of fairness, good faith, respect, and responsible digital citizenship (as per the Code of Conduct).

Only students registered in this course are allowed to be involved in these activities. Students whose D2L and Zoom usernames do not reflect their preferred name or identity can contact the IT Support Centre to have a display name changed in the Active Directory. This will change the name that shows in all online systems, including Zoom and D2L. It will take about 24 hours for the Support Centre to complete the request.

Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms.

Zoom class sessions may be recorded for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. These recordings will not be shared or used for any other purpose.

Methods of Assessment

Your final mark for this course will be based upon weekly book reviews, an annotated bibliography, and active participation in the seminar, including seminar leadership on one occasion.

Participation: It is absolutely essential to the proper functioning of this seminar that you come to class prepared to discuss the assigned readings. Your contribution to the discussion should be substantive and demonstrate a thorough familiarity with the works under consideration. Furthermore, you should listen actively to your classmates' ideas and engage in discussion.

Book Reviews: Reviews are due by 11:59 PM the day before the day that the books are under discussion. Reviews should be approximately 2-3 pages in length (600 words) and conform in matters of style to the guidelines outlined in the *History Student's Handbook*.

Discussion Leadership: In the second part of the course, one student will lead the discussion of a revolution each week. Students will choose a published historiographical essay or review article to assign which will complement the book assigned for the week and email the citation to the rest of the class one week before class. Students will make a brief (10 minute) presentation on the revolution in question and then lead discussion of the monograph and the assigned article.

Annotated Bibliography: Students will choose a revolution of interest. Bibliographies should include at least 10 scholarly sources. Internet sources, such as Wikipedia, should not be used, but journal articles that were accessed via the internet, using databases such as JSTOR, Historical Abstracts, and Project Muse that are available on the library’s website, are encouraged. Bibliographies should conform to *The History Student’s Handbook* in matters of style.

Historiographical Essay: Students will write a historiographical essay on the revolution of their choosing. It does not have to be the same one as the annotated bibliography or the seminar leadership, although this might be a good idea. Essays should be approximately 30 pages in length and should conform in matters of style to *The History Student’s Handbook*. Part of the final mark for the essay will be based upon a peer review process, which will occur the week of April 5. Final versions will be due April 20.

Schedule

Date	Topic & Reading
Week 1 Jan 11 - 15	Introduction PARTICIPATE Synchronous Zoom Class, 11 January
Week 2 Jan 18 - 22	Revolutionary Theory READ Tilly COMPLTEBook Review January 17 by 11:59 PM PARTICIPATE Synchronous Zoom Class, January 18
Week 3 Jan 25 - 29	Theory READ Skocpol COMPLETE Book Review January 24 by 11:59 PM PARTICIPATE Synchronous Zoom Class, January 25
Week 4 Feb 1 - 5	Theory READ Johnson COMPLETE Book Review January 31 by 11:59 PM

	<p>PARTICIPATE Synchronous Zoom Class, February 1</p>
<p>Week 5 Feb 8 - 12</p>	<p>France</p> <p>READ Hunt</p> <p>COMPLETE Book Review February 7 by 11:59 PM Annotated Bibliography Due February 11 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, February 8</p>
<p>Feb 15 - 19</p>	<p>Reading Week - No classes</p>
<p>Week 6 Feb 22 - 26</p>	<p>Russia</p> <p>READ Viola</p> <p>COMPLETE Book Review February 21 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, February 22</p>
<p>Week 7 Mar 1 - 5</p>	<p>Mexico</p> <p>READ Vaughan</p> <p>COMPLETE Book Review February 28 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, March 1</p>
<p>Week 8 Mar 8-12</p>	<p>Bolivia</p> <p>READ Gotkowitz</p> <p>COMPLETE Book Review March 7 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, March 8</p>
<p>Week 9 Mar 15 - 19</p>	<p>Cuba</p> <p>READ De la Fuente</p>

	<p>COMPLETE Book Review March 14 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class, March 15</p>
<p>Week 10 Mar 22 - 26</p>	<p>China</p> <p>READ Schmalzer</p> <p>COMPLETE Book Review March 21 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class March 22</p>
<p>Week 11 Mar 29 - Apr 2</p>	<p>Yemen</p> <p>READ Halliday</p> <p>COMPLETE Book Review March 28 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class March 29</p>
<p>Week 11 Apr 5 - 9</p>	<p>Easter Monday NO ZOOM</p> <p>ROUGH DRAFTS OF HISTORIOGRAPHICAL ESSAYS DUE FOR PEER REVIEW APRIL 8 by 11:59 PM</p>
<p>Week 12 Apr 12 - 15</p>	<p>Iran</p> <p>READ Kurzman</p> <p>COMPLETE Book Review April 11 by 11:59 PM</p> <p>PARTICIPATE Synchronous Zoom Class April 12</p>
	<p>FINAL VERSION OF HISTORIOGRAPHICAL ESSAYS DUE APRIL 20 by 11:59 PM</p>

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [Student Accommodation Policy](#).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in

how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security (220-5333)

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