

**HIST 128A: War, Revolution, and Society**

*3 credits, 3 hours*

The causes, course, and consequences of major conflicts around the globe, including their wider social effects.

**Instructor**

Dr. Hugh Gordon  
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**Office Hours**

Monday 13:00 – 14:50  
Tuesday 11:00 – 11:50  
Thursday 13:00 – 14:50

**Hours of Instruction**

Tuesday 13:00 – 14:20 S205  
Friday 13:00 – 14:20 S205

**Required Resources**

Peter von Sivers et. al., *Patterns of World History, Volume 2: Since 1400*. Oxford University Press, 2017. 3<sup>rd</sup> ed.

Jack Goldstone, *Revolutions: A Very Short Introduction*, Oxford University Press, 2014.

**Course Outcomes**

The student will be able to:

- Identify and explain the broad themes and key events in nineteenth- and twentieth-century military and revolutionary history.
- Locate, access and evaluate source material (both primary and secondary) for historical research.
- Engage, with a critical eye, representations of history outside of the academic setting (in other words, public history).
- Think analytically and critically about historical issues, and express those ideas with clarity and precision.

**Evaluation**

| Assignment              | Percentage | Due Date         |
|-------------------------|------------|------------------|
| Propaganda Project      | 20%        | Various Dates    |
| Midterm                 | 20%        | Feb. 8           |
| Research Paper Proposal | 5%         | March 1          |
| Research Paper          | 25%        | March 29         |
| Final Examination       | 30%        | To be determined |

*A grade of C- is required for progression or transfer.*

**Midterm and Final Exam:**

There will be one midterm and one final exam as part of the course.

**ALL ASSIGNMENTS NEED CITATION AND CITATION FOR ALL ASSIGNMENTS MUST BE IN CHICAGO STYLE****Propaganda Project:**

Students will be required to create a piece of propaganda related to one of the topics in the course. Propaganda can be a pamphlet, poster, mock radio commercial/announcement, or video. Along with submitting the piece of propaganda, they will be required to submit a two-page explanation of how it fits with the historical period being examined. In addition, students will be required to present the piece of propaganda to the rest of the class.

**Research Paper:**

You will be required to sign up for an essay topic based on a selection on Moodle. Other topics may be allowed if you get explicit permission from me to write about it. The essay/term paper will be 2000-2500 words or 8-10 pages in length (typed, double-spaced, 12 point font). Essays are due at the beginning of class on **March 29**. Footnotes and bibliographies must be formatting according to the Chicago Manual of Style, which will be explained in class. Online sources are to be from books and academic journals only. Unsourced, non-academic websites like Wikipedia are not allowed. Ask the instructor for help if you are not sure. For this assignment, students will also have to write a Research Paper Proposal due on March 1. The Proposal should explain the topic and the student's thesis and include a list of sources in Chicago format on the topic that the student has chosen. Essays will not be accepted unless the student has completed the Proposal beforehand.

**LATE POLICY:**

**Late assignments will have 10% deducted from the final mark for the first day and will not be accepted afterwards. All written assignments must be submitted on paper and in Word (.docx) format to the instructor. ALL ASSIGNMENTS ARE MANDATORY. IF ASSIGNMENTS ARE NOT HANDED IN A STUDENT MAY RECEIVE A FAILING GRADE.** Extensions may be granted if the student discusses the issue with the instructor before the assignment is due. If the student fails to ask for an extension, they will not receive any leeway regarding the final mark. Extensions will be granted on **LIMITED CASE-BY-CASE BASIS**. No extensions will be allowed on the day the essay is due. If an extension is granted, no further extensions will be given.

**Grading System**

| Descriptor                         | Alpha Grade | 4.0 Scale | Percent   | Rubric for Letter Grades   |
|------------------------------------|-------------|-----------|-----------|--|
| Excellent                          | A+          | 4.0       | > 92.9    | Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format. |
|                                    | A           | 4.0       | 85 – 92.9 |  |
|                                    | A-          | 3.7       | 80 – 84.9 |  |
| Good                               | B+          | 3.3       | 77 – 79.9 | Work is generally of high quality, well developed, well written, has clarity, and uses proper format.                      |
|                                    | B           | 3.0       | 74 – 76.9 |  |
|                                    | B-          | 2.7       | 70 – 73.9 |  |
| Satisfactory<br><b>Progression</b> | C+          | 2.3       | 67 – 69.9 | Work has some developed ideas but needs more attention to clarity, style and formatting.                                   |
|                                    | C           | 2.0       | 64 – 66.9 |  |
|                                    | C-          | 1.7       | 60 – 63.9 |  |
| Poor<br><b>Minimum Pass</b>        | D+          | 1.3       | 55 – 59.9 | Work is completed in a general way with minimal support, or is poorly written or did not use proper format.                |
|                                    | D           | 1.0       | 50 – 54.9 |  |
| Failure                            | F           | 0.0       | < 50      | Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.                                   |

**Proposed Schedule of Topics**

**Please Note:**

Date and time allotted to each topic is subject to change.

| Week                             | Topic   | Possible Readings   |
|----------------------------------|---|---|
| Week One:<br>Jan. 8, 11          | <b>Introduction and Themes</b><br><b>Pop Culture and Revolution</b><br><b>Revolutionary Ideologies</b><br><b>War and Warfare</b><br><b>Alternate types of Warfare</b><br><b>Political Transformations:</b> Revolution in the USA<br>Colonial Settlement and Discontent<br>Forging a New Political Order | Von Sivers, Intro to Part 5 “The Origins of Modernity” (pp. 652-3);<br>Goldstone, Ch. 1<br>Von Sivers, Chapter 22<br>Primary Sources:<br>United States<br>Constitution<br>Thomas Paine,<br>Common Sense |
| Week Two:<br>Jan. 15, 18         | <b>Social, Political and Economic Transformations:</b> The French Revolution and Latin America  | Goldstone, Chapter 6<br>Von Sivers, Chapter 23  |
| Week Three:<br>Jan. 22, 25       | <b>Social, Productive and Ideological Transformations:</b><br>The Industrial Revolution<br>Socialism and Nationalism: 1848<br>Socialism and Liberalism in the Nineteenth Century  | Goldstone, Chapters 2-3 required (4-5 recommended)<br>Von Sivers, Chapter 26  |
| Week Four:<br>Jan. 29,<br>Feb. 1 | <b>Modernization and Its Discontents:</b><br>Russia and the Challenge of Economic and Political Modernization<br>Porfirio Diaz and the Challenges of  | Von Sivers, Chapter 25<br>Goldstone, Chapter 8  |

|                                   |  |   |
|-----------------------------------|--|---|
|                                   | Modernization: Mexico  |   |
| Week Five:<br>Feb. 5, 8           | <b>Redirection and Restructuring:</b><br>The Opium Wars, Imperialist Incursions<br>and Warlordism in China   | Reading: von Sivers,<br>Chapter 24<br>Goldstone, Chapter 7                |
| Week Six:<br>Feb. 12, 15          | <b>The War to End All Wars:</b> The First<br>World War<br><b>MIDTERM</b>   | Von Sivers,<br>Introduction to Part 6<br>(pp. 848-9), Chapters<br>27 – 28 |
| Week<br>Seven                     | Reading Week <b>NO CLASSES</b>   |   |
| Week Eight:<br>Feb. 26,<br>Mar. 1 | <b>War and Revolution:</b><br>The Russian Revolution<br>The End of the Ottoman Empire and the<br>Birth of Turkey<br>The Easter Rising, the Irish Civil War,<br>and the Irish Free State<br><b>ESSAY PROPOSAL DUE</b> |   |
| Week Nine:<br>Mar. 5, 8           | <b>Counter Revolution:</b><br>Germany and Nazi Power<br>Fascism and Empire: Imperial Japan<br>Totalitarian Societies   |   |
| Week Ten:<br>Mar. 12, 15          | <b>Total War:</b> The Second World War   |   |
| Week<br>Eleven:<br>Mar. 19, 22    | <b>Revolution in International Relations:</b><br>Cold War and the Emergence of the<br>Eastern Bloc<br>Maoist Revolution in China<br>Decolonization, Modernization and<br>Socialism in the Third World                | Von Sivers, Chapter<br>29;  |
| Week<br>Twelve:<br>Mar. 26, 29    | <b>A Case Study for Colonialism, War,<br/>and Revolution:</b> Indochina and Vietnam<br><b>ESSAY DUE</b>  |   |
| Week<br>Thirteen:<br>Apr. 2, 5    | <b>New Conflicts and Transformations:</b><br>Revolution and the “Third World”<br>Religious, Ideological and State-<br>sponsored Terrorism  | Von Sivers, Chapter<br>30;  |
| Week<br>Fourteen:<br>Apr. 10      | <b>The Birth of a New Era:</b><br>The Fall of the Wall and the Slow Death<br>of State Socialism-- The End of History?<br>Turmoil in the Middle East, Eastern<br>Europe and Africa<br><b>Exam Review</b>              | Von Sivers, Chapter<br>31, Goldstone,<br>Chapters 9-10                    |

## Performance Requirements

### Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

### Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

### Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

### Specialized Supports

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss

the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Please watch your Keyano email for workshop announcements from our Student Academic Support Services team.**