POL 277

Revolutions

S2 Day 2017

Dept of Modern History, Politics & International Relations

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General Information

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By appointment

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Credit points
3

Prerequisites
12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description
This unit will examine the causes, processes and outcomes (success or failures) of some major post-1945 Third World revolutions. It will begin with a discussion of key theories or explanations of why revolutions occur, and the role played by various social and class forces. The case studies will focus on revolutions via mass mobilizations and/or earned struggle (Cuba, Nicaragua, Iran, Philippines), anti-colonial revolutions (Vietnam) and revolutions via the 'ballot box' (Chile). The case studies will emphasise social, political and economic factors, the role of social classes, leadership patterns, political strategies and ideologies.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
2) To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
3) To be able to account for some of the causes of revolutions
4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
5) To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment Tasks

Name	Weighting	Hurdle	Due
Major Essay	45%	No	Week 7
In-class Quizzes	40%	No	Ongoing
Tutorial Participation	15%	No	Ongoing

Major Essay

Due: **Week 7**
Weighting: **45%**

This essay, approximately 2000 words in length, provides students with the opportunity to explore a topic of interest in depth. Students should develop a considered answer to a specific question based on reading a range of sources wider than simply the key readings. (Students must read and refer to a minimum of 12 substantive sources.) A high standard essay would draw upon a wide range of resources to support a well-organized argument in response to the set question (essay questions will be provided in the Week 1 lecture). Remember, there is no necessarily ‘correct’ answer to each question: rather, there are arguments that are more persuasively made and intelligently constructed. Consider whether the arguments you read are logical and provide convincing evidence. The same criteria should apply to your own work.

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- 3) To be able to account for some of the causes of revolutions

- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
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In-class Quizzes

Due: **Ongoing**
Weighting: **40%**

These quizzes will be held in various lectures (8 quizzes worth 5% each) throughout the semester. They will be based on material covered in the key readings and lectures, and the details in relation to which lectures they will be held in will not be announced prior to each lecture, meaning that you will not know in advance whether a quiz will be held in a given lecture. This is designed to ensure maximum participation in the course and maximum achievement in the quizzes. It also replaces the traditional end-of-semester exam, a flawed form of assessment that encourages loafing throughout the semester and cramming five minutes to midnight, by which time it is too late. More information about the quizzes will be provided during the lecture in Week 1.

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- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
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Tutorial Participation

Due: **Ongoing**
Weighting: **15%**

Students enrolling in an on-campus course are expected to attend lectures and tutorials. They should be prepared to commit approximately 10 hours per week for each course. These 10 hours include lecture and tutorial attendance, undertaking weekly readings, miscellaneous study activities and assignment preparation and completion. Tutorial topics will follow one week after lectures, meaning that the topic for the tutorial in Week 2, for example, will be based on the

Week 1 Lecture. The emphasis in tutorials will be upon group discussion (advancing and defending arguments orally), exploration of current issues, and practical exercises. The tutorials provide an opportunity to make connections between the broad principles and theories covered in lectures and contemporary political issues and events.

Tutorials provide the opportunity to ask questions about things you do not understand and to challenge things with which you do not agree. In preparation for each tutorial you are expected to read as widely as possible and to keep abreast of current affairs in order to contribute meaningfully to weekly discussions. Watching a YouTube video, reading someone's Facebook Wall, and Googling something about a topic are not acceptable methods of preparing for tutorials. In an age of mass disinformation and information overload, you must be discerning about what you read. And, remember, attendance is not a synonym for participation, so you will be graded accordingly.

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Delivery and Resources

This unit is delivered but pay attention to the iLearn site for announcements and updates.

Unit Schedule

Week 1: Introduction to Revolutions

Week 2: The Greats: The English, the French, and the Russian Revolutions

Week 3: Revolution and Imperialism: The Case of Ireland

Week 4: Literature and Revolution: Émile Zola and the French

Week 5: The Women's Revolution

Week 6: The Sexual Revolution

Week 7: No Lecture: Reading and Assignment Preparation Week

Week 8: Revolution and Violence

Week 9 Revolution and Love/Fidelity

Week 10: Revolution and Truth/Teleios

Week 11: Revolution and Subjectivity/Agency

Week 12: Revolution and Order/Governance

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise

- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- 2) To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- 3) To be able to account for some of the causes of revolutions
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
- 5) To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- In-class Quizzes

- Tutorial Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 2) To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- 3) To be able to account for some of the causes of revolutions
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
- 5) To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment task

- Tutorial Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
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- 3) To be able to account for some of the causes of revolutions
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the

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Assessment tasks

- Major Essay
- In-class Quizzes
- Tutorial Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- 3) To be able to account for some of the causes of revolutions
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Assessment tasks

- Major Essay
- In-class Quizzes
- Tutorial Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
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Assessment tasks

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2) To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
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Assessment tasks

- In-class Quizzes
- Tutorial Participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
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- 3) To be able to account for some of the causes of revolutions
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
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Assessment tasks

- Major Essay
- Tutorial Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred

throughout history in different parts of the world

- 2) To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- 3) To be able to account for some of the causes of revolutions
- 4) To be able to understand the key conceptual issues and debates surrounding revolutions, including questions of agency, organisation, the role of the state, and the possibilities - or otherwise - of social change
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Assessment tasks

- Major Essay
- In-class Quizzes

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 1) To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
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Assessment tasks

- Major Essay
- In-class Quizzes
- Tutorial Participation

Changes from Previous Offering

This course has been completely re-written from scratch since its last offering - including all new lecture topics and readings - giving it a much more historical and theoretical bent. Please feel free to pass on your feedback.