



POL 277

Revolutions

S2 External 2018

Dept of Modern History, Politics & International Relations

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Ashley Lavelle

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Contact via (02) 9850 9660

Australian Hearing Hub, Level 2

By appointment

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

Revolutions discusses the theory and practice of revolution, including topics such as 'Why revolution?'; 'Revolution and Violence'; 'Revolution and Love/Fidelity'; 'Revolution and Subjectivity/Agency'; 'The Greats - the English, French, and Russian Revolutions'; 'Revolution and Literature: Zola and the French'; 'The Women's Revolution'; 'The Sexual Revolution'; and 'The Neoliberal (Counter)Revolution'.

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:

To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world

To be familiar with some of the leading figures of revolutions throughout history in different parts of the world

To be able to account for some of the causes of revolutions

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

To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

General Assessment Information

Late Submissions

Late Submission Penalty “Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.”

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Major Essay</u>	45%	No	Week 7
<u>Minor Essay</u>	30%	No	Week 11
<u>Reading Critique</u>	25%	No	Week 3

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, selected from one of the Essay questions provided in the Week 1 lecture notes. 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.

On successful completion you will be able to:

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world

- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Minor Essay

Due: **Week 11**

Weighting: **30%**

This essay, approximately 1500 words in length, deals with one of the 'important questions' listed in the Week 1 lecture notes for the course. You should refer to a minimum of 6 sources in answering your chosen question. In writing your essay, you should follow largely the same format as that for the major essay, including for referencing.

On successful completion you will be able to:

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Reading Critique

Due: **Week 3**

Weighting: **25%**

Students should choose one reading (book, chapter from an edited book collection, or journal article) from the list of Further Readings provided after each week's lecture topic, or choose a suitable alternative reading. The aim is to critique and discuss the reading and the subject matter it raises. No references are required other than for the reading that is chosen. The critique should be approximately 1000 words long.

On successful completion you will be able to:

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

throughout history in different parts of the world

- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Delivery and Resources

This unit is delivered online, and has no on-campus activities or requirements.

Unit Schedule

Week 1: Introduction to Revolutions

Week 2: Loomings: Key Concepts and Issues

Week 3: The Greats: The English, the French, and the Russian Revolutions

Week 4: Revolution and Imperialism: The Case of Ireland

Week 5: Deflected Permanent Revolution? The Case of China

Week 6: Literature and Revolution: Émile Zola and the French

Week 7: Reading Week (no lectures or tutorials)

Week 8: Ex-revolutionaries and Renegades

Week 9: The Women's Revolution

Week 10: The Sexual Revolution

Week 11: The Neo-liberal (Counter)Revolution

Week 12: Conclusion

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)

- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- 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

Assessment task

- Reading Critique

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

- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions

- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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

- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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

- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique

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

- To be able to differentiate between the types of revolutions that have occurred throughout history in different parts of the world
- To be familiar with some of the leading figures of revolutions throughout history in different parts of the world
- To be able to account for some of the causes of revolutions
- 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
- To be aware of the arguments for and against revolution vis-a-vis reform as a strategy for social change

Assessment tasks

- Major Essay
- Minor Essay
- Reading Critique