

Tradition, Revolution, and Change

IR 6634

Term IV, 2018-2019

Weekend/WE Format, Misawa Air Base

Course Syllabus

Instructor: Dr. Joel R. Campbell

Meeting dates and place: March 30-31, April 27-28, 2019 (0900-1800),
Misawa Education Center, 2F

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APO AP 96368-5134; Office location: 2F, Kadena Education Office building

Advising: I can meet with you at a convenient time before or after class, while I am on-site at Misawa. I can also discuss the course with you by Skype.

Office Hours: By appointment.

COURSE DESCRIPTION: An interdisciplinary, cross cultural approach to the study of comparative cultural change and its impact on the international system; it examines the origins, processes, and outcomes of sociopolitical change within various nations and states.

COURSE OBJECTIVES: After taking this course, the student should understand basic ideas relating to traditional societies, revolution and political change. Topics include the nature of political development, political and legitimacy crises in historical states, the failing state phenomenon, stages of revolution, and revolutionary change. In addition, the student should be able to explain standard theories and the values that underlie the differing positions on revolution and change internationally.

COURSE REQUIREMENTS: Students are expected to keep up with the readings and to participate materially in all assignments. Students should obtain a TROY e-mail account and check it regularly, as this will be the means of providing notice of assignment changes, class cancellations, or other matters concerning class. There are no prerequisites.

All dates and time provided in this syllabus refer to Japan time (GMT + 09:00).

NATURE OF GRADUATE WORK: “Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2015-16 Troy University Graduate Catalog, p. 4).

TEXTBOOKS

Carlos Castaneda and Cathy Lisa Schneider, eds., *Collective Violence, Contentious Politics, and Social Change: A Charles Tilly Reader* (New York: Routledge, 2017). ISBN 1612056717, 978-1612056715

James DeFronzo, *Revolutions and Revolutionary Movements*, 5th ed. (New York: Routledge, 2014). ISBN 0813349249, 978-0813349244

Stuart Easterling, *The Mexican Revolution: A Short History, 1910-1920* (Chicago: Haymarket Books, 2013). ISBN 1608461823, 978-1608461820

COURSE GRADES

GRADE SCALE

Final Examination	30%	A: 90-100
Student Presentations	15%	B: 80-89
Critical Essays	20%	C: 70-79
Book Review	10%	D: 60-69
Participation/small groups/ Discussion/W-E Discussion	25%	F: 0-59

A. Final Examination

This course will include a final exam to be submitted via Canvas during Week 9. Exams will include material covered in the readings, lectures/items discussed in class, and videos used in the course. The exam will consist of short answer and essay questions.

B. Student Presentations

Students will brief the class on a major revolution or revolutionary movement in modern times, i.e., since 1500. Topics are to be approved by the professor. Presentations will be limited to fifteen to twenty minutes per student. You will be given detailed instructions on these presentations during the term.

C. Critical Essays

Students will draft two critical essays; each should be at least five pages. These papers will be short essays intended to demonstrate the student's comprehension of the concepts contained in the assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. Detailed paper instructions are provided at the end of the syllabus. Each review essay should be submitted via Canvas, and will account for 10% of the course grade, for a total of 20% of the course grade. **Send copies to me by e-mail**, as well.

Essay 1: Due April 7 – Discuss the nature of revolution, the state, and democracy, as presented in the **DeFronzo** and **Castaneda-Schneider** textbooks.

Essay 2: Due May 9 – Discuss causes of collective violence (inequality, collective violence, migration, etc.), with reference to the **DeFronzo** and **Castaneda-Schneider** textbooks.

D. Book Review

Students will submit a written review of Stuart **Easterling**, *The Mexican Revolution: A Short History, 1910-1920*. Your review should be submitted via Canvas by **2018**. Book reviews should be at least 5 pages in length; they should summarize the main ideas/themes, critique the book and its contents, and provide your own critical analysis of the book's topics. **Send a copy to me** by e-mail, as well.

WEB-ENHANCED CANVAS PORTION: This is a Web-Enhanced (W-E) course that combines instruction inside and outside of the classroom. A 3-credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hour requirement, the course includes the following: Viewing of 3 one-hour videos (3 hours); discussion board posts (4 hours), and review of instructor slides/lectures posted on Canvas (2 hours).

Canvas: All assigned papers and the final exam are to be submitted through the course's Canvas shell. **Send me copies by e-mail**, as well. I will give you further instructions in class and by e-mail.

METHODS OF INSTRUCTION

Lectures, Class Discussion/Questions/Small groups, Student presentations, Student essay/review papers

TROY UNIVERSITY DEADLINES: Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 4 is April 26, 2019.

ATTENDANCE POLICY: Students are expected to attend ALL class sessions. Students should complete the assigned readings BEFORE the class session (see schedule below), so that you can discuss topics raised by them and answer questions about them. Any absences for TDY, military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. Per PACOM and Troy University instructions, the site coordinator must be notified of students who miss more than 25% of classes.

MAKEUP POLICY: In exceptional cases, such as medical or family emergencies, official duty requirements and military exercises, or TDY/TAD, an authorized absence may be permitted upon consultation with the instructor. TDY, official duty/military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in a lower course grade. In such unauthorized absences, the student MUST meet with the instructor as soon as possible for a comprehensive review of the missed material AND submit an additional assignment. Failure to do assigned makeup activities will negatively affect the course grade.

INCOMPLETES: If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade, student's progress in the course is deemed satisfactory, student is passing the course when the request is made, circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at trojan.troy.edu/graduateschool/forms.html.

TDY, official duty or military exercises, and family/medical/other emergencies must be verified with appropriate documentation. Failure to provide such documentation will result in lowered grades on late assignments. All other Incomplete work is considered late, and accordingly will receive reduced grades.

ACADEMIC ETHICS: Details on ethical standards for research papers can be found in *Publications Manual of the American Psychological Association*. The current "Standards of Conduct" of the Troy University *Graduate Catalog* should also be consulted. The following will not be tolerated in this course:

1. **Cheating** on examinations or assignments, in any form. This includes submitting another's work as your own, providing answers to others, or using any unauthorized aids during an examination.

2. **Plagiarism** on research papers, in any form. This includes failure to give credit to the sources of your work, copying of someone else's work, downloading text as part or all of an assignment, or using an author's exact words without quotations.

Cheating or plagiarism will result in grades of zero on the assignment and F in the course. Such cases may be subject to further disciplinary action by Troy University up to and including expulsion from the MSIR program. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

AMERICANS WITH DISABILITIES ACT: Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <https://my.troy.edu/student-disability-services/>

CELL PHONES, COMPUTERS, ELECTRONIC DEVICES: Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.). In order to receive emergency messages from the military or family members, devices must be in a vibration, silent or other unobtrusive mode. Students expecting to receive calls that they believe to be emergency calls should inform the instructor before the start of the instructional period. If they receive emergency calls, they must notify the instructor as soon as reasonably possible, and answer quietly without disturbing the teaching environment. They should move unobtrusively and quietly from the instructional area. The instructor in this class has opted to permit use of tablets and/or laptops in class.

LIBRARY RESOURCES: Students can access online resources through the Troy University web site at www.troy.edu or www.library.troy.edu. These resources include a variety of text data bases that give complete articles from many journals, magazines and newspapers. The MSIR Journal List, for instance, has over 90 publications, including *Foreign Affairs* and *World Politics*. The main full text information services are

EBSCOhost, FirstSearch, InfoTrac and ProQuest. Tutorials and overviews are available on the library home page.

COURSE SCHEDULE

Textbooks for the course

D = DeFronzo

CS = Casteneda and Schneider

Course readings must be completed before the respective weekends in class. Also, think of these assignments as weekly readings, as noted below. So, “Traditional Societies” should be read on Week 1, and “Development of Govts.” should be read on Week 2.

WEEKEND 1 (March 30-31)	TOPICS	READINGS
Week 1	Traditional Societies Culture, Cultural Change	CS, Chs. 1-2
Week 2	Development of Govts.	D, Ch. 1 CS, Chs. 7-8
Week 3	Crises of governance	D, Ch. 4 CS, Chs. 9-12
Week 4	The Nature of Revolution	D, Ch. 6 CS, Chs. 3-6
WEEKEND 2 (April 27-28)		
Week 5	Historical Revolutions (Core) UK, US, France	CS, Chs. 13-14
Week 6	Historical Revolutions (Paradigm) Mexico, Russia, China	D, Chs. 2-3 CS, Chs. 15-17
Week 7	Postwar Revolutions (Periphery) Cuba, Iran, Arab Spring	D, Chs. 5-7 CS, Chs. 18-20
Weeks 8-9	Modern Political Change	D, Chs. 8-9 CS, Chs. 21-22

The Final Exam (take home) is on material up through Weekend #2, Sunday, as listed above. The Exam will be due in Canvas during Week 9.

ESSAY PAPER INSTRUCTIONS: Pursuant to the syllabus, there will be two critical essay papers that will each account for 10% of the course grade, for a total of 20% of the course grade. These papers will be essays intended to demonstrate the student's comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. As with any strong essay, you should stake out a position at the beginning, and then support that position throughout your paper. Think of your essay as an Op-ed piece in a newspaper, magazine, or online publication. The essays are not intended to be research papers. However, papers should be careful to cite as appropriate if using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words."¹ Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

Students will be assigned topics as listed above for each of the essays. Upon careful consideration of the topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 5-7 pages with a maximum length of 7 pages, exclusive of title page.

Format: The paper must be typed, double-spaced, in black twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs.

¹ William Strunk Jr. and E.B. White, *The Elements of Style*, 4th ed. (Needham Heights, MA: Allyn and Bacon, 2000), p. 23.

Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F.

Papers are due as noted below; late papers will lose ten points per 24 hour period late.

Please **PROOFREAD YOUR PAPERS.**