

Term Information

Effective Term Spring 2024
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding DL approval

What is the rationale for the proposed change(s)?

The faculty member would like to teach this course regularly online

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3675
Course Title How to Stage a Revolution
Transcript Abbreviation Comp Revolutions
Course Description Compares revolutionary movements in order to help explain why some fail and some succeed.
Previous Value *Compares revolutionary movements in order to help explain why some fail and some succeed. Sometimes this course is offered in a distance-only format.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Previous Value *Yes, Greater or equal to 50% at a distance*
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value *Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.
Previous Value *Prereq: English 1110.xx, or permission of instructor.*

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:
Historical Study; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will explore and understand why and how revolutions occur and what makes people decide to rebel at a particular moment in time.

COURSE CHANGE REQUEST
3675 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
11/13/2023

Content Topic List

- French Revolution
- Russian Revolution
- American Revolution
- Colonial wars of liberation
- Pueblo Revolt
- Haiti
- Africa
- China
- Vietnam
- Latin America

Sought Concurrence

No

Attachments

- 3675 Syllabus In-Person Newell.docx: Syllabus In-Person
(Syllabus. Owner: Getson, Jennifer L.)
- 3675 Syllabus DL.docx: Syllabus DL
(Syllabus. Owner: Getson, Jennifer L.)
- 3675 DL Cover Sheet.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/18/2023 02:02 PM	Submitted for Approval
Approved	Soland, Birgitte	10/18/2023 02:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 03:59 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 03:59 PM	ASCCAO Approval



Syllabus

History/3675

How to Stage a Revolution

Spring 2022

3 Credit Hours

Online, Synchronous

F, 1:15pm – 2:35pm (Zoom)

Course overview

Instructor

- Tryntje Helfferich
- Helfferich.1@osu.edu
- Course Zoom Link
- Office Hours: Fridays 12:40pm – 1:10pm or by appointment (Zoom)
 - Zoom Link

Note: My preferred method of contact is email.

Course description

This course will focus on the theme of political violence by studying riots, peasant revolts, urban revolts, insurgencies, rebellions, and revolutions in Europe in the 16th and 17th centuries, an era often termed one of “General Crisis.”



To tackle this fascinating topic, we'll first outline the characteristics and nature of different forms of political violence, and then trace early modern ideas about revolution and resistance to authority. As part of this, we will contemplate what people thought were just reasons for revolt, and examine here how concepts of popular sovereignty and citizenship played into the mix. After this general overview and discussion of major themes, the course will focus on four separate rebellions that will serve as specific case studies: the German Peasants' War (1524-25), The Dutch Revolt (1566–1648), the dual English Revolutions (1642 & 1688), and the French Revolution (1789-99). We'll then conclude the course with a discussion of what these early modern rebellions suggest about the general causes of political violence and revolution (including such factors as ideology, economics, elite rebellion, mass popular discontent, etc.), explore the relation between radical thought and action, and consider both why some fail and some succeed, but also why it is that revolutions tend to lead not to greater freedoms, but to more authoritarian regimes with increased state control over culture, society, and the economy. Finally, we will consider what the modern world has inherited from premodern experiences of political violence and revolution, as well as what that early modern model may teach us about citizenship and political participation within our contemporary world, and the possible future of our own democratic political system.

Through your reading and analysis of primary sources, your participation in class discussions, and your study of lectures and podcasts, you should broaden your knowledge of this period, strengthen your analytical, writing, and oral communication skills, and enhance your ability to think critically about not just the past, but also about the human condition in general

General education goals and expected learning outcomes

Legacy GE - Historical Studies

1. Students recognize how past events are studied and how they influence today's society and the human condition.



- a. Students construct an integrated perspective on history and the factors that shape human activity.
- b. Students describe and analyze the origins and nature of contemporary issues.
- c. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Students will read and analyze a variety of primary and secondary sources about the history of revolutions and their relationship to contemporary events. Students will discuss these sources in weekly online classes and online discussion posts, and will write about these sources in multiple papers throughout the semester.

Legacy GE - Diversity: Global Studies

1. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
 - a. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. GE learning outcome #2
 - b. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Students will study revolutions in Germany, Netherlands, England and France, as well as other revolutions in regions of their choice. Students will analyze these premodern revolutions and compare them to contemporary events, particularly in the context of their individual perspectives as global citizens.

How this online course works



Mode of delivery

This course is 100% online. There is one weekly required session when you must be logged in to Carmen at a scheduled time: Fridays, 1:15pm – 2:35pm, except for university holidays. **It is thus vitally important that you pay close attention to the course calendar (given below and also provided on Carmen) and plan your semester accordingly.**

Pace of online activities

This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Asynchronous work will include online recorded lectures, videos, and podcasts, and you will also be asked to read the assigned readings and write four short response papers and a final comparative essay. All of this can be done mostly as convenient, although paying careful attention to the relevant due dates, as noted in the calendar below. Lectures and readings will include short quizzes to encourage you to keep up and to allow me to make sure everyone is following the material. There will be no final exam or midterm.

Additional details:

- As stated above, our normal class pattern for most weeks will be to have a week of asynchronous work, culminating in an online Friday discussion (synchronous).
- Well before each week's discussion, you should go to the appropriate page on Carmen. There you will find a list of readings and assignments for the week, along with prerecorded mini-lectures, videos, and/or podcasts that cover that relevant lecture topics. Lectures etc. can be viewed/listened to at any time, but they and their associated readings must be completed before that Friday's discussion. Many weeks will include a quiz (covering the lectures, podcasts, and required readings) that will be due by no later



than midnight on the due date. Deadlines and all other details will be given on Carmen. I will try to have all lecture and other module materials posted in advance.

- Unless circumstances dictate otherwise, all discussions and class sessions will be held on Carmen Zoom synchronously, at normal class times, so please logon to Zoom on those days. Discussions will occur on Fridays and will cover the primary source readings shown in the calendar for that day. Be advised that course participation is very important, and regular participation at class discussions is required (See section on participation below for more information.)
- To stay on target and not fall behind, it is key that you complete all readings by the date under which they are listed. In particular, make sure you have read all the primary source readings before discussion starts! On average, you will have around 80-120 pages of reading to do per week, but there are some weeks with less or more reading, so please consult the calendar in advance and plan your time accordingly. If you need help figuring out how to prioritize readings or schedule your time, just ask, as I'm happy to help.
- Another tip for time management: Use a stopwatch app to time exactly how long it takes you to read 2 pages of each assigned book. Now you have pretty good idea how long it will take you to do each week's reading before you even start. For example. Let's say it takes you 4 minutes to read 2 pages of a book (that is, an average of 2min/page). Then if there are 40 pages of that book assigned for the week, it will take you approximately 80 min to complete the reading. If there are 100 pages, it will take you 200 minutes, etc.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week



of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In general, and in accordance with university standards, you can expect to spend approximately 9 hours a week on this class—which will normally mean around 3 hours per week of direct instruction time (online discussions, lectures, and other active learning activities), and 6 hours/week of reading, listening to podcasts, and other assigned work. See the “grading” section below for more information on specific assignments and their percentage grade value.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

Participating in online activities

As a student in this online course, you will engage in regular and substantive academic interactions with me (your professor) and with each other in a number of ways. You are also invited to meet individually with me either at my scheduled open student office hours or by appointment (held on Zoom).

During the term we will meet online once a week, on Friday, for discussion of the required readings and other course material.

Live sessions and office hours

The weekly live, scheduled meetings for the course are mandatory. Office hours are optional.

Course communication guidelines



The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

The following required texts must be purchased or otherwise obtained. Other texts will be provided on Carmen:



1. Michael G. Baylor, *The German Reformation and the Peasants' War: A Brief History with Documents*. ISBN-13: 978-0312437183
2. William Doyle, *The French Revolution: A Very Short Introduction*, 2nd ed. ISBN-13: 9780198840077 [Note: this is also available as a free ebook on the OSU Library website: <https://library.ohio-state.edu/record=b8911888~S7>]
3. Jack A. Goldstone, *Revolutions: A Very Short Introduction*. ISBN-13: 9780199858507. [Note, since we are only using part of this book, I don't recommend that you purchase it. Instead, please access this text online, since it is available as a free ebook on the OSU Library website: <https://library.ohio-state.edu/record=b7932749~S7>]
4. Steven C. A. Pincus, *England's Glorious Revolution 1688-1689: A Brief History with Documents*. ISBN-13: 978-0312167141
5. Timothy Tackett, *The Coming of the Terror in the French Revolution*. ISBN-13: 978-0674979895 [Note: this is also available as a free ebook on the OSU Library website: <https://library.ohio-state.edu/record=b7846679~S7>]
6. Richard Wunderli, *Peasant Fires: The Drummer of Niklashausen*. ISBN-13: 978-0253207517 [Note: this is also available as a free ebook on the OSU Library website: <https://library.ohio-state.edu/record=b7963388~S7>]

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu



- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that



appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Attendance & Participation	10%
Discussion Posts	10%
Quizzes	20%
Reading Response Paper (x4)	40% (10% each)
Final Paper (20%)	20%
Total	100%

Description of major course assignments



Assignment #1 – Attendance & Participation

○ Description

Your presence is required in every class session. You are expected to attend all class meetings and be actively involved or engaged in discussions. I ask that you show up prepared, having done the assigned readings, and demonstrate that you are willing to grapple with the material, ask questions, and contribute positively to the overarching goal of learning.

You are allowed 2 absences without excuse. (Indeed, please don't give me your excuse. I don't want to know and it's none of my business.) All subsequent absences for any reason will result in a half grade deduction for your participation grade.

Oral communication and persuasion are important skills that you will be learning in this course. Each student will be expected to gain some practice speaking in front of others and defending arguments over the semester.

Your participation does not depend on being brilliant, but on your course engagement, including asking good questions and working with others.

Active listening is the mirror skill to effective speaking. In order to communicate successfully, you need to hear and understand what others are saying. So please listen carefully to other people's thoughts and comments and pay attention to what your classmates say during class.

Info about Class Discussions

Course discussions will cover the sources listed under "Reading" for discussion days. Your analysis of these readings should also be informed by the podcasts, lectures, and other additional material you have read or learned for that module.



You may be broken into smaller groups for each discussion.

You may be provided a list of discussion questions to guide your analysis of the source reading. You may wish to begin to contemplate answers before the discussion session begins, although this is not required.

You should always aim to advance the discussion of the day's topic in some way. For example, you could pose fair questions about the readings (where "fair" means the questions must be answerable, on topic, and serious); and/or you could make substantive comments or replies to other students on the day's topic.

Assignment #2 Discussion Posts

○ Description

Every week I will post several questions to the discussion forum. Each week students are expected to post twice in the forum: Once in response to one of the week's discussion questions and once in response to a classmate. The first post is due on Tuesday at 11:59pm and the second post is due on Thursday at 11:59pm. The discussion forum is meant to support our in-class discussion on Fridays, so late discussion posts will not be accepted. You will be able to miss two discussion posts without penalty.

A strong discussion post must meet the following conditions: 1) it must respond directly to one of the discussion questions posted for the week; 2) if other people (including the instructor!) have already posted to a question before you, your post must advance the discussion by responding to at least one other previous post, and without ignoring or simply repeating what any of the other posts have said as well; 3) the post must utilize information from at least one of the readings; 4) it must make a reasonable historical argument; 5) it must be approximately 200-300 words long. A weaker post might be one that gets too off-topic, or merely repeats what other people have already said, or fails to use the readings, or



shows a poor understanding of history, or is simply too short to make a thorough contribution.

- **Academic integrity and collaboration guidelines**

Your written assignments, including discussion posts, should be your own original work. Another person may be proofread your assignment before you turn them in, but no one else should revise or rewrite your work.

Assignment #3 Quizzes

- **Description**

There will be numerous small, low-stakes quizzes. They are as follows:

Comprehension quizzes that will cover the assigned course readings, lectures, and podcasts (25%). Every week will have 2-3 quizzes, with approx. 5 multiple choice questions each. These are open notes/book, so there's no reason not to do well. I will drop the two lowest quiz grades.

A map quiz (5%). To prepare, be able to place correctly on a blank map certain major geographical features of relevance to this course. Additional information and a study sheet will be handed out separately.

Quizzes will open on Saturday morning with the rest of the module, and will close on Thursdays at 11:59pm.

- **Academic integrity and collaboration guidelines**

The quizzes open-note/open book, but must be completed alone. Discussing the quiz with peers would be a violation of the academic integrity policy. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted exam.



Assignment #4 Reading Response Papers

○ Description

There are five possible reading response paper assignments. You may choose any four to complete. The due dates for the papers are indicated on the course calendar and will also appear on Carmen. All papers are due online by no later than 11:59pm on the evening of the day they are due. General instructions for the reading response papers are as follows (though please see Carmen for specific paper assignments and instructions):

- Your papers should be 3-4 pages (double spaced) and should carefully address the question asked (prompts will be provided on Carmen).
- Your papers will require thought and analysis, and must each include the use of at least 3 primary source quotes (with citations) as evidence to support your arguments.
- Papers must be written at a college level. Please use the Writing Center for help if you need it. Work that does not meet that quality will receive a lower grade.
- Late assignments: All papers are due by midnight on the date due. However, you are allowed one consequence-free late paper. If that paper is fewer than three days late, it will be considered as submitted on time. Additional late papers will be docked 5 points (a half grade) for every day late.

○ Academic integrity and collaboration guidelines

Your essay should be your own original work. Another person may proofread before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper.



Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Assignment #5 Final Paper

○ Description

There is also one final research or comparative assessment paper. This will be a 5-6 page analytical paper that compares and contrasts 2 major revolutions or rebellions. At least one must be a rebellion/revolution that we discussed extensively in class (that is, the Peasants' War, the English Revolution or Glorious Revolution, the Dutch Revolt, or the French Revolution). The other is your choice. Additional details and requirements will be provided on Carmen.

○ Academic integrity and collaboration guidelines

Your essay should be your own original work. Another person may proofread before you turn them in but no one else should revise or rewrite your work. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Paper Grading

- Paper/essay grading: Grading for graded papers is based on a rubric that takes into account the strength of the argument, the use of evidence, and the writing quality. An 'A' paper is distinguished by an original, compelling argument and/or organizing principle; a judicious use of well-digested evidence; and an effortless command of grammar, spelling, and punctuation. Please note that a very fine, solid-A paper



receives 95 points. Additional points may only be gained through extraordinary brilliance. A 'B' paper is marked by an argument that is well-crafted, but predictable; evidence that is appropriately placed but inadequately exploited; and serviceable but not seductive prose. A 'C' paper is characterized by a loose or regurgitated argument; mechanical citation and support; and awkward paragraph structure, repetitive constructions, lapses into colloquialism, and overuse of the passive, adverbs, and the exclamatory voice. A 'D' paper is marred by assertions rather than argument; the misreading or misuse of evidence; and simple grammatical and spelling mistakes. An 'E' paper lacks an argument; shows no familiarity with relevant evidence; has consistent problems with basic sentence construction; and/or does not address the assignment.

I will not provide a line-by-line edit for the papers. However, I am more than willing (indeed, very happy!) to offer this service to any student who wants one — so long as you come to see me in my (virtual) office hours (you are also set up an appointment to come to my office in person). We can then go through that paper together, and I can suggest ways to improve your writing for the future.

Grading Scale

- 93-100: A
- 90-92: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D



- Under 60: E

Instructor feedback and response time

[Insert your policy for grading and providing formative feedback on key assignments, as well as what students can expect should they reach out using your preferred method of communication, as listed above.]

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days.

Preferred contact method

E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in, begin with a respectful salutation, and be sure sign your name. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

Discussion board

I will check and reply to messages in the discussion boards every 24 hours on school days.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.



It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.



More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know



immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which



may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

Below is our working schedule of class sessions and topics (subject to change as needed, so please stay alert to announcements provided on Carmen). Please login online to attend Zoom class at normal class time for all dates given below. Lectures, assignments, readings, and papers listed under each week should be completed by the days indicated or as you are instructed on Carmen. Please make sure to keep track of the due dates of all coursework and plan ahead. Note that all paper assignments and instructions are given on Carmen. Please contact me if you have questions.

Summary of Repeating Deadlines (exact dates on Carmen)

New modules open Saturday morning

- * Discussion Post #1 – Tuesday @ 11:59pm
- * Discussion Post #2 – Thursday @ 11:59pm
- * All quizzes due Thursday @ 11:59pm
- * Papers due Sunday @ 11:59pm
- * All readings and lectures should be done before Friday's discussion

Week 1: Introduction to the History of Early Modern Rebellions & Revolutions

Discussion Friday: What is a Revolution?

Lecture Video: Course Intro & review of syllabus

- * Quiz

Readings: Goldstone, Ch. 1 ("What is a revolution?")

- * Quiz



Assignment: Film on Extinction Rebellion:

<https://www.youtube.com/watch?v=jAH3IQwHKag>

* Assignment Quiz

Week 2: General Theories of Revolution; Resistance Theory

Discussion Fri. 1/21: Discussion of Theories of Revolution & Resistance

Lectures: Cycles of government & wheel of fortune; resistance theories; citizenship and popular sovereignty; general notes about causes, objectives, leaders, and mechanisms of revolution.

* Quiz

Readings: Goldstone, Ch. 2-3 (“What causes revolutions?” and “Revolutionary processes, leaders, and outcomes”); Week 2 sources [Online on Carmen]

* Quiz

Week 3: Revolutions in the ancient world and medieval Europe

Fri. 1/28: Discussion of ancient & medieval rebellions & revolutions

Lectures: Historical Background of Ancient & Medieval European Rebellions; Subjects vs. Citizens

* Quiz

Reading: Goldstone, Ch. 4 (“Revolutions in the ancient world”); Week 3 sources [Online on Carmen]

* Quiz

* Assignment: Paper #1 due by midnight Monday (See Carmen for details)

Week 4: Agrarian rebellions & peasants’ revolts in general

Fri. 2/4: Discussion of Peasant Fires



Lectures: Agrarian Rebellions and Peasant Revolts; When is it All Too Much?

* Quiz

Reading: Wunderli, Peasant Fires [entire]

* Quiz

Podcast: “The Peasants’ Revolt”

* Quiz

Week 5: The German Peasants’ Revolt

Fri. 2/11: Discussion of Baylor

Lectures: The German Peasants’ Revolt; Can People Change their Government?

* Quiz

Reading: Baylor, The German Reformation and the Peasants’ War [entire]

* Quiz

* Assignment: Paper #2 due by midnight Monday (See Carmen for details)

Week 6: English Revolution of 1642 (and the English Civil War)

Fri. 2/18: Discussion of the English Revolution

Lectures: “Remember, Remember the Fifth of November [1605]”; English Revolution & Civil War

* Quiz

Reading: Week 6 readings [Online on Carmen]

* Quiz



Podcasts: “The Trial of Charles I”; “The Putney Debates”

* Quiz

Week 7: Glorious Revolution

Fri. 2/25: Discussion of Pincus

Lectures: England's Glorious Revolution; Social Contract Theory & Popular Sovereignty

* Quiz

Readings: Pincus, England's Glorious Revolution 1688-1689 [entire]

* Quiz

Podcasts: “The Restoration “; “The Glorious Revolution”

* Quiz

* Assignment: Paper #3 due by midnight Monday (See Carmen for details)

Week 8: Jacobite Rising (1745)

Fri. 3/4: Discussion of Jacobite Rebellion

Lecture: Jacobite Rebellion

* Quiz

Readings: Week 8 readings [Online on Carmen]

* Quiz

Podcast: “The Jacobite Rebellion”

* Quiz

* Map Quiz



Week 9: Dutch Revolt 1566-81

Fri. 3/11: Discussion of the Dutch Revolt

Lectures: The Dutch Revolt

* Quiz

Readings: Week 9 readings [Online on Carmen]

* Quiz

* Assignment: Paper #4 due by midnight Monday (See Carmen for details)

Week 10: Spring Break Week

No Classes this week, enjoy the break!

Week 11: French Revolution & Modern Citizenship

Fri. 3/25: Discussion of Doyle

Lecture: The French Revolution

* Quiz

Readings: Doyle, The French Revolution: A Very Short Introduction

* Quiz

Podcast: "The Haitian Revolution"

* Quiz

Week 12: French Revolution cont.

Fri. 4/1: Discussion of Tackett Ch. 1-6



Lecture: Populism & Demagoguery

* Quiz

Readings: Tackett, *The Coming of the Terror*, Ch. 1-6 only

* Quiz

Week 13: French Revolution cont.

Fri. 4/8: Discussion of Tackett Ch. 7-12, Conclusion

Lecture: The Terror; Napoleon

* Quiz

Readings: Tackett, *The Coming of the Terror*, Ch. 7-12 & Conclusion only

* Quiz

Podcast: "The French Revolution's reign of terror"

* Quiz

Assignment: Paper #5 due by midnight Monday (See Carmen for details)

Week 14: Lessons Learned

Fri. 4/15: Discussion of Week 14 Readings

Lectures: After the French Revolution: Nationalism, Revolutionary Enlightenment & the Revolutions of 1848; Democracy Discredited?

* Quiz

Readings: Week 14 Readings [Online on Carmen]

* Quiz

Podcasts: "The French Revolution's Legacy"; "The Congress of Vienna"; "Montesquieu"; "Tocqueville: Democracy in America"; "1848: Year of



Revolution”
* Quiz

Week 15: Modern Citizenship and the Revolutionary Inheritance

Fri 4/22: Course Conclusions & discussion of modern implications of early modern rebellions & revolutions

Readings: Week 15 Readings [Online on Carmen]

* Quiz

Assignment: Final Comparative Paper Due date TBA (See Carmen for details)

History 3675
Professor Newell (newell.20@osu.edu)
Autumn 2012
3 Credit Hours

Office Hours Weds. 2-4 and by appt.
265 Dulles Hall, 2-2495
Lecture MW, Recitation Th

How to Stage a Revolution

Course Themes: How do people overthrow their rulers? How do planners mobilize the masses? How do they establish new governments? Do radical upheavals require bloodshed, violence, or even terror? How have revolutionaries attempted to establish their ideals and realize their goals? Are colonial wars of liberation different from other types of revolutions from within? In this course we will explore fundamental questions about the causes and nature of revolutions. We will look at a set of major political transformations throughout the world and across centuries to understand the meaning of revolution and evaluate its impact. This course fulfills General Education goals.

General Education Requirements:

This course fulfills the following GE requirements: 1) "Historical Study," 2) "Culture & Ideas or Historical Study," 3) Open Option, and 4) "International Issues".

Historical Study GE Requirements:

Goals:

Students develop knowledge of how past events influence today's society and help them understand how humans view themselves.

Expected Learning Outcomes:

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past

3. Through reading in primary and secondary sources and in-depth class discussion, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context
4. Students will carry out in-depth analysis in a final paper comparing distinct historical Moments, social movements and their effects

International Issues (contains two subcategories: “Non-Western or Global,” and “Western (Non-United States)”

Goals:

International Issues coursework helps students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected Learning Outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationale for fulfilling the GE Learning Outcomes for International Issues:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in different regions of the world.
2. Engage with contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments that will help students understand the complexity of debates over international issues. They will describe theories of international issues on exams and written assignments.
6. Students will understand the roots and structures of today's globalized world.

Course Objectives: By the end of the course, students will be able to offer reasons why some revolutions succeed and others fail. Materials for the course include the writings of revolutionaries, declarations and constitutions, music, films, and art, and novels, letters, newspapers, and government records. Students will write a research paper on either a particular revolutionary movement or a component of revolution, such as mobilization.

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves. After completing this course students will have: acquired a perspective on history and an understanding of the factors that shape human activity from a comparative perspective; acquired knowledge about the origins and nature of revolutions; learned to think, speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required Texts: (available at OSU Bookstore, SBX and on reserve at Thompson Library)

David Weber, The Pueblo Revolt

T. H. Breen, American Insurgents, American Patriots

Eric Foner, Nothing but Freedom

Sheila Fitzpatrick, The Russian Revolution

Jeremy Popkin, A Short History of the French Revolution

Additional assigned materials are available online at JSTOR through OSU Library, and Electronic Reserves on our class Carmen website.

Assignments: There will be an in-class midterm on Wednesday October 28 and a comprehensive final examination on Thursday December 9 at 1:30 p.m. in this classroom. For his/her out-of-class assignment, each student will write a 10-15 pp. paper based upon original research; a special handout will describe this project in greater detail. The paper must be typed, double-spaced, and written in clear, correct prose; no paper will be accepted after the Tuesday Nov. 23 due-date unless prior agreement has been reached with Prof. Newell. Late papers will be penalized. You must also identify your paper topic and submit a written prospectus in class on Wednesday Oct. 19.

After the first meeting, students should consult the syllabus, complete the appropriate reading assignment **before** class, and come prepared to participate actively and intelligently in class discussion. For recitation, bring the books, articles and/or documents, and your notes on the reading under discussion to class with you. Failure to attend class and to participate in discussion will significantly lower your grade.

Evaluation: Course grades will be computed as follows: 20% for the midterm; 20% for discussion section; 30% for the term paper; and 30% for the final exam.

Grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62.

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Enrollment: Please note that all students must be officially enrolled for the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Attendance: Attendance is mandatory. More than three unexcused absences will drop your final average by 5 points per absence.

Pre-requisites: English 1110.xx Pre- or co-requisite & any History 2000-level course (or permission of instructor)

Week 1: Introduction

Week 2: Components of a Revolution. Read selections from Hannah Arendt on Carmen.

Week 3: The English Revolution. Read Christopher Hill, "God and the English Revolution," History Workshop, 17 (1984), pp. 19-31, available on JSTOR at <http://www.jstor.org/pss/4288543>

Week 4: The Pueblo Revolt. Read Weber, The Pueblo Revolt

Week 5: The American Revolution 1. Read Breen, American Insurgents, pp. 1-120.

Week 6: The American Revolution 2. Read Breen, American Insurgents, pp. 120-200

Week 7: The French Revolution 1. Read Popkin, French Revolution, pp. 1-79.

Week 8: The French Revolution 2. Read Popkin, French Revolution, pp. 80-160

Week 9: The Haitian Revolution. Read documents from the L'Overture Project on electronic reserve at Carmen

Week 10: Reconstruction 1. Read Foner, Nothing but Freedom, pp. 1-90

Week 11: Reconstruction 2. Read Foner, Nothing but Freedom, pp. 91-168

Week 12: The Bolshevik Revolution 1. Read Fitzpatrick, Russian Revolution, pp. 1-82

Week 13: The Bolshevik Revolution 2. Read Fitzpatrick, Russian Revolution, pp. 83-179.

Week 14: Conclusions

Academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://sja.osu.edu/page.asp?id=1>).

Disability services:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.