

WOH 4930
Twentieth-Century Revolutions
Fall 2020
Tuesday // Period 7-9 (1:55pm – 4:55pm)

“A revolution is a mighty devourer of human energy, both individual and collective. The nerves give way. Consciousness is shaken and characters are worn out.”
– Leon Trotsky, *The Revolution Betrayed*

Contact Info

Dr. Heather Vrana
Office: 364 Grinter Hall
Email: hvrana@ufl.edu
Zoom Meeting ID: 487 640 3433

Office Hours (by Zoom only)

Drop-In: Tuesday, 11am – 1:45pm;
By Appointment: Monday, 12 – 3pm and other days as needed

Course Description & Rationale

What is revolution? Who are revolutionaries? Why do revolutions occur? Where do they occur? When? How? What are their outcomes? Who or what is lauded in histories of revolution? Who is overlooked?



We will spend the semester thinking about these questions. Along the way, I will introduce the historiography of global revolutions and you will produce a substantial research paper based on primary source evidence. This paper will be related to a topic within the scope of revolutions, preferably outside of the U.S. and Europe. It will provide you with experience in analyzing documents and in developing historical interpretation and argument. It will also challenge you to think about history’s purpose.

The goals of the course are:

- To study the causes, historical contexts, and effects of several twentieth century revolutions.
- To write a major research paper using historical methods and theories of history.
- To gain and share insight into the uses of history in contemporary politics.

The course is designed to satisfy the senior seminar requirement for history majors. In addition to learning about the subject matter of the course, students will gain experience in the philosophy, methodology, and practice of history. By studying primary and secondary documents and by writing short papers as well as a longer research paper, students will become equipped to undertake advanced work in history or in other research-related fields.

Required Books (all books are available in multiple formats)

- Stuart Easterling, *The Mexican Revolution: A Short History, 1910-1920*
- Walter Rodney and Robin D. G. Kelley, *The Russian Revolution: A View from the Third World*
- Ariel Mae Lambe, *No Barrier Can Contain It: Cuban Antifascism and the Spanish Civil War*
- Lun Zhang, Adrien Gombeaud, and Ameziane, *Tiananmen 1989: Our Shattered Hopes*
- Jennifer Johnson, *The Battle for Algeria: Sovereignty, Health Care, and Humanitarianism*
- Frantz Fanon, *Toward the African Revolution*

- Marissa Moorman, *Intonations: A Social History of Music and Nation in Luanda, Angola, from 1945 to Recent Times*
- Carlos Iván Degregori, *How Difficult it is to be God: Shining Path's Politics of War in Peru, 1980-1999*

All books are available from UF Libraries as free e-books *except* Lambe.

I recommend that you buy the books when you can. One exception is Johnson, which is expensive.

Format

This course is a seminar. It is designed to be more demanding than the average lecture-based history course in terms of reading, note taking, research, and active participation before and during class.

We are living through a pandemic with an uncertain outcome; at the same time, we are living through a reckoning with our nation's past and future in ways that feel unprecedented for many people. Luckily, this class is also timely given those historic changes.

This class relies on your engagement with me and your classmates. You will find that the most memorable moments in our course will happen in class. Class meetings are also relatively few in number. For this reason, our class will meet synchronously. If you need to miss class, do so. You do not owe me an explanation or detailed health information. Of course, you are welcome to talk with me and I will help if I can. Please do your best. **On the first day of class, we will brainstorm ways to take and share notes collectively, in the event that a student must miss class.**

Likewise, we will discuss accessibility and adapt throughout the course of the semester. I have worked to set up a syllabus and to create a class atmosphere based on principles of equity and justice, but I cannot anticipate everything. So please do not hesitate to be in touch if you have concerns.

Like any and all classes at university, the assumption is that you are here to learn from the material, the professor, and your classmates. Disagreement and lively debate are to be expected—please be thoughtful about the effect of your actions and words on others.

Finally, a significant portion of the semester will be devoted to individual research. I set deadlines in order to keep you and our course on track, including providing timely feedback to you on your work. If you need a deadline extension, please ask for one. You can frame your request like this: “Dear Professor Vrana, I am not going to meet the deadline for our upcoming assignment. May I have an extension?” Please ask for this extension before the deadline, not after. Bear in mind that missing some deadlines may impact the quality of feedback that you receive (e.g. peer editing). As for the readings, I will assess your engagement with the reading by the quality of your contribution to class discussion and video posts.

Course Requirements

Attendance and Participation (Discussion Videos, Activities & Presentation)	20% (200 pts)
5-pg. Analysis of Spanish Civil War Primary Sources	10% (100 pts)
Compilation of Online Research Resources	10% (100 pts)
Research Project	60% (total)
3-pg. Prospectus	10% (100 pts)
Rough Draft	15% (150 pts)
Final Paper	25% (250 pts)
Podcast or Website with Oral History	10% (100 pts)

Accessibility and accommodations

Students with disabilities requesting accommodations should register with the Disability Resource Center (352-392-8565 or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, you will receive an accommodation letter, which you will send to me when requesting accommodation. Students should follow this procedure as early as possible in the semester. If you have questions or concerns about this process, please be in touch!

We will work together to make this classroom and syllabus accessible. Please let me know how I can support your learning. I, too, will proactively seek opportunities to make assignments, discussion, the classroom itself, and technologies more accessible.

The default in our class Zoom meetings will be camera- and audio-ON. I understand that sometimes—and for a variety of reasons—this is not possible. When you are on Zoom, please be sure to be fully dressed (*I know*) and try to find a quiet corner for optimal focus.

Cell phones & Other Digital Distractions

Cell phone usage during class is distracting, as are online shopping and developing your social media presence. **It can be especially hard to focus when classes are online.** In our class, please allow yourself to enjoy distraction-free thinking. We will have a class break during which you can freely catch up on anything you missed.

Honor Code & Pledge

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor Pledge

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

[Note: I will update the syllabus if necessary through the course of the semester. If changes are made, the updated syllabus will be announced in class and on the course Canvas site.]



Schedule of Classes

Week 1 – September 1 – Introduction: What is Revolution? – **First Video due by midnight**

In-Class Readings:

Régis Debray, “Revolution in the Revolution?”

Excerpts, U.S. Marine Corps, “The Guerrilla and How to Fight Him,” *The MC Gazette*, Jan. 1962

Excerpts, Amilcar Cabral, *Unity and Struggle: Speeches and Writings*

Week 2 – September 8 – Mexican Revolution (1910-1920)

Read: Stuart Easterling, *The Mexican Revolution: A Short History, 1910-1920*

Week 3 – September 15 – Russian Revolution (1917-1923)

Read: Walter Rodney and Robin D. G. Kelley, *The Russian Revolution: A View from the Third World*

Week 4 – September 22 – Spanish Civil War (1936-1939) – **5 pg. PSA Paper Due**

Read: Ariel Mae Lambe, *No Barrier Can Contain It: Cuban Antifascism and the Spanish Civil War*

Week 5 – September 29 – Chinese Communist Revolution – **Short Assignment Due**

Read: Lun Zhang, Adrien Gombeaud, and Ameziane, *Tiananmen 1989: Our Shattered Hopes*

Week 6 – October 6 – Algeria (1954-1962)

In-Class Film: *The Battle of Algiers* (1966)

Read: Jennifer Johnson, *The Battle for Algeria: Sovereignty, Health Care, and Humanitarianism*

Excerpts, Frantz Fanon, *Toward the African Revolution*

Week 7 – October 13 – No Class, Individual Meetings with Professor

Week 8 – October 20 – Angolan Independence (1950s-1975) – **Prospectus Due** & Peer Editing Workshop

Read: Marissa Moorman, *Intonations: A Social History of Music and Nation in Luanda, Angola, from 1945 to Recent Times*

Week 9 – October 27 – No Class, Work on Papers

Week 10 – November 3 – No Class, Work on Papers

Week 11 – November 10 – No Class, Individual Meetings with Professor

Week 12 – November 17 – Guatemalan Civil War (1960-1996) – **Drafts Due**

Films: *When the Mountains Tremble* and *Granito: How to Nail a Dictator*

Week 13 – November 24 – The Shining Path (1980-1999)

Read: Carlos Iván Degregori, *How Difficult it is to be God: Shining Path's Politics of War in Peru, 1980-1999*

Week 14 – December 1 – Guest Speaker Panel – Rough Drafts Returned

Week 15 – December 8 – Conference



Final Papers and Media Projects due by December 17, 2020, 5pm

Additional Information on Course Assignments

Every written assignment will be submitted to me by email (hvrana@ufl.edu) attachment. Files should be formatted in .docx or .pdf format. Assignments that cannot be opened or that are unreadable are not considered submitted. Assignments should be typed, Times New Roman font, and double-spaced with 12-point font... unless there is a very good reason for doing otherwise. *Always* use Chicago style.

Attendance and Participation (including Discussion Videos & Presentation)

- Points for Discussion Video post: 15 points x 8
- Points for Presentation: 30 points
- Points for Regular Class Participation 50 points

Discussion Video: Instead of written discussion board posts, you will post short video posts to our discussion board every week that we read a book. Your posts are due by Monday at 6pm, so that we all have time to watch everyone's videos before class on Tuesday. Your posts should be around 3mins. in length. You can respond to your classmates' videos or offer your own thoughts. Please use this tutorial to upload videos to Canvas: <https://youtu.be/rLNSmpQkBDk>.

Presentation: Once during the semester, you will be responsible for starting our class discussion by offering a brief overview of the book and posing some useful discussion questions.

Regular Class Participation: Attending and participating in class is important. This includes participating actively in class activities (alternate activities that will occur during class time but break up our three-hour class meeting).

Total Points in this Category: 200 points

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5-pg. Analysis of Spanish Civil War Primary Sources

For this paper, you will select three primary sources and discuss how each text reflects the causes, goals, challenges, or outcomes of the war. Your paper should have an argument and it should be well-organized and clearly-written.

At the links below, you will find a variety of primary sources from the Spanish Civil War, including letters from the International Brigades, anarchist posters, Falangist posters, cinema, and newspaper articles.

Links: Yale University Library Spanish Civil War (1936-1939): Digital Primary Source Archives & Websites: <https://guides.library.yale.edu/c.php?g=296063&p=1973557> & USF Spanish Civil War History Project: <https://digital.lib.usf.edu/spanishcivilwar>.

Total Points in this Category: 100 points

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Short Assignment on Online Research Resources

For this assignment, you receive points for adding 10 useful (and non-duplicate) online primary (re)sources to the class Google doc. Once every student finds 10 useful online sources, we'll have about 160.... Sources must be pertinent to the course and your or another student's potential research topic.

Total Points in this Category: 100 points

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Research Paper & Project

3-pg. Prospectus	10% (100 pts)
Rough Draft	15% (150 pts)
Final Paper	35% (350 pts)
<i>Digital History Option (Podcast or Website with Oral History)</i>	<i>10% (100 pts)</i>

Prospectus: For this assignment, you will offer an initial overview or proposal of your final research project. You will write a short prospectus of about 3 pages (roughly 900 words) that achieves all of these basic tasks: proposes a working title for your project, compiles a beginning bibliography with primary (3) and secondary sources (5), situates your research within existing scholarship through a brief historiography/literature review, asserts your sense of the importance of your project, and outlines your research methodology.

Be sure to include the following in your Prospectus:

- a working title for your project;
- a statement of your research question(s);
- a beginning bibliography with primary (3) and secondary sources (5);
- a brief historiography/literature review:
 - o the relationship between your project and published scholarship;
 - o your sense of the importance of your project;
- a statement of your research methodology

Rough Draft: For the Draft paper, your submission should be the better part of your paper (say around 4,000 words), include a correctly-formatted bibliography, and comprise complete sentences in large part and, if necessary, a detailed outline of unwritten sections.

Final Paper: For the Final paper, your submission should be approximately 6,000 words (a little bit longer is fine; shorter is not ideal) and include all of the elements listed below. Please include a word count at the end of your paper.

Be sure to include:

- a title for your project;
- an introductory paragraph that states clearly:
 - o your research question(s);
 - o a statement of your research methodology;
- a section of your paper with historiography/literature review:
 - o the relationship between your project and published scholarship;
 - o your assessment of the importance of your project;
- a bibliography with primary and secondary sources, divided into these sections, and organized alphabetically.

Digital History Option: You may choose to create a website, podcast, or other digital history representation of some of your final project research for up to 100 points; your paper will be graded out of 250 points and the final 100 points will come from your digital history artifact. If you would like to do this, please be sure to let me know by Midterm! (I recommend that you take advantage of this—it's a useful skill to practice and often fun...)

Total Points in this Category: 600 points