2014

183-01/02 Revolutions

Rachel Chrastil
chrastilr@xavier.edu

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Revolutions
HIST 183

Dr. Rachel Chrastil
Schott 603
745-3724
Office Hours: by appointment (I am on campus most days Monday-Friday)
HIST 183
Revolutions

What causes a revolution, and how does it affect ordinary people? In this course we’ll examine political revolutions in France and the industrial revolutions that changed how we work, what we buy and how we think. You will learn to connect revolutions in the past to the ones going on around us today.

This course counts toward the university core requirement in history.

Students who successfully take this course will...
- Cogently discuss significant questions and arguments about European history between 1650-1850.
- Examine the diverse, complex and interdependent nature of people living in Europe between 1650-1850.
- Explain the intersection of individuals, society, and environment in creating revolutionary change.
- Analyze primary sources within their historical context.
- Build logical arguments about the past using appropriate qualitative and quantitative evidence.

Reading

McKay et al.
Understanding Western Society
A Brief History
Volume 2
Bedford / St. Martin’s
978-0-312-57440-6

Additional reading will be posted on Canvas.

Strategies for Success

- Keep up with the reading and be prepared to participate in class. Read at a time and in a place where you can concentrate without distraction.
• TAKE NOTES ON THE READING – highlighting is not as good as writing it in your own words. See Cornell note-taking strategies for ideas.
• Don’t assume that just because you understood it in class, that it’s available in your brain. TAKE NOTES IN CLASS. See howtostudy.org for ideas or talk with me about study strategies.
• Study in groups. Even if you each study your separate notes, you will keep each other accountable.
• Create a semester calendar with all due dates and major events, and a weekly calendar with study time blocked out. Plan ahead for papers, tests, and weeks with a lot of reading.
• Take advantage of resources such as the library and the Writing Center.

Grades

Students must fulfill all written assignments and earn at least 60% average on all assignments to pass the course.

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = 59% and below
Assignments

Consistent with the New Bloom’s Taxonomy of Learning, the assignments in this course will build upon each other. Pre-class portfolios will demonstrate your ability to remember and understand. In-class activities and post-class portfolios will develop your ability to apply and analyze. At times in the semester, some activities will ask you to evaluate historical documents and create new interpretations of the past.

Portfolios: 75% (graded three times, 25% for each part)
Attendance: 10%
Talks: 5%
Final: 10%

Assignment Details

Portfolios are the major assignment in this course. You will write up to four short portfolio items per week. A pre-class portfolio item will typically involve writing a paragraph based on the reading for that day. A post-class portfolio item will typically involve the work that you do in class that day.

You must upload your portfolio items to Canvas. That is how I will know that you have completed it.

You also must have access to your pre-class portfolio items during class. It’s up to you whether you bring a hard copy that you print out ahead of time, or an electronic copy. You should bring a copy that is larger than a smart-phone screen.

Please note that the due date for each individual portfolio is firm. Pre-class portfolios are due at the start of class. Post-class portfolios are due by midnight on Sunday night the
week after the class (so, typically you will have two due on Sunday night). You will be able to upload post-class portfolios anytime after class has ended.

You can miss one portfolio item per Part of the class without penalty. After that, each missing portfolio item will deduct 5% from your grade for that part. For example, if your grade was 87% based on the quality of your portfolios in Part 2, but you were missing two of them, your grade for that part will be 82%.

You can earn extra credit for the Portfolios by writing a 200-word report on what you learned in the talks (see below: Boyle, Wallace or Merriman). For each talk, you can earn up to 5% extra on the Portfolio grade for that Part. It will be graded according to the same rubric as for all portfolio items.

You’ll get feedback from me on the portfolios throughout the semester:

End of Week 1:
- A short note to those who haven’t submitted a portfolio at all

End of Week 2:
- A short note to those who haven’t submitted a portfolio at all

Week 2 or 3:
- Feedback on your portfolios, without a grade

Week 5 or 6:
- Grade on your portfolios for Part 1

Week 11 or 12:
- Grade on your portfolios for Part 2

Week 16 or during final week:
- Grade on your portfolios for Part 3

Attendance: 10%
- 0-2 absences = 10 points
- 3 absences = 9 points
- 4 absences = 8 points
- 5 absences = 7 points
- 6 absences = 6 points
- 7+ absences = 0 points

Talks: 5%

Comment [RC1]: I need to make sure that I set the times correctly for the two different classes.
You need to attend two of these three talks to get full credit (1 talk = 2.5%, 2 talks = 5%). You may suggest alternative talks on campus (especially if you cannot come to these), but you must propose them at least a week so that all students will have the same opportunity.

October 2, 2:30-3:45 or 7:30-8:45, Bellarmine Chapel. Father Greg Boyle, S.J., “From Jails to Jobs: Community Re-Entry and the Criminal Justice System.”

October 15, 4:30-6:00, Conaton Board Room (Schmidt Hall 2nd Floor). Dorothy Wallace (Dartmouth) on quantitative literacy.

November 6, 7:00-9:00 p.m., Conaton Board Room (Schmidt Hall 2nd Floor). John Merriman (Yale) on the Paris Commune.

Final: 10%

Policies and Suggestions:

Plagiarism, the use of someone else’s words or ideas without giving them proper credit, is a serious offense. Plagiarized assignments will receive an automatic zero and may result in a failing grade for the entire class. The instructor has the authority to refer cases of plagiarism to the proper disciplinary committee. Students should consult the student handbook for detailed school policy. You may wish to check out these websites for help in understanding what plagiarism is and how to avoid it:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.utoronto.ca/writing/plagsep.html

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center on the Fifth Floor of the Conaton Learning Commons, Room 514 (513-745-3280), to coordinate reasonable accommodations.

The class will be most enjoyable and useful if it is conducted in an atmosphere of mutual respect and courtesy. Please arrive on time and turn your cell phones off in class. Respect the opinions of others and listen to their perspectives. Please use the restroom before, not during, class. Stay engaged.

You are responsible for checking your Xavier email and our Canvas course regularly so that you are up to date with class announcements. You should also feel welcome to email me.
Note: Minor changes may be made over the course of the semester. Changes will be reflected in the online assignments and announced in class.

Part 1: Paying Attention

Goal: Students will cultivate an appreciation for slowing down and noticing the world around them. As a class, we will develop our class ideas about how to pay attention, how to go beneath the surface, how to create meaning out of the material we encounter.

Week 1

August 26: Introductions

August 28: Bakewell, “Don’t Worry about Death,” and “Pay Attention,” How to Live (12-38)

Week 2

September 2: McKay, 452-462, Age of Crisis, Absolutism

September 4: McKay, 498-510, The Enlightenment

Week 3

September 9: McKay, 522-537, Rural Industry

September 11: McKay, 537-548, Atlantic Slave Trade

Week 4

September 16: McKay, 554-566, Families, Sex, Leisure

September 18: McKay, 566-573, Consumer Revolution, Mercier
Part 2: Making Connections

**Goal:** Students will develop their ability to make comparisons between two pieces of evidence and interpret trends across time and place.

**Week 5**

September 23: Foer, “The Talented Tenth,” Creativity and Memory

September 25: McKay, 584-588, The French Revolution

**Week 6**

September 30: McKay, 588-596, The French Revolution and Sieyès

October 2: McKay, 596-605, The French Revolution, The Terror

**Week 7**

October 7: McKay, 605-611, Napoleon

October 9: Fall Break

**Week 8**

October 14: McKay, 616-623, Industrial Revolution, Malthus

October 16: McKay 623-628, Industrial Revolution, National Variation

**Week 9**

No Class

**Week 10**
October 28: McKay, 629-639, Workers in the Industrial Revolution, Young Mine Workers

October 30: Thompson, “Good for Workers?”

Module 3: Dealing with Uncertainty

**Goal:** Students will become more comfortable with the fact that there is rarely one “correct” answer. At the same time, they will start to appreciate that some answers can be better supported than others.

**Week 11**


November 6: Guest Speaker: John Merriman

**Week 12**

November 11: McKay, 644-654, Nationalism

November 13: No Class

**Week 13**

November 18: McKay, 654-658, Romanticism

November 20: McKay, 658-669, The Revolutions of 1848

**Week 14**

November 25: McKay, 674-680, Urban Life

November 27: Thanksgiving

**Week 15**
December 2: McKay, 680-686, The Middle Class

December 4: McKay, 686-694, Family Life, Zweig

Week 16

December 9: McKay, 694-699, Science, Technology, Darwin


Final Exams TBD (December 16-19)