

COURSE DESCRIPTION

“... no cause is left but the most ancient of all, the one, in fact, that from the beginning of our history has determined the very existence of politics, the cause of freedom versus tyranny.” *Hannah Arendt, On Revolution*

This course examines revolutions and revolutionary activity. It will try to construct an understanding for students by looking at the empirical data that we have on when, how and why revolutions begin and why they either succeed or fail. It will encourage students to look at the conceptual literature and link it with the real world developments that have so clearly shaped politics in the 20th and 21st centuries. Students should be prepared to be surprised by what social scientists “know” about revolution. The answers to questions like who makes revolution and in whose name it is fought will be quite unexpected. During what constellation of circumstances do revolutions flare up? What are the real chances of success? Social science has strong answers to these questions and the reality does not align with journalistic “conventional wisdom.”

► *This course faces a unique challenge. Most political science courses deal with the rules and routines of politics. Revolution is the political phenomenon created and pursued by those that reject those rules. As a consequence, students must make a formidable conceptual adjustment. Each student, in order to understand REVOLUTION, must try to “think” like a revolutionary! This may involve some discomfort and the challenge to embrace very different criteria for success. Students who insist on normalcy, predictability and clarity of their position should select a different course. This course is NOT for the faint of heart.*

COURSE OBJECTIVES

To sharpen and sophisticate each student's understanding of this very important factor in our political world.

To significantly enhance the student's ability to approach real world phenomena as participants – to the extent that this is possible. To draw every student into the psychological and tactical circumstances that drive revolutionary activity. In this vein, the student's creative as well as organizational and analytic skills are tested.

To encourage the student's awareness of the centrality of values as one makes political choices in our world. Students will question the balance between order and justice; authority and freedom; change and violence as well as other conflicting values.

To nurture skills associated with effective observation, written communication and oral communication – in both conventional and unconventional forms.

STUDENT RESPONSIBILITIES

Please read and THINK about the following list. If you choose not to do these things, it will not be possible for you to complete this course in a satisfactory way. Students **MUST** be prepared and fully ready to begin our study the first day of class!!

- (a) All readings from the texts must be done on time ... that is, BEFORE the lecture / class deals with the subject.
- (b) Class attendance is crucial. Virtually all of your questions can be addressed in class. This is the key opportunity to "complete" the process of understanding what you have read. Lectures will introduce information that is NOT in the text. **Students are expected to attend EVERY class.**
- (c) A significant number of "project" assignments and out-of-class tasks.
- (d) Viewing a number of critical feature films.
- (e) A comprehensive final exam.
- (f) Class preparation to ask and answer questions in the classroom setting.
- (g) Challenges of other sorts that will become clear as the course unfolds ...

METHODS OF EVALUATION

Class attendance is VERY important. Missing class will create a "missing piece" of this academic puzzle. Absences should be avoided at all cost. "Reasons" are not important; **our goal should be kept in focus.**

Students will have a written final examination.

Student contributions to the discussions will be carefully and critically evaluated.

Every student will have responsibility for contributing ideas for the construction of specific pieces of a revolutionary plan. All operational details will be fleshed out by the students with an eye toward avoiding classic mistakes made by "revolutionaries."

Peers will have some input in the evaluation of your performance.

GRADES

Every student's effort will be under CONSTANT scrutiny!

Final exam (30%), **Multiple Short Projects / some individual; some group** (30%), **Participation / measured by contributions in class** (40%). A premium will be placed upon "survival" in the context of various tasks and responsibilities.

Topics that will be covered ...

- ▶ "Revolution" examined: definitions, stages, tactics, objectives, leadership
- ▶ Designing the REVOLUTION name, symbols, issues, tactics, manifesto
- ▶ Lessons from past and current revolutions ...

REQUIRED TEXTS (all **MUST** be in your possession before the first class session!!)

Bard O'Neill, Insurgency and Terrorism: From Revolution to Apocalypse,
Potomac Books, 2005 Second Edition

Jon Lee Anderson, Guerrillas: Journeys in the Insurgent World,
Penguin, 2004

Jonathan Barker, No-Nonsense Guide to Global Terrorism, New International,
2008

Patrick Van Inwegen, UNDERSTANDING REVOLUTION Rienner
paperback 2011

Additional readings will be distributed / assigned.

POLL EVERYWHERE is a response system that allows you to respond to questions I pose during class. Your feedback is an essential part of your participation. In order to be a part of this class, you will need to familiarize yourself with the system before our first class. Go online to polleverywhere.com. It will enable our discussions, survey student perceptions and will serve to gauge your preparation (reading) for every class. You will use whatever electronic device you have (phone, tablet, computer) to engage the system.

FACULTY-STUDENT CONTACT

Experienced university students know that it is wise to use the opportunity to visit and consult with professors during their office hours. If those hours are impossible, propose to meet at another time. It is **YOUR responsibility** to use this "out-of-class" time to clarify questions you have, raise questions or thoughts about other ideas, or simply to come to understand better the professor's thinking about anything at all. If you do this, it will be easier for your professors to deal with you and your uniqueness. You must take the initiative to solve any problems that you may have related to our course. I can help you if you see me in my office. 990 Building Office 2211.

Formal Office Hours: 990 W. Fullerton Ave. Rm. 2207

T & Th 8:30-9:30am; 2:30-3:30pm; Wednesdays 11:00-1:00 *other times by appointment*

Office phone: 773 325-1977 cell phone: 847 251-2671 dfarkas@depaul.edu

ACADEMIC INTEGRITY

This is the standard and the norm at DePaul. It requires complete academic honesty. Any violation of this principle will cause you to fail the course and will cause me to write a letter to the Dean outlining the violations of our academic community's policies. Your work must be your own original thought or you must cite the source of the words or ideas that you borrow from another source. If you have any doubt about what is a violation, consult me.

“Academic honesty” is crucial to our enterprise. The faculty has effective ways of investigating suspicious cases. To avoid any possibility, cite all sources and consult with your professor if you have any questions. University regulations are clear and will be followed in cases requiring such action. This is an essential “rule of the game” and all students should do their own thinking and attribute ideas to their originators.

Beyond these notions, commitment and integrity are crucial to the REVOLUTION. You will be required to be more candid, “realistic,” and disciplined than in many other academic settings.

CLASSROOM DECORUM

It is very important that in framing one's behavior that you are cognizant that what you do DOES affect others. For this reason and a number of other pedagogical ones, I ask that you arrive at class **on time**, refrain from talking to other students during class, **refrain from using cell phones** if unrelated to class work, and eat or drink only in unobtrusive ways. Clean up after yourself. Your university experience is an opportunity to learn both intellectual and other constructive behaviors.

Be cognizant: **others are watching ... others are watching ... no fear!**

ABSENCES

Over the years, I have simply declined to make judgments about the “validity” of student “reasons” for missing class. Being there is YOUR responsibility! Whether your reason is good or mushy, **the reality is that you missed some important work**. To this end, it is unwise to miss ANY class. If you miss class, I will assume YOU made a judgment that something else was “more important” in your view. While I may not share that view, the important thing is that you made the decision. **All decisions have consequences**. In the end, YOU ARE responsible for the work we did in that class! **More crucially, it may be that others' “survival” is depending on your efforts. If you fail them, they may well have to purge you!**

Short PROJECTS

These will be assigned along the way through the course. Students will have many options. An explanation will be provided during the first class and directions will vary with assignment. Students should anticipate tackling one of these projects EVERY week of the course. A typical project could absorb 2-4 hours and require meeting with a sub-set of 3 or 4 other class members. IF YOU HAVE ABSOLUTELY NO TIME TO MEET OUTSIDE OF CLASS, it will be impossible for you to complete these project assignments.

DUE DATES for work to be submitted ...

If you submit work "late," that is after the announced deadline, it will be accepted, but will be graded with a severe penalty. This is a policy built around fairness, given that all students should work with the same parameters. Other students as well as our overall progress may be impacted by your late work. The penalties may go well beyond the simple "grade" implications.

Special note: You will notice that during the term, you are responsible for absorbing lessons from many films. These are materials that are central to our course and **must** be seen in the general time frame that is assigned.

If you have read this far, you now have an assignment ... put yourself in the mind-set of a revolutionary!! Re-examine this document and commit to memory any information that you think must be remembered.

FILMS:

The Seige

The Assignment

The Dancer Upstairs

Under Fire

Michael Collins

Revolutionary CELLS

During the course, small groups will be assigned specific tasks to create an awareness of the challenges faced by revolutionaries. Students will have the opportunity to volunteer for a task peculiar to a separate cell. These will produce a critical dimension of our "revolution." When the work of the initial five cells is complete, two super cells will be created from the highest performing cadre.

Tasks: Recruit Ideology Manifesto Slogans Symbols

Super cell tasks: organizational design terrorist act

Sept. 6	Litmus test for revolutionaries		
Sept. 11	Comparative background & getting serious ... <i>The Eyes Have It</i>		
Sept. 13	Defining Revolution	I & T Ch. 1 & 2	OTPOR 9/14
Sept. 18	Recruits	Inwegen Ch. 2	
Sept. 20	Leaders & Cadre	<u>Guerrillas</u> , all	WE CAN MAKE U TALK 9/21
		Inwegen Ch. 6	
Sept. 25	Ideology	Inwegen Ch 4 & 5	
Sept. 27	The Environment	I & T Ch. 4 & 5	THE ASSIGNMENT 9/28
Oct. 2	Popular Support	Inwegen Ch. 7	
Oct. 4	Motivating Rhetoric:		UNDER FIRE 10/5
Oct. 9	Manifesto	<i>revisit Guerrillas</i>	
Oct. 11	Slogans		
Oct. 16	Symbols		
Oct. 18	Organization	Inwegen Ch. 3	MICHAEL COLLINS 10/19
Oct. 23	Techniques:	I & T Ch. 6 & 3	
Oct. 25	Terror – Manifestation, Target & Purpose		THE SEIGE 10/26
Oct. 30	Violence & Other -- Coup d'etat	Inwegen Ch. 8	
Nov. 1	Guerrilla War Mao's contribution	<u>Global Terrorism</u> , Ch. 1 & 2	
Nov. 6	Counter-insurgency	<u>Global Terrorism</u> , Ch. 3,4 & 5; Inwegen Ch. 7	
Nov. 8	External Support		BATTLE OF ALGIERS THE DANCER 11/9
Nov. 13	The Future?	I & T Conclusion; Anderson "Afterword;"	Inwegen Ch. 9

