

# FYOS 1001: Revolution and War

## University of Georgia, Department of International Affairs

### *Course Instructor Information:*

Dr. Andrew Owsiak  
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Office: 325 Candler Hall  
Office Hours: 1:30-3:30p Tues.  
(or by appointment)

### *Course Meeting Information:*

Fall 2017  
Tues. & Thurs., 11:00am-11:50am  
115 Candler Hall  
<https://uga.view.usg.edu/>

### **Course Description:**

What causes revolution and war? How do countries rebuild their societies in the wake of these catastrophic events, and what dangers do they face along the way? This seminar addresses these questions in an unusual format: by situating students as key historical characters in 18th century France. During this time, debates regarding a variety of important issues abound—including about the best form and function of government, who deserves individual freedom and rights, the relationship between church and state, and what relationship should generally exist between a government and its people. Each student will adopt the persona of a historical figure that featured prominently in these debates. Using primary documents—as well as philosophical work by Rousseau and Burke—students will debate the future of France, manage protesters, and work to assuage the fears of foreign governments. As they do this, students will research and develop their thoughts, and improve their ability to express these thoughts persuasively in both writing and speech.

### **First-Year Odyssey Seminar General Course Objectives:**

This course will:

- Enhance student-faculty interaction in a small class setting;
- Document academic dialogue through writing, revision, and resubmission;
- Open channels of communication between students and faculty;
- Develop students' skills for creative thought and effective reasoning;
- Promote intentional and reflective learning;
- Expose students to opportunities to engage in research, public service, and varied forms of instruction both on campus and globally (e.g., study abroad, practicums, internships);
- Expose students to campus events that highlight an aspect of the mission of the University.

### **Additional Objectives:**

Upon completion of this course, a student should also be able to:

- Explain the causes of the French Revolution;
- Identify the main actors involved in the French Revolution, as well as their goals, viewpoints, and relationships with other actors;
- Discuss, analyze, and critique Rousseau's *Social Contract*;
- Conduct basic research to support their position, using the university's resources;
- Appreciate the complexity of and uncertainty underlying revolutionary politics;
- Generalize their experience in this course to advance (preliminarily) causes of, types of actors involved in, and difficulties encountered during *non-French* revolutions (including modern-day ones).

### Course Reading Material:

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned. Completing these readings (and attending class consistently) will best help students be successful in the course.

The required textbook for the course is:

- Popiel, Jennifer, Mark C. Carnes, and Gary Kates. (2015) *Rousseau, Burke, and Revolution in France, 1791*, 2<sup>nd</sup> edn. New York: W.W. Norton.
- Rousseau, Jean-Jacques. (1968) *The Social Contract*. New York: Penguin.
- Strunk, William, and E.B. White. (2000) *The Elements of Style*, 4<sup>th</sup> edn. New York: Longman.

Any assigned readings beyond the required textbooks will be made available electronically from the instructor – via the eLearning Commons (eLC) website (log-in using UGA MyID at: <https://uga.view.usg.edu/>).

Note: Rousseau is also available (non-circulating) in the Miller Learning Center's Third Floor Reading Room.

### Course Requirements:

The following are the requirements for this course:

1. Participation (15%): Students are expected to: a) attend class meetings (on-time), b) contribute meaningfully to class discussions (quality and quantity), and c) participate fully during in-class activities. Students should prepare for each class meeting by completing required readings and/or assignments, generating questions they have from those readings, and reviewing notes from previous meetings.
2. French Revolution Quiz (20%): Students will complete a French Revolution quiz on the game's foundational readings in class on September 7.
3. Rousseau Essay (20%): After reading Rousseau's Social Contract and Burke's response, students will *individually* (i.e., without assistance from others) write a 2-3 page essay that responds to a question prompt provided by the instructor. This essay will be due at the beginning of class on September 5. The instructor will then provide students with feedback on their papers, after which they may revise and resubmit their essay for a different grade. Revised essays are due at the beginning of class on October 3, and any grade received on this revised paper – whether higher, lower, or identical to the original grade – will replace the original grade. Please submit your previously graded, original assignment along with any revised assignment you submit.
4. Short writing assignments (20% total): Students will be assigned a character in the French Revolution game. These characters each have a role sheet (to be distributed by the instructor during the course), which outlines – among other things – the writing assignments that the student must complete during the game. Students will be expected to complete these assignments as directed.
5. Strunk and White quiz (10% total): Students will read Strunk and White and complete an online quiz about its content (on eLC). Students may take the quiz twice before the course ends, and the highest grade a student obtains in these two attempts will be the grade registered for this course requirement.
6. University events (15% total; 5% each): The FYO program seeks to integrate students into the UGA community, making them aware of all the university has to offer them. Consequently, students will attend three (3) university (non-athletic) events during the course. After each, the student should submit a one paragraph (concise!) summary of the event and what they took away from it. These are due no later than the Monday after the last class meeting – October 9 at 5pm to 325 Candler Hall.

All writing assignments should be a) typed, b) double-spaced, with c) 1" margins and d) 12-point font. Please turn in hard-copies of each assignment to the instructor on its respective due date (see above).

## Course Guidelines:

The following guidelines govern the requirements for this course:

1. Students are expected to read the assigned course material, attend all class meetings, and participate actively within in-class activities and discussions. There is no “extra credit” to make up for low participation.
2. On non-game days, the class will follow a seminar (i.e., discussion), rather than lecture-based format (although mini-lectures will be used when appropriate). Each of these classes will involve a discussion of: a) the readings assigned for that day (or activities derived from them), and/or b) professionalization topics. On game days, the activity varies, but will require active student involvement.

Students can gain participation points by making a positive contribution to the class – that is, either by advancing comments that *meaningfully* criticize or challenge, request clarification of, extend, or react to assigned readings – *or* – making speeches and taking appropriate action during the game. Each student will have a poker chip that will be collected daily when they contribute meaningfully to the class. Turning in a chip counts for a participation point; thus, a total of 14 points are possible for the entire course (excluding the introductory day). These convert to a participation grade according to the following scale: A = 12-14 points, B = 10-11 points, C = 8-9 points, D = 6-7 points, F <6 points.

Note: I will always allow volunteers to contribute first, and I prefer to rely upon a voluntary system. If no volunteers are available, however, I will necessarily call upon people using a lottery system.

3. Students who are unable to attend a class meeting will not receive participation points for that class. They are responsible for obtaining the notes for any missed class meeting(s) from another student. The instructor will not provide lecture slides or notes for class meetings.
4. Assignments and papers are due on the dates given at the *beginning* of the regular class period. A late paper will be penalized one full letter grade (10 percentage points) for the first day it is late, as well as an additional letter grade (10 percentage points) for each additional day it is late. After 5 days, assignments can be turned in for half-credit until the final class meeting (October 3). Note that I will not accept excuses (for example, broken printers) to justify missing the deadlines. It is also not appropriate to come to class significantly late on the dates on which papers are due; papers turned in after the beginning of class may be penalized.
5. Failure to complete an assignment will result in a failing grade for that assignment. Make-up assignments *will not be* offered – although exceptions for documented, emergency situations *may* be approved by the instructor. Students should therefore complete all assignments on time.
6. Students are advised to keep class notes, graded papers, and copies of submitted work until final grades are distributed. Every effort will be made to ensure that assignments are graded timely, fairly, and objectively. If during the course of the semester, you believe that you received an inaccurate grade, you may submit a written memo to the instructor, along with the graded assignment in question. This memo must be submitted within two weeks of receiving the graded assignment. The instructor will then read the memo, re-read the assignment, and assign a new grade. The new grade may be lower, equal to, or higher than the original grade and will not be subject to additional appeal under this policy.
7. In order to foster a respectful learning environment, students are expected:
  - a. to use language that does not insult others or their point of view;
  - b. to keep cell phones turned off and put away during class; and
  - c. *not* to use laptops during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be administratively dropped from the course.

8. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations should discuss such matters with the instructor at the outset of the course. Students requesting accommodations must register with the Disability Resource Center on campus (706-542-8719, <http://www.drc.uga.edu>).
9. Any exceptions or modifications to the above rules (or syllabus) are given at the instructor's discretion, only with prior approval and only under instances of extreme emergency or serious illness. Appropriate documentation must be supplied by the student in any event of exception. (NOTE: In the case of illness, "appropriate documentation" means a doctor's note indicating an illness, rather than a medical visit verification form. Please schedule routine medical visits around the course schedule.)

### **Grade Distribution**

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

### **Academic Dishonesty:**

As a University of Georgia student, you have agreed to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty" (including policies that cover plagiarism; for more information, see <http://www.uga.edu/honesty>). Students are responsible for informing themselves about these standards before performing any academic work and may direct specific questions they have regarding the policy (or its application to course assignments) to the instructor. Please note that all suspected violations of this policy will be handled according to the guidelines set forth within the policy.

### **Schedule/Topics:**

The following pages contain a general plan for the course; deviations announced to the class by the instructor may be necessary (in order to best meet the needs of the students and course). All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class.

Note: If the schedule changes, the instructor will announce (in class) the dates on which topics will be covered as the course progresses. The exact schedule depends upon the speed with which the course moves.

- I. Introductions (August 15)
- II. Game Preparation/Foundations
  - a. Ideas: Enlightenment to Rousseau (August 17)
    - i. Game book, pp. 19-43
  - b. The Revolution Begins (August 22)
    - i. Game book, pp. 88-120

- c. Rousseau: Social Contract, Books I & II (August 24)
  - d. Rousseau: Social Contract, Books III & IV (August 29)
  - e. *Rights of Man* and Burke's Reply (August 31)
    - i. Game book, pp. 120-123, 145-167
  - f. Preparing the National Assembly (September 5)
    - i. Individual role sheet
    - ii. Game book, pp. 49-66
    - iii. **Rousseau essay due**
  - g. Final Preparations: the French Revolution Quiz (September 7)
    - i. Twain, "Freemen" in *A Connecticut Yankee in King Arthur's Court*
    - ii. Skocpol, "Old Regime France," pp. 51-67
    - iii. **French Revolution quiz (in class)**
- III. The National Assembly Convenes
- a. Session 1 (September 12)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* game book, pp. 117-120, 125-126, 128-136
    - iii. **First newspapers due**
  - b. Session 2 (September 14)
    - i. Research/game book/handouts as needed
    - ii. Skocpol, "Peasants Against Seigneurs in the French Revolution," pp. 118-128
    - iii. *Consider especially:* game book, pp. 128-136-145
  - c. Session 3 (September 19)
    - i. Research/game book/handouts as needed
    - ii. **Second newspaper issues due**
  - d. Session 4 (September 21)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* game book, pp. 120-123, 126-127
  - e. Session 5 (September 26)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* Rousseau & Burke
    - iii. **Third newspaper issues due**
  - f. Session 6 (September 28)
    - i. Research/game book/handouts as needed
    - ii. Skocpol, "The Birth of a 'Modern States Edifice' in France"
- IV. Debriefing (October 3)
- a. Mason, "Theories of Revolution"
  - b. **Revised Rousseau papers due**
  - c. **Stunk and White quiz must be completed on/before this date**
- V. Final Business
- a. **All event papers due by 5pm on Monday, October 9, 2017 to 325 Candler Hall**
  - b. **Final grades will be prepared in accordance with the university calendar**