

Political Science/Binghamton University  
Revolutions & Ideologies (PLSC380T-01)  
Summer Session II 2018 Syllabus

## **Instructor Information**

Instructor: *Brendan Szendro*

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## **Communication Policy**

Contact is available by email or through Skype for weekly office hours. All emails will receive a response in less than 24 hours unless received after 7:00 pm Friday evening. Responses will resume Saturday night after midnight. Weekly office hours, held over Skype, will be from 2:00pm to 4:00pm Tuesdays. I am further available by appointment – just send me an email and we'll work out a time. In the event of unforeseen circumstances, changes in course material or availability will be posted to MyCourses and distributed via an email announcement.

## **Course Information**

### **Description**

This course will explore a series of “revolutionary” ideologies, including Communism, Islamism and Populism across the 20<sup>th</sup> and 21<sup>st</sup> centuries. Essentially, the readings will outline the similarities between the different movements, begging the question of why so many anti-elitist movements establish elite-based dictatorships once in power. By exploring the ideological foundations of these movements as well as their mode of functioning, this course seeks to illuminate causal chain of events in which political actors come to embody the very ideas they seek to destroy.

### **Course Objectives**

The course material will cover not only the basic value systems of these groups, but also how practical considerations for maintaining control direct their courses of action. Weekly required readings will include analytical documents as well as primary sources. Students should seek out the unifying themes between the different events described; supplementary material will provide indicators, but students should be able to discern ideas for themselves – this includes new ideas, and I am open to any creative and novel approach so long as it remains grounded in evidence.

### **General Education Information**

This course satisfies an upper-level Political Science International Relations requirement.

## Format and Procedures

Beyond weekly readings, this course will also feature weekly discussion questions as well as a series of short video lectures to further explore the overlap between different time periods and groups. This material will be available on the MyCourses page. Students must participate in the online discussions by both posting their own questions and comments as well as replying to others' questions and comments.

In order to receive a passing grade, students must demonstrate their understanding and analytical capabilities through four short response essays, participation in the weekly discussion questions and one final essay. The four short writing responses will each constitute 10 percent of the final grade, and will ask students to answer, in 1-2 double spaced pages, "how are this week's readings connected to the broader themes of the course?" **They will be due at the start of each week.**

## Course Requirements

### Required text

Most of the texts required for this course will consist of excerpts. Rather than focus on a single perspective or event, the course looks at phenomena writ large and so encompasses a wide range. It would be unnecessarily tedious to have students purchase each book and so scanned images will be provided through MyCourses. Only one book, Levitsky & Ziblatt 2018, must be purchased. The following books will provide secondary source material for the course:

- Arendt, Hannah. 1973. *The Origins of Totalitarianism*. Houghton Mifflin Harcourt.
- Gellately, Robert. 2007. *Lenin, Stalin, and Hitler*. Vintage Books.
- Judis, John B. 2016. *The Populist Explosion: How The Great Recession Transformed American and European Politics*. Columbia Global Reports.
- Kepel, Giles. 2002. *Jihad: The Trail of Political Islam*. Harvard University Press.
- Levitsky, Steven and Daniel Ziblatt. 2018. *How Democracies Die*. Crown/Archetype.
- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*. Johns Hopkins University Press.
- Weisband, Edward. 2017. *The Macabresque: Human Violation and Hate in Genocide, Mass Atrocity and Enemy-Making*. Oxford University Press.

### Primary Sources

In addition to the works listed above, this course will further incorporate primary source documents; these will be available online. The list includes:

- DeTocqueville, Alexis. 1856. *The Old Regime and the Revolution*.
- Engels, Fredrick. 1872. "On Authority."
- Khomeini, Ruhollah. 1970. *Islamic Government: Governance of the Jurist*.
- Khomeini, Ruhollah. 1978. "The Crimes of the Shah."
- Lenin, Vladimir Ilich. 1917. "Class Society and the State," in *The State and Revolution*.
- Putin, Vladimir. 2014. "Opening remarks by Vladimir Putin at the Security Council meeting, July 22, 2014."

- Putin, Vladimir. 2014. “Valdai Speech of Vladimir Putin.”
- Trump, Donald J. 2017. “Donald Trump’s Inaugural Address.”

## Other Requirements

- Access to the course’s MyCourses page is required for, basically, every single aspect of the course, so please, make sure you have internet – this should go without saying but it’s just sort of a formality.
- Each week, “the instructor” – that’s me, in case you were wondering – will provide short supplementary material on the MyCourses page to offer a degree of context to the readings. These will typically include video lectures. The intent here is to offer students ideas for interpreting the texts, but by no means should these videos dictate your point of view.

## Credit Hours and Expectations

Like any other 4-credit online course, this course requires students to work roughly 35 hours each week. This work consists of each week’s readings as well as supplementary material and weekly written responses and participation.

## Assignments

Each week, in addition to the assigned reading, students must write a 1-2 double spaced response paper in which they analyze the material and the extent to which each week’s specific cases relate to the broader themes of the course as laid out in the first week. This should include no more than a single paragraph of summary information; each response paper must be turned in before Friday evening each week, and will receive feedback by the following Monday.

The readings for each week are as follows:

### Week 1: Conceptual Foundations

- DeTocqueville. 1856. *The Old Regime and the Revolution*. Excerpts provided on Mycourses.
- Linz, Juan J. and Alfred Stepan. 1996. *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*. Johns Hopkins University Press, pp. 38-55.
- Weisband, Edward. 2017. *The Macabresque: Human Violation and Hate in Genocide, Mass Atrocity and Enemy-Making*. Oxford University Press, pp 63-85, 236-252.

### Week 2: Communism

- Arendt, Hannah. 1973. *The Origins of Totalitarianism*. Houghton Mifflin Harcourt, pp. 305-315; 460-474.
- Engels, Fredrick. 1872. “On Authority.” Available online.
- Gellately, Robert. 2007. *Lenin, Stalin, and Hitler*. Vintage Books, pp. 3-11, 34-60.
- Lenin, Vladimir Ilich. 1917. “Class Society and the State,” in *The State and Revolution*. Available online.

### Week 3: Islamism

- Kepel, Giles. 2002. *Jihad: The Trail of Political Islam*. Harvard University Press, pp. 106-135.
- Khomeini, Ruhollah. 1970. *Islamic Government: Governance of the Jurist*, pp. 29-33, 78-94. Available online.
- Khomeini, Ruhollah. 1978. "The Crimes of the Shah." Available online.

### Week 4: Populism

- Judis, John B. 2016. *The Populist Explosion: How The Great Recession Transformed American and European Politics*. Columbia Global Reports, pp. 12-17; 154-163.
- Levitsky, Steven and Daniel Ziblatt. 2018. *How Democracies Die*. Crown/Archetype, pp. 33-203.
- Putin, Vladimir. 2014. "Opening remarks by Vladimir Putin at the Security Council meeting, July 22, 2014." Available online.
- Putin, Vladimir. 2014. "Valdai Speech of Vladimir Putin." Available online.
- Trump, Donald J. 2017. "Donald Trump's Inaugural Address." Available online.

Students must also demonstrate proficiency in the material through the discussion board on the My Courses page. Each week, the instructor (that's me) will post a thread relating to the week's topic. Each student must make at least one post in the thread and reply to at least one other student's post in order to receive credit for participation.

Finally, students must write a final paper, due no later than noon on August 3. **Any papers received after 12:00pm will receive substantial deductions.** The final paper will include the following prompt:

In roughly 10 pages, describe a hypothetical revolutionary movement. Why would they form? What would they use as their ideology? Where would they operate? How would they act once in power? You should base this discussion on the historical or contemporary examples we have discussed. You may use these movements as templates, or you may combine elements thereof.

I will grade the answers based on the following criteria:

Conceptual argument (30 points) - The extent to which the student offers a conceptual basis for their movement well-grounded in the theoretical and empirical literature discussed. A well-structured argument will answer the why, what, where and how as discussed in the prompt, using sources we have discussed as a basis. It should demonstrate understanding of macro-level questions on revolutions and ideologies, using generalizable principles.

Real-world comparisons (20 points) - The extent to which the student can compare their hypothetical case to cases we have discussed. Successful arguments will show how the principles they describe for their hypothetical case played out in empirical examples, using specific events or data as we discuss in the course. Students may also draw on other examples found in their own research.

Organization (20 points) - The paper should flow logically from one section to the next. This will be flexible, but ideally the reader should have a basic idea of the student's concept

within the first three paragraphs. Students should present an overview of their hypothetical case, followed by the details.

Spelling and grammar (20 points) - Simply, more grammatical and spelling errors will lower the overall grade.

Format (10 points) - This part just covers the basic citation format of the American Political Science Association, with parenthetical citations and a works cited page.

## **Grading**

Each writing assignment and weekly participation grade, as constructed through the discussion posts, will be worth 10% of the overall grade. The final paper will constitute the remaining 20%. This should ensure a distribution of the overall grade according to performance as a whole, without emphasizing any particular assignment too much. This way, you can have a bad week and not have it derail your GPA.

<i>Assignment Name</i>	<i>Points Possible</i>	<i>Percent of Total</i>
Writing Assignments (4 total)	40	40%
Discussion Posts/Participation	40	40%
Final paper	20	20%

## **Grading Scheme**

<i>Grade</i>	<i>Points</i>	<i>Percent</i>
A		94 – 100%
A-		90 - <94%
B+		87 - <90%
B		84 - <87%
B-		80 - <84%
C+		77 - <80%
C		74 - <77%
C-		70 - <74%

D		64 - <70%
F		<64%

## Accessing Grades

*How will students access their grades? Will they be available on Blackboard?*

## Course Policies

### Penalties for Late Work and Requests for Extensions

If you anticipate missing any deadlines, let me know as soon as possible. I will do my best to accommodate everybody. At the same time, please don't try to take advantage of my generosity. It makes me less lenient to your peers, and it's also just kind of mean.

Late work will receive deductions – 1 out of 10 points off for each assignment, for each day late – although if you have a particularly good excuse and you can provide evidence of it, I might make some exceptions. If you can come up with a really good story, and it's not true, I'll still deduct points but I'll be sure to congratulate you on the creativity.

In regards to the final paper, each day late will result in a loss of 2 out of 20 points. Given my own August schedule, it would be helpful if I had all of these papers as quickly as possible. Again, a particularly good excuse may earn a degree of amnesty, but do not abuse such privileges.

If a student does take advantage of my clemency in unsavory ways, I will cease to offer such accommodations to future classes. I will also not hesitate to name the student who made me revoke them.

### Absences Due to Religious Holidays

If you anticipate being absent because of any religious observance, please notify me via email as early as possible. We can work out an acceptable accommodation.

### Attendance & Participation

Participation in this class depends on the use of the MyCourses discussion board. Students must make at least one post in each weekly thread, and reply to at least one post, in order to receive participation credit. ***If these criteria are not met you will receive a 0 for participation that week.*** The extent to which you receive credit will depend on the quality of your posts and responses, in that they demonstrate both understanding of the material as well engagement in the "classroom" atmosphere.

***If you have any difficulties regarding social interactions do not hesitate to let me know!!*** I have a good deal of experience with social disorders and will always go out of my way to assist people who have those difficulties.

### Understand When You May Drop This Course

***The add/drop deadline for this course ends on July 6; the withdrawal deadline ends on July 17, which also the last day you can change your grade option.*** A warning that, after July 17, if you decide that this course is dismantling your GPA, there's nothing that can be done about it.

## Academic Integrity

Binghamton University provides explicit guidelines in the Student Academic Honesty Code (see the [University Bulletin - Academic Policies and Procedures for All Students](#)). Unless specified otherwise in the syllabus, I expect the work you submit for grading to be yours and yours alone. Not acknowledging another's work with proper references, taking credit for someone else's work, letting your work appear in another student's paper, or fabricating "results" are grounds for failing the assignment and/or the course. If you have any questions about what constitutes plagiarism or cheating, please ask me.

For the record – **cheating doesn't help anyone**. Academic software available today means that most professors **will** catch students cheating. If you get caught cheating, you face a number of potential punishments, including expulsion. It also takes a great deal of the professor's time due to the university bureaucracy. It also means harsher rules for future classes. The potential reward for cheating, the small chance that you won't get caught and will receive a better grade as a result, does not come anywhere close to the risks. Also, much like the accommodations, it's just sort of mean and it makes your instructors feel bad. Please don't do it.

## Disability-Related Equal Access Accommodations Statement

Students wishing to request academic accommodations to insure equitable access and participation in this course should contact Binghamton University's Services for Students with Disabilities (SSD) office. Please visit the [SSD website](#) ([www.binghamton.edu/ssd/](http://www.binghamton.edu/ssd/)) for contact information, Disability Documentation Guidelines, services, policies and procedures.

## Campus Help for Students

### University Tutoring Services

UTS offers free tutoring for undergraduate students at Binghamton University. All UTS tutoring appointments must be scheduled online through the [my.binghamton.edu](http://my.binghamton.edu) portal. Walk-in tutoring is also available for select courses. If you have any questions about UTS, call 607-777-9235, email [uts@binghamton.edu](mailto:uts@binghamton.edu), or visit the website: <http://www.binghamton.edu/tutoring>.

### ITS Helpdesk/myCourses Support

Walk-in: Located in the Computer Center first floor lobby.  
Call: 607-777-6420; E-mail: [helpdesk@binghamton.edu](mailto:helpdesk@binghamton.edu).  
<https://www.binghamton.edu/its/>

### Libraries

The Libraries offer a wide variety and range of services including research assistance, instruction, user-friendly interfaces, digital preservation, digital scanners, and resource sharing.  
Text: 607-205-8173; Call: 607-777-2345; Email: [refquest@binghamton.edu](mailto:refquest@binghamton.edu)  
<http://www.binghamton.edu/libraries>

## Dean of Students

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

## University Counseling Center

At some point during their college experience, students may encounter personal, social, or developmental issues that call for assistance beyond the advice provided by friends and family. That's where the University Counseling Center (UCC) can help. The UCC provides a variety of free and confidential counseling services delivered by professional counselors. All currently enrolled Binghamton University undergraduate students, graduate students and affiliated entities are eligible to receive these services free of charge. Services and programs available through the center include individual and group counseling, consultation, referral, and psychoeducational programs. For more information or to make an appointment, visit <https://www.binghamton.edu/counseling>.

## Topic Outline/Schedule

Week (Dates)	Topic	Readings	Activities	Due This Week
1 July 6, 2018	Foundational material	Arendt, pp. 305-340; DeTocqueville; Linz & Stepan, pp 38-55; Weisband.	Online discussion	Response #1
2 July 13, 2018	Communism	Engels; Gellately, pp. 3-11, 34-60; Lenin.	Online discussion	Response #2
3 July 20, 2018	Islamism	Giles; Katami; Khomeini 1970; Khomeini 1978.	Online discussion	Response #3

4 July 27, 2018	Populism	Judis, pp. 12-17, 154-163; Levitsky & Ziblatt, pp. 33-203; Putin 2014a; Putin 2014b; Trump.	Online discussion	Response #4
5 August 3, 2018	N/A	N/A	N/A	Final Paper