

# FYOS 1001: Revolution and War

## University of Georgia, Department of International Affairs

### Course Instructor:

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### Peer Mentor:

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### Course Meeting Information:

Fall 2022  
Tues. & Thurs., 9:35-10:50am  
August 18-October 6  
Denmark Hall 105  
<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.

### Course Advisory:

Most first-year seminars meet for one hour once/week for the entire semester (1 hour \* 15 weeks = 15 hours). Because we use a Reacting to the Past activity, we cannot let a week pass between game sessions. We therefore meet *two* hours per week for *the first half* of the semester (2 hours \* 7.5 weeks = 15 hours). The total amount of instructional time is the same, but note that the workload will feel heavier than students expect because the course moves *twice as fast* as it otherwise would. Please set your expectations and plan accordingly.

### 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:

- Discuss 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:

For the course to function smoothly, students 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 textbooks for the course are:

- Popiel, Jennifer, Mark C. Carnes, and Gary Kates. (2022) *Rousseau, Burke, and Revolution in France, 1791*, 2<sup>nd</sup> edn. Chapel Hill: University of North Carolina Press. (Note: The book published by Norton is also acceptable, provided that it is the second edition.)
- Rousseau, Jean-Jacques. (1968) *The Social Contract*. New York: Penguin.

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:* A non-circulating copy of Rousseau's *Social Contract* is in the Miller Learning Center's Third-Floor Reading Room. A copy of Burke's *Reflections on the Revolution in France* is available on reserve at the main library.

### 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.
2. French Revolution Quiz (25%): Students will complete a French Revolution quiz on the game's foundational readings in class on **September 13**.
3. Rousseau Essay (25%): After reading Rousseau's *Social Contract* and Burke's response, students will *individually* (that is, 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 8 (submit via eLC assignment dropbox)**. The instructor will then provide each student with feedback, after which the student may revise and resubmit their paper for a different grade. Revised essays are due by **5pm on October 10 (submit via eLC assignment dropbox)**, and any grade received on this revised paper – whether higher, lower, or identical to the original grade – will replace the original grade. Note that I look at the originally graded essay alongside the revised one to see how you revised the essay in light of the feedback you received; minimal editing yields minimal grade change.
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. 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 (that is, concise) summary of: (i) what the event is, (ii) what they took away from it, and (iii) how it fits with the university's mission. These are due **no later than 5pm on Monday, October 10**

**(submit via eLC assignment dropbox).** Students seeking the best grade possible should not wait until the end of the course to write all three papers, as the instructor will provide feedback on any submitted papers throughout the semester.

All writing assignments should be (i) typed, (ii) double-spaced, with (iii) 1” margins and (vi) 12-point. You may wish to read and refer to *The Elements of Style* for tips on how to write well. I use this in my grading.

### **Extra Credit:**

There is one extra credit opportunity. At least one time during the course (before October 6), students can meet with the instructor during office hours to talk about any matter (e.g., their course grade, paper revisions, how to choose a major, how to get involved in undergraduate research, careers, and so on). Anyone that does this will receive an extra 2% bonus to their final grade. I advise you not to save this until the last week of the course.

### **Course Guidelines:**

The following guidelines govern the requirements for this course:

1. Students should 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.
3. Students 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 (i.e., **promptly at 9:35am, even if submitted via eLC**). 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 6). 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 should 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. to use laptops *only* as required for the class activity at hand.

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://honesty.uga.edu>). 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. If the schedule changes, the instructor will announce (in class) the dates on which topics will be covered as the course progresses.

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.

- I. Introductions (August 18)
- II. Game Preparation/Foundations
  - a. Ideas: Enlightenment to Rousseau (August 23)
    - i. Game book, pp. 19-43
  - b. The Revolution Begins (August 25)
    - i. Game book, pp. 88-120
  - c. Rousseau: Social Contract, Books I & II (August 30)

- d. Rousseau: Social Contract, Books III & IV (September 1)
  - e. *Rights of Man* and Burke's Reply (September 6)
    - i. Game book, pp. 120-123, 145-167 (see also Burke's full *Reflections*)
  - f. Preparing the National Assembly (September 8)
    - i. Game book, pp. 120-123, 145-167 (see also Burke resources in eLC)
    - ii. **Rousseau essay due by 9/8 @ 9:35am. Submit via eLC assignment dropbox.**
  - g. Final Preparations: the French Revolution Quiz (September 13)
    - i. Individual role sheet
    - ii. Game book, pp. 49-66
    - iii. \*Twain, "Freemen" in *A Connecticut Yankee in King Arthur's Court*
    - iv. \*Skocpol, "Old Regime France," pp. 51-67
    - v. **French Revolution quiz (in class today, 9/13)**
  - h. Faction meetings with peer mentor and/or instructor (September 15)
    - i. Prepare newspaper issues
    - ii. Revisit readings as appropriate for your role
- III. The National Assembly Convenes
- a. Session 1 (September 20)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* game book, pp. 117-120, 125-126, 128-136
    - iii. **First newspapers due 9/19 @ 6pm. Submit via eLC discussion board.**
  - b. Session 2 (September 22)
    - 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 27)
    - i. Research/game book/handouts as needed
    - ii. **Second newspaper issues due 9/26 @ 6pm. Submit via eLC discussion board.**
  - d. Session 4 (September 29)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* game book, pp. 120-123, 126-127
  - e. Session 5 (October 4)
    - i. Research/game book/handouts as needed
    - ii. *Consider especially:* Rousseau & Burke
    - iii. **Third newspaper issues due 10/3 @ 6pm. Submit via eLC discussion board.**
  - f. Session 6 & Debrief (October 6)
    - i. Research/game book/handouts as needed
    - ii. **Revised Rousseau papers due 10/10 @ 5pm. Submit via eLC assignment dropbox.**

**All event papers are due by 5pm on Monday, October 10. Submit via eLC assignment dropbox.**

**Final grades will be prepared in accordance with the schedule in the university calendar.**