HIST 485: Terrorism and Revolution  
Fall, 2014  
Instructor: Michael Hinckley

Class Time and Place: Online, Live lecture recordings Tuesdays 7pm*  
Office: LA 430  
Office Hours: By Appointment or via Email  
Contact Information: email hinckleyml@nk.edu, Ph 859-572-5368


Learner Outcomes

Students in this class about attempts at political change through violence can expect to:

- know the basic economic, social, political, and cultural developments that breed revolution and terrorism
- appreciate how the variables of race, gender, and class determined how revolutions and terrorist ideology is accepted or rejected
- understand how and why various peoples have turned to violence in order to alter their contemporary political climate
- grasp how the relationship between governments’ policies, social pressures, and/or religion and the stated aims, social concerns, and/or religion of the radical emerged in the first place
- comprehend how terrorism and violent overthrow of governments is perceived both by the perpetrator and their opponents
- gain an historical understanding of how radical politics emerged and found justification
- appreciate how historians research the past and debate not only what actually happened but how the past should be interpreted
- Practice and hone their critical writing and argumentative skills through weekly writing assignments as well as a short self-examination.

Course Rationale

The purpose of the class is to instill in students an appreciation of how history affects, and is affected by violent politics. Decisions made decades or centuries ago still have effects felt in the present, including but not limited to racial relations, democratic institutions, internal political movements, international relations, and economic policies of all nations.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement)
that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Online Communication with instructor</td>
<td>12.0</td>
</tr>
<tr>
<td>Required Text Readings</td>
<td>48.0</td>
</tr>
<tr>
<td>Online PowerPoints/Podcasts</td>
<td>12.0</td>
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<tr>
<td>Self Evaluation</td>
<td>2.0</td>
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<tr>
<td>Discussion Board Responses</td>
<td>24.0</td>
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<tr>
<td>Viewing/Reading/Research Assignments</td>
<td>38.0</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>136.0</strong></td>
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**Assignments/Quizzes**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 “blogs” 10% ea.</td>
<td></td>
<td>80% overall</td>
</tr>
<tr>
<td>World Geography Quiz</td>
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<td>5% overall</td>
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<tr>
<td>Orientation Homework</td>
<td></td>
<td>5% overall</td>
</tr>
<tr>
<td>Self-Examination</td>
<td></td>
<td>10% overall</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Class Discussions**

“So very difficult a matter is it to trace and find out the truth of anything by history.” – Plutarch

History is the story of our roots and culture that we tell and re-tell to each other all the time. Therefore, blog discussions will be the student’s interpretation of various information available to them including lecture recordings, textual essays, and other resources posted on Blackboard. Students should expect to participate in class through active discussions in their blog posts as well as commenting on two (2) other students’ blog posts. In this manner, you will each take part in the examining, and re-examining, of revolution and terrorism as it has evolved over centuries.

**Class Attendance & Late Assignment Policy**

“Eighty percent of success is showing up.” – Woody Allen

Attendance in an online class can be tricky. Indeed, the very flexibility of online classes both makes it ideal for non-traditional, working, or busy students to continue their education AND makes the tracking of attendance almost impossible. For this reason, your blog posts are considered ‘attendance.’ Therefore, late blog posts are **NOT** accepted; you
have ample opportunity to read, consider, write, and revise blog posts during the week and should find posting – as well as reading – to be minimally time consuming. Do not forget to post your blog and comment on two (2) other students’ posts. Exceptions to this policy are made in the case of adequately documented medical emergencies or other unforeseen, and unavoidable, events. Adequate documentation may include, but is not limited to, notes or records from a physician or other healthcare professional, police reports, or court documents (as applicable). Final judgment on the applicability of other documents can be determined by the department.

Academic Integrity and Honesty
“Bad poets deface what they take, and good poets make it into something better, or at least something different.” – T.S. Eliot
http://www.knu.edu/~deanstudents

Honor Code: This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code. Students may view the complete honor code at http://deanofstudents.nku.edu/policies/student-rights.html#policies.

A Note About Plagiarism:
The instructor will be checking every essay for plagiarism. If you commit plagiarism, you will receive an automatic zero for the assignment. A second plagiarized assignment will result in a failing grade for the course. All of the following are examples of plagiarism (and apply to both essays and powerpoints/presentations):

a) Quoting/using wording from a book, journal article, internet or other source verbatim (word-for-word) without putting the quote in quotation marks and citing it in a footnote;

b) Paraphrasing another person’s unique ideas, theses, themes, research, etc. (published or unpublished) without giving them credit in a footnote;

c) Using another person’s tables, graphs, photographs, artwork, or illustrations without giving them credit in a source reference;
d) Using all or part of another student’s paper or presentation, even if that student approves; Emailing a paper to another student (both students will be held accountable);

e) Using a paper or presentation from a free essay or presentation website or service;

f) Buying a paper or presentation from an essay or presentation website or service.

NKU's Steely Library is pleased to present class lessons, films, and activities on plagiarism and copyright awareness for the classroom at http://creativethinking.nku.edu.

**Instructor and Course Evaluations:**
Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to http://eval.nku.edu. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor’s department chairperson.

Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

**Special Disclaimer**
The instructor reserves the right to change the syllabus as necessitated by circumstances and will inform the class of such changes in as timely a fashion as possible.
**Students with Disabilities**

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at [http://disability.nku.edu](http://disability.nku.edu).

**Weekly Writing Assignments**

Students will read a section from the textbook and, **citing at least one (1) document [found on JStor or other library resource] and one essay from the week’s reading assignment along with the recorded lecture for that week**, they will address the assigned question in a well-organized **750 (minimum) word essay**. Students should construct their essays and archive them on their home computers. Essays must be checked for grammar and spelling errors before posting on to the week’s blog before Sunday at midnight each week.

Students are welcome to work ahead on their own schedules.

Since students may not be using the same textbook editions, the articles and documents addressed in student blog postings will vary. Reading all postings is an excellent opportunity for students to learn from each other.

Each essay will incorporate specific examples from the textbook readings and multimedia materials to support a clearly articulated thesis. **Chicago Manual Style** footnotes must be used to cite all sources. Please keep in mind that while brief summaries of the various documents and essays are essential, your critical analysis of the materials will have a greater impact on your final grade.

Essay writing hints:

- Construct each essay as though you were presenting it to an audience that knows little about revolutions or terrorism.
- Each essay must have an introductory paragraph that includes a clear thesis statement and background information (brief answers to the basic who, what, where, when questions). Each subsequent paragraph will begin with a precise topic sentence that supports your thesis. Your conclusion should restate your thesis, summarize your essay and point to its significance. Conclusions should not introduce new evidence to support your thesis.
- Be sure to footnote all quoted material and all major ideas, conclusions, statistics, or interpretations using Chicago Manual Style footnotes. For more information about [Chicago Manual of Style, please click here](http://valid.chicagomanualofstyle.org).
- Quotes must be short (1-2 lines long). Do not use block quotes.
- Proofread for spelling and typing errors.
NB: Blogs which do not meet the minimum word requirement will receive a 0 score for that week.

Blog comments:

Students are also required to comment on at least one other student’s posting.
Blog comments should always:
  • Be factually correct
  • Reflect critical thinking and reading skills
  • Be respectful
  • Encourage further development of peer postings

WEEKLY BLOG RUBRIC - standard deductions

___ (up to 10 pts) one primary source from JStor was cited correctly
___ (up to 10 pts) one secondary source from the chapter was cited correctly
___ (up to 10 pts) weekly lecture source(s) was/were cited correctly
___ (up to 10 pts) introduction provides background information (who, what, when, where)
___ (up to 10 pts) thesis statement
___ (up to 10 pts) body of the essay supports the thesis
___ (up to 10 pts) conclusion provides a summary & points to the event’s significance
___ (up to 10 pts) spelling, grammar, syntax, style, and formatting
___ (up to 10 pts) critical thinking, response to feedback
___ (up to 10 pts) comment on two (2) peer’s formal essay

Self-Assessment of class participation (due Week 8)

In this 500-word minimum reflection paper, students are required to describe the extent to which they have:
  • Reflected on how the 50-minute lectures relate to the course readings
  • Posted messages to demonstrate critical analysis of central course concepts.
  • Read primary sources and used them to reflect on the chapters in the textbook.
  • Learned from others in the class.
  • Met the student learning objectives outlined on the syllabus.

Students will also self-rate their class participation as “outstanding,” “satisfactory,” or “below expectations” using the following scoring guide. The instructor will also use these definitions for assessment purposes.
Outstanding participation for an “A” – weekly postings contain well-developed new ideas and clear evidence of critical thinking (application, analysis, synthesis and evaluation). The student frequently comments on other student’s postings in an appropriate manner. Ideas are expressed clearly and concisely using appropriate vocabulary. Student is attentive to spelling and grammar.

Satisfactory participation for a “B” – weekly postings contain thoughtful ideas and some critical thinking is evident. Postings indicate a basic understanding of the assignments. He/she supports some opinions with evidence from the readings and offers an occasional comment on other posts. Ideas are sometimes unclear due to poor organization or word choice and there are minor problems with spelling and grammar.

**SELF-ASSESSMENT ESSAY RUBRIC** 100 pts

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>40 pts</td>
<td>reflection on the lecture’s relationship to the course</td>
</tr>
<tr>
<td>10 pts</td>
<td>critical analysis of central course concepts</td>
</tr>
<tr>
<td>10 pts</td>
<td>used primary sources to reflect on required secondary sources</td>
</tr>
<tr>
<td>10 pts</td>
<td>learned from others in the class</td>
</tr>
<tr>
<td>20 pts</td>
<td>met the student learning objectives</td>
</tr>
<tr>
<td>10 pts</td>
<td>spelling, grammar and formatting</td>
</tr>
</tbody>
</table>

**Course Schedule**

**Week 1: Laying the Groundwork**

- Complete Orientation Presentation under **Classroom** on Blackboard (5%)
- Introduce self on Student Lounge Discussion Board
- Lecture Week 1, Tuesday 5pm under **Classroom** on Blackboard
- Read *Introduction* from text and documents posted to **Blackboard**
- **Blog Post:** Discuss the differences between revolutionaries, insurgents, and terrorists. Discuss the malleability of these appellations and how they might, or might not, shift over time. What are some of the problems associated with discussing violent politics in our 21st century society?
  - Blog must be posted by Sunday 11:59pm
  - Two comments must be made by Monday, 11:59pm
- Complete World Geography Map Quiz located in ‘Assignments’ folder (5%)

**Week 2: Revolution in the Western World**

- Lecture Week 2, Tuesday 5pm under **Classroom** on Blackboard
- Read Chapters 1 & 2 “The American Insurgency” and “The Spanish Guerilla Against the French”
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
- Blog Post: In what ways did these societies justify violence against what could be considered a ‘legitimate’ government? Were these populist revolts or were they led by an elite cadre? Explain the differences and similarities between the American and Spanish experiences.
  - Blog must be posted by Sunday 11:59pm
  - Two comments must be made by Monday 11:59pm

**Week 3: Island Insurgencies**
- Lecture Week 3, Tuesday 5pm under Classroom on Blackboard
- Read Chapters 3 & 4 “The Philippine ‘Insurrection’” & “The Irish Struggle for Independence”
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
- Blog Post: Compare Ireland’s insurgency to the Philippinos’ resistance. Are there common attitudes among the imperial powers of these islands? What is the difference between an ‘insurrection’ and an ‘independence’ movement? How effective were the counter-insurgencies implemented by the Americans and the British?
  - Blog must be posted by Sunday at 11:59 pm
  - Two comments must be made by Monday 11:59pm

**Week 4: The Balkans**
- Lecture Week 4, Tuesday 5pm
- Read chapter 5 & 6 “Tito and the Yugoslav Partisans” and “The Greek Resistance”
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
- Blog Post: In what ways were the pre-war Yugoslav and Greek societies similar? Explain the differences in their reactions to invasion and conquest by the Germans and Italians, respectively. How would the actors of these two countries be described at in the 1940’s? Did the actions of the populace reflect the attitudes of the governmental elites? Explain.
  - Blog must be posted by Sunday at 11:59pm
  - Two comments must be made by Monday 11:59pm

**Week 5: Africa**
- Lecture Week 5, Tuesday 5pm
- Read chapters 7 & 8 “Kenya and the Mau Mau” and “The Algerian War of National Independence”
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
- Blog Post: How did these two African countries respond to Anti-Colonial impulses? How did these insurgencies treat the colonists who resided there
during and after the wars? Describe the ways in which Britain and France responded to the revolutions within their colonies. Which, if either, had a better approach to the conflict? How did these colonial responses affect the post-independence societies of Kenya and Algeria?

- Blog must be posted by Sunday at 11:59pm
- Two comments must be made by Monday 11:59pm

Week 6: Southeast Asia (Vietnam)
- Lecture Week 6, Tuesday 5pm
- Read chapters 9 & 10 “The Vietnamese Struggle against the French” and “America Takes Over from France in Vietnam”
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
  - Blog must be posted by Sunday 11:59pm
  - Two comments must be made by Monday 11:59pm

Week 7: Afghanistan
- Lecture Week 7, Tuesday 5pm
- Read chapters 11 “The Afghan Resistance to the British and the Russians” and “Afghanistan in 2009: Trying to Pull Back from the Brink” on Blackboard
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.
- Blog Post: Describe the problems facing the three world powers in Afghanistan. What elements in Afghanistan prevented successful, long-term colonization or state-building? What elements in Afghan society or culture were helpful to insurgencies of these periods? Were these harmful/helpful elements consistent throughout the three periods of Afghan warfare? Explain.
  - Blog must be posted by Sunday 11:59pm
  - Two comments must be made by Monday 11:59pm

Week 8: Post-Game Analysis
- Lecture Week 8, Tuesday 5pm
- Read conclusion “The Very Expensive School” and “Epilogue in a Time of Terror” on Blackboard
- Locate at least one (1) scholarly article from JStor which pertains to the above chapters to cite in your Blog post.

- **Blog Post**: Discuss the common thread(s), if any, between terrorists and revolutionaries’ actions and motivations. What can understanding the motivations of these individuals and organizations do for our society? In what ways do violent politics help and harm societies?
  - Blog must be posted by Sunday 11:59pm
  - Two Comments must be made by Monday 11:59pm

- **Submit self-evaluation via Blackboard (‘Assignments’ folder) before Monday at 11:59pm**
  - Save self-evaluation as MSWord (.doc, .docx) or Notepad (.txt) document
  - Save the document as your last name and first initial (example: hinckleym.doc)
  - Under ‘Safe Assignment’ select ‘View/Complete’ to upload the self-assessment
  - DO NOT EMAIL SELF-ASSESSMENT