Honors 326        Fall 2015
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Revolution and Philosophy

Often inspired and preceded by great thinkers, revolutions shape the thinking of those who watch the flames. This course examines, in turn, four of the world’s great political revolutions – the English Revolution of 1640-1660 that unleashed the modern revolutionary in the personality of the Puritan zealots, the American Revolution sparked by civic republican ideas about civic virtue and corruption, the French Revolution of 1789, which, after being inspired by Rousseau, resulted in the Rights of Man, the terror and the rise of Napoleon, and the Russian Revolution of 1917 which could not have taken place without the writings of Marx and leadership of Lenin.

Course Objectives/Learning Outcomes

• Assist students to think critically about the origins, development and reformulation of political argument since the French Revolution.
• Increase ability to do close reading and analysis and to recognize rhetorical strategies and techniques
• Increase awareness of key assumptions in modern liberal and conservative argument
• Encourage class discussion, participation in a seminar setting
• Encourage students to learn from each other and to work collaboratively in groups

Books: Core Texts for the Course (only some require purchase)

General
• Crane Brinton, Anatomy of Revolution
• Hannah Arendt, On Revolution

English Revolution
• Michael Walzer, The Revolution of the Saints
• Christopher Hill, The World Turned Upside Down: Radical Ideas During the English Revolution

American Revolution
• Gordon Wood, The Creation of the American Republic: 1776-1787

French Revolution
• Rousseau, On the Social Contract
• Soboul, A Short History of the French Revolution

Russian Revolution
• Marx, The Communist Manifesto
• Edmund Wilson, To Finland Station
• Lenin, What Is To Be Done

Note: Students are expected to bring the day’s reading to class.

Course Requirements
In-class participation (30%)
Papers (40%)
Final Exam (30%)

Grading
Attendance plays a critical role in your success since the course happens in the classroom and missed classes can’t be made up.

Do the reading before class. Give yourself time to think about main themes and arguments in the assigned reading, come prepared, don’t be shy, speak up and contribute to the class discussion. Classroom participation is critical to your grade.

Student with Disabilities
In compliance with ADA Guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the professor at the beginning of the term. Upon recommendation of the campus Disabilities Specialist, adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

Chapman University Academic Integrity Policy
Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university. In accordance with university guidelines, plagiarism of any kind (including unacknowledged paraphrase of others’ ideas) will result in a failing grade for the course.

Course Schedule

WEEK 1 Introduction
Mon Aug. 31 – Introduction to the Class

THE ENGLISH REVOLUTION  (3 1/2 weeks)
Wed. Sept 2 – 17th Century England
Morgan ed., The Oxford History of Britain,
Ch. 6 John Morrill, The Stuarts (1603-1688)
John Morrill and Philip Baker, “Oliver Cromwell, the Regicide and the Sons of Zeruiah”
Walzer, The Revolution of the Saints: A Study in the Origins of Radical Politics
Preface, Ch. 1-2.

WEEK 2  The Puritan Revolution
Sept 7 – Walzer, The Revolution of the Saints, Ch. 3-5
  Christopher Hill, The English Revolution 1640, pp. 3-62.

Sept 9 – Walzer, The Revolution of the Saints, Ch. 8 and Conclusion
  Christopher Hill, The World Turned Upside Down: Radical Ideas During the
  English Revolution (selections including Ch. 3 “Masterless Men,” Ch. 7
  “Levellers and True Levellers,” and Ch. 18, “Conclusion”
  David Loewenstein, “Gerrard Winstanley and the Diggers” (2012)

WEEK 3  Winstanley and Hobbes
Sept 14 – Hill, World Turned Upside Down, (selections including
  Appendix “Hobbes and Winstanley: Reason and Politics”)
  Winstanley, The Law of Freedom and Other Writings (Introduction, esp. 48-68)
  and “The Law of Freedom in a Platform”

Sept. 16 – Thomas Hobbes, Leviathan, (selections)

WEEK 4  Hobbes and Locke
Sept. 21  – Hobbes, Leviathan (selections)

Sept. 23  – Lockean Liberalism -- the Revolt Against Hierarchy, Privilege and Feudalism
  Locke, An Essay on Human Understanding, (selections)

THE AMERICAN REVOLUTION (Three weeks)
WEEK 5 – The American Revolution: First a Spark, Then a Dilemma
Sept. 28  – Bailyn, The Ideological Origins of the American Revolution (selection)
  Gordon Wood, The Creation of the American Republic: 1776-1787

Sept 30 – Wood, The Creation of the American Republic

WEEK 6 – Combining Liberal and Republican Ideas
Oct 5  – Gordon Wood, The Creation of the American Republic
  Patrick Henry, “Give Me Liberty or Give Me Death”

Oct 7 – Gordon Wood, The Creation of the American Republic
  Madison and Hamilton, The Federalists Papers, No. 10 and 51
WEEK 7 – Arendt, On Revolution
Ch. 1 The Meaning of Revolution (pp. 11-58)

Oct 14 - Arendt, On Revolution, Ch. 3 “The Pursuit of Happiness”
Ch. 4, “Foundation I: Constitutio Libertatis

THE FRENCH REVOLUTION  (three weeks)
WEEK 8 French Revolution, 1789-1794


Sources on Rousseau
James Miller, Rousseau: Dreamer of Democracy
Judith Sklar, Men & Citizens

WEEK 9 – French Revolution – Dynamics and Stages
Oct. 26 Stages and Dynamics of French Revolution – 1789
The Ancien Regime, The Third Estate, King Louis XVI mistakes
Soboul, A Short History of the French Revolution, pp. 1-125

Oct. 28 – The Importance of the Sans-Culottes and Peasants
Soboul, A Short History of the French Revolution, pp. 1-125

Sources on the French Revolution
Simon Schama, Citizens: A Chronicle of the French Revolution
Alexis de Tocqueville, The Ancien Regime and the Revolution
Theda Skocpol, States and Social Revolutions: A Comparative Analysis of France, Russia and China
Barrington Moore, Jr., Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World, Ch. 2 “Evolution and Revolution in France”

WEEK 10
Nov. 2 – Inside the Revolution – 1789-92 Moderates in Charge
Brinton, Anatomy of Revolution, Ch. 5 Moderates, Ch. 6 Extremists
Girondin and Jacobin (with Montagnard deputies)

Nov. 4 – Robespierre, the Jacobins and the Great Terror
Inside the Revolution - 1792-94 The Revolution Gets Radical
Brinton, Anatomy of Revolution, Ch. 5 Moderates, Ch. 6 Extremists
Speeches: Robespierre and Thomas Paine on fate of King Louis XVI
Arendt, On Revolution, Ch. 2 “The Social Question”

**THE RUSSIAN REVOLUTION (three weeks)**

**WEEK 11 – Marx**
Nov. 2 – Marx, The Communist Manifesto and “The Jewish Question”
   The Eighteenth Brumaire of Louis Bonaparte
   Edmund Wilson, To Finland Station

Nov. 4 – Wilson, To Finland Station

**WEEK 12 – Marx and Lenin**
Nov. 9 – Wilson, To Finland Station

Nov. 11 – Lenin, What Is To Be Done

**WEEK 13 – Russian Revolution**
Nov. 16 – John Reed, Ten Days that Shook the World (selections)
   Skocpol, States and Social Revolutions

Nov. 18 – From Lenin to Stalin

**WEEK 13 – Thanksgiving Break (Nov. 23-27)**

**WEEK 14 – AFTERMATH**
Nov 30 – Arendt, On Revolution, Chs. 5-6

Dec. 2 – Brinton, Anatomy of Revolution
Hayek, The Road to Serfdom, Introduction and Ch. 1-5

**WEEK 15 – Conclusion**
Dec 7 –

Dec 9 – Last Class

FINALS WEEK – DEC 14-18