

POSC 360: REVOLTS AND REVOLUTION IN GLOBAL PERSPECTIVE
(MW 12:30-1:45pm)

Professor Pete W. Moore

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Office Hours: MW 11-1215 and 2-3pm (Mather House 222) or by appointment

Assigned Texts

For each lecture, there are assigned readings from books and articles. All can be accessed through our classroom Blackboard site in the documents section.

Grades and responsibilities

Students are responsible for the material covered in the lectures as well as assigned readings.

Grading is comprised of four components:

Essays (2)	30%
Final Paper	40%
Literature reviews	20%
Participation	10%

Class Policies to Note:

Cell phones must be turned off during class time. If a phone rings once inadvertently, please turn it off immediately. Should a student answer a cell phone **for any reason** during class, he or she will be asked to leave and not to return to that class. If personal circumstances require that a student be available to receive calls during class time, he or she should explain the circumstances to the professor and **not attend** class.

Computers or portable devices may only be used in class, with instructor permission, to take notes.

Any rescheduling and/or extensions of exams and/or papers that are not completed at the designed time must be discussed **before** the deadline to receive a rescheduling/extension. The professor designates late papers as Fs unless discussed prior to deadline. **Papers will not be accepted as a computer file through email.**

Plagiarism whether from digital or printed sources will not be tolerated. Failure to give credit in footnotes for other's ideas, failure to use quotation marks when quoting directly from another source, and/or failure to acknowledge another author's conclusions will be prosecuted to the fullest extent of university regulations.

Absence from class will be excused for up to 3 meetings, after which points will be deducted.

Lectures & Assignments

Week 1: Introduction

8/24-26 Jack Goldstone, "The Comparative and Historical Study of Revolution," in *Revolutions: Theoretical, Comparative, and Historical Studies*, edited by Jack Goldstone (Wadsworth, 2003)

Week 2: Concept Formation: What is Revolution? Why would anyone participate in any form of high risk activism?

8/31-9/2 *Hannah Arendt, "The Meaning of Revolution," in *On Revolution* (Viking Press, 1963)

*Doug McAdam, "Recruitment to High-Risk Activism: The Case of Freedom Summer," *The American Journal of Sociology* (July 1986)

Week 3: Concepts and Origins: The Structural Marxist Account

9/7 LABOR DAY

9/9 *Karl Marx and Fredrick Engels, "Manifesto of the Communist Party"

Week 4: Origins and Methods: States and Historical Comparison: The structural approach has been the dominate path way to explaining revolution. What is such an approach and what is its method?

9/14 *Samuel Huntington, "Revolution and Political Order," in *Revolutions*
*Charles Tilly, "Does Modernization Breed Revolution?" in *Revolutions*

9/16 *Theda Skocpol and Ellen Kay Trimberger, "Revolutions: A Structural Analysis," in *Revolutions*
Theda Skocpol, "Explaining Social Revolutions: Alternatives to Existing Theories," and "Conclusion," in *States and Social Revolutions* (Cambridge University Press, 1979)

Week 5: Case Study, Lev Bronstein and Russia 1917: The Russian Revolution influenced a generation of scholars and activists. What were the conflicting forces at play and why did a "communist" revolution come to a country that few expected?

9/21-23 *Leon Trotsky, "5 Days," and "Dual Power," in *The History of the Russian Revolution* by Leon Trotsky (focus on these selections)
Max Weber, "Charisma, Bureaucracy, and Revolution,"

Tim McDaniel, "The Russian Revolution of 1917," in *Revolutions*

Week 6: The Revolutionary Mindset: Agency and leadership in revolution are highly contested issues. What is the role of leadership and can there be found any humor in Trotsky today?

9/28-30 *Eric Selbin, "Agency and Culture in Revolutions"
Film: *The Trotsky*

10/2 Paper One Due

Week 7: Case Study, Iran 1979: The last true social revolution is still with us today. What were the origins of the 1979 revolution? Was it a religious revolution or something else?

10/5-7 *Asef Bayat, "The Disfranchised and the Islamic Revolution: Our Revolution and Theirs," in *Street Politics: Poor Peoples' Movements in Iran* by Asef Bayat (Columbia University Press, 1997)
Ervand Abrahamian, "Iran in Revolution: The Opposition Forces," *Middle East Report 75/76* (March-April 1979), p.3-8
*Theda Skocpol, "Rentier State and Shia Islam in the Iranian Revolution," *Theory and Society*, 1982

Extra Reading:

Eqbal Ahmed, "Comments on Skocpol" *Theory and Society*, 1982

Week 8: Revolutionary Outcomes: The outcomes of revolutions vary. What are these outcomes and what historical accounts fit best?

10/12-14 *John Forwin and Jeff Godwin, "Revolutionary Outcomes in Iran and Nicaragua"
*Fred Halliday, "Counter-Revolution"
Kelly and Klein, "Revolution and the Rebirth of Inequality"

Week 9: Comparative Outcomes, France and England: These cases are revolutions of a different kind, slower, more historical, but with very important outcomes for the history of Europe.

10/19 FALL BREAK

10/21 *Barrington Moore, *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, pp. 1-55 (skim chapter on France but focus on comparative differences); pp. 413-432.

Week 10: Resistance and Revolt: Peasants are by scholarly consensus one of the most important actors in bringing a revolutionary situation to fruition. How do those without power resist so forcefully?

10/26-28 Eric Wolf, "Peasants and Revolutions"
*James Scott, *Weapons of the Weak: Everyday Forms of Peasant Resistance*, (skim pp. 1-27); pp. 28-47.
George Orwell, "Shooting an Elephant" (this short story can be found online)
*Cynthia McClintock, "Why Peasants Rebel: The Case of Peru's Sendero Luminoso," *World Politics* (October 1984)

Week 11: Case Studies in Post-Colonial Revolution: Latin America

11/2-4 Cynthia McClintock, "Why Peasants Rebel: The Case of Peru's Sendero Luminoso," *World Politics* (October 1984)
*Jack Goldstone, "Revolutions in Modern Dictatorships"
*Thomas Leonard, "The Cuban Revolution"
Walter Goldfrank, "The Mexican Revolution"

Week 12: Case Studies: Africa and Asia

11/9-11 *Richard Kessler, "The Philippines People Power Revolution"
Gary Hawes, "Theories of Peasant Revolution: A Critique and Contribution from the Philippines," *World Politics*, (Jan., 1990)
Mark Seldon, "The Chinese Communist Revolution."
*Gary Seidman, "South Africa: The Struggle Against Apartheid"
Battle of Algiers

11/13 Paper Two Due

Week 13: The Egyptian Uprising of 2011 and After

11/16-18 *Mona Al-Ghobashy, "The Praxis of the Egyptian Revolution,"
Mona Al-Ghobashy, "Fashioning a Coup"
Joshua Stacher, "How Egypt's Army Won," *New York Times*, June 29, 2012

Week 14: Why did other Arab monarchies/regimes not fall?

11/23 NO CLASS

11/25 Toby Jones, "Counterrevolution in the Gulf" USIP, Peace Brief 89

*Gregory Gause and Sean Yom, "Resilient Royals: How Arab Monarchies Hang On," *Journal of Democracy* (October 2012)
Pete Moore, "Why Not Jordan," MERIP Blog

Week 15: Final Presentations Scheduled

11/30-12/2