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

Professor Pete W. Moore  
216-368-5265 (office)  
pete.moore@case.edu  
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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Literature reviews</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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


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


**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,”
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?

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

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”
George Orwell, “Shooting an Elephant” (this short story can be found online)
*Cynthia McClinton, “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 McClinton, “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

*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

Mona Al-Ghobashy, “Fashioning a Coup”

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
Pete Moore, “Why Not Jordan,” MERIP Blog

**Week 15:** Final Presentations Scheduled
11/30-12/2