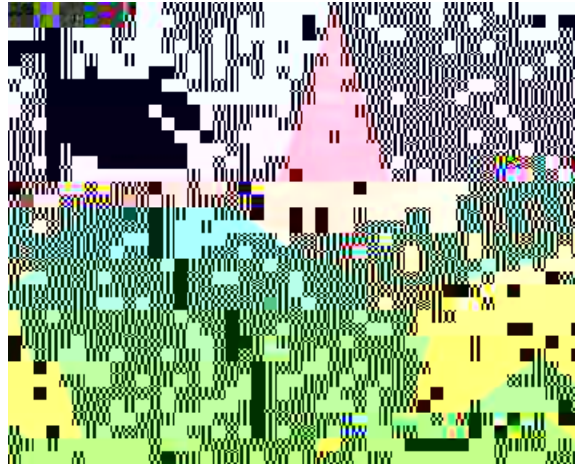


**POLS 3530 01 Comparative Revolution**  
**Saint Louis University Department of Political Science**  
**MWF 1:10-2:00**  
**Fall 2023**

**Dr. Ellen Carnaghan**  
**McGannon Hall, Room 138**  
**ellen.carnaghan@slu.edu**  
**(314) 977-3038**



**Office hours:** Monday 2:15-3:00pm; Wednesday 4:40-5:45pm, and by appointment. E-mail is the best way to reach me. Also, feel free to drop by. in my office

We can meet by Zoom if you prefer (but then you really need an appointment).

Zoom link: <https://slu.zoom.us/j/7172394449>

### **About this course**

Revolutions are unusual events. They involve lots of ordinary people engaging in irregular kinds of behavior, often for sustained periods of time. People in power are ousted. Governing institutions are transformed; society and daily life may be altered in fundamental ways. In this course, we will investigate revolutions across time and around the world, asking questions like:

- What pre-existing conditions may result in revolution?
- How are ordinary citizens mobilized into uncommon kinds of political behavior?
- What are the political processes that shape contention?
- Why do the results of revolution often fall short of the promises made at the start?
- How do people ordinary citizens, artists, writers, religious leaders, and others make sense of the changes occurring around them?

One goal of this class is to help you think systematically about complex and difficult social phenomena. To that end, we will draw on a variety of scholarly explanations to explain the roots, processes, and results of revolutions. We will use these explanations to understand revolutions in various parts of the world, including Russia, Nicaragua, Ukraine, and the Middle East.

Another goal of this class is to draw on the diversity of knowledge and expertise that students bring to the class to examine revolutions from different perspectives. Scholars of revolution come from many disciplines, including anthropology, history, philosophy, political science, and sociology. All kinds of creative efforts by artists, writers, musicians, and others have both contributed to and interpreted revolutionary change. In this class, we will engage all these perspectives to better understand revolutions and their results.

A third goal is for all of us to reflect on the role of citizens in bringing about and coping with substantial social change.

**Catalog course description**

This course is a theoretical and historical examination of revolutions: their origins, development, and results, using examples of revolutions from around the world and integrating a variety of disciplinary perspectives.

There are no pre-requisites for this course. Students from all majors are welcome and should be able to do well if they put in sufficient effort.

**What you'll learn (also known as "learning objectives")**







- A Quality Work work of superior quality. Class participation is voluntary, frequent, relevant, and demonstrates thoughtful reflection on the readings. Written work is clear, correct in content and presentation, well-organized and thought-provoking. Performance on exams demonstrates complete mastery of facts and concepts and the ability to apply concepts to new situations.
- B Quality Work work of high quality. Class participation is voluntary, frequent, and reflects effort to understand the readings. Written work reflects a good understanding of the issues and concepts with minimal error. Performance on exams demonstrates mastery of facts and concepts.
- C Quality Work work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may be disorganized or contain errors.

August 25

Jack A. Goldstone, *Revolutions: A Very Short Introduction*,  
-9.

hat is a

Karl Marx and Frederick Engels, "Manifesto of the Communist Party," Marxists  
Internet Archive 2010, ch. 1, available here:

<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>.

August 28

September 11

Fitzpatrick, ch. 6, "Ending the Revolution."

*Revolutions change some aspects of society but not others. What kinds of things can revolutions change? What social phenomena are harder to change?*

QUIZ

**Part 2:**



**Rational Choice Theories**

September 20

*World Politics* 46, no. 3  
(April 1994): 383-418. (Available through J-Store or [e-reserve](#).)

*According to Lichbach, why would rational actors take part in revolutions?*

September 22

*World Politics* (October 1991): 7-48 ([e-reserve](#)).

*that make popular mobilization difficult? How can that challenge be overcome?*

**Some Structure for Comparison**

September 25

*Subversive Institutions: The Design and Destruction of Socialism and the State* (Cambridge and New York: Cambridge University Press, 1999), pp. 20-37, 66-71 ([e-reserve](#)).

*How did the design of socialist systems encourage the rapid spread of popular mobilization once it started?*

QUIZ

September 27

Wellness Day No Classes

**Culture**

September 29

Foran, ed., *Theorizing Revolutions* (London and New York: Routledge, 1997), pp. 118-129 ([e-reserve](#)).

*Selbin says revolutions do not come; they are made - by individuals with ideas and purposes of their own. How are individuals and their ideas best incorporated into the study of revolution?*

October 2

John Foran, ed., *Theorizing Revolutions* (London and New York: Routledge, 1997), pp. 203-226 ([e-reserve](#)).

*Can you think of real-*



October 20  
 1986): 405-408, 432-434 ([e-reserve](#)). *Current History* (December

*Did the unfriendly international environment play a bigger role in shaping outcomes in Nicaragua than in Russia?*

October 23  
*Perspectives* 24, no. 2 (March 1997): 80-101 ([e-reserve](#)). *Latin American*

*force in revolutions. What did Marx miss about religion?*

October 25  
 Kai M. Thaler and Eric Mosinger  
*Journal of Democracy* 33, no. 2 (April 2022): 133-146 ([e-reserve](#)).

*The record for 20<sup>th</sup> century revolutions is poor when it comes to creating lasting democratic institutions. What reasons can you give for that outcome?*

October 27  
 Fall break no class

**Part 4: TESTING THEORIES OF REVOLUTION: UKRAINE**

October 30  
 Goldstone, ch. 9 revolutions: The Philippines, Eastern Europe and the -116.

*Journal of Democracy* 17, no. 4 (October 2006): 5-16 ([e-reserve](#)).

*What are favorable conditions for electoral revolutions? What are not?*

November 1  
 Marci Shore, *The Ukrainian Night: An Intimate History of Revolution*, pp. 3-45.

November 6 Shore, pp. 101-130.  
*account, what do we learn about the emotions that prompt people to protest even in dangerous conditions?*

November 8 Shore, pp. 133-158.  
*Does it seem like the theories we read earlier in the semester help us understand risky protests? What did the theories get right? What did they miss?*

November 10 *Problems of Post-Communism* 62 (2015): 217-235 ([e-reserve](#)).  
*Why is social media an imperfect mobilization tool?*

November 13 QUIZ

**Part 5: TESTING THEORIES OF REVOLUTION: ARAB SPRING**

November 15 Goldstone, ch. 10 -130.  
-Zubaidi, Matthew Cassel, and Nemonie Craven Roderick, eds., *Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (New York: Penguin Books, 2013), pp. 48-65 ([e-reserve](#)).  
*What are the important facts to know about the Arab Spring?*

November 17 Malek Sghiri  
from Layla Al-Zubaidi, Matthew Cassel, and Nemonie Craven Roderick, eds., *Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (New York: Penguin Books, 2013), pp. 9-47 ([e-reserve](#)).  
*Sghiri*  
*that opposition is genetic?*

November 20 Your Weapons: When and Why  
94-106 ([e-reserve](#)).

*When is non-violent resistance more effective than violent* 12 791n0000912 01(5)(f)1(0n)1(0e,)1(5)1(0

November 27

Jason Brownlee, Tarek Masoud, and Andrew Reynolds,  
*Journal of Democracy* 24, no. 4 (October 2013): 29-44 ([e-reserve](#)).

*Why did some countries in the Arab world experience mass mobilization, while others did not; why did some experience regime change, and others did not; and why was the outcome was rarely democracy?*

November 29

ritarianism in the Middle East:

of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. Information for the College of Arts and Sciences can be found here: <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

### **Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a st

but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

### **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report

revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to [writing@slu.edu](mailto:writing@slu.edu).

### **University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after hours needs, please press #9 after dialing the clinic number.

### **Wellness**

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.