

ISTD 4962 01 / POLS 3530 01 Comparative Revolution
Saint Louis University Department of Political Science
MWF 12:00-12:50 (Central US time)
Spring 2021

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Class Zoom link: <https://slu.zoom.us/j/92658257682?pwd=NDhYTG0wL0kwM0ZJU1p3aHJ4MGJ0QT09>
Meeting ID: 926 5825 7682, passcode: 005729

Office hours: Monday and Wednesday 3:45-4:30 pm Central US time, and by appointment
Office hour Zoom link: <https://slu.zoom.us/j/96903001331?pwd=bjkveWRrUkJoYjI2d1I4dmdXRWpFdz09>.

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, and society 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?

Catalog course description

This course is a theoretical and historical examination of revolutions: their origins, development, and results, using examples of revolutions from aro

meet privately. For this semester, those meetings will be on Zoom or on the phone. Just e-mail me if you want to set up a meeting outside office hours. When you e-mail, let me know some times that will work for you.

Throughout the semester, we will be communicating with each other through a number of online tools, including Blackboard. Here are a few rules to guide communication on the internet.

Be respectful: Respect the opinions and privacy of your classmates. We can certainly disagree and we may learn more when we do but please disagree tactfully and explain the reasons for your disagreement. Do not share personal information about your classmates with others.

Be scholarly: Use correct language, grammar, and spelling. Write in full sentences. Credit the ideas of others. Be clear when you are stating an opinion, and provide sources to back up your facts. Where appropriate, engage the class readings directly or refer to ideas and concepts that you have learned in other classes.

Be kind and open-hearted: Treat your fellow students as you would want to be treated. Try to learn from the lives and perspectives of others.

How you'll know what you're learning

and where you may need to put in more effort have three higher-stakes assessments and a bunch of low-stakes assessments throughout the semester. All assignments will be submitted through the Blackboard assignment tool.

Higher-stakes assessments (60 percent of your final grade)

You will write a 5 page essay at midterm (15 percent of your final grade), a research paper at the end of the class (with both a group (10 percent) and an individual (20 percent) component, and will take a timed, take-home final essay exam (15 percent). For the final exam, you will have a two-hour period to complete the exam. These assignments will be submitted through the Blackboard assignment tool. The due dates are:

Essay 1 March 15, 5 pm Central Standard Time (midnight Madrid time)

Essay 2 May 7, 5 pm Central Daylight Time (CDT)

Final You will receive the exam at 12 pm on May 14, and you will need to return it by 1:50 pm CDT on the same day.

You can expect me to grade the two essays within 14 days and return them to you with comments.

Low-stakes assessments (40 percent of your final grade)

To give you a chance to practice the skills that you will need in order to do well in the higher-stakes assessments, there will be a variety of low-stakes assessments throughout the semester. These assignments and activities are designed to help you identify concepts that you may not fully understand or analytical skills that you may need to develop further. They will ask you to apply what you are learning in new ways and pull together concepts from across the semester. The more

from one set of readings relate to the others. You should be prepared to critically evaluate arguments made participating will mean contributing to all-class discussions, whether by asking questions or adding insights; sometimes we will have short group activities. Occasionally, there will be quizzes. Some of this work will be ungraded but useful to both you and me as a way to tell what material may be more challenging to you. Some of this work will be graded, to provide you with an indication of how your understanding is progressing. When you are absent, you are not able to participate. A class full of well-prepared students is more enjoyable and productive for everybody.

Course policies

Attendance. Attendance is required at all Zoom class sessions, unless you have an approved reason for missing class. If you are going to miss class, please e-mail me *before* the class you need to miss. I will excuse absences , but you are responsible for the work the class does in your absence. In some cases a missed quiz, presentation, or group activity there may be no way to make up the work after the fact. If you have not had the absence pre-approved by me, you will receive a grade of 0 for that activity. You will receive a 0 for every unexcused absence and these zeroes will be calculated as part of your participation grade. If you have more than seven unexcused absences, we will need to talk about whether it is possible for you to pass the class. If you arrive late or leave early, I may mark you as absent. The winning strategy is to come to class and arrive on time.

Late work

hand in yours, I will not penalize you for lateness. Once I am finished, I will mark down late essays a full letter grade (for instance, an A will become a B).

Some of the phenomena discussed in this course and some of the readings about them are disturbing. We need to think hard about these uncomfortable features of radical change if we are to understand them. I have selected course materials and activities that I think will support your learning, but you may come across material that makes you uncomfortable, perhaps particularly uncomfortable as a result of your own past experiences. If this is the case, we have several ways to alleviate discomfort:

Discuss the situation in class. Our task in this class is to come to terms with some difficult concepts and behavior. We can help each other through this process.

Come talk to me privately if there is something about your own experience that makes it hard to handle this information.

If you are not comfortable discussing the issue with me directly, perhaps you can notify me through your academic adviser, another trusted faculty member, or a friend.

Grading Scale

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Class schedule

Sometimes, our discussions in class will throw us off schedule, but we will try to return to schedule as soon as possible. That could mean some changes in timing of quizzes, activities, or other assignments.

January 29

Introduction

Module 1:

Structural Theories

February 19

Theda Skocpol, "A critical review of Barrington Moore's *Social Origins of Dictatorship and Democracy*," from *Social revolutions in the modern world* (New York and Cambridge, Cambridge University Press, 1994), pp. 25-54 (e-reserve).

Goldstone, ch. 6
Japan, pp. 61-73.

February 22

March 10 Goldstone, chs. 2-3, 10-40.

March 12 Making sense of it all

March 15 ESSAY ONE DUE
TABLE OF SUMMARIES DUE

Module 3: TESTING THEORIES OF REVOLUTION: EASTERN EUROPE

March 17 Goldstone, ch. 9 -116.

March 19 *World Politics* (October 1991): 7-48 (e-reserve).

March 22 Valerie J. *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).

March 24 *Journal of Democracy* 17, no. 4 (October 2006): 5-16 (e-reserve).
- *World Affairs*
(March/April 2014): 9-16 (e-reserve).

Module 4: TESTING THEORIES OF REVOLUTION: ARAB SPRING

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| April 16 | Goldstone, ch. 10 -130. Jason Brownlee, Tarek Masoud, and Andrew Reynolds, <i>The Arab Spring: Pathways of Repression and Reform</i> , Introduction, pp. 1-17. | |
| April 19 | Brownlee, et al., c | -39. |
| April 21 | | -63. |
| April 23 | | -97. |
| | | and Why |
| | 94-106 (e-reserve). | |
| April 26 | | -168. |
| April 28 | Brownlee et al., ch. 169-210. | |
| April 30 | | -228. |
| May 3 | Eva Bellin 2012): 127-149 (e-reserve). | <i>Comparative Politics</i> 44, no. 2 (January |
| May 5 | Nabil Da <i>Arab Media and Society</i> 15 (2012), available on e-reserve or here: https://www.arabmediasociety.com/technology-cannot-a-revolution-make-nas-book-not-facebook/ | Nas- |
| May 7 | RESEARCH DESIGNS DUE | |
| May 10 | Goldstone, ch. 11 | -133. <i>MIT Technology Review</i> |

- Tucker, Robert C. 1973. *Stalin as Revolutionary*. New York: W. W. Norton.
Ulam, Adam. 1965. *The Bolsheviks*. New York: Macmillan/Collier.
Wilson, Edmund. 1959. *To the Finland Station*. New York: Farrar, Straus, Giroux.

Chinese Revolution

- Barnett, Arthur Doak and Ezra Vogel. 1967. *Cadres, Bureaucracy and Political Power in Communist China*. New York.
Crook, David and Isabel. 1959. *Revolution in a Chinese Village: Ten Mile Inn*. London.
Hinton, William. 1966. *Fanshen: A Documentary of Revolution in a Chinese Village*. New York: Vintage.
Huang, Philip C. 1985. *The Peasant Economy and Social Change in North China*. Stanford.
Lewis, John W., ed. 1970. *Party Leadership and Revolutionary Power in China*. London: Cambridge.
Mao Zedung. 1965. *Selected Works of Mao Tse-tung*. Peking: Foreign Languages Press.
Pye, Lucien W. 1968. *The Spirit of Chinese Politics: A Psychological Study of the Authority Crisis in Chinese Development*. Cambridge, MA: Harvard.
Pye, Lucian W. 1991. *The tragedy of the Chinese revolution*. Urbana: Dept. of Political Science, University of Illinois at Urbana-Champaign.
Salisbury, Harrison E. 1985. *The Long March*. New York: McGraw-Hill.
Solomon, Richard H. 1975. *A revolution is not a dinner party: a feast of images of the Maoist transformation of China*. Garden City, NY: Anchor Press.
White, Lynn T. 1989. *Policies of chaos: the organizational causes of China's cultural revolution*. Princeton: Princeton University Press.

Latin America

- Berryman, Phillip. 1984. *The Religious Roots of Rebellion: Christians in the Central American Revolutions*. Maryknoll, NY: Orbis.
Booth, John. 1985. *The End and the Beginning: The Nicaraguan Revolution*. Boulder: Westview.
Brentlinger, John. 1996. *The Best of What We Are: Reflections on the Nicaraguan Revolution*. Amherst, MA: University of Massachusetts Press.
Castro, Vanessa and Gary Prevost. 1992. *The 1990 elections in Nicaragua and their aftermath*. Lanham, MD: Rowman & Littlefield.
Colburn, Forrest. 1986. *Post-Revolutionary Nicaragua: State, Class, and the Dilemmas of Agrarian Policy*

- Bulldozer/Rose/ Orange/Tulip Revolutions." *Perspectives on Politics* 5, no. 2 (June): 259-276.
- Bermeo, Nancy, ed. 1992. *Liberalization and Democratization: Change in the Soviet Union and Eastern Europe*. Baltimore: Johns Hopkins.
- Bernhard, Michael H. 1993. *The Origins of Democratization in Poland*. New York: Columbia.
- Bunce, Valerie. 1999. *Subversive Institutions: The Design and Destruction of Socialism and the State*. New York: Cambridge University Press.
- Bunce, Valerie, and Michael McFaul, and Kathryn Stoner-Weiss, eds. 2010. *Democracy and Authoritarianism in the Postcommunist World*.

Comparative Revolution

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Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.