**PLSC 359-015: Revolutions --- Spring 2019**

**Mondays, Wednesdays, & Fridays: 2:45 pm - 3:35 pm**

**Classroom: Mundelein Center, Room 404**

**Instructor: Kirstie Lynn Dobbs**

**Office: Coffey Hall Room 445**

**Office Hours: Mondays, Wednesdays, and Fridays 3:40 pm – 5:00 pm**

**Email:** [**kdobbs@luc.edu\**](mailto:kdobbs@luc.edu\)

**Course Description**

PLSC 359 uses a case-study approach when learning theories related to revolutionary behavior and social and political outcomes. Case studies include classic revolutions such as France in 1789 and Russia in 1917 as well as modern day revolution such the Arab Spring revolutions that began in 2011. We investigate questions such as “What is a revolution?” "Why do individuals rebel?" "What turns a social or political movement into a full-blown revolution?" and “Why do some regimes (monarchies and dictatorships) crumble due to revolutionary forces while others do not?" A special focus on youth (ages 18-30) as agents of revolutionary change will be an important component of the course.

The major theories associated with revolutionary uprisings and change will be a critical element of the course. By the end of the semester, students will be able to articulate the component of each theoretical approach and be able to apply these theories to explain historical and contemporary revolutionary change.

The pedagogical method applied to this class is a mixture of a lecture-based and active model of teaching. Students are expected to take notes during lectures and are also expected to be actively engaged in classroom activities and discussions.

**Readings**

Inwegen, Patrick V. (2011). *Understanding Revolution.* Lynne Rienner Publishers: Boulder. 289.

In addition to this book there will be supplemental readings that will be available on the course's Sakai page. Readings should be completed *before* coming to class to enhance and

facilitate lectures and class discussion. You should anticipate approximately 100 pages

of reading per week.

**Learning Outcomes**

After completing the course each student should be able to:

- Define and differentiate between revolutions, social movements, and military coups

- Summarize the major theories of revolutions

- Identify the primary causes of revolutions

- Explain the primary outcomes of revolutions

- Differentiate violent and non-violent revolutionary outcomes

- Gain in-depth knowledge on one particular revolution

- Critically analyze and compare multiple revolutions, noting their similarities and

differences, and articulate how youth and other groups have been salient agents of revolutionary change

**Grading**

Final Exam 25%

Reading Quizzes 25%

Individual Presentation and Paper Assignment 20%

Comparative Paper 20%

Participation 10%

*Grading Scale*

A 93-100 C 73-76

A- 90-92 C- 70-72

B+ 87-89 D+ 67-69

B 83-86 D 63-66

B- 80-82 D- 60-62

C+ 77-79 F 59 and below

**Due Dates and Late Policy:**

All assignments must be turned in on their due date through Sakai. Students must be present for exams and their individual presentation. Only unforeseen emergencies with valid documentation will permit students to remake exams and their presentation. Any assignments that are turned in

late will receive a 5 percent deduction for each day (24 hours) that the assignment is tardy.

Five days after the due date will no longer be accepted, and you will receive a zero on the assignment.

Please anticipate all possible contingencies (computer failure, printer issues, etc.) and please

contact me before or as soon as possible if an issue arises. If a student contacts me about an issue after the assignment is a due, I can no longer make accommodations for that assignment.

Missed classes/Late Assignments: The only excusable reasons for missing a class or exam or handing in an assignment late are serious illnesses and family emergencies. In either case you must both 1) notify me of your situation in a timely manner and 2) provide appropriate documentation. Assignments handed in late without documentation will be penalized by 10% for each date they are late.

**Academic Integrity**

This course follows the guidelines on academic integrity set out by the College of Arts and

Sciences: “A basic mission of a university is to search for and to communicate the truth as it

is honestly perceived. A genuine learning community cannot exist unless this demanding

standard is a fundamental tenet of the intellectual life of the community. Students of Loyola

University Chicago are expected to know, to respect, and to practice this standard of personal

honesty. Academic dishonesty can take several forms, including, but not limited to cheating,

plagiarism, copying another student’s work, and submitting false documents.”

All acts of academic dishonesty including plagiarism, cheating, submitting false documents,

and copying another student’s work will be penalized by an F for the course without any

exception and leniency. If you are not sure what constitutes as academic dishonesty while

doing your research, you should consult me at once.

These guidelines further note: “Plagiarism or any other act of academic dishonesty will result

minimally in the instructor’s assigning the grade of ‘F’ for the assignment or examination.

The instructor may impose a more severe sanction, including a grade of ‘F’ in the course. All

instances of academic dishonesty must be reported by the instructor to the chairperson of

the department involved, and to the Dean.”

You can find the university’s academic honesty policy at this web page: <http://www.luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf>

**Assignments**

**Exam (25%)**

There is one exam in this class. The final will be given on Friday May 3rd, 4:15-6:15 pm.

**Reading Quizzes (25%)**

Students will be given 10 reading quizzes throughout the semester. On what day the reading quiz will be taken is up to the discretion of the professor. These quizzes are short with no more than three questions and will be a mix of short answer and multiple choice. The reading quizzes will ultimately be worth 25% of the total grade.

**Individual Presentation and Paper Assignment (15%)**

At the beginning of the semester students will be assign themselves into one of 10 groups that will examine a specific revolutionary movement as a case-study:

1. France 1789

2. Russia 1917 .

3. China 1947-1952

4. Cuba 1959

5. Iran 1979

6. Nicaragua 1978-1979

7. Philippines 1986

8. Revolutions of 1989-1991: ‘Successes’ (Poland, Hungary, East Germany, Romania, Czechoslovakia)

9. Arab Spring: ‘Successes’ (Tunisia, Egypt, Libya, Yemen)

10. Arab Spring: ‘Failures (Bahrain, Syria)

*Presentation*

Throughout the semester individual students will give presentations on their assigned

revolutions. Each student should prepare a 2-3-minute presentation on their assigned revolution and the theoretical lens in which they choose to investigate this revolution. The presenter is also expected to answer any follow up questions that their fellow colleagues might have. Students are also expected to be class discussion leaders during the class in which this revolution is discussed. Individuals will be graded on their ability to articulate basic factual information such as important dates associated with revolution and geographical location. The rest of the presentation should focus on the sub-topic that each student chose to write about in his or her presentation paper. The sub-topics are listed below and the student may choose any of the topics. Sub-topic choices will be chosen and submitted in written form in the class that is two weeks prior to presentation.

*Paper Assignment (Due Date: Same day as Individual Presentation (Dates Vary)*

On the same day that students present their revolution, each of those students presenting will submit a 4-page paper on their revolution and chosen sub topic. Students must write their own papers! Students explore a single element of their assigned revolution and must inform me of their sub topic choice in written form two weeks prior to their presentation and paper are due. Furthermore, students should cite sources in their paper that include the class readings as well as outside sources. There is not a source number requirement, but the paper should demonstrate that the student has thoroughly researched their topic. Students can select the topic they would like to discuss. Here are some examples of sub-topics that students can write on:

* Origins/Causes of the revolution
* Outcomes of the revolution
* Role of violence/non-violence during the revolution
* Role of the military during the revolution
* Role of protesters during the revolution
* Role of specific groups during the revolution (middle class, elite, political leaders, youth, women) – these are just examples.
* Role of foreign actors during the revolution

If a student would like to write on a different subject than the ones listed above they are free to, but they must inform me by submitting their sub topic choice in written form two weeks prior to presentation and paper are due

**Comparative Paper (20% - Due April 26th)**

In addition to the Presentation Paper, students must compose an 8-10 page paper that compares

the revolution of their individual presentation to one of the other 8 revolutions explored in

class. Students are free to choose the other revolution. For example, if a student is assigned

to the Nicaraguan Revolution but wants to also explore the Iranian revolution then their comparative paper would be a comparison between these two revolutions.

The 8-10 page Comparative Paper must also be **on the same topic as the students'**

**presentation paper!** For example, if a student writes his or her presentation paper on the role of

foreign actors during the Nicaraguan revolution, then his or her comparative paper must compare the role of foreign actors in the Nicaraguan and Iranian Revolutions. Students cannot switch topics from their presentation paper to their comparative paper, so they should choose wisely at the beginning! Keeping the same topic for both papers is actually advantageous for students as this means that the comparative paper essentially builds off of the presentation paper. The comparative paper will be due December 9th and will be uploaded to Sakai.

**Participation (10%)**

During the semester students are expected to regularly attend class and to participate in class

discussions. Students are permitted 2 unexcused absences during the semester, but once a

student accumulates more than 2 unexcused absences then their participation grade will be

reduced by 10% for each unexcused absence there after. It is impossible to participate when a student is not in class! An unexcused absence in this class will be defined as any absence that was not cleared with the instructor prior to not attending class, or the student failed to communicate with the instructor immediately after missing class.

COURSE SCHEDULE

**1/14 Syllabus / Introduction to Revolutions**

**1/16 Revolutions Vs. Social Movements**

* DeFronzo, James 2011 "Chapter 1: Social Movements and Revolutions." In James DeFronzo, Revolutions and Revolutionary Movements. Westview Press: Boulder, CO, pp. 9 - 37.

**1/18 Revolutions vs Military Coups (Sign up for revolution case-study!)**

* Luttwak, Edward, 1968 *Coup d’états: A Practical Handbook,* Penguin Press: London, UK. pp. 3 – 12Rapoport, David C. 1967
* "Coup d’état: The View ofThe Men Firing Pistols." (1966) In Carl J. Friedrich (Ed.), *Revolution.* Atherton Press: New York, NY. pp. 53 - 74.

**1/21 MLK DAY – NO CLASS**

**1/23 Understanding Revolutions**

* Inwegen, "Chapters 1 and 2" pp. 1 - 34

**1/25 Theories**

* Inwegen Chapter 3 p. 35-56
* Skocpol, Theda. 1979 “Introduction” in *States and Social Revolutions: A comparative Analysis of France, Russia, and China.*

**1/28 The Russian Revolution: Video**

* I will be away at a workshop. A handout to be completed during the video will be given in class. Handout will be turned in for participation points.

**1/30 Winter on Fire: Ukraine’s Fight for Freedom: Video**

* I will be away at a workshop. A handout to be completed during the video will be given in class. Handout will be turned in for participation points.

**2/1 Winter on Fire: Ukraine’s Fight for Freedom: Video**

* I will be away at a workshop. Students should be able to complete video handout and this handout will be turned in during this class period.

**2/4 What Causes Revolutions**

* Gurr, Ted. “Introduction to new paperback addition.” In *Why Men Rebel. pp. 1-15.*
* Inwegen, “Chapter 7” pp. 127-146

**2/6 What Causes Revolutions**

* Inwegen. “Chapters 4 and 5” pp. 57-102

**2/8 Revolutionary Leadership**

* Inwegen. “Chapter 6” pp. 103-126

**2/11 The Outcomes of Revolutions**

* Inwegen. “Chapter 8” pp. 147-174

**2/13 Why Revolutions Succeed / Fail**

* Dix, Robert H. 1984 "Why Revolutions Succeed & Fail," *Polity,* 16, 3: 423 – 466
* Katz, Mark N. 2004 "Democratic Revolutions: Why Some Succeed, Why Others Fail,"

**2/15 Violence vs. Non-Violence**

* Stephan, Maria J. and Erica Chenoweth 2008 "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," *International Security* 33, 1: 7 - 44.

**2/18 Classic Revolutions: French 1789**

* Inwegen, pp. 190-195
* Skocpol Chapter 2 pp. 47 – 67

**2/20 Classic Revolutions: French 1789**

* Marzagalli, Silvia 2015 “Economic and Demographic Developments.” In David Andress, The Oxford Handbook of the French Revolution. Oxford University Press: United Kingdom, p. 3-20.

**- FRENCH 1789: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**2/22 Classic Revolutions: Russia 1917**

* Inwegen, pp. 201-206
* Skocpol Chapter 2 pp. 81 – 99

**2/25 Classic Revolutions: Russia 1917**

- Goldstone Chapter 6 pp. 183 – 190

**- RUSSIA 1917: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**2/27 Classic Revolutions: China 1947 - 1952**

* Inwegen, pp. 207-212
* Skocpol Chapter 2 pp. 67 – 80

**3/1 Classic Revolutions: China 1947-1952**

* Skocpol Chapter 7 pp. 236 – 281

**- CHINA 1947-1952: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**3/11 Cuban Revolution**

* Inwegen pp. 213-216
* Goldston. Ch 6. pp. 201-212

**3/13 Cuban Revolution**

* TBD
* **CUBA 1959: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**3/15 Islamist Revolution: Iran 1979**

* Inwegen pp. 222-227
* Goldstone Chapter 7 pp. 235 - 244

**3/18 Islamist Revolution: Iran 1979**

* Bayat, Asef. (1998) “Revolution without Movement, Movement without Revolution: Comparing Islamic Activism in Iran and Egypt.” *Comparative Studies in Society and History.* 40.1, 136-169.
* **IRAN 1979: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**3/20 Revolutions against Dictatorships: Nicaraguan Revolution 1978-1979**

* Inwegen, pp. 217-221
* Cuzan, Alfred. (1990) “Resource Mobilization and Political Opportunity in the Nicaraguan Revolution. *American Journal of Economics and Sociology.* 49.4, 401-412.

**3/22 Revolutions against Dictatorships: Nicaraguan Revolution 1978-1979**

* Booth, John A. *The end and the beginning: The Nicaraguan revolution*. Boulder: Westview Press. 1985. Ch. 6 and 7.
* **NICARAGUA 1978-1979: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**3/25 Democratic Revolutions: Philippines 1986**

* Inwegen, pp. 228-232
* Goldstone Chapter 7 pp. 245 – 254

**3/27 Democratic Revolutions: Philippines 1986**

* Hawes, Gary 1990. "Theories of Peasant Revolution: A Critique and Contribution from the Philippines,"*World Politics,* 42, 2: 261 – 298

**- PHILIPPINES 1986: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**3/29 Revolutions of 1989-1991: ‘Successes’**

* Goldstone Chapter 8 pp. 255 – 284

**4/1 Revolutions of 1998-1991: ‘Successes’**

* Siani-Davies, Peter 1996 "Romanian Revolution or Coup d’état?" *Communist & Post-Communist Studies,* 29, 4: 453 - 465.

**- 1998-1991: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**4/3 Arab Spring Uprisings: Successes**

* Haas and Lesch Introduction & Chapter 1 pp. 1 - 34

**4/5 Arab Spring Uprisings: Successes**

* Haas and Lesch Chapters 2 & 3 pp. 35 – 78
* Brown, Nathan 2013, “Egypt’s Failed Transition,” *Journal of Democracy,* pp. 45-58.

**- ARAB SPRING SUCCESSES: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**4/8 Arab Spring Uprisings: Failures**

* Haas and Lesch Chapter 4 pp. 79 – 96
* Leenders, Reinoud and Steven Heydemann 2012 "Popular Mobilization in Syria: Opportunity and Threat, and the Social Networks of the Early Risers,"*Mediterranean Politics* 17, 2: 139 - 159.

**4/10 Arab Spring Uprisings: Failures**

* Coates Ulrichsen, Kristian 2013 "Bahrain’s Uprising: Regional Dimensions and International Consequences," *Stability: International Journal of Security & Development*, 2 (1): 14, pp. 1 - 12.
* Wehrey, Frederic 2013 "Bahrain's Decade of Discontent," *Journal of Democracy,* 24, 3: 116 – 126

**- ARAB SPRING UPRISINGS FAILURES: INDIVIDUAL STUDENT PRESENTATION AND PAPER DUE**

**4/12 Democratic Revolutions: Failure and Success**

* Katz, Mark “Democratic Revolutions: Why some succeed, Why others fail.” *World Affairs* 166.3 (2004): 163-170.
* Kenney, Padraic (2010) .“New Ideas of Democracy and Dissent.” In *Democratic Revolutions at the Cold War’s End.* Bedford /St. Martins. Boston and New Yorkp. 23- 54.

**4/15 Arab Spring: Revolution Resistant Cases**

* Haas and Lesch Chapters 5 & 6 pp. 97 – 130

**4/17 Arab Spring: Non-Cases**

* Colombo, Silvia 2012 "The GCC Countries and the Arab Spring: Between Outreach, Patronage and Repression," *Instituto Affari Internazionali,* 12, 9: 1 – 15
* Volpi, Frederic 2013 "Algeria Versus the Arab Spring," *Journal of Democracy,* 24, 3: 104 - 115.

**4/19 Youth in the Arab Spring**

* Beissinger, Mark, Amaney Jamal, and Kevin Mazur Mazur. “Who Participates in Democratic Revolutions? A comparison of the Egyptian and Tunisian Revolutions.” *Social Science Research Network Working Paper Series* (2012).
* Cole, Juan “The Arab Millennials” In The New Arabs: How the Millennial Generation is Changing the Middle East. (2014). Simon and Schuster: New York. pp. 1-27.

**4/22 Youth in the Arab Spring**

* Al-Saleh, Assad (2015) “Tunisia.” In Voices of the Arab Spring: Personal Stories from the Arab Revolution. Columbia University Press: New York. pp. 19-46. \*\* Choose one narrative to read.
* Murphy, Emma (2012) “Problematizing Arab Youth: generational narratives of systemic failure.” Mediterranean Politics…, (1). Pp. 5-22.

**4/24 After the Revolution**

* Levitsky, Steven and Lucan Way 2013 "The Durability of Revolutionary Regimes," *Journal of Democracy. 24, 3:5-17.*
* Fraihat, Ibrahim 2016 “Introduction.” In Unfinished Revolutions: Yemen, Tunisia, and Libya after the Arab Spring. Yale University Press: New Haven and London. Pp. 1-20.

**4/26 Study Guide Final Exam**

**COMPARATIVE PAPER DUE**

**May 3rd FINAL EXAM (4:15-6:15 pm)**