

**Syllabus for POLS 4453
Political Protest and Revolutions
Fall 2019**

Course: POLS 4453 Political Protest and Revolutions

Class: MWF 11:00–11:50, PY 209

Lecturer: Steve Garrison, Ph.D.

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Note:	TR in 206/153 Dillard

Political Protest and Revolutions: This course provides an introduction to the study of political protest and examines the interaction of political dissidents and the regime. The course is designed to meet two objectives: (1) provide students with a factual background in the history of political protest by examining 14 historical and modern rebellions and revolutions and (2) introduce students to key theories of political protest that cover such topics as the collective action problem, repression of the rebels by the state and its effect on rebellion, terrorism as adaptive protest, post-revolutionary regime transition and civil war

Course Objectives: This course is intended to further student development in the following departmental learning objectives.

- Display a broad understanding of American Politics, Comparative Politics, International Relations, and Political Theory.
- Demonstrate an ability to apply the major theories and concepts of political science towards contemporary political phenomena.
- Display critical thinking skills concerning theoretical explanations of local, state, national, and global political processes.

- Evaluate the appropriateness of rival political explanations to contemporary political issues. presentations.
- Demonstrate effective writing skills

Texts:

Revolutions and Revolutionary Movements, James DeFronzo (2014), Boulder: Westview Press.

Caught in the Crossfire: Revolutions Repression and the Rational Peasant, T. David Mason (2004), Lanham: Rowman & Littlefield Publishers INC.

In addition there are a series of readings that will be disseminated in class. The readings are mostly a series of chapters from Jack A. Goldstone, Ted R. Gurr, and Farrokh Moshiri. 1991. *Revolutions of the Late Twentieth Century*. Boulder: Westview, which is out of print.

Expectations: Students are expected to attend class. Lectures will not reproduce the texts. During lectures, students are expected to behave in an adult fashion: i.e. no note passing, punching, kissing, kicking or other juvenile behavior. Disrespectful behavior towards other students or the teacher will not be tolerated and will result in your removal from the class. Also, please turn cellular phones off during class.

Grading: There will be three examinations. There will be two in-class examinations and one final examination. The format of each is short answer questions and identification of key terms. The highest grading scale will be 90 (A), 80 (B), 70 (C), and 60 (D). The third exam will occur during the final examination period, but will be in the same format as the first and second exam. the percentage breakdowns is as follows:

Exam 1 25 points
 Exam 2 25 points
 Final Exam 25 points
 Research Paper 25 points

Research Assignment: The research assignment is designed to allow students to investigate a historical political conflict and analyze it using the theories covered in class. Students

should select a historical political conflict and have it approved by the instructor. After selecting a conflict the students should fully research the conflict and then write a research paper that contains two sections. Section one should present a narrative history of the political conflict describing who fought whom, why they fought, how the rebels mobilized supporters, what the state did in response, and how the conflict evolved and was resolved. Section two should analyze the conflict using the theoretical propositions students gained from class. This section should discuss those theories that students think best explain their conflict.

Classroom Policies: If for any reason you should have to miss a test please inform the instructor prior to the time of the test. Make up exams will only be given for valid excuses supported with the proper documentation. Research papers not submitted by the due date will be considered late and one letter grade will be deducted from the paper grade for each day the paper is late. The privilege of additional work will not be granted.

Disability Policy: Any student in this course who has a disability that may preclude demonstrating fully his or her abilities should contact me as soon as possible. We will discuss the accommodations necessary to ensure full participation and to facilitate education.

Plagiarism: I take plagiarism very seriously and will check your work. By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and educational purposes. The University’s *minimum penalty* for cheating or plagiarism is *a failure of assignment*. Cheating or plagiarism can lead to expulsion from the university. If you have questions about original work, please consult the Student Handbook Code of Student Conduct section 10.

Calendar The following calendar represents the schedule of readings and topics for the course. The reading assignments are located under the date and topic. The instructor reserves the right to change the schedule.

Course Schedule

August 26: Introduction

- Syllabus
- Paper Assignment description

August 28: Traditional Study of Revolutions v. Modern Analysis

- Defronzo Chapter 1
- Goldstone, pp. 4-20

Suggested Readings

- James Rule. 1988. *Theories of Civil Violence*, Berkley: University of California Press, Chapter 1.

August 30: Revolution I: Russia 1917

- Defronzo, pp. 29-52

Suggested Readings

- Trotsky, Leon. 1965. *History of the Russian Revolution*. London: Gollancz.

September 2: Labor Day Holiday

- No class

September 4: Rebellion I: Chiapas

- *A Mayan Uprising: Rebellion in Chiapas* (in class Video)

Suggested Readings

- John Ross. 1995. *Rebellion from the Roots: Indian Uprising in Chiapas*. Monroe: Common Courage Press. pp. 7-62.

September 6: No class

- No class

September 9 and 11: Relative Deprivation and The Resource Mobilization Challenge

- Goldstone, pp. 20-26

Suggested Readings

- Ted Robert Gurr. 1970. *Why Men Rebel*. Princeton: Princeton University Press. Chapter 1.
- James Rule, *Theories of Civil Violence*, Chapter 7.
- Charles Tilly. 1978. *From Mobilization to Revolution*. New York: McGrawhill. Chapter 1 & 2.

September 13: Structural Theory of Revolution

- Goldstone, pp. 26-36

Suggested Readings

- Theda Skopol. 1979. *States and Social Revolutions*. Cambridge: Cambridge University Press. Chapter 1.
- Alexander J. Motyl, "Concepts and Skopol: Ambiguity and Vagueness in the Study of Revolution." *Journal of Theoretical Politics* 4:1 (January 1992): 93-112.

September 16 and 18: Why Rebel and the Rebels Solutions

- Mason Chapters 2 and 4.

Suggested Readings

- Mark I. Lichbach. 1994. "Rethinking Rationality and Rebellion: Theories of Collective Action and Problems of Collective Dissent." *Rationality and Society* 6:1: 8-39.
- Mark I. Lichbach. 1995. *The Rebel's Dilemma*. Ann Arbor: University of Michigan Press. Chapter 3.

September 20: Revolution II: China

- Defronzo Chapter 3.

Suggested Readings

- Wolfe, Eric. 1969. *Peasant Wars of the Twentieth Century*. New York: Harper & Row. Chapter 3.

September 23 and 25: Protest in Authoritarian and Democratic States

- Mason Chapter 5.
- **Paper Topic due.**

Suggested Readings

- Barrington Moore, Jr. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press. Chapter 1 & 2.

September 27 and 30: Economic, Psychological, and Violent Repression

- Mason Chapter 6.

Suggested Readings

- Pion-Berlin, David. 1989. *The Ideology of State Terror: Economic Doctrine and Political Repression in Argentina and Peru*. Boulder: Lynne-Reinner.
- Ball, Patrick, Paul Kobrak, and Herbert F. Spierer. 1999. *State Violence in Guatemala, 1960-1996: A Quantitative Reflection*. Washington: American Association of for the Advancement of Science , Science and Human Rights Program.

October 2: Exam I

- Study Guide I

October 4 & 7: Revolution III: Iran 1979

- DeFronzo Chapter 7.

Suggested Readings

- Hooglund, Eric. 1982. *Land and Revolution in Iran*. Austin: University of Texas Press.

October 9 & 11: Revolution IV: Eastern Europe 1989 & Leadership

- DeFronzo, pp. 52-77.

Suggested Readings

- Karklins, Rasma and Roger Peterson. 1993. "Decision Calculus of Protestors and Regimes: Eastern Europe 1989." *Journal of Politics*, 55: 588-614.
- Lohmann, Susanne. 1994. "The Dynamics of Information Cascades: the Monday Demonstrations in Leipzig, East Germany, 1989-1991." *World Politics*, 47:42-101.
- Chong, Dennis. 1991. *Collective Action and The Civil Rights Movement*. Chicago: University of Chicago Press.

October 14 & 16: Clandestine Mobilization & Adaptation

- Francisco, pp. 149-159

Suggested Readings

- James DeNardo. 1985. *Power in Numbers*. Princeton: Princeton University Press. Chapter 1.

October 18 & 21: Revolution V: Philippines, 1986 & Patrons at Home and Abroad

- Goldstone, Chapter 9.

Suggested Readings

- Schock, Kurt. 2005. *Unarmed Insurrections: People Power Movements in Nondemocracies*. Minneapolis: University of Minnesota Press.
- Barbara Epstein. 1991. *Political Protest and Cultural Revolution*. Berkley: University of California Press.

October 23 & 25: Rebellion II: *Sendero Luminoso* Peru 1980-1993

- Mason, Chapter 9.

Suggested Readings

- McClintock, Cynthia. 1998. *Revolutionary Movements in Latin America: El Salvador's FMLN and Peru's Shining Path*. Washington: US Institute of Peace.

October 28 & 30: Are Riots Political? & Rebellion III: Chicago 1968

- American Experience: Chicago 1968: The Democratic National Convention (in class Video).

Suggested Readings

- Granovetter, Mark. 1978. "Threshold Models of Collective Behavior." *American Journal of Sociology* 83:1420-1443.
- Kusch, Frank. 2004. *Battleground Chicago: The Police and the 1968 Democratic National Convention*. Westport: Praeger.

November 1 & 4: Rebellion IV: Terrorism in the Islamic World & Backlash

- DeFronzo, Chapter 8.
- Francisco, pp. 159-165.

Suggested Readings

- Peretz, Don. 1990. *Intifada: The Palestinian Uprising*. Boulder: Westview.
- Francisco, Ronald. 1995. "The Relationship Between Coercion and Protest: An Empirical Evaluation in Three Coercive States" *Journal of Conflict Resolution*, 39:2:263-282.

November 6 & 8: Terrorism

- Pillar, 24-46.

Suggested Readings

- Hoge, James F. and Gideon Rose, eds. 2002. *How Did This Happen? Terrorism and the New War*. New York: Basic Books. Chapter 1.
- Sandler, Todd. 1993. "Anti-Terrorism Policies: A VAR-Intervention Analysis", *American Political Science Review*, December.

November 11: Are Revolutions Stable?

- Francisco, pp. 165-169.

Suggested Readings

- Francisco, Ronald. 1996. "Coercion and Protest: An Empirical Test in Two Democratic States." *American Journal of Political Science*. 40: 1179-1204.

November 13: Revolution VI: Cuba 1959

- DeFronzo, Chapter 5.

Suggested Readings

- Wolfe, Eric. 1969. *Peasant Wars of the Twentieth Century*. New York: Harper & Row. Chapter 6.

November 15: Exam Two

- Study Guide II

November 18: Revolution VII: Afghanistan, 1979-1996

- Goldstone, Chapter 8.

Suggested Readings

- Goodson, Larry P. 2001. *Afghanistan's Endless War: State Failure, Regional Politics, and the Rise of the Taliban*. Seattle: University of Washington Press.
- Girardet, Edward. 1985. *Afghanistan: The Soviet War*. New York: St. Martin's Press.

November 20: Civil War

- Mason, Chapter 1.

Suggested Readings

- Sambanis, Nicholas. 2004. "What is Civil War? Conceptual and Empirical Complexities of an Operational Definition." *Journal of Conflict Resolution*. 48 (6):814-858.
- Roy Licklider. 1995. "Consequences of Negotiated Settlements in Civil Wars, 1945-1993." *American Political Science Review* 89:3: 681-690.

November 22: Rebellion V: El Salvador

- Mason, Chapter 8.

Suggested Readings

- Byrne, Hugh. 1996. *El Salvador's Civil War: A Study of Revolution*. Boulder: Lynne-Rienner.

November 25: Revolution VIII: South Africa 1984-1994

- DeFronzo, Chapter 9.

Suggested Readings

- Mandela, Nelson. 1994. *The Long Walk To Freedom: The Autobiography of Nelson Mandela*. Boston: Little Brown.
- Rotberg, Robert. 2002. *Ending Autocracy, Enabling Democracy, The tribulations of Southern Africa, 1960-2000*. Washington DC: Brookings Institution Press.

November 27 and 29: Thanksgiving Break

- no class

December 2: Revolution IX: Nicaragua 1979

- DeFronzo, Chapter 6.

Suggested Readings

- Booth, John. 1985. *The End and the Beginning: The Nicaraguan Revolution*. Boulder: Westview

December 4: Civil War Terminations and Regime Transitions

- Mason, Chapter 7.
- **Research Papers Due**

Suggested Readings

- Zartman, I. William, ed. 1995. *Elusive Peace: Negotiating an End to Civil Wars 1995-1996*. Washington: Brookings Institution.

December 6: Consolidation and the Future of Study of Protest and Revolutions

- Francisco, pp. 121-139.
- Mason, Chapter 10.

Suggested Readings

- Guiseppe DiPalma. 1991. *To Craft Democracies: An Essay on Democratic Transitions*. Berkley: University of California Press. Chapter 1.
- Diamond, Larry. 1997. *Consolidating Third Wave Democracies*. Baltimore: John Hopkins Press.
- Selbin, Eric. 2001. "Same as it Ever Was: The Future of Revolution at the End of the Century." *In Revolution: International Dimension* edited by Mark N. Katz. Washington: CQ Press.

December 9 (Monday): Final Exam: 10:00 p.m.-12:30 a.m.

- Study Guide III