

**Syllabus for POLS 4453  
Political Protest and Revolutions  
Spring 2025**

**Course: POLS 4453 Political Protest and Revolutions**

Class: 12:00–12:50, 345 Dillard

**Lecturer: Steve Garrison, Ph.D.**

Contact	Information
Office:	111B Bridwell
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**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 15 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 (2022), Boulder: Westview Press.

In addition there are a series of readings that will be disseminated on D2L. 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.

**Academic Misconduct:** I take academic misconduct, including plagiarism, very seriously and will check your work. All work submitted as part of this course must be original. 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, for educational purposes. This includes work submitted in another course. Students must receive written permission from the instructors from both courses to use the same work in multiple classes. The University’s *minimum penalty* for academic misconduct is *a failure of assignment*. Academic misconduct can lead to expulsion from the Honors program and the university. If you have questions about original work, please consult the Student Handbook Code of Student Conduct on Academic Dishonesty (page 55): <https://msutexas.edu/student-life/assets/files/handbook.pdf>

**A.I.:** To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as Chat GPT, Bing Chat, Google Bard, or any other automated assistance for for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or research papers and projects, or using AI to complete any other course related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills, that are essential for your academic success. Students may use AI as part of their research and preparation for their assignments, or as a text editor, but text that is submitted must be written by the student. Violations of this policy will be treated as academic misconduct.

*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

### January 22: Introduction

- Syllabus
- Paper Assignment description

### January 24: 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.

### January 27: Revolution 1: Russia 1917

- Defronzo, pp. 29-52

#### *Suggested Readings*

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

## January 29 & 31: 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.

## February 3: 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.

## February 5 & 7: Why Rebel and the Rebels Solutions

- Mason Chapter 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.

## **February 10: Revolution 2: China**

- DeFronzo Chapter 3.

### *Suggested Readings*

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

## **February 12: Protest in Authoritarian and Democratic States**

- No Readings.

### *Suggested Readings*

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

## **February 14 & 17: Revolution 3: Iran 1979**

- DeFronzo Chapter 7.

### *Suggested Readings*

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

## **February 19: Exam I**

- Study Guide I

## February 21: No Class

- Finalize Paper Topic

## February 24, 26 & 28 : Economic, Psychological, and Violent Repression

- No Readings.
- **Paper Topic due.**

### *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.

## March 3 & 5: Revolution 4: 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.

## **March 7: No Class**

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## **March 10, 12, & 14: Spring Break**

- No class

## **March 17 & 19: Clandestine Mobilization & Adaptation**

- Francisco, pp. 149-159

### *Suggested Readings*

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

## **March 21 & 24: Revolution 5: 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.

## **March 26 & 28: Rebellion 1: *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.

## **March 31: 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.

## **April 2 & 4: Rebellion 2: Terrorism in the Islamic World**

- DeFronzo, Chapter 8.

### *Suggested Readings*

- Peretz, Don. 1990. *Intifada: The Palestinian Uprising*. Boulder: Westview.

## **April 7: Exam II**

- Study Guide II

## **April 9: Rebellion 3: Chicago 1968**

- no class meeting

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

#### *Suggested Readings*

- Kusch, Frank. 2004. *Battleground Chicago: The Police and the 1968 Democratic National Convention*. Westport: Praeger.

### **April 9: Rebellion 4: Chipas**

- no class meeting
- The Sixth Sun: A Mayan Uprising in Chipas (in class Video).

#### *Suggested Readings*

- Ross, John. 1995. *Rebellion from the Roots: Indian Uprising in Chipas*. Monroe: Common Courage Press.

### **April 14: Are Riots Political?**

- No readings.

#### *Suggested Readings*

- Granovetter, Mark. 1978. "Threshold Models of Collective Behavior." *American Journal of Sociology* 83:1420-1443.

### **April 16: Backlash**

- Francisco, pp. 159-165.

#### *Suggested Readings*

- Francisco, Ronald. 1995. "The Relationship Between Coercion and Protest: An Empirical Evaluation in Three Coercive States" *Journal of Conflict Resolution*, 39:2:263-282.

### **April 18: Easter Break**

- No class

### **April 21: 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.

### **April 23: Revolution 6: Cuba 1959**

- DeFronzo, Chapter 5.

#### *Suggested Readings*

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

### **April 25: Revolution 7: 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.

## **April 28: Civil War**

- no readings

### *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.

## **April 30: Rebellion 5: El Salvador**

- Mason, Chapter 8.

### *Suggested Readings*

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

## **May 2: Revolution 8: Nicaragua 1979**

- DeFronzo, Chapter 6.

### *Suggested Readings*

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

## **May 5: Revolution 9: 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.

## **May 7: Revolution 10: Venezuela 1998-2007**

- DeFronzo, Chapter 10.

### *Suggested Readings*

- Ponniah, Thomas and Jonathan Eastwood. 2001. *The Revolution in Venezuela: Social and Political Change under Chavez*. Boston: Harvard University Press.

## **May 9: Civil War Terminations and Regime Transitions**

- Francisco, pp. 121-139.
- **Research Papers Due**

### *Suggested Readings*

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

## **May 14: Final Exam: 3:30-5:30 p.m.**

- Study Guide III