

# Revolutions and Political Violence

PSCI 3062, Spring 2020

University of Colorado Boulder

## Class and Contact Information

Instructor: Erkan Gunes

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Lecture Times: M-W-F, 12:00 PM – 12:50 PM, HUMN 1B80

Office: KTCH 211

Office Hours: T-TH, 10:30 AM– 11:30 AM

## Course Description

Political revolutions are rare events, but their consequences are typically immense. In this course we are going to discuss some big questions related to the nature of the political processes that we call revolutions. Some of these questions are as follows. What are defining features of a revolution and revolutionary activity? What are the driving forces behind revolutionary mobilization? What do successful revolutions and failed revolutions mean? What explains the variation in the consequences of revolutionary events?

The course is structured in three parts. In the first part, we will survey several generations of theoretical works that attempt to provide general answers to the big questions about revolutions and political violence. In the second part, we will focus on some major historical revolutions such as the French Revolution and the Russian Revolution, and we will analyze them by drawing on the theories from the first part. In the last part of the course, we will focus on some recent and contemporary events that involve political violence and carry a potential to turn into a revolutionary process, and we will also discuss some recent theoretical works that study novel questions about revolutionary processes.

## Course Material

There are no textbooks to purchase for this class. All course readings delineated in the course schedule are available at the following online site to which all students will subscribe:

<http://www.aatw.me/subscribe>

This site (America and the World), provides both distribution and reference for this course, but also the copyright payment for the articles you will read. Access to this website will be purchased for \$49.95. Access will be explained in detail in class and on the site. The readings for this course are interdisciplinary, including works from political science, history, economics and geography. All of the readings are required. Other readings will be linked to this syllabus.

## Grading

The table below summarizes grading criteria.

Attendance & Participation	10 %
Current Event Presentation	2.5%
Short Paper	12.5%
Final Research Paper	25%
Midterm Exam	25%
Final Exam	25%

Letter grade conversion will be based on the scale below

94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

### Attendance and Participation

Students will be allowed two “freebie” absences. Beyond two absences, the attendance grade will be lowered from 100 by ten percentage points per absence. Students with **eight or more absences** will either have to drop the class or receive an “F”. Attendance will comprise 5 percent of your final grade.

Participation is key to your success in this course. Research indicates that students who actively participate in class discussions also do well in the exams and paper assignments. Participation will comprise 5 percent of your total grade.

### Current Event Presentations

From the week of January 20 onwards, at the beginning of each lecture two students (individually) will present a current event to the class. This presentation will comprise 2.5 percent of your final grade. In this presentation, students are expected to address the following questions. What happened in that event? Who are the parties involved? What might be some important consequences of this event? What is the significance of this event for the course theme?

This presentation should not be longer than 5 minutes. You do not need to prepare PowerPoint slides. On the spreadsheet, which is located on the link below, there are two slots for each lecture day. Please pick a slot from the list by January 19.

<https://bit.ly/35wQMkF>

### Short Paper

This paper will be in a research proposal format and students will work in groups to complete the assignment. Students will work on a dataset to formulate their research problem. The due date for this paper is February 14. Students must submit an electronic copy on Canvas by 11:00 AM on February 14. Students must also bring a print copy to the class on February 14. The paper should be between 750 – 1000 words. Students must cite at least three academic sources. Additional details will be discussed in the class. This short paper will comprise 12.5 percent of your final grade.

### Final Research Paper

At the end of the semester, students will submit a research paper that analyzes the research question they submitted in the short paper assignment OR they also have the option to analyze a revolutionary event/process from the perspective of the theories that will be surveyed in this course. The final research paper will comprise 25 percent of your final grade. The due date for this paper is April 24. Additional details about this paper will be provided in a separate document.

### Exams

There will be a midterm exam and a final exam in this course. The midterm exam will take place on Friday, March 13. It will comprise 25 percent of your final grade. The final exam will take place on Wednesday, May 6. It will comprise 25 percent of your final grade. Additional details about the format of the exams will be announced before each exams.

## Course Schedule

Week	Date	Theme	Readings
Week 1	1.13.20	Introduction and Course Administration	None
	1.15.20	Overview of the Theories of Revolution	Goldstone (2001): "Toward a Fourth Generation of Revolutionary Theory"  Goldstone (2015): The Encyclopedia of Revolutions: Introduction ( <a href="https://bit.ly/30c1AmZ">https://bit.ly/30c1AmZ</a> )
	1.17.20	Theories of Revolutions: Crane Brinton	Brinton (1965): "The Anatomy of Revolution" excerpts.
Week 2	1.20.20	<b>Martin Luther King Day – No Class</b>	
	1.22.20	Theories of Revolutions: Karl Marx	Marx (1848), "The Communist Manifesto" Ch.1
	1.24.20	Theories of Revolution: Chalmers Johnson	Johnson (1982): "Revolutionary Change" Ch.10
Week 3	1.27.20	Theories of Revolution: Ted Gurr	Gurr (1970) : "Why Men Rebel" Ch.2 & 9
	1.29.20	Theories of Revolution: James DeFronzo	DeFronzo (1991): "Social Movements & Revolutions" Ch.1
	1.31.20	Working with Data: Session 1	TBD
Week 4	2.3.20	Theories of Revolution: Charles Tilly	Tilly (1992): "European Revolutions" Ch.1 & 2
	2.5.20	Theories of Revolution: Theda Skocpol	Skocpol (1979): "States & Social Revolutions" Ch.1
	2.7.20	Working with Data: Session 2	TBD
Week 5	2.10.20	Rational Choice Approach to Revolutions	Goldstone (1994) : "Is Revolution Individually Rational"
	2.12.20	Revolutions as Collective Action	Tucker (2007): "Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Color Revolutions "
	2.14.20	Nonviolent Revolutionary Action <b>(Short Paper Due)</b>	Stephan and Chenoweth (2008): "Why Civil Resistance Works?"
Week 6	2.17.20	The French Revolution (Part One)	Collins (2012) "The Ancien Regime & The French Revolution" Ch.1
	2.19.20	The French Revolution (Part Two)	McPhee (2006): "The French Revolution" Ch.9

	2.21.20	The French Revolution (Part Three)	BBC Documentary: "The French Revolution: Tearing up History"
Week 7	2.24.20	The Russian Revolution (Part One)	DeFronzo (1991): "The Russian Revolutions and Eastern Europe" Ch.2
	2.26.20	The Russian Revolution (Part Two)	Trotsky (1932) "The Art of Insurrection"
	2.28.20	The Nazi Uprising	Snell (1968) : "The Nazi Revolution"
Week 8	3.2.20	Revolution in China	DeFronzo (1991) : "The Chinese Revolution" Ch.3
	3.4.20	Counterinsurgency Theory & Strategy	Fall (1963) : "Counterinsurgency: The French Experience"  Nagl (2002) : "The Hard Lesson of Insurgency"
	3.6.20	The Malay Insurgency	Shaw (1992) : "British Counterinsurgency Methods: Their Use in Malaya and the Possibility of Their Successful Transfer to Vietnam"
Week 9	3.9.20	The Velvet Revolution	Goodwin (1994) : "Old Regimes and Revolutions in the Second and Third Worlds"  Glenn (1999) : "Competing Challengers and Contested Outcomes to State Breakdown: The Velvet Revolution in Czechoslovakia"
	3.11.20	Review for the Midterm Exam	None
	3.13.20	<b>MIDTERM EXAM</b>	
Week 10	3.16.20	The Vietnamese Revolution	DeFronzo(1991) : "The Vietnamese Revolution" Ch.4
	3.18.20	The Algerian Revolution	Foreign Area Studies (1985) : "Algeria: A Country Study"
	3.20.20	The Cuban Revolution	DeFronzo (1991) : "The Cuban Revolution" Ch.5
SPRING BREAK (3.23.20 – 3.27.20)			

Week 11	3.30.20	The Bolivian Uprising	<p>The Encyclopedia of Political Revolutions: Bolivian National Revolution ( <a href="https://bit.ly/30c1AmZ">https://bit.ly/30c1AmZ</a> )</p> <p>Farthing &amp; Kohl (2001) : “Bolivia’s New Wave of Protests”</p> <p>Saavedra (2006) : “Bolivia: The Rise of Evo Morales”</p> <p>Shultz (2003): “The Water War Widens”</p> <p>Webber (2005) : “Left-Indigenous Struggles in Bolivia”</p> <p>Weinberg (2004) : “In the Wake of “Black October””</p>
	4.1.20	The 1979 Iranian Revolution (Part One)	DeFronzo (1991) : “The Iranian Revolution and Islamic Fundamentalism” Ch.7
	4.3.20	Working with Data: Session 3	TBD
Week 12	4.6.20	The Arab Spring (Part One)	<p>The Telegraph (2011): “Arab Spring: TimeLine of the African and Middle East rebellions”</p> <p>Bellin (2012) : “Reconsidering the Robustness of Authoritarianism in the Middle East”</p> <p>Anderson (2011): “Demystifying the Arab Spring”</p>
	4.8.20	The Arab Spring (Part Two)	Werrell et al (2013) : “The Arab Spring and Climate Change”
	4.10.20	Working with Data : Session 4	TBD
Week 13	4.13.20	Syrian Civil War	Wimmen (2016): “Syria’s Path from Civic Uprising to Civil War”
	4.15.20	Ukraine Revolution	<p>Foreign Affairs (2014): “Drop Your Weapons”</p> <p>Foreign Affairs (2014): “Russia's Latest Land Grab”</p>

			<p>Foreign Affairs (2014): “Why the Ukraine Crisis Is the West's Fault”</p> <p>Foreign Affairs (2017): “The Trouble With Arming Ukraine”</p> <p>Foreign Affairs (2007): “How Ukraine Reined in Its Militias”</p> <p>Foreign Affairs (2017): “Ukraine's Stalled Revolution</p> <p>Foreign Affairs (2014): “Ukraine's Orange Revolution”</p>
	4.17.20	Working with Data: Session 5	TBD
Week 14	4.20.20	Revolutionary Action in the Contemporary Era (Part One)	<p>Tufekci &amp; Wilson (2012) : “Social Media and the Decision to Participate in Political Protest”</p> <p>Farrell (2012): “The Consequences of Internet for Politics”</p>
	4.22.20	Revolutionary Action in the Contemporary Era (Part Two)	Boix (2008) : “Economic Roots of Civil Wars and Revolutions in the Contemporary World”
	4.24.20	Revolutionary Action in the Contemporary Era (Part Three) <b>(Final Research Paper Due)</b>	Haggard and Kauffman (2012): “Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule”
Week 15	4.27.20	TBD	
	4.29.20	Review for the Final Exam	
	5.6.20	<b>FINAL EXAM – 1:30 PM to 4:00 PM</b>	

## **Policies**

### Accommodation For Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

### Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on classroom behavior and the Student Code of Conduct.

### Preferred Student Names And Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

### Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.



## Sexual Misconduct, Discrimination, Harassment And/Or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, intimate partner abuse (including dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website.

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

## Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. and let the instructor know no later than week three of the semester if you expect to miss any class for religious observance.

See the campus policy regarding religious observances for full details.