

**POLS 3530 01 Comparative Revolution**  
**Saint Louis University Department of Political Science**  
**MWF 1:10-2:00**  
**Fall 2023**

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**Office hours:** Monday 2:15-3:00pm; Wednesday 4:40-5:45pm, and by appointment. E-mail is the best way to reach me. Also, feel free to drop by. I'm not always in my office, but when I am I'm happy to see you.

We can meet by Zoom if you prefer (but then you really need an appointment).

Zoom link: <https://slu.zoom.us/j/7172394449>

### **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; society and daily life 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?
- Why do the results of revolution often fall short of the promises made at the start?
- How do people – ordinary citizens, artists, writers, religious leaders, and others – make sense of the changes occurring around them?

One goal of this class is to help you think systematically about complex and difficult social phenomena. To that end, we will draw on a variety of scholarly explanations to explain the roots, processes, and results of revolutions. We will use these explanations to understand revolutions in various parts of the world, including Russia, Nicaragua, Ukraine, and the Middle East.

Another goal of this class is to draw on the diversity of knowledge and expertise that students bring to the class to examine revolutions from different perspectives. Scholars of revolution come from many disciplines, including anthropology, history, philosophy, political science, and sociology. All kinds of creative efforts – by artists, writers, musicians, and others – have both contributed to and interpreted revolutionary change. In this class, we will engage all these perspectives to better understand revolutions and their results.

A third goal is for all of us to reflect on the role of citizens in bringing about and coping with substantial social change.

**Catalog course description**

This course is a theoretical and historical examination of revolutions: their origins, development, and results, using examples of revolutions from around the world and integrating a variety of disciplinary perspectives.

There are no pre-requisites for this course. Students from all majors are welcome and should be able to do well if they put in sufficient effort.

**What you'll learn (also known as "learning objectives")**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

<b>Ways of Thinking: Social and Behavioral Sciences</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b> The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b> Students who complete this course will be able to:
1. Understand a range of social or behavioral theories and principles
2. Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
3. Describe competing paradigms of knowledge (from the dominant discipline or field)
4. Draw reasoned conclusions through the use of evidence and theories
5. Apply social and behavioral knowledge to better understand contemporary issues and challenges

<b>Global Interdependence</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b> The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b> Students who complete this course will be able to:
1. Ask complex questions about other cultures or international processes
2. Interpret intellectual and emotional dimensions of more than one worldview
3. Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities
4. Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States
5. Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders
6. Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape

<b>Dignity, Ethics, and a Just Society</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b> The Core SLO(s) that this component is intentionally designed to advance are:
SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
SLO 3: Assess evidence and draw reasoned conclusions
SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity
Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b> Students who complete this course will be able to:
1. Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability
2. Apply such ethical concepts as human dignity, equity, well-being, justice, and the common good to critically evaluate both existing social systems and proposals for social change
3. Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person

These 14 core component learning outcomes are expressed in this class as the following:

1. Analyze ethical, cultural, economic, political, and social aspects of revolutionary change in Russia, Nicaragua, Ukraine, and the Middle East (WOT 2, GI 1, DEJ 2)
2. Evaluate major theories of revolutionary change (WOT 1, 3, GI 2)
3. Draw reasoned conclusions using theories and cases of revolution (WOT 4)
4. Determine what types of political and economic structures, public policies, and types of contention are more likely to promote equality, justice, freedom, human dignity, the common good or other values (DEJ 1)
5. Estimate the effects of contention in one country on other countries and people (GI 3)
6. Propose alternative models of political and social change that would better promote human flourishing (WOT 5; GI 4, DEJ 3)
7. Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders (GI 5)

This class fulfills the College of Arts and Sciences core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

This class also fulfills the College of Arts and Sciences core Social Science requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, you will be able to act in the world more effectively and become forces for positive change. You will

gain a better understanding of human diversity. You will be able to think and write critically about human behavior and community. You will become aware of the various methodological approaches used by social scientists.

### **How you'll know what you're learning**

So that you can tell what you're learning – and where you may need to put in more effort – we'll have a variety of assessments throughout the semester

#### *Essays*

You will write three essays. The first will require you to analyze the various theories of revolution that we will learn. The second will be a research paper in which you test a hypothesis derived from the theories we learn in class against any case of your choosing. The third, at the time of the final exam, will ask you to reflect on what you have learned across the semester.

- Essay 1 – October 11, in class (15 of your final grade)
- Essay 2 – Research Paper, due December 1 by 5pm. There will be some earlier deadlines for parts of this paper. (25 percent of your final grade)
- Essay 3 – December 13, in class (15 percent of your final grade)

#### *Quizzes*

There will be three quizzes (on September 11, September 25, and November 13). The quizzes are designed to give you a chance to identify concepts that you may not fully understand and to practice the analytical skills that you will need to do well in the essays. Together, the three quizzes will be worth 20 percent of your final grade

#### *Participation*

Participation counts for 25 percent of your final grade. You should come to class prepared to engage the material during every class meeting. This daily participation will help you apply the concepts you are learning and expose where you still have questions. To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students, and by me. (Of course, we'll practice how to do this.) There will also be a discussion board available on Canvas for students who did not get a chance to share their ideas in class. Your participation grade will include attendance, contributions to all-class discussions or the discussion board, and group projects. There may be additional short writing assignments or surprise quizzes, and they will also count in your participation grade.

As part of your participation grade, you will work in a small team to become an expert on one of the revolutions that we study either briefly or more in depth (Russia, China, Cuba, Nicaragua, 1989 Poland, Ukraine, Iran, Tunisia, Egypt). As an expert, your main role will be to contribute to class discussions. There will also be a more formal oral presentation, and you will need to hand in a bibliography of sources that you use. We will select specialists in class early in the semester.

### **Course policies**

Attendance. Attendance is required at all 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 consistent with SLU's absence policy (see the end of this syllabus), 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. This is my approach to late essays: if I am still reading your fellow students' essays when you 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). However, you don't know how long it will take me to read your fellow students' essays, so there is some risk involved in handing in the paper late. Given the other pressures in your life, you may consider that risk acceptable. The risk-free strategy is to hand in work on time. (Note, this policy does not apply to in-class work, where you will receive a 0 if you miss class without an approved reason.)

Civility. Sometimes we will discuss controversial issues in class, and you may disagree with things you hear in class. You are always welcome to disagree either with me or with other students, but you must do so in a respectful and informed manner, appropriate to an institution of higher learning.

Plagiarism. It is critical that all work that you hand in is your own work and correctly gives credit to other sources that you consult. Plagiarized work will receive a grade of 0. Plagiarism includes copying published work without providing citations, using the work of others, and relying on Artificial Intelligence to produce text.

### **Tips for success**

Come to class every day.

Do all the reading and think about it. It is very difficult to fully engage with the topics we will be examining without doing the reading.

I always like to talk to you. If you are having trouble with the material or the way we use class time, let me know. Please come to my office hours or make an appointment for a better time to talk. We can try to identify the problem and explore new strategies that, hopefully, will lead to greater success for you. If there is something that you want to share with me anonymously, you can put a note in my mailbox in McGannon 128.

I am happy to give you feedback on anything you are working on. For written assignments, I will read papers in any form (outlines, partial drafts, full drafts) *before* they are due, and I will give you oral feedback. Since my feedback will be oral, we will need to meet (either in person or on Zoom) for you to get my comments.

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 because 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**

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

- A Quality Work – work of superior quality. Class participation is voluntary, frequent, relevant, and demonstrates thoughtful reflection on the readings. Written work is clear, correct in content and presentation, well-organized and thought-provoking. Performance on exams demonstrates complete mastery of facts and concepts and the ability to apply concepts to new situations.
- B Quality Work – work of high quality. Class participation is voluntary, frequent, and reflects effort to understand the readings. Written work reflects a good understanding of the issues and concepts with minimal error. Performance on exams demonstrates mastery of facts and concepts.
- C Quality Work – work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may be disorganized or contain errors. Performance on exams demonstrates knowledge of facts and concepts.
- D Quality Work – work that has minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. Absences are frequent. Written work is confusing, contradictory, repetitive, and/or not well supported. Writing is marred with errors. Performance on exams demonstrates minimal mastery of facts and concepts.
- F Quality Work – Unsatisfactory performance along most measures, often including missing assignments and excessive absence.

### Required books

Sheila Fitzpatrick. *The Russian Revolution*. Any edition. New York: Oxford University Press, 2017.

Jack A. Goldstone. *Revolutions: A Very Short Introduction*. New York and Oxford: Oxford University Press, 2014.

Marci Shore. *The Ukrainian Night: An Intimate History of Revolution*. New Haven and London: Yale University Press, 2017.

There are some additional (important) articles, available on e-reserve (password Revolt 23).

Link for course reserves: [https://libguides.slu.edu/er.php?course\\_id=99788](https://libguides.slu.edu/er.php?course_id=99788)

### 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.

August 23

*Introduction*

## Part 1: THE RUSSIAN REVOLUTION: THEORY MEETS PRACTICE

Our purpose in this section of the class is to use the specific case of the Russian Revolution to start to think more generally about revolutions as a class of events. What features of the Russian Revolution would we expect to see in other cases? Which are likely distinctive to the Russian case? We also examine our first theorist of revolution – Karl Marx. What does he help us understand about the Russian case? What did he miss?

- August 25 Jack A. Goldstone, *Revolutions: A Very Short Introduction*, ch. 1, "What is a revolution?", pp. 1-9.  
Karl Marx and Frederick Engels, "Manifesto of the Communist Party," Marxists Internet Archive 2010, ch. 1, available here:  
<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>.
- Why does Marx think that "the proletariat alone is a really revolutionary class"?*
- August 28 Karl Marx and Frederick Engels, "Manifesto of the Communist Party," Marxists Internet Archive 2010, chs. 2 and 4.  
V. I. Lenin, *What is to be Done?*, (New York: International Publishers, 1973), pp. 40-41, 78-80, 120-123 (on [e-reserve](#)).  
W.E.B. DuBois, "Marxism and the Negro Problem," from *The Social Theory of W.E.B. DuBois*, edited by Phil Zuckerman (Thousand Oaks: Pine Forge Press, 2004), pp. 130-133 (on [e-reserve](#)).
- Does capitalism necessarily produce revolution? Why or why not?*
- August 30 Sheila Fitzpatrick, *The Russian Revolution*, ch. 1, "The Setting."
- My (conservative) mom's reaction after touring one of Peter the Great's palaces was, "No wonder the Russians had a revolution." What features of Russia at the start of the 20<sup>th</sup> century seem to you to make revolution more likely?*
- September 1 Fitzpatrick, ch. 2, "1917: The Revolutions of February and October."  
Anatoly Kurmanaev, "Wagner's Mutiny Has Century-Old Echoes of Another Russian Debacle," *New York Times*, 28 June 2023.  
<https://www.nytimes.com/2023/06/28/world/europe/russia-rebellion-prigozhin-1917-kornilov.html?searchResultPosition=1>
- What features of the 1917 revolutions are interesting to you? What features would you expect to see again in other revolutions?*
- September 4 Labor Day – No Classes
- September 6 Fitzpatrick, ch. 3, "The Civil War."
- In the Russian case, the transfer of power from the old regime to the new was relatively easy, but it was much harder for the new regime to hold onto that power. Do you expect that to be a trend in other revolutions?*
- September 8 Fitzpatrick, ch. 5, "Stalin's Revolution."
- Some scholars see Stalin's years in power as a second (or third or fourth...) revolution in Russia; others see those years as the logical result and completion of what started in 1917. Which interpretation makes the most sense to you? Does it matter?*

September 11 Fitzpatrick, ch. 6, "Ending the Revolution."

*Revolutions change some aspects of society but not others. What kinds of things can revolutions change? What social phenomena are harder to change?*

QUIZ

## Part 2: GENERAL THEORIES OF REVOLUTION

In this section, we examine a variety of theories of revolution that are in some ways inspired by Marx's theory but that are also trying to better capture empirical reality. Since theorists of revolution discuss a variety of cases of revolution, we also expand our attention to various revolutions, including revolutions in France, China, England, and Cuba. The most important task in this section of the class is to recognize how the theories *differ* from each other (because they also have a lot of similarities). To help keep track of the theories, you will need to construct the *Table of Summaries* described below.

### *Assignment on Theories of Revolution: Table of Summaries*

Summarize key elements of each of the theories of revolution we discuss in class: Marx, Lenin, Skocpol, Wolf, Lichbach, Kuran, Bunce, Selbin, Foran, McAdam-Tarrow-Tilly, Goldstone (reading for October 6). For each theory, note the dependent and independent variables, summarize the argument, and highlight key problems. Any other information that helps you remember the theory may also be included; however, your summary of ALL the theories must fit on two pages. If you want to continue the table in the second half of the semester, you may add two more pages. Due October 11.

### Structural Theories

September 13 Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions," from *Social Revolutions in the Modern World* (Cambridge and New York: Cambridge University Press, 1994), pp. 133-166 ([e-reserve](#)).  
Goldstone, ch. 6, "Constitutional revolutions: America, France, Europe and Meiji Japan," pp. 61-73.

*Why does Skocpol think scholars of revolution need to pay attention to states, and not simply classes?*

September 15 Skocpol, "Conclusion," from *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge and New York: Cambridge University Press, 1979), pp. 284-293 ([e-reserve](#)).  
Goldstone, ch. 5, "Revolutions of the Renaissance and Reformation," pp. 52-60.

*Skocpol argues that outcomes of revolutions are not decided by leaders' ideology or choices. Instead, the contenders who succeed are the ones who use and strengthen the state. Does that seem to describe outcomes in Russia?*

September 18 Eric Wolf, "Conclusion," from *Peasant Wars of the Twentieth Century* (New York: Harper & Row, 1969), pp. 276-302 ([e-reserve](#)).  
Goldstone, ch. 7, "Communist Revolutions: Russia, China, and Cuba," pp. 74-89.

*According to Wolf (and contrary to Marx), why are the early stages of capitalist development more conducive to revolution than the late stages?*



**Rational Choice Theories**

September 20 Mark I. Lichbach, "What Makes Rational Peasants Revolutionary?: Dilemma, Paradox, and Irony in Peasant Collective Action," *World Politics* 46, no. 3 (April 1994): 383-418. (Available through J-Store or [e-reserve](#).)

*According to Lichbach, why would rational actors take part in revolutions?*

September 22 Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," *World Politics* (October 1991): 7-48 ([e-reserve](#)).

*Why do people in repressive regimes practice "preference falsification"? How does that make popular mobilization difficult? How can that challenge be overcome?*

**Some Structure for Comparison**

September 25 Valerie J. Bunce, "Domestic Socialism: Monopoly and Deregulation," from *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](#)).

*How did the design of socialist systems encourage the rapid spread of popular mobilization once it started?*

QUIZ

September 27 Wellness Day – No Classes

**Culture**

September 29 Eric Selbin, "Revolution in the real world: Bringing agency back in," from John Foran, ed., *Theorizing Revolutions* (London and New York: Routledge, 1997), pp. 118-129 ([e-reserve](#)).

*Selbin says revolutions do not come; they are made - by individuals with ideas and purposes of their own. How are individuals and their ideas best incorporated into the study of revolution?*

October 2 John Foran, "Discourses and Social Forces: The role of culture and cultural studies in understanding revolutions," from John Foran, ed., *Theorizing Revolutions* (London and New York: Routledge, 1997), pp. 203-226 ([e-reserve](#)).

*Can you think of real-world examples of "political cultures of resistance and opposition" other than the ones Foran provides? How can we study these cultures?*

**Attempts at Synthesis**

October 4 Doug McAdam, Sidney Tarrow, and Charles Tilly, "Comparative Perspectives on Contentious Politics," from Mark Irving Lichbach and Alan S. Zuckerman, eds., *Comparative Politics: Rationality, Culture, and Structure*, second edition (New York and Cambridge: Cambridge University Press, 2009), pp. 260-290 ([e-reserve](#)).

*McAdam, Tarrow and Tilly want us to focus on mechanisms and processes that are common to many types of contentious action but that have different results in various combinations. Does this mean we can't make predictions?*

October 6 Goldstone, chs. 2-3, "What causes revolution?" and "Revolutionary Processes, Leaders, and Outcomes," pp. 10-40.

*Do you find Goldstone's effort to synthesize the various factors that lead to revolution and that help explain their outcomes more or less useful than McAdam, Tarrow, and Tilly's?*

October 9 Making sense of it all

October 11 IN CLASS ESSAY  
TABLE OF SUMMARIES DUE

**Part 3: TESTING THEORIES OF REVOLUTION: NICARAGUA**

October 13 Goldstone, ch. 8, "Revolutions against dictators: Mexico, Nicaragua, and Iran," pp. 90-103.

*Revolutions in Mexico, Nicaragua, and Iran are not considered "great social revolutions" by Skocpol's definition. What differences can you identify between these revolutions, on the one hand, and the Russian revolution, on the other?*

October 16 Farideh Farhi, "State Disintegration and Urban-Based Revolutionary Crisis: A Comparative Analysis of Iran and Nicaragua," *Comparative Political Studies* 21, issue 2 (July 1988): 231-256 (available on Sage Social Science Collection or [e-reserve](#)).

*Does Farhi make a compelling case the Skocpol's theory can be modified to apply to more contemporary cases of revolution?*

October 18 ONE-PAGE PROPOSALS ON RESEARCH PLANS DUE  
Your proposal should be a narrative of one-page that:

- raises a question about contentious politics and explains why it is interesting
- proposes a hypothesis or claim to answer the question
- briefly explains the theoretical roots of your hypothesis or claim
- explains how you will test your hypothesis or see if there is support for your claim

- October 20                    John A. Booth, "War and the Nicaraguan Revolution," *Current History* (December 1986): 405-408, 432-434 ([e-reserve](#)).
- Did the unfriendly international environment play a bigger role in shaping outcomes in Nicaragua than in Russia?*
- October 23                    Eric Canin, "'Work, a Roof, and Bread for the Poor': Managua's Christian Base Communities in the Nicaraguan 'Revolution from Below,'" *Latin American Perspectives* 24, no. 2 (March 1997): 80-101 ([e-reserve](#)).
- Marx called religion the "opium of the people," but it is also sometimes a mobilizing force in revolutions. What did Marx miss about religion?*
- October 25                    Kai M. Thaler and Eric Mosinger, Nicaragua: Doubling Down on Dictatorship," *Journal of Democracy* 33, no. 2 (April 2022): 133-146 ([e-reserve](#)).
- The record for 20<sup>th</sup> century revolutions is poor when it comes to creating lasting democratic institutions. What reasons can you give for that outcome?*
- October 27                    Fall break – no class

#### Part 4: TESTING THEORIES OF REVOLUTION: UKRAINE

- October 30                    Goldstone, ch. 9, "Color revolutions: The Philippines, Eastern Europe and the USSR, and Ukraine," pp. 104-116.  
Valerie J. Bunce and Sharon L. Wolchik, "Favorable conditions and electoral revolutions," *Journal of Democracy* 17, no. 4 (October 2006): 5-16 ([e-reserve](#)).
- What are favorable conditions for electoral revolutions? What are not?*
- November 1                    Marci Shore, *The Ukrainian Night: An Intimate History of Revolution*, pp. 3-45.
- Shore asks an injured protester, "Your mother must have been very upset. But she let you go back?" The protester answered, "My mother was making Molotov cocktails on Hrushevskiyi Street." What is surprising about this exchange? What is not?*
- November 3                    Shore, pp. 46-100.
- When are revolutions likely to be nonviolent? When are non-violent protests likely to turn violent?*
- RESEARCH: HAND IN TEORETICAL DISCUSSION AND OUTLINE OF EVIDENCE

- November 6                      Shore, pp. 101-130.
- From Shore's account, what do we learn about the emotions that prompt people to protest even in dangerous conditions?*
- November 8                      Shore, pp. 133-158.
- Does it seem like the theories we read earlier in the semester help us understand people's motivations to join risky protests? What did the theories get right? What did they miss?*
- November 10                     Olga Onuch, "EuroMaidan Protests in Ukraine: Social Media Versus Social Networks," *Problems of Post-Communism* 62 (2015): 217-235 ([e-reserve](#)).
- Why is social media an imperfect mobilization tool?*
- November 13                     QUIZ

#### Part 5: TESTING THEORIES OF REVOLUTION: ARAB SPRING

- November 15                     Goldstone, ch. 10, "The Arab Revolutions of 2011: Tunisia, Egypt, Libya, and Syria," pp. 117-130.  
 Jasmine El Rashidi, "Cairo, City in Waiting," from Layla Al-Zubaidi, Matthew Cassel, and Nemonie Craven Roderick, eds., *Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (New York: Penguin Books, 2013), pp. 48-65 ([e-reserve](#)).
- What are the important facts to know about the Arab Spring?*
- November 17                     Malek Sghiri, "Greetings to the Dawn: Living Through the Bittersweet Revolution," from Layla Al-Zubaidi, Matthew Cassel, and Nemonie Craven Roderick, eds., *Diaries of an Unfinished Revolution: Voices from Tunis to Damascus* (New York: Penguin Books, 2013), pp. 9-47 ([e-reserve](#)).
- Sghiri says, "The family carried the curse of political opposition, perhaps as a result of some genetic flaw" (p. 10) What theories help us understand why it might appear that opposition is genetic?*
- November 20                     Erica Chenoweth and Maria J. Stephan, "Drop Your Weapons: When and Why Civil Resistance Works," *Foreign Affairs*, July/August 2014, vol. 93, no. 4: 94-106 ([e-reserve](#)).
- When is non-violent resistance more effective than violent resistance?*
- November 22-24                   Thanksgiving – No Classes

- November 27 Jason Brownlee, Tarek Masoud, and Andrew Reynolds, "Why the Modest Harvest?" *Journal of Democracy* 24, no. 4 (October 2013): 29-44 ([e-reserve](#)).
- Why did some countries in the Arab world experience mass mobilization, while others did not; why did some experience regime change, and others did not; and why was the outcome was rarely democracy?*
- November 29 Eva Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring," *Comparative Politics* 44, no. 2 (January 2012): 127-149 ([e-reserve](#)).
- What factors affect whether the military will shoot protesters or not?*
- December 1 RESEARCH PAPERS DUE
- December 4 Nermin Allam, "Activism Amid Disappointment: Women's Groups and the Politics of Hope in Egypt," *Middle East Law and Governance* 10 (2018): 291-316 ([e-reserve](#)).
- How does disappointment affect collective action?*
- December 6 Nabil Dajani, "Technology cannot a revolution make: Nas-book not Facebook," *Arab Media and Society* 15 (2012), available on e-reserve or here: <https://www.arabmediasociety.com/technology-cannot-a-revolution-make-nas-book-not-facebook/>
- Dajani argues that the Arab Spring "is not triggered by a craving for democracy, but rather by a need for a proper and dignified life." Is democracy necessary for a "proper and dignified life"?*
- December 8 Goldstone, ch. 11, "The future of revolutions," pp. 131-133.  
Zeynep Tufekci, "The road from Tahrir to Trump," *MIT Technology Review* 121, no. 5 (September/October 2018): 10-17 ([e-reserve](#)).
- What will revolutions look like in the future?*
- December 13 FINAL EXAM 12:00-1:50

## University and College Policies and Available Support

### Academic Integrity

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches

of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/academic-integrity-policy.pdf>.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. Information for the College of Arts and Sciences can be found here: <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

### **Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

### **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator that you shared an experience relating to Title IX.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

### **Student Success Center**

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

### **University Writing Services**

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources,

revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate – Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to [writing@slu.edu](mailto:writing@slu.edu).

### University Counseling Center

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall. For after hours needs, please press #9 after dialing the clinic number.

### Wellness

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.

Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on [the Well-being page of the SLU website](#).

**If you or someone you know is experiencing a crisis:** please consult [the Crisis Support and Warning Signs on the University Counseling Center website](#).

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

Use this QR code for easy access to SLU's mental health resources:



### Basic Needs Security

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email [deanofstudents@slu.edu](mailto:deanofstudents@slu.edu), or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.