Course: POLS 4453 Political Protest and Revolutions

Class: TR 9:30–10:50, PY 209

Lecturer: Steve Garrison, Ph.D.

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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 goals: (1) provide students with a factual background in the history of political protest by examining 13 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:

In addition there are a series of readings that will be placed on reserve in Moffett Library. 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. Most importantly, there are absolutely no firearms in the classroom.

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 conflict and analyze it using the theories covered in class. Students should
select a historical 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 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**

- January 18: Introduction and Traditional Study of Revolutions v. Modern Analysis
  - Syllabus
Defronzo Chapter 1

- Goldstone, pp. 4-20 (On Reserve)

Suggested Readings

- Jan 20: Revolution 1: Russia 1917
  - Defronzo, pp. 29-52 (first part of chapter2)

  Suggested Readings

- Jan 25: Relative Depravation and The Resource Mobilization Challenge
  - Goldstone, pp. 20-26 (On Reserve)

  Suggested Readings

- Jan 27: Structural Theory of Revolution
  - Goldstone, pp. 26-36 (On Reserve)

  Suggested Readings

- Feb 1: Why Rebel and the Rebels Solutions
  - Mason Chapters 2 and 4.

  Suggested Readings

- Feb 3: Revolution 2: China 1949
  - Defronzo Chapter 3.

  Suggested Readings

- Feb 8: Protest in Authoritarian and Democratic States and Rebellion I: Chiapas

4
Mason Chapter 5.
- *A Mayan Uprising: Rebellion in Chiapas* (in class Video)

**Suggested Readings**

- **Feb 10:** Economic, Psychological, and Violent Repression
  - Mason Chapter 6.

**Suggested Readings**

- **Feb 15:** Revolution 3: Iran 1979
  - DeFronzo Chapter 7.
  - **Paper Topic Due**

**Suggested Readings**

- **Feb 17:** Exam I

- **Feb 22:** Revolution 4: Eastern Europe 1989 & Leadership
  - DeFronzo, pp. 51-71 (second half of chapter 2).

**Suggested Readings**

- **Feb 24:** Clandestine Mobilization & Patrons at Home and Abroad
  - No Readings

**Suggested Readings**
• Mar 1: Revolution 5: Philippines, 1986 & Adaptation
  – Goldstone, Chapter 9. (On Reserve)
  
  Suggested Readings

  – Mason, Chapter 9.
  
  Suggested Readings

• Mar 8: Terrorism
  – Pillar, pp. 24-46 (On Reserve)
  
  Suggested Readings

  – Goldstone, Chapter 13. (On Reserve)
  
  Suggested Readings

• Mar 15 & 17: Spring Break

• Mar 22: Are Riots Political? & Rebellion 4: Chicago 1968
  
  Suggested Readings

• Mar 24: Are Revolutions Stable?
  – Francisco, Ronald. Why Are Collective Conflicts ”Stable” (on reserve)
Suggested Readings

• Mar 29: Exam Two
• April 5: Revolution 6: Cuba 1959
  - DeFronzo, Chapter 5.
Suggested Readings
• April 7: Revolution 7: Afghanistan, 1979-1996
  - Goldstone, Chapter 8. (On Reserve)
Suggested Readings
• April 12: Civil War
  - Mason, Chapter 1.
Suggested Readings
  - Mason, Chapter 8.
Suggested Readings
• April 21: Easter Break
• April 26: Revolution 9: Nicaragua 1979
  - Goldstone, Chapter 5. (On Reserve)
Suggested Readings
• April 28: Revolution 10: South Africa 1984-1994
  - DeFronzo, Chapter 9.
Suggested Readings

- May 3: Civil War Terminations and Regime Transitions
  - Mason, Chapter 7.
  - **Research Papers Due**

*Suggested Readings*

- May 5: Consolidation and the Future of Study of Protest and Revolutions
  - Mason, Chapter 10.

*Suggested Readings*

- May 10: Final Exam 8:00 am.