

**UNIVERSITY OF BRITISH COLUMBIA
DEPARTMENT OF POLITICAL SCIENCE**

POLI333B 951 – SOCIAL REVOLUTIONS

Term 2 (July 2-August 9)

Time: Mon., Wed. & Fri. 10 am –12 pm

Classroom: Buchanan D219

Instructor: Agustín Goenaga Orrego

E-mail: agoenaga@alumni.ubc.ca

Course Blog: <http://blogs.ubc.ca/socialrevolutions/>

Office: Buchanan C311

Office Hours: By appointment or Mon. & Wed. 12:15-2:15 pm

Course Description: Many of the political institutions that we most cherish have been created by revolutionary movements, from the rule of law to universal suffrage, from secure property rights to social security. However, revolutions have also produced unimaginable horrors—the Terror in France, the Gulags and collectivization in the Soviet Union—giving birth to authoritarian and repressive regimes. In this course we will explore the existing literature on revolutions: Why do they occur? Why are they so difficult to predict? How have they transformed our political institutions and cultures? During the first three weeks we will undertake an overview of some cases of major modern revolutions: the Glorious Revolution of 1688, the French Revolution of 1789, the Russian Revolution of 1917, and the Mexican Revolution of 1910. We will then explore different arguments that the literature from comparative politics has advanced to explain why revolutions occur, namely structuralist, rationalist, and ideational explanations. Finally, we will devote the third part of the course to study the ways in which revolutions have transformed societies, engendering new states, expanding rights, constructing new political cultures, or giving birth to utopian projects and totalitarian politics. Throughout the course, we will read historical descriptions of the cases, seminal documents of revolutionary ideologies, and analytical texts from comparative politics and historical sociology. It will be expected that the students read an average of 25-30 pages before each class.

Required Texts: Political Science 333 Course Reader with a collection of articles and book-chapters selected for the course (available at the UBC Bookstore).

Objectives of the course:

1. To introduce the students to the study of social revolutions in the fields of comparative politics and historical sociology. This will involve familiarizing students with the historical complexities of major social revolutions; reading and discussing landmark works of different traditions in the study of social revolutions; and exploring some of the substantive and normative debates surrounding revolutionary movements.

2. To help students develop analytical skills for reading scholarly works, assessing the validity of theoretical arguments based on qualitative evidence, identifying different positions in academic debates, and writing critical assessments of the state of the art in a particular field.

Grade Distribution:

Midterm Exam (20%)

Term Paper: Critical Review Essay (40%)

Final Exam (40%)

Course policies:

Attendance: Attendance is expected of students in all classes. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance if you will require any accommodation on these grounds. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Student Development & Services

Brock Hall, Room 1203

1874 East Mall

Tel: 604.822.5844

TTY: 604.822.9049

Email: access.diversity@ubc.ca

Appeals: students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or to the course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Late Assignments: Late papers will be penalized 5% per day. They will not be accepted after five days (Wednesday, August 7, 2013). The only exceptions are for students who have a medical, compassionate, or other legitimate reason for being late and can produce supporting documentation. Term papers should be submitted by electronic means to Turnitin.com where they will be analyzed for plagiarism.

Academic Dishonesty: Any form of academic dishonesty will be severely penalized according to UBC guidelines. Please review the UBC Calendar for the university policy

on cheating, plagiarism, and other forms of academic dishonesty. The Library also has a helpful web page on plagiarism. See: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>

Using Turnitin.com:

In this course you will be required to submit your term paper in electronic form. The electronic material will be submitted to a service to which UBC subscribes, called TurnItIn. This is a service that checks textual material for originality. It is increasingly used in North American universities. It is the policy of the Department of Political Science that written assignments in undergraduate courses will be submitted to TurnItIn.

Log on to **www.turnitin.com**. You will be asked to create a “user profile” with ID (use your email address) and password. Once your profile is created, you will be able to add courses to it for assignment review. If you have already created a profile for another course you do not need to create a new one; just add this course to your existing account. To add this course, you will need the “course ID” which is **6608483** and “course password,” which is **Skocpol**. Now you will be able to submit assignments to Turnitin.com for review.

For each assignment, you will be asked to provide your name and student number, as well as some details about your assignment. This information will be used only to identify your submission to your instructor. Please ensure that there is no identifying information included in the text of your assignment. In particular, do not leave your name and student number on each page of your essay (as is common). Just have a simple page number. When preparing your essay, please create three separate files. The first file is for your title page with your name, course number and essay title on it. The second file is the main body of your essay. The third file is your bibliography. Please submit only the second file, the main body of your essay, to Turnitin.com. When you prepare the paper copy to hand in to tutorial, you can print the other two files together with the main body of the essay and combine all three to hand it. Simply confirm the submission, and TurnItIn will issue a receipt (via e-mail).

Please ensure you have removed your name and student number from everything you submit to Turnitin.

Your instructor can help you with the Turnitin process if you have difficulties. Create your profile and add this course to your account early in the term so that it can be efficiently submitted on or before the due date. Difficulties on or after the due date will not be accepted as a reason for a late paper.

You must also submit a paper copy to your instructor at the beginning of the lecture when the assignment is due (see Course Schedule below).

Course Schedule and Readings:

WEEK 1. INTRODUCTION

1. Wednesday, July 3, 2013. Presentation. What is a revolution?

No readings assigned

2. Friday, July 5, 2013. Studying Revolutions

Mandatory reading:

- Goodwin, Jeff, “Revolutions and Revolutionary Movements” in Janovski, Alford, Hicks & Schwartz (eds.). 2005. *The Handbook of Political Sociology. States, Civil Societies and Globalization*, Cambridge: Cambridge University Press, pp. 402-422 (Course Reader)

WEEK 2. CASES I

3. Monday, July 8, 2013. The British Glorious Revolution

Mandatory readings:

- Pincus Steven, “British ‘Glorious Revolution’ (1688-1689), entry in Goldstone, Jack A. 1998. *Encyclopaedia of Political Revolutions*, Chicago & London: Fitzroy Dearborn Publishers, pp. 52-55 (Course Reader).
- Pincus, Steven. 2009. “Introduction” of *1688 The First Modern Revolution*. New Haven & London: Yale University Press, pp. 3-10 (Course Reader).
- “Declaration of the Prince of Orange, October 10-1688” (<http://www.jacobite.ca/documents/16881010.htm>)
- Watch interview with Steven Pincus: <http://www.youtube.com/watch?v=W-tHvXuIaiw>

4. Wednesday, July 10, 2013. The French Revolution I. From the *Ancien Regime* to the Jacobin Republic (1776-1794)

Mandatory readings:

- Doyle, William, “French Revolution (1789-1815)” entry in Goldstone, Jack A. 1998. *Encyclopaedia of Political Revolutions*, Chicago & London: Fitzroy Dearborn Publishers, pp. 180-185 (Course Reader).
- Spangler, Jonathan, “Ancien régime”; Mikaberidze, Alexander, “France” & “French Revolution”; Richards, Brodie, “Jacobins”, entries in Freemont-Barnes, Gregory. 2007. *The Encyclopaedia of the Age of Political Revolutions and New Ideologies 1760-1815*, Wesport & London: Greenwood Press, pp. 36-40, 249-159, 270-282, 361-366 (Course Reader).
- Abbé Sièyes, excerpts from “What is the Third Estate?” (Online: <http://www.fordham.edu/halsall/mod/sieyes.asp>)

5. Friday, July 12, 2013. The French Revolution II. From *Thermidor* to the Restoration (1794-1815)

Mandatory readings:

- Shantz Jeff, “Thermidorian Reaction”; Stacy, Robert N. “Thermidorians”; Mason, Laura, “The Directory 1795-1799”; Mishra, Patit Paban, “Consulate 1799-1804”; and Fremont-Barnes, Gregory, “French Revolutionary Wars”, entries in Fremont-Barnes, Gregory. 2007. *The Encyclopaedia of the Age of Political Revolutions and New Ideologies 1760-1815*, Westport & London: Greenwood Press, pp. 714-715, 716-717, 198-200, 161-163, 282-288.

WEEK 3. CASES II

6. Monday, July 15, 2013. The Russian Revolution

Mandatory readings:

- Suny, Ronald Grigor, “Russian Revolution of 1917” entry in Goldstone, Jack A. 1998. *Encyclopaedia of Political Revolutions*, Chicago & London: Fitzroy Dearborn Publishers, pp. 430-435 (Course Reader).
- Richards, Michael. 2004. “The Russian Revolution”, chapter 4 of *Revolutions in World History*. New York & London: Routledge, pp. 37-53 (Course Reader).
- Lenin, Vladimir. 1902. “The Working Class as Vanguard Fighter for Democracy”, excerpt from *What is to be Done?*, pp. 47-58 (Online: <http://www.marxists.org/archive/lenin/works/1901/witbd/iii.htm> -begins halfway down the page).

7. Wednesday, July 17, 2013. The Mexican Revolution

Mandatory readings:

- Tutino, John, “Mexican Revolution (1910-1940)” entry in Goldstone, Jack A. 1998. *Encyclopaedia of Political Revolutions*, Chicago & London: Fitzroy Dearborn Publishers, pp. 348-353 (Course Reader).
- Beezley, William H. & Colin M. MacLachlan. 2004. “A Generation of Rebels”, Chapter 1 of *Mexicans in Revolution, 1910-1946. An Introduction*. Lincoln & London: University of Nebraska Press, pp. 13-46 (Course Reader).
- “Plan de Ayala” (Online excerpt: <http://www.hist.umn.edu/~rmccaa/la20c/ayala.htm>)

8. Friday, July 19, 2013. *MIDTERM EXAM*****

WEEK 4. WHY DO REVOLUTIONS OCCUR?

9. Monday, July 22, 2013. Structuralist Arguments:

Mandatory readings:

- Skocpol, Theda. 1979. “Explaining Social Revolutions. Alternatives to Existing Theories”, Chapter 1 of *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*, Cambridge: Cambridge University Press, pp. 3-43 (Course Reader).

10. Wednesday, July 24, 2013. Rationalist Arguments:

Mandatory readings:

- Lichbach, Mark. 1994. “What Makes Peasants Revolutionary?”, *World Politics*, Vol. 46, No. 3 (April 1994), pp. 383-418 (Course Reader or through UBC library website)

11. Friday, July 26, 2013. Ideational Arguments:

Mandatory readings:

- Selbin, Eric. 1993. “Social Revolution and the Role of the Individual”, Chapter 1 of *Modern Latin American Revolutions*, and “Social Revolutionary Leadership: Ideology and Strategy”, and Chapter 3 of *Modern Latin American Revolutions*, Boulder: Westview Press, pp. 1-31 & 73-100 (Course Reader).

WEEK 5. WHAT DO REVOLUTIONS PRODUCE?

12. Monday, July 29, 2013. States:

Mandatory readings:

- Skocpol, Theda. 1979. “What Changed and How: A focus on State-Building”, Chapter 4 of *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*, Cambridge: Cambridge University Press, pp. 161-173 (Course Reader).

13. Wednesday, July 31, 2013. Rights:

Mandatory readings:

- Roberts, Adams, “Rights” entry in Goldstone, Jack A. 1998. *Encyclopaedia of Political Revolutions*, Chicago & London: Fitzroy Dearborn Publishers, pp. 421-423 (Course Reader).
- Lansford, Tom, “Declaration of the Rights of Man and of the Citizen 1789” entry in Freemont-Barnes, Gregory. 2007. *The Encyclopaedia of the Age of Political Revolutions and New Ideologies 1760-1815*, Wesport & London: Greenwood Press, pp. 189-194 (Course Reader).
- John Locke on the Right to Revolution: John Locke, Second Treatise, §§ 149, 155, 168, 207--10, 220--31, 240—43 (Online excerpt: <http://press-pubs.uchicago.edu/founders/documents/v1ch3s2.html>)
- Text of the Bill of Rights of 1689 (Online: http://avalon.law.yale.edu/17th_century/england.asp)

- Text of the Declaration of the Rights of Man and the Citizen (Online: http://avalon.law.yale.edu/18th_century/rightsof.asp)

14. Friday, August 2, 2013. Political Culture

Mandatory readings:

- Edelstein, Dan, 2012: “Do We Want a Revolution without Revolution? Reflections on Political Authority” in *French Historical Studies*, Vol. 35, No. 2 (Spring 2012), pp. 269-289 (Course Reader or through UBC Library website).

*******DEADLINE TO SUBMIT TERM PAPER*******

WEEK 6. CONCLUSIONS:

15. Monday, August 5, 2013. Utopias and Dystopias. The Revolutionary Terror:

Mandatory readings:

- Mayer, Arno. 2000. “Terror”, Chapter 4 of *The Furies: Violence and Terror in the French and Russian Revolutions*, Princeton: Princeton University Press, pp. 93-125 (Course Reader)

16. Wednesday, August 7, 2013. Revolutionary Art

Movie: Sergei Eisenstein’s *Ten Days that Shook the World* or *¡Que viva México!*

No readings assigned

17. Friday, August 9, 2013. Conclusion: Looking Ahead. The Arab Spring and Social Movements in Latin America

No readings assigned

Assignments and Exams:

The evaluation of the course will include three components:

Midterm Exam (20%)

Term Paper: Literature Review Essay (40%)

Final Exam (40%)

Midterm Exam: There will be a midterm exam on **FRIDAY, JULY 19, 2013**. It will last 90 minutes and will evaluate students' knowledge and understanding of the historical cases discussed during the first part of the course. Materials from the lectures (syllabus, slides, etc.) will be made available through the course blog: <http://blogs.ubc.ca/socialrevolutions/>

Term Paper: The term paper will consist of a critical review essay. Essays must conform to accepted standards of university writing and scholarship.

Students will choose **four** major studies of social revolutions (see recommended readings at the end of this syllabus for a list of possible references) and will write a **10- to 12-page** critical review (double-spaced, font Times New Roman, size 12). Students can choose one of the mandatory readings for Week 4 as one of the items in their review. No additional references are required besides the four studies chosen for the review, but any quotations or ideas borrowed from other authors should be properly cited.

The reviews must take one of the following two forms:

- A) An analytic discussion of four studies of a single case (i.e., the French Revolution or the Iranian Revolution) from different approaches (i.e., structuralist, rationalist, or ideationalist).
- B) An analytic discussion of four studies of different cases from the same approach.

Each literature review must include:

1. Succinct summaries of the theoretical arguments advanced by each work (3 pages maximum).
2. A description of the conversation among the different studies. For example: points of agreement and disagreement; similarities and differences in their theoretical assumptions, premises, and conclusions; explicit attempts to confirm or disconfirm each other's arguments.
3. A reasoned response to the following questions:
 - a. Has there been accumulation of knowledge in the discipline?
For example: Are more recent studies advancing more accurate / precise / complex / fine-grained / sophisticated arguments than before? Or, on the contrary, does the conversation seem to be moving in circles, with authors talking past each other? Are we better able now to dismiss specific claims made in the past due to new evidence or more careful analyses?

- b. If the review follows form A (different approaches to the study of one case), what do we know fairly well and what do we ignore (due to insufficient evidence, lack of explicit theory, etc.) about that specific case? Which one of the approaches seems to do a better job at providing a generalizable argument without betraying the historical details of the case?

OR:

If the review follows form B (four applications of one approach), what are the strengths and weaknesses of the approach in producing a theoretical argument that explains different cases? Does it explain equally well different cases? If it doesn't, are those problems inherent to this approach (i.e., its assumptions about social reality) or due to weaknesses in the author's analysis (i.e., not enough evidence, lack of attention to historical detail, uncritical transpositions of insights from one case onto another)?

The paper is due at the beginning of the lecture on **FRIDAY, AUGUST 2, 2013**. Students should hand in a **hardcopy of their paper AND** submit an **electronic version to Turnitin.com**. Assignments, late and otherwise, may not be given to the Department staff nor will staff date-stamp assignments. Please don't ask them to.

Students can present **outlines (maximum one page)** of their papers, either by e-mail or during office hours, to the instructor for comments and suggestions **by Friday, July 26, 2013**. Outlines presented after that date might not receive comments on time.

Final Exam: There will be a final exam during the exam period in August, as scheduled by the University. The final exam will include content covered during the course. Please note that for the final exam, students may not have any electronic devices on the desk with them, except a watch. This means cell phones are not allowed on desktops and may not be consulted. Nor may students use headphones of any kind, such as those connected to an iPod.

Recommended Readings for Literature Review Essay:

General overviews of the literature:

Goldstone, Jack A., "Comparative Historical Analysis and Knowledge Accumulation in the Study of Revolutions" in Mahoney, James & Dietrich Rueschemeyer, *Comparative Historical Analysis in the Social Sciences*, Cambridge: Cambridge University Press, pp. 41-90, or

Structuralist arguments:

Goldstone, Jack. 1991. "An Analytical Framework" in Goldstone, Gurr & Moshiri, *Revolutions of the Late Twentieth Century*. Oxford: Westview Press

Goldstone, Jack. 1993. *Revolution and Rebellion in the Early Modern World*. Berkeley and Los Angeles: University of California Press.

Goodwin, Jeff. 2001. *No Other Way Out: States and Revolutionary Movements, 1945-1990*. Cambridge: Cambridge University Press

- Katz, Mark N. 1997. *Revolutions and Revolutionary Waves*. New York: St. Martin's Press.
- Knight, Alan. 1992. "Revisionism and Revolution, Mexico Compared to England and France" in *Past & Present* 134(1): 159-199.
- Mann, Michael. 1993. "Chapter 6. The French Revolution and the Bourgeois Nation" in *The Sources of Social Power. The Rise of Classes and Nation States, 1760-1914*. Cambridge: Cambridge University Press.
- Moore, Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press.
- Paige, Jeffrey M. 1978. *Agrarian Revolution*. New York: Free Press.
- Pincus, Steve. 2009. *1688 The First Modern Revolution*. New Haven & London: Yale University Press
- Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*, Cambridge: Cambridge University Press.
- Slater, Dan. 2010. "States and the Regimes that Run Them", Chapter 2 of *Ordering Power: Contentious Politics and Authoritarian Leviathans in Southeast Asia*. Cambridge: Cambridge University Press
- Tarrow, Sidney. 2012. "Chapter 4. The French Revolution, War, and State Building" in *Strangers at the Gates. Movements and States in Contentious Politics*, Cambridge: Cambridge University Press
- Tilly, Charles. 1978. *From Mobilization to Revolution*. New York: McGraw-Hill.
- Wolf, Eric. 1969. *Peasant Wars of the Twentieth Century*. New York: University of Oklahoma Press.

Rationalist arguments:

- Acemoglu, Daron & James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. Cambridge: Cambridge University Press.
- Kiser, Edgar & Michael Hechter. 1991. "The Role of General Theory in Comparative-Historical Sociology" in *American Journal of Sociology* 97(1): 1-30.
- Kuran, Timur. 1989. "Sparks and prairie fires: a theory of unanticipated political revolution", in *Public Choice*, 61(1):41-74.
- Kuran, Timur. 1991. "Now Out of Never. The Element of Surprise in the East European Revolution of 1989" in *World Politics*, 44(1): 7-48
- Lichbach, Mark. 1994. "What Makes Peasants Revolutionary?", *World Politics*, Vol. 46, No. 3 (April 1994), pp. 383-418
- Lichbach, Mark. 1995. *The Rebel's Dilemma*. Ann Arbor: University of Michigan Press.
- North, Douglas C. & Barry Weingast. 1989. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England", in *The Journal of Economic History*, Vol. XLIX, No. 4 (December 1989)
- Popkin, Samuel. *The Rational Peasant: The Political Economy of Rural Society in Vietnam* in M. Taylor (ed.) *Revolution and Rationality*, Cambridge: Cambridge University press.
- Scott, James. 1977. *The Moral Economy of the Peasant. Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press.

- Taylor, Michael. 1988. *Rationality and Revolution*. New York & London: Cambridge University Press.
- Tullock, Gordon. 1971. "The Paradox of Revolution", in *Public Choice* 11:89-100.
- Tullock, Gordon. 1974. *The Social Dilemma. The Economics of War and Revolution*. Blacksburg: Center for the Study of Public Choice.

Ideational / culturalist arguments:

- Emirbayer, Mustafa & Jeff Goodwin. 1994. "Network Analysis, Culture, and the Problem of Agency", in *American Journal of Sociology* 99(6): 1411-1454.
- Goodwin, Jeff, James M. Jasper & Francesca Polletta. 2001. *Passionate Politics. Emotions and Social Movements*. Chicago: University of Chicago Press.
- Hunt, Lynn. 1992. *The Family Romance of the French Revolution or Politics, Culture and Class in the French Revolution*. Berkeley and Los Angeles: University of California Press.
- Joseph, Gilbert M. & Daniel Nugent. 1994. *Everyday Forms of State Formation. Revolution and the Negotiation of Rule in Modern Mexico*. Durham: Duke University Press.
- Knight, Alan. 2010. "The Myth of the Mexican Revolution", in *Past & Present* 209(1).
- Mahoney, James & Richard Snyder. 1999. "Rethinking Agency and Structure in the Study of Regime Change" in *Studies in Comparative International Development* 34(2): 3-32.
- Selbin, Eric. 1993. *Modern Latin American Revolutions*. Boulder: Westview Press.
- Selbin, Eric. 2010. *Revolution, Rebellion, Resistance: The Power of Story*. New York: Zed Books.
- Sewell, William. 1985. "Ideologies and Social Revolutions: Reflections on the French Case", in *The Journal of Modern History* 57(1): 57-85
- Sewell, William. 2004. "Historical Events as Transformations of Structures. Inventing the Revolution at the Bastille". Chapter 8 of *Logics of History Social Theory and Social Transformation*
- Wickham-Crowley, Timothy. 1991. *Exploring Revolution: Essays on Latin American Insurgency and Revolutionary Theory*. New York: M. E. Sharpe.
- Wickham-Crowley, Timothy. 1992. *Guerrillas and Revolution in Latin America: A Comparative Study of Insurgents and Regimes since 1956*. Princeton: Princeton University Press.