



“We used to think that revolutions are the cause of change. Actually, it is the other way around: change prepares the ground for revolution.” - Eric Hoffer

“Every Revolution was first a thought in one man’s mind, and when the same thought occurs to another man, it is the key to that era.” - Ralph Waldo Emerson



PSCI 3062/ Revolution and Political Violence **Fall 2020**

—
Instructor: Dr. Gregory D. Young

Office: [Ketchum Hall](#), Rm 212 (But remote this semester)

E-mail: gyoung@colorado.edu (Primary contact method)

Lecture Times: Mondays, Wednesdays & Fridays 10:20-11:10am Remote

Syllabus: http://spot.colorado.edu/~gyoung/home/3062/3062_syl.htm

Office Hours: Mon. & Wed. 11:15am-12:30pm or Tues. by appointment

Teaching Assistant: Mateusz Leszczynski (Matt)

Office: Remote

E-mail: [/Office Hours: mateusz.leszczynski@colorado.edu](mailto:mateusz.leszczynski@colorado.edu) /Monday 11:15-12:15

COURSE LINKS

- [Course Roster](#)
- [Pod OER Project Topics/Dates](#)
- [Schedule for Current Event Presentations](#)
- [Schedule and Links to Course Reading Summaries](#)
- [Power Point slides](#)
- [Link to Potential Midterm Questions](#)
- [Midterm Grading Statistical Summary](#)
- [Midterm Feedback and Key](#)
- [Link to Final Exam Study Guide](#)

COURSE OBJECTIVES AND DESCRIPTION

The study of revolutions has always been part of the discipline of Comparative Politics and not International Relations. With the advent of “global jihad” advocated by radical Islamic terrorists and uprisings occurring across the Arab world in the “Arab Spring”, one could characterize revolution as now a world phenomenon. However revolution has spread before in history, whether it was 1848, 1968, or 2014, unrest in one country against a government, spread to neighboring regimes. Globalization though has made many national ideas, issues and problems even more global. This course will study the classical theories of revolution and examine them through several national revolutionary case studies. The theories will then be applied to the contemporary transnational cases. Do the classical theories apply or does a new set of theories need to be generated? This course will examine two basic questions – Why revolutions happen? And why do they have the outcomes that they do?

COURSE REQUIREMENTS

REQUIRED READING

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 (“American 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.



James DeFronzo (2011), *Revolutions and Revolutionary Movements*, 4th Ed., Boulder, Colorado, Westview Press

INDIVIDUAL READINGS AND CLASS PARTICIPATION

It is essential that students attend/view every class. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the midterm and final exams, which are together worth 50% of the course grade. Attendance is also a large portion of your

participation grade. In this Fall term, the required readings are significant and range from 100 to 125 pages per week, as set out in the course schedule. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

MIDTERM EXAM AND FINAL EXAM

The midterm exam will be held during normal class time on **Monday, October 21st**. **The exam will be emailed out and uploaded to Canvas at the end of the allotted time.** The exam will consist of several terms and one essay question. Students will type the exam write on the emailed copy. The final exam will be **Wednesday, December 9th (from 1:30-4:00pm)**. The terms and potentially the essay question(s) for the final will be posted in the last week of class. The two exams are worth 50% of your final course grade.

POD Group Requirements

OPEN ACCESS TEXTBOOK/GROUP RESEARCH PROJECT

There are several things that will be unique about this class in this semester. The first and most obvious is that due to Covid-19, the class will be totally remote. All lectures will be presented synchronously on Zoom, but they will also be recorded for alternate watching on Canvas. Students should attend in person if at all possible. A second more significant difference in this class is the semester project. This class/instructor has been selected by OPEN CU to create an Open Access Resource (OER) for future CU students and possibly at other universities. The class will be divided into twenty-four 3-4 person pods and each Pod will write one chapter of the text. The first ten chapters are on theorists and theories of revolution, counter-revolution and political violence. The last thirteen are on case studies of revolution where the theories are applied. The topics match one or two days of the course's lecture topics. Your instructor will be writing the introduction, conclusion and editing the chapters to ensure they all fit together seamlessly. The chapter rough drafts are due on Wednesday, November 18th, uploaded to Canvas. The final chapters will be due on Friday, December 4th, also uploaded to Canvas. There will be a more detailed project handout linked to this syllabus in the coming weeks. Briefly, the Chapters must be footnoted in Parenthetical format with an appended bibliography. They should be double-spaced and be between 3000 to 3500 words excluding the bibliography.

READING SUMMARY & DISCUSSION QUESTIONS

For each section of the reading, the Pod whose project matches that day's lecture will summarize the readings due in class that day. In a 2-3 page outline/synopsis of each assigned set of articles or chapters, the designated students will give an overview of the key points of the reading. The summary can either be in outline form or complete paragraphs. The summary should include an answer to the "so what?" question, in other words, why should one read it when studying about revolution. By midnight on the night before the due date, the student(s) will EMAIL an electronic copy to their instructor in Word. The instructor will post the summary on the web for the review of your classmates. These summaries will be 5% of your final grade and are graded pass/fail (100/0). Late Reading Summaries will be docked 10% per class day up to 50%. The Pod will also provide three discussion questions for the lecture with their reading summaries to the instructor.

CURRENT EVENTS

Students should also follow contemporary world events by reading a reputable international news source, such as the *New York Times*, *Wall Street Journal* or *The Economist* on a regular basis. Each Pod will present a current event orally in class each assigned day. The presentation should be no more than five minutes in length. The source should be from a respected news source, be less than one week old and pertain in some way to global issue about political violence being discussed that week in the class. Each student should try to relate the article to some element of what we will be discussing in class. News reports on the Internet are acceptable sources. The current event presentation will be part of your Pod/participation grade. Students should email the article to their instructor the night before they are scheduled to present. The assigned Pod will present on the same day that they are producing the reading summaries.

GRADING CRITERIA

Individual Requirements

Final Exam	25%
Midterm Exam	25%

POD Requirements

OER Book Chap/Research Project (including rough draft)	30%
Current Event(s)	5%
Reading Summaries/Discussion Questions	5%
<u>POD Evaluation/Participation</u>	<u>10%</u>
Total	100%

How the workload is shared within the POD is up to each group to allocate. Each student in the POD will receive the same grade for the group project, current event and reading summaries. However, each student will complete an evaluation of the other 2-3 students in their Pods on participation supplemented by the instructor's participation grade.

Final Course Grades will be curved unless a straight 90/80/70/60 etc. proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C+ grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.

COURSE SCHEDULE

PSCI 3062 – Revolution and Political Violence/Fall 20 Schedule		
Day/Date	Topic	Assigned Reading
Mon 24 Aug	Course Introduction and Administration	• None
Wed 26 Aug	Terms, Covid Pods, and Open Access	• None
Fri 28 Aug	Why did CU Rebel?	• Darnton, John (1972), “Antiwar Protests Erupt across U.S.”, <i>New York Times</i> , May 10, 1972 • Danish, Paul (2018), “Boulder Beat: Riot of 71”, <i>Coloradan</i> , Spring 2018 • Pettam, Sylvia (2009), “Anti-Vietnam War Activists Proposed Strike at CU”, <i>Boulder Daily Camera</i> , August 14, 2009
Mon 31 Aug	Theories of Revolution: Karl Marx/Friedrich Engels	• Karl Marx, <i>The Communist Manifesto</i> , Ch. 1 pp. 57-79
Wed 2 Sep	Theories of Revolution: Barrington Moore, Classical Modernization Theory	• Weiner, “Review of Barrington Moore’s “Social Origins of Dictatorship and Democracy”, <i>History and Theory</i> , May 1976
Fri 4 Sep	Theories of Revolution: Crane Brinton	• Crane Brinton <i>The Anatomy of Revolution</i> , excerpts.
Mon 7 Sep	Labor Day Holiday	• No Class
Wed 9 Sep	Theories of Revolution: Ted Gurr	• Ted Gurr, <i>Why Men Rebel</i> , Ch 2 & 10, pp.22-58 & 317-359
Fri 11 Sep	Theories of Revolution James DeFronzo	• James DeFronzo, Ch. 1 pp.9-30
Mon 14 Sep	Theories of Revolution Charles Tilly	• Charles Tilly, <i>Europe in Revolutions: 1492-1992</i> , Ch. 1 & 2 pp. 1-51
Wed 16 Sep	Theories of Revolution: Theda Skocpol	• Theda Skocpol, <i>States and Social Revolutions</i> , Ch. 1 pp. 3-43
Fri 18 Sep	Theories of Revolution:	Chalmers Johnson, <i>Revolutionary Change</i> , Ch. 10 “Theories of

	Chalmers Johnson	Revolution” pp. 169-194
Mon 21 Sep	The French Revolution	<ul style="list-style-type: none"> James Collins - The Ancient Regime & the French Revolution Peter McPhee - The French Revolution
Wed 23 Sep	The French Revolution (Part II)	<ul style="list-style-type: none"> None
Fri 25 Sep	The Russian Revolution(s) Movie: <i>The Russian Revolution</i>	<ul style="list-style-type: none"> DeFronzo Ch.2 pp. 39-86 Trotsky The Art of Insurrection from <i>The History of the Russian Revolution</i>
Mon 28 Sep	The Russian Revolution(s) (Part II)	None
Wed 30 Sep	The NAZI Uprising Movie: <i>The Rise of Adolf Hitler</i>	Snell, <i>The Nazi Revolution: Germany’s Guilt or Germany’s Fate</i>
Fri 2 Oct	The NAZI Uprising (Part II)	<ul style="list-style-type: none"> None
Mon 5 Oct	Counterinsurgency Theory & Strategy	<ul style="list-style-type: none"> Bernard Fall, “Counterinsurgency: The French Experience” John Nagl, “The Hard Lessons of Insurgency” from <i>Learning to Eat Soup with a Knife</i>.
Wed 7 Oct	Counterinsurgency Theory & Strategy (Part II)	<ul style="list-style-type: none"> None
Fri 9 Oct	The Malay Insurgency	<ul style="list-style-type: none"> Shaw, “British Counterinsurgency Methods: Their use in Malaya and the Possibility of their Successful Transfer to Vietnam.” John Nagl, “British Army Counterinsurgency Learning During the Malayan Emergency, 1948-1951” from <i>Learning to Eat Soup With a Knife</i>
Mon 12 Oct	The Malay Insurgency (Part II)	<ul style="list-style-type: none"> None
Wed 14 Oct	The Vietnamese Revolution	DeFronzo Ch. 4 pp. 149-196 Ed Palm “Tiger Papa Three”
Fri 16 Oct	The Vietnamese Revolution (part II)	<ul style="list-style-type: none"> None
Mon 19 Oct	Review for Midterm	<ul style="list-style-type: none"> None
Wed 21 Oct	Midterm Examination	<ul style="list-style-type: none"> Review
Fri 23 Oct	The Algerian Revolution	<ul style="list-style-type: none"> Lilley, “A Policy of Violence, the Case of Algeria” <i>Algeria: A country study</i> . Foreign Area Studies, American University
Mon 26 Oct	The Algerian Revolution Part II	<ul style="list-style-type: none"> None
Wed 28 Oct	The “Prague Spring” and The Velvet Revolution: Czechoslovakia	<ul style="list-style-type: none"> Ben Gliniecki (2018) “50 years after the Prague Spring – what are the lessons for today?” Goodwin (1995), “Regimes and Revolutions in the 2nd & 3rd Worlds: A comparative erspective”, <i>Social Science History</i> Glenn (1999) “Competing Challenges and Contested Outcomes to State Breakdown: The Velvet Revolution in Czechoslovakia”, <i>Social Forces</i>.
Fri 30 Oct	The “Prague Spring” and The Velvet	<ul style="list-style-type: none"> None

	Revolution: Czechoslovakia	
Mon 2 Nov	Go Over Midterm Exam	<ul style="list-style-type: none"> • None
Wed 4 Nov	The Iranian Revolution & The Iranian Green Revolt	<ul style="list-style-type: none"> • Defronzo Ch. 7 pp. 291-340 • Dages, "Three years in, is Iran's Green Revolution Still Going?" • Rouzbeh, "Remembering the Green Revolution."
Fri 6 Nov	The Iranian Revolution & The Iranian Green Revolt (Part II)	<ul style="list-style-type: none"> • None
Mon 9 Nov	The Bolivian Uprising	<ul style="list-style-type: none"> • Farthing & Kohl - Bolivia's New Wave of Protest • Saavedra - Bolivia: The Rise of Evo Morales • Shultz - Bolivia: The Water War Widens • Webber - Left-Indigenous Struggles in Bolivia • Weinberg - In the Wake of "Black October"
Wed 11 Nov	The Bolivian Uprising (Part II)	<ul style="list-style-type: none"> • None
Fri 13 Nov	The Cuban Revolution	<ul style="list-style-type: none"> • Defronzo Ch. 5 pp. 203-241
Mon 16 Nov	The Cuban Revolution (Part II) Che Guevara and the Guerilla Foco theory	<ul style="list-style-type: none"> • Guevera, Guerilla Warfare, Chapter 2, pp. 47-81
Wed 18 Nov	Global Revolution: Arab Spring: (Part I)	<ul style="list-style-type: none"> • <i>The Telegraph</i>, "Arab Spring: TimeLine of the African and Middle East rebellions", October 21, 2011 • Lisa Anderson, "Demystifying the Arab Spring", <i>Foreign Affairs</i>, May/June 2011 • <i>The Economist</i>, "Everywhere on the rise, the success of Egypt's Islamists marks a trend throughout the region." December 10, 2010 • Schrader & Redissi, "Ben Ali's Fall", <i>Journal of Democracy</i>, July 2011 • <i>Foreign Policy</i> - The Syrian Stalemate • <i>Washington Post</i> - A War Chest for Syria's Rebels • <i>Washington Post</i> - How Obama Bungled the Syrian Revolution • <i>The Economist</i>, "Gaining ground: Syria's opposition, though fractious, is making headway against the regime." December 17, 2011 • <i>The New York Times</i> "Sudden Improvements in Egypt Suggest a Campaign to Undermine Morsi" • <i>The Economist</i> "The Arab Spring: Has It Failed?"
Fri 20 Nov	Global Revolution: Arab Spring (Part II) Project rough drafts due	<ul style="list-style-type: none"> • None
Mon 23 Nov	Ukraine Revolution	<ul style="list-style-type: none"> • <i>Foreign Affairs</i> - Drop Your Weapons • <i>Foreign Affairs</i> - Russia's Latest Land Grab • <i>Foreign Affairs</i> - Why the Ukraine Crisis Is the West's Fault • <i>Foreign Affairs</i> - Ukraine's Orange Revolution • <i>Foreign Affairs</i> - The Trouble with Arming Ukraine

		<ul style="list-style-type: none"> • <i>Foreign Affairs</i> - How Ukraine Reined in Its Militias • <i>Foreign Affairs</i> - Ukraine's Stalled Revolution
Wed 25 Nov	Go over rough drafts and POD meeting day	<ul style="list-style-type: none"> • None
Fri 27 Nov	Fall Break	<ul style="list-style-type: none"> • No Class
Mon 30 Nov	Ukraine Revolution (Part II)	<ul style="list-style-type: none"> • None
Wed 2 Dec	An American Revolution? - The Anti Vietnam War movement, Occupy, Black Lives Matter Movement	<ul style="list-style-type: none"> • David Graeber, "Occupy Wall Street's Anarchist Roots." <i>Al Jazeera</i>, July 13, 2011 • Roger Lowenstein, "Occupy Wall Street: It's not a Hippie Thing." <i>Bloomberg Business week</i>, October 27, 2011 • Mike King, "The Vacancies of Capitalism." <i>Counterpunch</i>, November 30, 2011 • Maggie Astor, "Occupy Wall Street Protests: A Fordham University Professor Analyzes the Movement." <i>International Business Times</i>, October 4, 2011 • Mary Frances Berry: <i>History Teaches Us to Resist</i>. Intro, Ch. 2 & conclusion.
Fri 4 Dec	An American Revolution (Part II) The Right: The Alt-right, Neo Nazi & the white supremacists Final Research Project Due	<ul style="list-style-type: none"> • Khazan, "The Dark Minds of the Alt-Right", <i>The Atlantic</i>, 17 Aug 2017 • Carroll, "Alt-Right Groups will Revolt if Trump shuns White Supremacy", <i>The Guardian</i>, 27 Dec 2017 • Singal, "Undercover with the Alt-Right", <i>New York Magazine</i>, 19 Sep 2017
Mon 7 Dec	Make up and Review for Final	<ul style="list-style-type: none"> • None
Tues 8 Dec	Reading Day - No Classes	<ul style="list-style-type: none"> • None
Wed 9 Dec	Final Examination 1:30-4:00pm	<ul style="list-style-type: none"> • Study, Study, Study & Study

ADMINISTRATIVE INFORMATION:

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. 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](#).

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

- maintain 6-foot distancing when possible,

- wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
- clean local work area,
- practice hand hygiene,
- follow public health orders, and
- if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](#).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

Before returning to campus, all students must complete the [COVID-19 Student Health and Expectations Course](#). Before coming on to campus each day, all students are required to complete a [Daily Health Form](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely.

[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 for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

[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); 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 an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (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. 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, dating and domestic violence, stalking, 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.

See the [campus policy regarding religious observances](#) for full details.

CHEATING AND PLAGIARISM

Cheating (using unauthorized materials or giving unauthorized assistance during an examination or other academic exercise) and plagiarism (using another's ideas or words without acknowledgment) are serious offenses in a university, and may result in a failing grade for a particular assignment, a failing grade for the course, and/or suspension for various lengths of time or permanent expulsion from the university. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an F as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

Taking this course signifies acceptance of the terms and conditions stated in this syllabus.

Register to vote! And vote!

The march of protest

