POGO 750- Spring 2021 ON-LINE ZOOM COURSE Tuesdays 7:30-10:00 pm

Revolutions and Social Protest

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Office Hours: by request by skype, phone or zoom

Learning Objectives:

For the last two hundred and 243 years, revolutions have gradually spread across the globe. However, revolutions have generally caused surprises, both regarding their occurrence and their outcomes. This has raised several puzzles – what are the basic forces that drive revolutions? What leads to democratic or other outcomes? Are some political systems more stable than others? Can revolutions be predicted? Can they be affected by international interventions?

In this course, we will explore both the dynamics of revolutions, and the policy issues surrounding regime change. We will start with the classic social revolutions of history in France, Russia, and China, then turn to recent ‘color’ revolutions, then the 2010-2011 revolutions in the Arab world.

Students will make oral presentations in class and complete analytical and research papers. On completing the course, students should be able to discuss the major revolutions in world history; the impact that such revolutions have had on international relations and the development of democracy, and be able to present the main social science explanations for the causes of revolutions and their outcomes.

Readings:

All required texts are available on-line as inexpensive e-books from Amazon.com or the publisher. In order to reduce the carbon footprint of this class, I strongly encourage students to do all readings on-line and acquire all materials on-line through e-journal or e-book sources. But of course you are free to purchase hard copies if you wish, although this will generally be more expensive.

Andress, David. *The French Revolution* (Apollo)
Lynch, Marc. *The New Arab Wars: Uprisings and Anarchy in the Middle East* (Public Affairs)
Paine, Thomas, *Common Sense* (any edition)
Westad, Odd Arne. *Restless Empire: China and the World since 1750* (Basic Books)

If you wish to delve into the current academic literature on revolutions, you will find most of the relevant articles in the following journals:
*Journal of Democracy; American Journal of Political Science; American Political Science Review; American Journal of Sociology; Perspectives on Politics; Theory and Society; Comparative Politics; Comparative Political Studies; World Politics.*

**Weekly Assignments**

1. January 26: Introduction to the Class – No Reading assignment

2. February 2: Overview: Revolutions in History
   Readings: **Goldstone, Revolutions VSI** Chapters 1, 4-5.

3. February 9: Let’s get serious about Revolutions: Causes and Processes
   Readings: **Goldstone, Revolutions VSI** Chapters 2-3; **Lawson**, Introduction and Chapters 1-3.

4. February 16: Revolutions: Ideology and Narrative:
   Readings: **Selbin** (all)

5. February 23: The American Revolution
   Readings: **Goldstone VSI** Chapter 6 section on American Rev; **Paine** (all) and **Wood, Idea of America** Introduction and Chaps. 1-7

6. March 2: The French Revolution
   Readings: **Goldstone VSI** Chapter 6 section on French Rev; **Doyle, France** (all)

   Readings: **Goldstone VSI** Chapter 7 section on Russian Rev; **Trotsky** Volume 1, Chapters 1-11 (up to and including DUAL POWER).

8. March 16: Russian Revolution II: Rise and Fall of Communism
   Readings: **Goldstone VSI**, Chapter 9, sections on Eastern Europe and the USSR; **Goldstone**, “The Soviet Union” (Email handout).
   **FIRST PAPER DUE IN CLASS OR VIA EMAIL**
9. March 23: China’s 150 years of revolution  
Readings: Goldstone VSI chap. 7 section on China; Westad Intro (Empire), Chaps. 6,7,8 and Conclusion (Modernities).

10. March 30: The Iranian Islamic Revolution 
Readings: Goldstone VSI chapter 8, section on Iran; Harris (all)

11. April 6: Color Revolutions 
Readings: Goldstone VSI chapter 9 (all); Nepstad (all)

12. April 13: The Arab Uprisings 
Readings: Goldstone VSI chapter 10 (all), Cook (all)

13. April 20: The Arab Uprisings (continued) 
Readings: Lynch (all)

14. April 27: The Future of Revolutions 
Readings: Lawson, Chapters 7 and 8

FINAL PAPER DUE May 11, no later than 5 pm.

GRADING: The first paper, discussing the meaning of revolution, will count for 25% of your grade. The final paper, based on your research of a case of an episode of revolution or social protest in a specific country, will count for 50% of your grade. 15% of your grade will depend on your class presentation, and 10% on your participation in class discussions.

ADDITIONAL IMPORTANT INFORMATION:

(1) The Writing Center.

GMU’s Writing Center at the Arlington Campus (Original Building, Room 311) offers both online and in-person services to aid you throughout the writing process. At the center, you’ll find everything from discipline-specific writing resources and brainstorming help to more in-depth, one-on-one time with tutors from a range of disciplines and work experiences. Visit http://writingcenter.gmu.edu/ to schedule an appointment or to sign up for the Online Writing Lab (OWL) services.

(2) The SPP Plagiarism Policy.

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the
School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g., F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (http://www.gmu.edu/facstaff/handbook/aD.html)

(3) Academic Accommodation for a Disability

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC.

(4) Student Journal: New Voices in Public Policy

I will consider nominating the very best papers in this course for publication in New Voices in Public Policy. New Voices is a student- and faculty-reviewed journal that shares SPP's finest student work with the rest of the world.

(5) Citations for Research Papers

The purposes of scholarly citations are several:
1) To show the source for a direct quote or fact not commonly known.
2) To give credit for an idea to the author of a work
3) To show the reader that you are familiar with other scholarship on your topic or to indicate where further information or analysis can be found.
4) You may also use endnotes to explain something in the text or comment on the source. The intention is to give the reader enough information to find the source you are using so that he or she can see if you have quoted it correctly, interpreted it soundly, done justice to the author cited, or do further research on the topic in question themselves. Format: use the standard Chicago Manual of Style format, also known as “Turabian” and also with guidance available on-line at http://bcs.bedfordstmartins.com/resdoc5e/

EXAMPLES for FOOTNOTES or ENDNOTES:

Books:
author, title (place of publication: publisher, date), page number(s).
[Titles of books should be in italics or underlined.]
Example:
   After the first full citation, you may use a shortened version:
e.g. 2. Kingdon, *Agendas, Alternatives, and Public Policies*, page number(s).

Articles:
author, title, name of journal (volume, number), page number(s).
[Titles of articles should be enclosed in quotation marks, names of journals underlined or in italics.]
Example:
   After first full citation, you may use a shortened version:

Chapters in edited Books:
author of article, title of article, “in” editor of book, title of book (place and date of publication), page numbers.
Example:

Web Site Citations:
In addition to author, title, etc, include the following information:
Who put up the site, full URL, date of access.

Number the notes consecutively for the whole paper, with each note referring to the number in the text with the number in superscript or parentheses. Endnote numbers should be placed at the end of the sentence containing the information being cited. A bibliography of all the sources used in the paper along with other useful sources may be useful or required.