

ISTD 4962 01 / POLS 3530 01 Comparative Revolution  
Saint Louis University Department of Political Science  
MWF 12:00-12:50 (Central US time)  
Spring 2021

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**Class Zoom link:** <https://slu.zoom.us/j/92658257682?pwd=NDhYTG0wL0kwM0ZJU1p3aHJ4MGJ0QT09>  
Meeting ID: 926 5825 7682, passcode: 005729

**Office hours:** Monday and Wednesday 3:45-4:30 pm Central US time, and by appointment  
Office hour Zoom link: <https://slu.zoom.us/j/96903001331?pwd=bjkveWRrUkJoYjI2d1I4dmdXRWpFdz09>.

### **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, and society 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, Eastern Europe, and the Arab Spring.

Another goal of this class is to draw on the diversity of knowledge and disciplinary expertise that students bring to the class to examine revolutions from a number of 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 of 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")**

After this class, you should be able to:

- Analyze cultural, economic, political and social aspects of revolutionary change in Russia, the post-Soviet world and the Middle East
- Evaluate major theories of revolutionary change
- Apply a variety of methodologies to answer empirical questions about revolutionary change
- Investigate the roles of individuals, their culture, and national identity in maintaining and changing political systems.
- Gather and identify information from credible primary and secondary sources
- Determine what types of political structures, public policies, and types of contention are more likely to promote equality, justice, freedom or other values
- Estimate the effects of contention in one country on other countries and people
- Engage effectively as global citizens

This class fulfills the core Global Citizenship requirement of the College of Arts and Sciences. 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 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.

**Communication**

The easiest way to communicate with me is by e-mail. I will usually respond within 24 hours, a bit longer on weekends. Don't hesitate to resend your message if you think I am taking too long. I will be communicating with you as individuals and with the whole class through e-mail on a regular basis, so be sure that you also check e-mail regularly.

I will be holding Zoom office hours every week Monday and Wednesday 3:45-4:30 pm Central US time. During those times, you can just drop in if you want to talk about anything. The standing office hour meeting link is <https://slu.zoom.us/j/96903001331?pwd=bjkveWRrUkJoYjl2d1I4dmdXRWpFdz09>.

I'm also happy to arrange a separate meeting with you, if you would rather meet privately. For this semester, those meetings will be on Zoom or on the phone. Just e-mail me if you want to set up a meeting outside office hours. When you e-mail, let me know some times that will work for you.

Throughout the semester, we will be communicating with each other through a number of online tools, including Blackboard. Here are a few rules to guide communication on the internet.

- **Be respectful:** Respect the opinions and privacy of your classmates. We can certainly disagree – and we may learn more when we do – but please disagree tactfully and explain the reasons for your disagreement. Do not share personal information about your classmates with others.
- **Be scholarly:** Use correct language, grammar, and spelling. Write in full sentences. Credit the ideas of others. Be clear when you are stating an opinion, and provide sources to back up your facts. Where appropriate, engage the class readings directly or refer to ideas and concepts that you have learned in other classes.
- **Be kind and open-hearted:** Treat your fellow students as you would want to be treated. Try to learn from the lives and perspectives of others.

### 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 three higher-stakes assessments and a bunch of low-stakes assessments throughout the semester. All assignments will be submitted through the Blackboard assignment tool.

#### *Higher-stakes assessments (60 percent of your final grade)*

You will write a 5 page essay at midterm (15 percent of your final grade), a research paper at the end of the class (with both a group (10 percent) and an individual (20 percent) component, and will take a timed, take-home final essay exam (15 percent). For the final exam, you will have a two-hour period to complete the exam. These assignments will be submitted through the Blackboard assignment tool. The due dates are:

Essay 1 – March 15, 5 pm Central Standard Time (midnight Madrid time)

Essay 2 – May 7, 5 pm Central Daylight Time (CDT)

Final – You will receive the exam at 12 pm on May 14, and you will need to return it by 1:50 pm CDT on the same day.

You can expect me to grade the two essays within 14 days and return them to you with comments.

#### *Low-stakes assessments (40 percent of your final grade)*

To give you a chance to practice the skills that you will need in order to do well in the higher-stakes assessments, there will be a variety of low-stakes assessments throughout the semester. These assignments and activities are designed to help you identify concepts that you may not fully understand or analytical skills that you may need to develop further. They will ask you to apply what you are learning in new ways and pull together concepts from across the semester. The more effort that you put into the low stakes assessments, the better you are likely to perform on the higher-stakes assessments.

This class is divided into 4 modules. Each module will include a few low-stakes assignments. These will include discussion boards, blogs, short reflections, quizzes and some group projects. More information on these low-stakes assignments is provided for each module on Blackboard. Some of these assignments will be completed during our Zoom class session; some on Blackboard. You will receive feedback on these exercises, usually within 5 days, in the Blackboard grade center.

Included in the low-stakes assessment is evaluation of your participation in class. You should come to our Zoom sessions 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.) Sometimes, participating will mean contributing to all-class discussions, whether by asking questions or adding insights; sometimes we will have short group activities. Occasionally, there will be quizzes. Some of this work will be ungraded but useful to both you and me as a way to tell what material may be more challenging to you. Some of this work will be graded, to provide you with an indication of how your understanding is progressing. When you are absent, you are not able to participate. A class full of well-prepared students is more enjoyable and productive for everybody.

### Course policies

Attendance. Attendance is required at all Zoom 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.

Video on. It is my strong preference that you have your video on throughout class. This will make it more likely that we are all engaged in the discussion and connected to each other. I understand that there may occasionally be reasons why you cannot have the video on, but I ask that you have it on whenever possible.

### Tips for success

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, and if you are in St. Louis, 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 schedule a video chat 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 as a result 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.

Jason Brownlee, Tarek Masoud, and Andrew Reynolds. *The Arab Spring: Pathways of Repression and Reform*. New York: Oxford University Press, 2015.

There are some additional (important) articles, available on e-reserve (password Revolt 21) and through some internet databases.

**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.

January 29                      *Introduction*

**Module 1: THE RUSSIAN REVOLUTION: PRACTICE MEETS THEORY**

- February 1                      Jack A. Goldstone, *Revolutions: A Very Short Introduction*, ch. 1, "What is a revolution?", pp. 1-9.  
Sheila Fitzpatrick, *The Russian Revolution*, "Introduction," and ch. 1, "The Setting," pp. 1-40. (pages vary among editions)
- February 3                      Fitzpatrick, ch. 2, "1917: The Revolutions of February and October," pp. 41-68.
- February 5                      Karl Marx and Frederick Engels, "Manifesto of the Communist Party," Marxists Internet Archive 2010, pp. 1-34, available on e-reserve or here: <https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>.  
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 *W.E.B. DuBois: A Reader*, edited by David Levering Lewis (New York: Henry Holt, 1995), pp. 538-544 (on e-reserve).
- February 8                      Fitzpatrick, ch. 3, "The Civil War," pp. 69-93.
- February 10                     James C. Davies, "Toward a Theory of Revolution," *American Sociological Review* 27, no. 1 (February 1962), pay attention to pp. 5-8 (the theory) and pp. 10-13 (Russia), available on e-reserve or J-Store.  
Fitzpatrick, ch. 4, "NEP and the Future of the Revolution," pp. 94-120.
- February 12                     Fitzpatrick, ch. 5, "Stalin's Revolution," pp. 121-149.  
V. I. Lenin, *The State and Revolution*, in David McLellan, ed., *Marxism: Essential Writings* (New York: Oxford University Press, 1988), pp. 163-177 (e-reserve).
- February 15                     Fitzpatrick, ch. 6, "Ending the Revolution," pp. 150-174.
- February 17                     Ash Wednesday – No class – Stay safe!

**Module 2: GENERAL THEORIES OF REVOLUTION***Assignment on Theories of Revolution: Table of Summaries*

Summarize key elements of each of the theories of revolution we discuss in class: Marx, Lenin, DuBois, Davies, Moore (as explained by Skocpol and in class), Skocpol, Wolf, Olson/Collective Action (as explained by Lichbach and in class), Lichbach, Selbin, Farhi, Emirbayer-Goodwin, McAdam-Tarrow-Tilly, Goldstone (reading for March 10). 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 March 15.

**Structural Theories**

- February 19 Theda Skocpol, "A critical review of Barrington Moore's *Social Origins of Dictatorship and Democracy*," from *Social revolutions in the modern world* (New York and Cambridge, Cambridge University Press, 1994), pp. 25-54 (e-reserve).  
Goldstone, ch. 6, "Constitutional revolutions: America, France, Europe and Meiji Japan, pp. 61-73.
- February 22 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).  
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.
- February 24 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.

**Rational Choice Theories**

- February 26 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.)

**Culture**

- March 1 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).  
Goldstone, ch. 8, "Revolutions against dictators: Mexico, Nicaragua, and Iran," pp. 90-103.
- March 3 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).

**Attempts at Synthesis**

- March 5 Mustafa Emirbayer and Jeff Goodwin, "Symbols, Positions, Objects: Toward a New Theory of Revolutions and Collective Action," *History and Theory* 35, no. 3 (1996): 358-374 (e-reserve).
- March 8 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).

March 10	Goldstone, chs. 2-3, "What causes revolution?" and "Revolutionary Processes, Leaders, and Outcomes," pp. 10-40.
March 12	Making sense of it all
March 15	ESSAY ONE DUE  TABLE OF SUMMARIES DUE

### Module 3: TESTING THEORIES OF REVOLUTION: EASTERN EUROPE

March 17	Goldstone, ch. 9, "Color revolutions: The Philippines, Eastern Europe and the USSR, and Ukraine," pp. 104-116.
March 19	Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," <i>World Politics</i> (October 1991): 7-48 (e-reserve).
March 22	Valerie J. Bunce, "Domestic Socialism: Monopoly and Deregulation," from <i>Subversive Institutions: The Design and Destruction of Socialism and the State</i> (Cambridge and New York: Cambridge University Press, 1999), pp. 20-37, 66-71 (e-reserve).
March 24	Valerie J. Bunce and Sharon L. Wolchik, "Favorable conditions and electoral revolutions," <i>Journal of Democracy</i> 17, no. 4 (October 2006): 5-16 (e-reserve). Nadia Diuk, "Euromaidan: Ukraine's Self-Organizing Revolution," <i>World Affairs</i> (March/April 2014): 9-16 (e-reserve).
	ONE-PAGE PROPOSALS ON RESEARCH PLANS DUE
March 26	Marci Shore, <i>The Ukrainian Night: An Intimate History of Revolution</i> , pp. 3-45.
March 29	Shore, pp. 46-100.
March 31	Shore, pp. 101-141.
April 2	Easter break – no class
April 5	International Studies event: US and Russia
April 7	Shore, pp. 142-185.
April 9	Shore, pp. 186-228.
April 12	Shore, pp. 229-270.
April 14	Iuliia Buyskykh, "Carnival in Urban Protest Culture: The Case of Kyiv Early Euromaidan," <i>Lietuvos Etnologija: socialinės antropologijos ir etnologijos studijos</i> 16, no. 25 (2016): 69-89 (e-reserve).



**Module 4: TESTING THEORIES OF REVOLUTION: ARAB SPRING**

- April 16 Goldstone, ch. 10, "The Arab Revolutions of 2011: Tunisia, Egypt, Libya, and Syria," pp. 117-130.  
Jason Brownlee, Tarek Masoud, and Andrew Reynolds, *The Arab Spring: Pathways of Repression and Reform*, Introduction, pp. 1-17.
- April 19 Brownlee, et al., ch. 1, "Theorizing the Arab Spring," pp. 18-39.
- April 21 Brownlee et al., ch. 2, "Lineages of Repression," pp. 40-63.
- April 23 Brownlee et al., ch. 3, "Breakdowns and Crackdowns," pp. 64-97.  
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).
- April 26 Brownlee et al., ch. 4, "Post-Breakdown Trajectories," pp. 98-168.
- April 28 Brownlee et al., ch. 5, "Why Breakdowns Did Not Always Produce Transitions," pp. 169-210.
- April 30 Brownlee et al, ch. 6, "Limits and Legacies of the Arab Spring," pp. 211-228.
- May 3 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).
- May 5 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/>
- May 7 RESEARCH DESIGNS DUE
- May 10 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).
- May 14 FINAL EXAM 12:00-1:50

**Some Recommended Readings****Theoretical Approaches**

- Arendt, Hannah. 1963. *On Revolution*. New York: Viking Press.
- Brinton, Crane. 1938. *The Anatomy of Revolution*. New York: Vintage Books.
- Chenoweth, Erica, and Maria J. Stephan. 2011. *Why Civil Resistance: The Strategic Logic of Nonviolent Conflict*. New York: Columbia University Press.
- Chirot, Daniel. 2020. *You Say You Want A Revolution? Radical Idealism and its Tragic Consequences*. Princeton and Oxford: Princeton University Press.
- Foran, John, ed. 1997. *Theorizing Revolutions: New Approaches from Across the Disciplines*. New York:

- Routledge.
- Foran, John, and Jeff Goodwin. 1993. "Revolutionary Outcomes in Iran and Nicaragua: Coalition Fragmentation, War, and the Limits of Social Transformation." *Theory & Society* 22, no. 2 (April): 209-247.
- Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4: 139-187.
- Goodwin, Jeff. 2001. *No other way out: States and revolutionary movements, 1945-1991*. Cambridge: Cambridge University Press.
- Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton, NJ: Princeton University Press.
- Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven, CT: Yale.
- Johnson, Chalmers. 1966. *Revolutionary Change*. Boston: Little, Brown.
- Katz, Mark N., ed. 2001. *Revolutions: International Dimensions*. Washington DC: CQ Press.
- Keddie, Nikki R., ed. 1995. *Debating Revolutions*. New York: New York University Press.
- Kurzban, Charles. 1996. "Structural Opportunity and Perceived Opportunity in Social-Movement Theory: The Iranian Revolution of 1979." *American Sociological Review* 61, no. 1 (February): 153-170.
- McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press.
- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. New York: Cambridge University Press.
- Migdal, Joel. 1974. *Peasants, Politics, and Revolution: Pressures toward Political and Social Change in the Third World*. Princeton, NJ: Princeton University Press.
- Moore, Jr., Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press.
- Olson, Mancur. 1965. *The Logic of Collective Action*. Cambridge, MA: Harvard University Press, 1971.
- Polletta, Francesca. 2006. *It Was Like a Fever: Storytelling in Protest and Politics*. Chicago: University of Chicago Press.
- Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale.
- Scott, James C. 1990. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale.
- Sewell, William H., Jr. 1992. "A Theory of Structure, Duality, Agency, and Transformation." *American Journal of Sociology* 98, no. 1 (July): 1-29.
- Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge Press.
- Steinberg, Marc W. 1998. "Tilting the Frame: Considerations on Collective Action Framing from a Discursive Turn." *Theory and Society* 27, no. 6 (December): 845-872.
- Tarrow, Sidney. 2011. *Power in Movement: Social Movements, Collective Action and Politics*. New York: Cambridge University Press.
- Tilly, Charles. 1978. *From Mobilization to Revolution*. Reading, MA; Addison-Wesley.
- Tilly, Charles. 2002. *Stories, Identities, and Political Change*. New York: Rowman & Littlefield.
- Wolf, Eric. 1969. *Peasant Wars of the Twentieth Century*. New York: Harper & Row.

### Russian Revolution

- Cohen, Stephen F. 1973. *Bukharin and the Bolshevik Revolution*. New York: Oxford.
- Daniels, Robert V. 1967. *Red October*. New York.
- Hough, Jerry F. and Merle Fainsod. 1979. *How the Soviet Union is Governed*. Cambridge, MA: Harvard University Press.
- Koestler, Arthur. 1941. *Darkness at Noon*. New York: Bantam Books.
- Nove, Alec. 1969. *An Economic History of the USSR*. Baltimore: Penguin.
- McDaniel, Tim. 1991. *Autocracy, Modernization, and Revolution in Russia and Iran*. Princeton, NJ: Princeton University Press.
- Moore, Barrington. 1950. *Soviet Politics--The Dilemmas of Power. The Role of Ideas in Social Change*. Cambridge, MA: Harvard University Press.
- Pipes, Richard A. 1995. *A Concise History of the Russian Revolution*. New York: Vintage.
- Reed, John. 1966. *Ten Days that Shook the World*. London: International Publishers.
- Schapiro, Leonard. 1955. *The Origin of Communist Autocracy*. Cambridge, MA: Harvard.
- Trotsky, L. 1932. *The History of the Russian Revolution*. New York: Pathfinder.
- Trotsky, L. 1937. *The Revolution Betrayed*. New York: Pathfinder

- Tucker, Robert C. 1973. *Stalin as Revolutionary*. New York: W. W. Norton.  
 Ulam, Adam. 1965. *The Bolsheviks*. New York: Macmillan/Collier.  
 Wilson, Edmund. 1959. *To the Finland Station*. New York: Farrar, Straus, Giroux.

### Chinese Revolution

- Barnett, Arthur Doak and Ezra Vogel. 1967. *Cadres, Bureaucracy and Political Power in Communist China*. New York.  
 Crook, David and Isabel. 1959. *Revolution in a Chinese Village: Ten Mile Inn*. London.  
 Hinton, William. 1966. *Fanshen: A Documentary of Revolution in a Chinese Village*. New York: Vintage.  
 Huang, Philip C. 1985. *The Peasant Economy and Social Change in North China*. Stanford.  
 Lewis, John W., ed. 1970. *Party Leadership and Revolutionary Power in China*. London: Cambridge.  
 Mao Zedung. 1965. *Selected Works of Mao Tse-tung*. Peking: Foreign Languages Press.  
 Pye, Lucien W. 1968. *The Spirit of Chinese Politics: A Psychological Study of the Authority Crisis in Chinese Development*. Cambridge, MA: Harvard.  
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## Available services

### **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.

### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

### **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

## University Policies

### **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/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.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 Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services 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 Disability Services. 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 and share the basic facts of your experience.** 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> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

**Mandatory Statement on Face Masks**

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

**Note: Accordingly, no consumption of any food will be allowed in class.**

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

### **In-Person Class Attendance and Participation**

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).