



- To apply some of the key concepts and main arguments to the contemporary and/or local cases of insurgency, revolution, or social movements.

**Readings:** There is no textbook for this class. All readings and other materials will be posted on Canvas, with the exception of the book you will need for your final paper. This book will be available to borrow at the library or you can purchase it, if you prefer. See “Final Paper” below for more details.

*An important note on the readings:* I have assigned a manageable reading load for each week. Please complete the readings when they are due. It is not possible to “cram” readings or reflections. I encourage you to start the readings early so that you have enough time to process what you are reading and to reflect on it thoughtfully. I also highly recommend highlighting and taking note of what you find compelling and confusing while you are reading. This is an important strategy that has many payoffs. Not only does it help you stay engaged while reading, but it will also help you for every other component of this course.

**Course Requirements:** The most important requirement for this course is that you commit to being present, prepared, and engaged throughout the term.

Participation (15%) Please attend all classes. Effective participation in class can include initiating a topic or a question, providing information, reacting to discussions, disagreeing, and explaining why you disagree, restating what others have said to ensure that you have understood, and respectfully encouraging others to participate. Your participation will be assessed throughout the term, and specifically, during our Monday check-ins.

Memos (30%) Over the course of the term, you will submit 6 memos. Please complete one memo in each part. You can choose the weeks for which you will write the remaining three memos.

Memos are short (500 - 750 words) reflections or response to the readings for that week. You do not have to discuss every single reading, but you should try to reflect on the overall theme for that week and draw on specific readings to flesh out your points. These are NOT summaries of the readings/materials. Instead, you should explain how you understand the main argument(s) presented in the readings, raise questions, formulate critiques, and apply the concepts or theories from the readings to a current event or context. I would also encourage you to use the memos to take note of how (if at all) your understanding of the week’s topic has changed before/after the readings.

Reading and writing reflections on readings are challenging but rewarding. You need to give yourself time to become familiar with the concepts, terminology, and style of the writings as well as your own rhythms of reading and writing.

Please submit write submit your memos on Canvas before midnight on Thursday. Please submit these memos on time. I will allow you to submit your memos late **once** without penalty. After that, your final grade for the memos will be lowered by a half a letter grade for each late memo. Please see Canvas for formatting specifications.

Student-led discussion/presentation (25%) At least once during the term, you will be asked to lead discussion on Wednesday. This may be done individually or in groups (depending on the size of the

class). Your only requirement is that you draw on the assigned readings for that class. This is a teaching moment for you and an opportunity to be creative and originality is highly encouraged! You may decide that you want to prepare a formal presentation on the readings with some questions for class discussion. You could organize a debate or panel discussion on one of the central themes from that week. Perhaps there is a news item or a social media post that has gone viral on a topic that is highly relevant to what we are discussing. You could use that to structure your presentation that week and draw on the readings to illuminate the issue. You will sign up for the presentations beginning in Week 2. Please communicate your topic and idea to me on Monday of the week you will be leading the discussion.

Final Paper (30%) Your final assessment in this class will be a paper written in the format of a book review. I will provide a list of books that have been recently published on the topics of capitalism, crisis, and prosperity. You will be asked to briefly summarize the book and then review it analytically, drawing on the theories and concepts from our course materials and class discussions. We will discuss the requirements, length, and other specifications of the paper around Week 5. Late submissions of the final paper will be deducted one full letter grade.

**Grading:** The grading scale I use is designed to help you identify your strengths and weaknesses, as well as to improve the quality of your work over the course of the semester. I will evaluate your work according to the four components:

- C     **Clarity** of writing/oral presentation
- G     **Grasp** of the class readings
- A     **Application** of theoretical concepts/incorporation of evidence
- CT    **Critical** thinking/analysis

Each of the four components will be scored based on the following 5-point scale:

- 5     Excellent
- 4     Good
- 3     Satisfactory
- 2     Insufficient
- 1     Failing

This will yield a numerical score out of 20, which will be converted into a percentage and translated into a letter grade according to the following scheme:

- 95%-100% A
- 90%-94.9% A-
- 87%-89.9% B+
- 83%-86.9% B
- 80%-82.9% B-
- 77%-79.9% C+
- 73%-76.9% C
- 70%-72.9% C-
- 60%-69.9% D
- Below 60% F

**Late Submissions:** Memos that are submitted late

**University Policies:**

**COVID-19 Protocol:** You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19. For the health and safety of our class community, please, please do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home. I will provide plenty of resources in our weekly modules to help keep you up to speed.

**Academic Honor Principle:** The faculty, administration, and students of Dartmouth College acknowledge the responsibility to maintain and perpetuate the principle of academic honor, and recognize that any instance of academic dishonesty is considered a violation of the [Academic Honor Principle](#). Dartmouth College is a community of scholars and learners committed to academic and personal honesty, responsibility, and respect for others. All students should conduct themselves in accordance with the Dartmouth community standards, particularly the [academic honor principle](#). Cheating, plagiarism, use of the same work in multiple courses, and unauthorized collaboration will not be tolerated. Minor violations of the honor principle may result in loss of credit or failure for a given piece of work or in the course. Major violations may result in suspension or expulsion from the College. Writing and research support are available through the [Institute for Writing and Rhetoric](#).

**Religious Observances:** Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

There are a number of campus resources available this term to support your needs. For concerns about health and wellness, you may reach out to the [Dartmouth Health Service](#) (603-646-9400 or Secure Message in DartHub), [Counseling Services](#) (603-646-9442), and the [Student Wellness Center](#). For academic needs, you may contact your [undergraduate dean](#) (603-646-2243), [Student Accessibility Services](#) (603-646-9900), and the [Academic Skills Center](#) (603-646-2014). Students with concerns related to campus employment may connect with the [Student Employment Office](#) (603-646-3641). Those with visa-related concerns may reach out to the [Office of Visa and Immigration Services](#) (603-646-3474). I encourage you to take advantage of these resources, and to speak with me if you need support in the class.

**Student Accessibility and Accommodations:** Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Getting Started with SAS webpage; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have

concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

**Class Conduct:** All students are expected to have a voice in our class dialogue. Good class participation is about thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. The tone with which we engage one another is also extremely important and should come from a place of mutual respect and understanding. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. You can find more information about confidential versus non-confidential resources and support options [here](#).

### Course Schedule and Readings

Please check Canvas regularly for changes and updates to the schedule. All readings are available on Canvas, organized in folders for each weekly module.

#### Week 1

##### Jan 3 How do we study insurgency?

Moore, Barrington. 1984. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Harmondsworth, Middlesex: Penguin Books.

Foran, John. 2005. *Taking Power: On the Origins of Third World Revolutions*. Cambridge: Cambridge University Press.

Paige, Jeffery. 1983. "Social Theory and Peasant Revolution in Vietnam and Guatemala." *Theory and Society*.

#### Week 2 Structural Theories of Revolution

##### Jan 8, Jan 10

Skocpol, Theda. 1979. *States and Social Revolutions: A Comparative Analysis of France, Russia, and China*. Cambridge: Cambridge Univ. Press.

Silver, Beverly J., and Eric Slater. 1999. "The Social Origins of World Hegemonies." in *Chaos and Governance in the Modern World System*, edited by G. Arrighi and B. J. Silver. Minneapolis: Univ. of Minnesota Press.

#### Week 3 Counter-Revolution & Double Movements

##### Jan 15, 17

Riley, Dylan J., and Manali Desai. 2007. "The Passive Revolutionary Route to the Modern World: Italy and India in Comparative Perspective." *Comparative Studies in Society and History* 49(04).

Polanyi, Karl. 2001. *The Great Transformation: The Political and Economic Origins of Our Time*. 2nd Beacon Paperback ed. Boston, MA: Beacon Press.

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Trimberger, Ellen Kay. 1978. *Revolution from above: Military Bureaucrats and Development in Japan, Turkey, Egypt, and Peru*. New Brunswick, N.J: Transaction Books.

#### **Week 4 Revolutions, Social Movements, and the State**

**Jan 22, 24**

Bayat, Asef. 2017. *Revolution without Revolutionaries: Making Sense of the Arab Spring*. Stanford, California: Stanford University Press.

Basu, Amrita. 2001. "The Dialectics of Hindu Nationalism." Pp. 163–89 in *The success of India's democracy, Contemporary South Asia*, edited by A. Kohli. Cambridge; New York: Cambridge University Press.

Adhikari, Aditya. 2014. *The Bullet and the Ballot Box: The Story of Nepal's Maoist Revolution*. London; New York: Verso.

#### **Week 5 Moral Economy**

**Jan 29, 31**

Thompson, E. P. 1971. "The Moral Economy of the English Crowd in the Eighteenth Century." *Past & Present* 50:76–136.

Scott, James C. 2000. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale Univ. Press.

Clover, Joshua. 2016. *Riot. Strike. Riot: The New Era of Uprisings*. London: New York: Verso.

#### **Week 6 Intimacies of Insurgency**

**Feb 5, 7**

Gopal, Priyamvada. 2019. *Insurgent Empire: Anticolonial Resistance and British Dissent*. London; New York: Verso.

Shah, Alpa. 2013. "The Intimacy of Insurgency: Beyond Coercion, Greed or Grievance in Maoist India." *Economy and Society* 42(3):480–506.

Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale Univ. Press.

#### **Week 7 Insurgent Communities**

**Feb 12, 14**

Brass, Paul R. 2003. *The Production of Hindu-Muslim Violence in Contemporary India*. Seattle: Univ. of Washington Press.

Toha, Risa J. 2022. *Rioting for Representation: Local Ethnic Mobilization in Democratizing Countries*. Cambridge, United Kingdom ; New York, NY: Cambridge University Press.

#### **Week 8 Peasant Insurgency**

**Feb 19, 21**

Paige, Jeffery M. 1999. *Coffee and Power: Revolution and the Rise of Democracy in Central America*. 1. Harvard Univ. Cambridge, Mass.: Harvard University Press.

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Wolf, Eric. 1999. *Peasant Wars of the Twentieth Century*. Norman: University of Oklahoma Press.

Stoler, Ann Laura. 1988. "Working the Revolution: Plantation Laborers and the People's Militia in North Sumatra." *The Journal of Asian Studies* 47(2):227-47.

**Week 9 Insurgency on the Right**

**Feb 26, 28**

González-Rivera, Victoria. 2011. *Before the Revolution: Women's Rights and Right-Wing Politics in Nicaragua, 1821-1979*. University Park: Pennsylvania State University Press.

McVeigh, Rory. 2009. *The Rise of the Ku Klux Klan: Right-Wing Movements and National Politics*. Minneapolis: University of Minnesota Press.

**Week 10 Course Wrap-Up**

**Mar 4**

Global Social Protest Data Presentation