Twentieth Century Revolutions
Sociology 7
Satisfies the Int/Com, Soc, and non-western requirements

Spring 2016
Silsby 119
MWF 2

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Office Hours: MWF 9-10 am and by appointment

X-hours: Will be used occasionally as needed

This course presents a comparative analysis of revolutions in Iran, Nicaragua, and the Philippines during the last decades of the twentieth century. We begin with a discussion of theories of revolution and importance of writing analytical papers that clearly identify actors and conditions that produce state breakdowns and revolutionary outcomes. We focus on writing effective, coherent, and concise sentences, paragraphs, and papers. The course also examines the causes of the eruption of conflicts, the collective actions of leading actors, formation of coalitions, emergence of revolutionary situations, and ultimate revolutionary outcomes. Finally, the course explores the reasons for alternative outcomes and the rise of very different regimes in the three countries: Islamic fundamentalism in Iran, revolutionary socialism in Nicaragua, and the restoration of liberal democracy in the Philippines.

Course Goals and Objectives: This course should help students write and organize papers that analyze third world revolutions. We attempt to identify various actors and conditions that result in state breakdowns and their outcomes. We will focus a great deal on writing clear and concise papers, focusing on sentences and paragraphs. We will use the work of Joseph M. Williams, STYLE: THE BASICS OF CLARITY AND GRACE. We will particularly emphasize the significance of “actions,” “characters,” “cohesion and coherence,” and “Concision.”

Pre-Requisites: this course has no pre-requisite.

Teaching Method: During the first few weeks of the term, I will lecture on these issues as well as a range of theorists of revolution, including Karl Marx, Theda Skocpol, and Charles Tilly. In the last several weeks of the term, the class will discuss the readings and evaluate them in light of empirical evidence. Finally, we will watch several films on the revolutions and their outcomes.

Expectations and Grades:
1. Two take-home exams and a research paper, each constituting 30 percent of the grade.
   a. The first paper evaluates a specific theory of the rise of Islamic fundamentalism in light of the Iranian revolution.
   b. The second paper applies an alternative theory of revolution to the cases of Nicaragua and the Philippines.
   c. The last paper involves applying one of the theories of revolution studied in the course to a modern revolution of your choice.
   d.
   e. We will meet librarian Amy Witzel in the library to help you with your individual projects. Date of the meeting will be determined based on her availability.

2. A class presentation at the end of the term.
3. Class attendance and active participation, counting 10 percent of the grade.

Required Text:


Any student with a documented disability needing academic adjustments or accommodations is requested to speak to me and give me a copy of your accommodations form by the end of the second week of the term. All discussions will remain confidential, although the Director of Student Disabilities may be consulted if questions arise.

For help with all your writing tasks, visit the Composition Center. Call 6-3525 or visit 108 Sanborn to make a free appointment on Sundays, 4-10 pm, and Mondays - Thursdays, 2-10 pm. For additional information about the Center and college writing, visit their webpage: http://www.dartmouth.edu/~compose

Reserved Baker Library Readings and Canvas:


**SCHEDULE:**

**WEEKS 1 - 2**  
Mar. 28 – Ap. 8  
• **Introduction to Writing and Theories of Revolution**

**Readings:**
Marx’s theory of revolution  
Writing Good sentences, Joseph M. Williams  
Tilly, 2006, Chapter 7.  
Discussion of Actions, PowerPoint, Joseph M. Williams  
Skocpol, 1979, Chapter 1 and Conclusion  
Discussion of Characters, PowerPoint, Joseph M. Williams  
Foran, Chapter 1.  
Cohesion, PowerPoint, Joseph M. Williams  
Parsa, Chapters 1-3.  
Concision, PowerPoint, Joseph M. Williams

**WEEKS 3 - 4**  
Ap. 11 – 22  
• **Social Conflicts and Social Revolution in Iran:**

**Readings:**
Skocpol, "Rentier State and Shi’a Islam in the Iranian Revolution"  
M. Moaddel, article on reserve  
Parsa, Chapters 4-8, Section on Iran.

**Films:** “Live From Tehran”  
“Iran: A Revolution Betrayed.”

First assignment
**WEEKS 6-7**
Ap. 25- May 6

• **Social Conflicts and Social Revolution in Nicaragua:**

  **Readings:**
  Paige, Chapter 5
  Vilas, Chapters 2-4.
  Paige, "Revolution and the Agrarian Bourgeoisie"
  Parsa, Chapters 4-8, Section on Nicaragua.

  **Films:** CBS News, Sixty Minutes, “Somosa"
  "Revolution in Nicaragua," PBS, 1985

**WEEKS 8-9**
May. 9- 20

• **Social Conflicts and Political Reform in the Philippines:**

  **Readings:**
  Aurora Javate - de Dios (Chapters 1-6), (Reserve)
  Parsa, Chapters 4-8, Section on the Philippines.

  **Films:** "To Sing Our Own Song"
  "Philippines Revolution"

  Second assignment

**WEEK 10**
May 23-27-

• Class debate on outcome of revolutions and individual presentations