

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

Spring 2017

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

All communications will be by e-mail

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 the importance of writing analytical papers that clearly identify actors and conditions that produce state breakdowns and revolutionary outcomes. In this section, we will also focus on critical writing dimensions that contribute to clear and forceful essays. We then examine the causes of the eruption of conflicts, the collective actions of leading actors, formation of coalitions, emergence of revolutionary situations, and ultimate revolutionary outcomes in the three cases. The course also 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. The writing component of the course is analytic and focuses on writing effective and concise sentences, and coherent paragraphs, and essays. The first two assignments will apply specific theories to the cases studied in the course. The third assignment will apply one of the theories to a case chosen by individual students.

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 revolutionary 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.”

For additional information on the issues, please visit the following site: <https://writing-speech.dartmouth.edu/curriculum/writing-courses/first-year-seminars/first-year-seminar-course-outcomes>

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

Teaching Method: During the first few weeks of the term, I will lecture on basic writing issues as well as a range of theorists of revolution. In the last several weeks of the term, the class will

discuss the readings and evaluate them in light of empirical evidence. In addition, we will have workshop and review the initial drafts of the first two papers assigned in the course. Finally, we will watch several films on the revolutions and their outcomes in the three countries.

This course enforces the Academic Honor Principle, described in the Dartmouth College Student Handbook.

For help with all your writing tasks, visit RWIT in 183 Berry. 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>

If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Students with disabilities who may need disability--related adjustments and services for this course are encouraged to see me privately as early in the term as possible. All discussions will remain confidential.

Expectations and Grades:

1. Two short papers (5-7 pages) and a longer research paper (10 pages), 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. Before the end of the term, 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:

- Misagh Parsa, *States, Ideologies, and Social Revolutions: A Comparative Analysis of Iran, Nicaragua, and the Philippines*. Cambridge: Cambridge University Press, 2000.

Reserved Baker Library Readings and Canvas:

Arjomand, S. Chapter 10, "*Significance of the Islamic Revolution: A Comparative Perspective*," in *Turban for the Crown*.

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

Javate - de Dios, A. et al. *Dictatorship and Revolution: Roots of People's Power*. Manila, Philippines: Conspectus Fo., Inc., 1988.

Moaddel, M. "Ideology as Episodic Discourse: The Case of the Iranian Revolution," *American Sociological Review* 57 (1992) 353-379.

Paige, J. "Revolution and the Agrarian Bourgeoisie in Nicaragua," in *Revolution in the World System*, edited by T. Boswell.

Skocpol, T. *States and Social Revolutions*. Cambridge: Cambridge University Press, 1979.

Skocpol, T. "Rentier State and Shi'a Islam in the Iranian Revolution," *Theory and Society*, Vol. 11, No. 3, May 1982.

Tilly, C. *Regimes and Repertoires*. The University of Chicago Press, 2006.

Vilas, C.M. *The Sandinista Revolution*. New York: Monthly Review Press, 1986.

SCHEDULE:

WEEKS 1 - 2

Mar. 27 –Ap. 7

• **Introduction to Writing and Theories of Revolution**

Readings:

- Mar. 29 Marx's theory of revolution
Workshop: Writing Good sentences, Joseph M. Williams
- Mar. 31 Tilly, 2006, Chapter 7.
Workshop: Actions, Joseph M. Williams
- Apr. 3 Skocpol, 1979, Chapter 1 and Conclusion
Workshop: Characters, Joseph M. Williams
- Apr. 5 Foran, Chapter 1.
Workshop: Cohesion, Joseph M. Williams
- Apr. 7 Parsa, Chapters 1-3.
Workshop: Concision, Joseph M. Williams

WEEKS 3 - 4

Ap. 10 –21

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

Readings:

- Apr. 10 Arjomand, Chapter 10, "*Significance of the Islamic Revolution: A Comparative Perspective*," in *Turban for the Crown* (on reserve).
- Apr. 12 Skocpol, "Rentier State and Shi'a Islam in the Iranian Revolution"

- Apr. 14 M. Moaddel, article on reserve
Apr. 17-21 Parsa, Chapters 4-8, Sections on Iran.
- Films:** "Live From Tehran"
"Iran: A Revolution Betrayed."
- Apr. 17 Workshop on initial draft of first assignment
- Apr. 21 Revised first assignment due

WEEKS 6 -7

- Apr. 24- May 5 • **Social Conflicts and Social Revolution in Nicaragua:**

- Readings:
- Apr. 24 Paige, Chapter 5
Apr. 26-28 Vilas, Chapters 2-4.
May 1 Paige, "Revolution and the Agrarian Bourgeoisie"
May 3-5 Parsa, Chapters 4-8, Sections on Nicaragua

- Films:** CBS News, Sixty Minutes, "Somoza"
"Revolution in Nicaragua," PBS, 1985

WEEKS 8-9

- May. 8- 19 • **Social Conflicts and Political Reform in the Philippines:**

- Readings:
- May 8-12 Aurora Javate - de Dios (Chapters 1-6), (Reserve)
May 15-19 Parsa, Chapters 4-8, Section on the Philippines

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

- May 12 Workshop on initial draft of second assignment
- May 19 Revised second assignment due

WEEK 10

- May 22-30 • **Class debate on outcome of revolutions and individual presentations**

- Readings:
Parsa, Chapter 9.