

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number Political Science 98T
 Course Title Revolutions and International Politics

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- Social Analysis X

Foundations of Scientific Inquiry

- Physical Science _____
*With Laboratory or Demonstration Component must be 5 units
 (or more)*
- Life Science _____
*With Laboratory or Demonstration Component must be 5 units
 (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

The course will study the causes and international consequences of revolutions. It will be heavy on theory, but we will analyze historical cases and the students' research paper will analyze a case in light of a theory, so the class has both social and historical analysis.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):

Arthur Stein, Full Professor, Political Science; Chad Nelson, Teaching Fellow

4. Indicate what quarter you plan to teach this course:

2012-2013 Winter _____ Spring X _____

5. GE Course units 5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge The students evaluate theoretical perspectives on the causes of revolutions and international politics, which helps them develop their ability to think abstractly and critically evaluate arguments.

Integrative Learning The causes and international consequences of revolutions deal with broader conceptions of the causes of order/disorder in social life and the

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| | extent to which social events are contingent or determined which are of broad significance to the social sciences. |
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| □ Ethical Implications | Revolutions have been a touchstone for broader ethical questions in politics such as the right to rebel and the right to repress that the students can reflect on. |
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| □ Cultural Diversity | Students will learn about different places and historical eras, which will expose them to different cultural understandings. |
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| □ Critical Thinking | A central component to this class is identifying and assessing arguments – in their readings, during seminar discussions, and their research paper. |
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| □ Rhetorical Effectiveness | Students must give a presentation where they effectively explain their research to their peers. Participation in the seminar gives students practice in expressing themselves. |
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| □ Problem-solving | To complete their research paper, students will develop skills about how to develop a research design: figure out what information they need, how to get it, and how to present it. |
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| □ Library & Information Literacy | For their research paper, students will have to do historical research in light of a particular theoretical question. This will require they learn how to identify the appropriate information in the library and online. |
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(A) STUDENT CONTACT PER WEEK

1. Seminar:	3	(hours)
(A) TOTAL student contact per week	3	(HOURS)

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>N/A</u>	(hours)
2. Reading	<u>6.5</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>.5</u>	(hours)
6. Written Assignments:	<u>1</u>	(hours)
7. Research Activity:	<u>4</u>	(hours)

(B) TOTAL Out-of-class time per week	12	(HOURS)
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GRAND TOTAL (A) + (B) must equal 15 hours/week 15

Revolutions and International Politics Political Science 98T Spring 2013

Instructor: Chad Nelson

Email: cenelson@ucla.edu

Office Hours: Wed. 1:30-4, or by appointment, 4268 Bunche Hall

Seminar Overview

Recent events in the Middle East have renewed interest in revolutions. The world watched stunned in 2011 as regimes in Tunisia and then Egypt were toppled and mass protests erupted across the Arab world. Revolutions have affected every region of the globe and have involved such famed figures as Lenin, Robespierre, Ayatollah Khomeini, and Benjamin Franklin. They are fascinating, important events, not only because of their sudden, seemingly unexpected nature and their frequently violent outcome. Revolutions are a breakdown in domestic order, and they often disrupt international order. They can spread abroad and often upend existing alliances and cause war. The study of revolutions gives us insight into this breakdown and also what constitutes order.

This course examines the causes and the international consequences of revolutions. Some of the principle questions we will investigate are as follows:

- What are the causes of revolutions?
- Why do revolutions sometimes initiate larger revolutionary waves?
- What are the foreign policy consequences of revolutionary upheavals – the policies of the revolutionary state and other states' reaction?
- Why do revolutions lead to war in some cases and not others?
- Has the modern communications revolution, including social media, made revolutions more likely? What distinguishes this from earlier technological change?

These questions and the theories that address them raise broader themes we will discuss: the role of ideology in politics and the extent to which events are determined or contingent.

Course Goals

- Gain a substantive knowledge of revolutions and some of the theories that attempt to explain them
- Become aware of the larger issues in social science that these theories address
- Improve students' ability to identify and evaluate arguments in terms of their coherence and how they are applied to the evidence
- Provide stimulating weekly forums where we engage the ideas from the readings and fellow classmates
- Enhance students' research skills
- Refine students' writing (and re-writing) skills, and improve confidence in presenting material

Assessment

I. Seminar Participation: 45%

- Quantity and quality of your contribution to discussions 25%
- Reading Summaries and Reflections 15%
- Presentation of Research Project 5%

II. Research Paper: 55%

- Proposal 4% - due 3rd week
- List of Sources, Revised Proposal 4% - due 5th week
- Outline 4% - due 6th week
- Rough Draft 8% - due 8th week
- Final Paper 35% - due TBA

Seminar

Seminars are different from other classes both in size and in the requirement that each student actively and intelligently participate in what is a discussion, not a lecture. This in turn requires that you have done the readings in advance. To facilitate this, you will be required to email me by the midnight prior to each seminar a brief summary of the readings and your reflections (i.e., questions, critiques you had). All of the readings must be covered. Late responses will not be accepted. I will grade these on a satisfactory/unsatisfactory basis. In addition, you will be assigned a week that you are specifically responsible for leading off the discussion of a portion of that week's readings. You will be given a letter grade for the quality and quantity of your participation in seminars. You are allowed one free absence for the quarter.

You will also be given a letter grade for an eight-minute presentation on the main findings of your research project. Be sure to practice this in advance to ensure that your presentation is fluid and stays within the time limit.

Paper

Each student will write a 15-page paper attempting to assess or illustrate a particular argument having to do with the causes or the international consequences of revolutions in light of a specific revolution. You want a topic that is narrow enough so that you have sufficient time to conduct your research and one that allows you to reflect on the broader arguments discussed in the course. Here are some sample topics:

- Why did the British declare war on France following the French Revolution? Which of the arguments that we encountered about how revolutions lead to war best fit this case, if any?
- Can the concept of an informational cascade be used to explain the Tunisian and Egyptian revolutions of 2011?
- What explains why Saudi Arabia during the Arab Spring has been willing to support revolt in Syria but wanting to suppress it in Egypt?
- How does the Soviet policy towards the Spanish Civil War shed light on the question of how revolutionary states signal accommodation abroad while trying to maintain revolution at home?

- Why was there so little international reaction to the Italian revolution's attempt to spread fascism abroad?
- To what extent did the Haitian Revolution serve as a demonstration effect for slave revolts in the United States? What does this say about the causes of revolts?
- To what extent the fear of slave revolts shape American policy towards Haiti, in contrast to geopolitical explanations?

You are always welcome to meet with me in office hours to discuss your topic. You are encouraged to get an early start, which is why there are assignments spread throughout the quarter. After you turn in your first proposal, you will be required to meet with me. Two weeks after our meeting, you will turn in a more elaborate proposal, and a week after that, you will turn in an outline. Your rough draft will be due the eighth week. You must turn in these assignments on time to receive credit. I will provide detailed feedback and grade them on a satisfactory/unsatisfactory basis. The final paper will be given a letter grade. You can turn it in late, but it will be docked one third of a letter grade each day it is late.

I will provide handouts that have the specifics of what to write for the proposals, how to format your paper and provide citations, how to use subheadings, and so forth. We will discuss in class how to find what information is out there. Also see Marc Trachtenberg's "Identifying the Scholarly Literature" on his website:

<http://www.sscnet.ucla.edu/polisci/faculty/trachtenberg/methbk/AppendixI.html>.

See me if you are having trouble finding sources. I will also provide handouts from the UCLA Graduate Writing Center that have helpful tips on such issues as grammar and revising papers. After these steps it might be anticlimactic when you turn in your final paper, but you will hopefully have a polished product.

NOTE: PLAGARISM AND OTHER FORMS OF ACADEMIC DISHONESTY WILL NOT BE TOLERATED. For a guide to academic integrity, see <http://www.studentgroups.ucla.edu/dos/students/integrity/>.

Reading

The one book to purchase, available at the UCLA bookstore, is as follows:

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East* (New York, NY: Public Affairs, 2012)

All the rest of the reading material will be posted on the course website. The readings for this course range from works that are purely theoretical to those that offer an argument and then examine evidence to works of history. For the theoretical reading, ask yourself, what are the assumptions this theory makes that distinguish it from others? What would you expect to observe given the theory? What evidence would disprove the theory? For those that provide evidence, ask yourself whether the evidence actually supports the author's point. For the historical reading, consider what the author presents in light of the theories you have encountered. Does it challenge or fit the way certain theories purport

that politics works? Ask yourself whether different historical accounts or theories are compatible or whether they conflict and why.

Course Outline

Week 1: What Are Revolutions? An Introduction to the Concept and Theories

What distinguishes a revolution from other types of civil conflict/leadership change?

What are the outstanding questions in the scholarship on revolutions?

Michael Kimmel, *Revolution: A Sociological Interpretation* (Temple University Press, 1990), 1-14.

Jack Goldstone, "Toward a Fourth Generation of Revolutionary Theory," *Annual Review of Political Science* 1 (2001): 139-187.

Week 2: Theories of the Causes of Revolutions

How do the different theories of the causes of revolution represent different conceptions of what constitutes order? What are the different assumptions about the role of ideational vs. material factors and structural vs. contingent factors?

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia and China* (New York, NY: Cambridge University Press, 1979), 3-32, 168-171.

Theda Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions," *Comparative Studies in Society and History*, 18 (1976): 175-210.

William Sewell, "Ideologies and Social Revolutions: A Reflection on the French Case," *Journal of Modern History* 57 (1985): 57-85.

Theda Skocpol, "Cultural Idioms and Political Ideologies in the Revolutionary Reconstruction of State Power: A Rejoinder to Sewell," *Journal of Modern History* 57 (1985): 86-96.

Chalmers Johnson, *Revolutionary Change* (Stanford, CA: Stanford University Press, 1966), 61-90.

Timothy Wickham-Crowley, "Structural Theories of Revolution" in John Foran, ed., *Theorizing Revolutions* (New York, NY: Routledge, 1997), 36-70.

Week 3: Theories of the Causes of Revolution and the Diffusion of Revolution

What are the different ways in which revolutions spread? How does this affect our understanding of the causes of revolutions in general?

Mark Katz, *Revolutions and Revolutionary Waves* (New York, NY: St. Martin's Press, 1997), 1-23.

Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," *World Politics* 44 (1991): 7-48.

Jeffrey Berejikian, "Revolutionary Collective Action and the Agent-Structure Problem," *American Political Science Review* 86 (1992): 647-657.

Kurt Weyland, "The Diffusion of Revolution: '1848' in Europe and Latin America," *International Organization* 63 (2009): 391-423.

Week 4: Causes of the Iranian Revolution

What does the outbreak of the Iranian Revolution tell us about the theoretical understandings of the causes of revolution we have discussed?

Said Arjomand, "Iran's Islamic Revolution in Comparative Perspective," *World Politics* 38 (1986): 383-414.

Theda Skocpol, "Rentier State and Shi'a Islam in the Iranian Revolution," *Theory and Society* 11 (1982): 265-303.

Charles Kurzman, "Structural Opportunities and Perceived Opportunities in Social-Movement Theory: Evidence from the Iranian Revolution of 1979," *American Sociological Review* 61 (1996): 153-170.

Charles Kurzman, *The Unthinkable Revolution in Iran* (Cambridge, MA: Harvard University Press, 2004), 1-11.

Week 5: Theories of International Relations

Turning our attention to the international consequences of revolutions, we will examine general perspectives on how international politics operates. What do these theories tell us about how revolutions can affect relations between states? How are ideological and material factors differently weighed?

Kenneth Waltz, *Theory of International Politics* (Reading, MA: Addison Wesley, 1979), 73-128.

Alexander Wendt, "Anarchy is what states make of it," *International Organization*, 46 (1992): 391-425.

Alexander Wendt, *Social Theory of International Politics* (New York, NY: Cambridge University Press, 1999), 92-138.

John Mearshiemer, *The Tragedy of Great Power Politics* (W.W. Norton and Company, 2001), 29-52, 190-192.

Mark Hass, *The Ideological Origins of Great Power Politics* (Ithaca, NY: Cornell University Press, 2005), 4-18.

Week 6: Revolutions and Different Regime Types in International Society

How does the appearance of new regime types affect international politics?

David Armstrong, *Revolution and World Order: The Revolutionary State in International Society* (New York, NY: Oxford University Press, 1993), 1-11, 243-272.

Fred Halliday, "International Society as Homogeneity: Burke, Marx, Fukuyama," *Millennium: Journal of International Studies* 21 (1992): 435-462.

Mlada Bukovansky, "The Altered State and the State of Nature: The French Revolution and International Politics," *Review of International Studies* 25 (1999):197-216.

John Owen, *The Clash of Ideas in World Politics: Transnational Networks, States, and Regime Change* (Princeton, NJ: Princeton University Press, 2010), 1-7, 53-78.

Week 7: Foreign Policies of Revolutionary States

What are the forces that drive the revolutionary state's policies, either towards radicalism or towards conforming to the practices of the international system? How do their policies affect the reaction of other states?

Fred Halliday, *Revolution and World Politics: The Rise and Fall of the Sixth Great Power* (Durham, NC: Duke University Press, 1999), 133-157, 207-233.

Houmand Sadri, *Revolutionary States, Leaders, and Foreign Relations* (Westport, CT: Praeger, 1997), 1-15.

Maximilian Terhalle, "Revolutionary Power and Socialization: Explaining the Persistence of Revolutionary Zeal in Iran's Foreign Policy," *Security Studies* 18 (2009): 557-586.

Henry Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-1822* (Boston, MA: Houghton Mifflin, 1957), 1-6.

Week 8: Revolution and War

What are the processes by which revolutions can lead to war? Can we construct a single theory or framework of why revolutions cause war (and why they sometimes do not)?

Stephen Walt, *Revolution and War* (Ithaca, NY: Cornell University Press, 1996), 1-44, 238-243.

Robert S. Snyder, "The U.S. and Third World Revolutionary States: Understanding the Breakdown in Relations," *International Studies Quarterly* 43 (1999): 265-290.

Patrick Conge, *From Revolution to War: State Relations in a World of Change* (Ann Arbor, MI: University of Michigan Press, 1996), 1-31.

Paul Ewenstein, "Offensive Realism and Revolution" (unpublished manuscript).

Gregory Gause, "Iraq's Decisions to Go to War, 1980 and 1990," *Middle East Journal* 56 (2002), 47-53, 63-70.

Week 9: The Arab Spring, Student Presentations

How does the Arab spring reflect on what we have learned about the causes and international consequences of revolution?

Marc Lynch, *The Arab Uprising: The Unfinished Revolutions of the New Middle East* (New York, NY: Public Affairs, 2012).

Week 10: Student Presentations, Course Conclusion

Do revolutions have a future?

Jeffery Paige, "Finding the Revolutionary in the Revolution: Social Science Concepts and the Future of Revolution" and Misagh Parsa, "Will Democratization and Globalization Make Revolutions Obsolete?" in John Foran, ed., *The Future of Revolution in the Context of Globalization* (New York, NY: Palgrave, 2003), 19-29, 73-82.



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New Course Proposal

	Political Science 98T Revolutions and International Politics				
Course Number	Political Science 98T				
Title	Revolutions and International Politics				
Short Title	REVOLUTNS&INTL PLTC				
Units	Fixed: 5				
Grading Basis	Letter grade only				
Instructional Format	Seminar - 3 hours per week				
TIE Code	SEMT - Seminar (Topical) [T]				
GE Requirement	Yes				
Major or Minor Requirement	No				
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.				
Course Description	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Discussion of following questions: What are causes of revolutions? Why do they sometimes spread? What explains foreign policy of revolutionary states and reaction of other states? Why do revolutions sometimes lead to war? Letter grading.				
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows.				
Syllabus	File Poli Sci 98T syllabus.doc was previously uploaded. You may view the file by clicking on the file name.				
Supplemental Information	Professor Arthur Stein is the faculty mentor for this seminar.				
Grading Structure	Seminar Participation: 45% (Quantity/quality of your contribution to discussions 25%) (Reading Summaries and Reflections 15%) (Presentation of Research Project 5%) Research Paper: 55% (Proposal 4% - due 3rd week) (List of Sources, Revised Proposal 4% - due 5th week) (Outline 4% - due 6th week) (Rough Draft 8% - due 8th week) (Final Paper 35% - due TBA)				
Effective Date	Spring 2013				
Discontinue Date	Summer 1 2013				
Instructor	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Chad Nelson</td> <td>Teaching Fellow</td> </tr> </tbody> </table>	Name	Title	Chad Nelson	Teaching Fellow
Name	Title				
Chad Nelson	Teaching Fellow				

Quarters Taught	<input type="checkbox"/> Fall	<input type="checkbox"/> Winter	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
Department	Political Science			
Contact	Name	E-mail		
Routing Help	CATHERINE GENTILE	cgentile@oid.ucla.edu		

ROUTING STATUS

Role:	Registrar's Office
Status:	Processing Completed
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 7/24/2012 12:18:00 PM
Changes:	Description
Comments:	Edited course description into official version.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/16/2012 11:48:30 AM
Changes:	Short Title
Comments:	No Comments
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 7/13/2012 3:56:39 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 6/26/2012 4:48:21 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/7/2012 12:13:15 PM
Changes:	Grading Structure
Comments:	Routing to Michael Meranze for FEC approval
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/31/2012 1:52:53 PM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, chair, CUTF Program
Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 5/31/2012 1:51:55 PM
Comments:	Initiated a New Course Proposal

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