

Revolutions and International Politics

Political Science 350/370

Fall 2023

Professor: Chad Nelson
Meeting Time: Th, 9-11:50
Meeting Place: 793 KMBL
Email: chad_nelson@byu.edu
Office: 752 KMBL

Office Hours: Th 1:30-3, or by
appointment. Please don't hesitate to
contact me.
Office phone: 801-422-3505 (also
zoom#)

Seminar Overview

Revolutions have affected every region of the globe and have involved such famed figures as Vladimir Lenin, Maximilien Robespierre, Ayatollah Khomeini, and Thomas Jefferson. They are fascinating, important events. Revolutions are a breakdown in domestic order, and they often disrupt international order. They can spread abroad, upend existing alliances, and cause war. The study of revolutions gives us insight into the breakdown of domestic and international order, and thus what constitutes "order."

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

- What are the causes of revolutions?
- Why do revolutions sometimes spread?
- What explains the foreign policy of revolutionary states?
- What explains how other states respond to revolutions?
- Why do revolutions lead to war in some cases and not in others?

These questions and the theories that address them raise broader themes we will discuss throughout the course: the role of ideology in politics and the extent to which events are determined by larger structural factors or are contingent upon the actions of agents.

Course Goals

Beyond learning about the sustenance of the causes and international consequences of revolutions, we are learning larger social science skills. What makes for a good theory? How do we test theories? Events like revolutions and wars are mercurial events. They can illustrate both the usefulness and limitations of social science theories, as we will see.

BYU's Political Science Department Learning Outcomes are as follows:

- Gain an understanding of the discipline of political science. (Learning Outcome #1).
- Think critically and analytically about government, political processes, and political philosophy. (Learning Outcome #2).
- Answer political questions with careful research design and rigorous analysis (Learning Outcome #3).
- Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material (Learning Outcome #4).
- Learn how to collaborate effectively with others (Learning Outcome #5).

We will aim to achieve all these outcomes. We will gain an understanding of the subfields of international relations and comparative politics by studying some of the longest standing questions in the study of political order in both fields. Everything in this course is oriented toward enabling you to produce a major research paper on the topic of the course. We go through theories about the causes and international consequences of revolution not only for the substantive knowledge but also to examine how we go about using theories to explain the world, and how to test theories. The multiple stages of writing your research paper and commenting on others' work enables you to "develop productive individual and collaborative writing processes, including pre-writing, drafting, drafting, revising, editing and proofreading," which is a GE Advanced Writing Learning Outcome. You learn how to collaborate with each other especially by the extensive feedback you will be given and give to your colleagues.

Assessment

I. Seminar Participation: 40%

- Quantity and quality of your contribution to discussions 35%
- Peer Reviews 5%

II. Research Paper: 60%

- Proposal, List of Sources 3% - due September 28 (including mandatory meeting with professor)
- Revised Proposal, List of Sources 3% - due October 12
- Outline 4% - due October 26 (including mandatory meeting with professor)
- Rough Draft - due two or three days before your presentation, determined by the schedule (grade is explained below)
- Final Paper 50% - due December 21

Seminar

Seminars are different from lecture classes both in size and in the requirement that each student actively and intelligently participate in a discussion. This in turn requires that you have done the readings in advance. To facilitate this, you will be required to post on Learning Suite by the midnight prior to each seminar, starting the second week, a brief summary of the readings to be covered in class (a solid paragraph for each article will do) and if you'd like your thoughtful reflections (i.e., questions, critiques of the arguments, etc.). You must cover all of the readings assigned for the day, as indicated on the schedule. Late responses will not be accepted. I will grade these on a complete/incomplete/not done basis. Whether you get an incomplete is based on the level of your engagement with the reading. I'll give you a sense of how thorough you have to be in class. I might also call on you in class to expound on a reading.

You will be given a letter grade for the quality and quantity of your participation in seminars. Given the size of the class, I will expect that you make many comments each seminar – questions or answers to questions based on your knowledge of the readings. Beyond the general questions for the week's readings posed in the syllabus, I will email (make sure your email address is up to date) a more specific set of questions concerning the readings every week. You can bet that I will ask you many of these questions, so if you are looking to contribute to the discussion,

having something to say about these questions is an easy way to start. We also want to hear from everyone, so please do not dominate the conversation.

You are allowed **one** free absence for the semester. Further absences will have a significant affect on your participation: You will lose a quarter of your participation points if you miss class two times, half of your participation points if you miss class three times, and all of your points if you miss class five times.

It is my goal as a professor to conduct vigorous but respectful discussions, where everyone participates. Given that aim, please refrain from distractions, i.e., turn your phone and the wireless signal on your computer off. Conduct that makes other students unwelcome to participate will not be tolerated. See in particular the University's policy towards sex discrimination below. If you have a disability that requires accommodation, see me as soon as possible. See also the University's policy towards students with disabilities below.

Research Paper

Each student will write a 20-page paper attempting to assess or illustrate a particular argument relating to the causes or the international consequences of a specific revolution. For example, you may ask why war broke out between Britain and France following the French Revolution. Which of the arguments that we encountered about how revolutions lead to war best fit this case, if any? Or you may be interested in whether the concept of an informational cascade can be used to explain the Tunisian and Egyptian revolutions of 2011. You want a topic that is narrow enough so that you have sufficient time to conduct your research. I will provide a handout with possible paper topics. Below there is a guide to get you thinking about the types of issues that would make for good papers. You are always welcome to meet with me in office hours or other times to discuss your topic and will be required to do so several times.

There are a series of assignments throughout the semester to ensure you get an early start and have a polished research paper at the end of the course. You will turn in a proposal that will differ in form from proposals you wrote for PS 200. You will answer a series of specific questions about your project: what is the puzzle you are trying to explain (your dependent variable), what is your best guess about the cause of this puzzle (your independent variable), what are the observable implications of your hypothesis, and so forth. After you turn in your first proposal, you will be required to meet with me. After our meeting, you will turn in a slightly more elaborate proposal and list of sources. The next step is to turn in an outline and you will again be required to meet with me. Your rough draft will be due two or three days before it is your turn to discuss your paper. I will provide a specific schedule in class. You will post your paper on Learning Suite. We will read it intensively and students assigned to will post your paper with their comments on Learning Suite. The rough draft should be relatively polished – it should be a complete draft. Also remember that I will be assessing your feedback on other students' papers (which must be given to them on the day they present) as a part of your participation grade. You must turn in your proposals, outline, and rough draft on time to receive credit. I will grade each on a good/fair/poor basis, with the exception of the rough draft. I will not give a grade on this, but if your rough draft is particularly unpolished, I will lower your participation grade, depending on how unpolished the paper is. If you do not submit a rough draft, you will fail the course. The final paper will be given a letter grade. You will submit an

electronic copy via Learning Suite and turn in a hard copy. The paper will be due the last day of the semester, **December 21**.

I will provide handouts that have the specifics of what to write for the proposals, the format your outline should take, how to format your paper and provide citations, how to use subheadings, and so forth. In class, we will discuss how to find what information is out there. See me if you are having trouble finding sources. We will spend a portion of each week discussing the research and writing of the paper.

NOTE: PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY WILL NOT BE TOLERATED. Plagiarism, as well as other forms of academic dishonesty, is grounds for failing the class. See an elaboration of the University's policy, and citations of additional resources, in the section discussing University policies below.

Reading

All 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. Again, in addition to the more general questions on the course outline below I will email you each week more specific questions pertaining to the readings.

Tentative Course Outline

September 7	What Are Revolutions? An Introduction to the Concept and Theories
Questions	<ul style="list-style-type: none"> • What distinguishes a revolution from other types of civil conflict/leadership change? • What are we going to be doing in this class?
Readings to discuss	<ol style="list-style-type: none"> 1. The syllabus. 2. For background on the subject of this class, I have posted Jack Goldstone, "Toward a Fourth Generation of Revolutionary Theory," <i>Annual Review of Political Science</i> 1 (2001): 139-187. This is not required reading, but it gives you an overview of some of the literature we will discuss.

September 14	Theories of the Causes of Revolutions
Questions	<ul style="list-style-type: none"> • What causes revolution? What are the different assumptions about the role of ideational vs. material factors and structural vs. contingent factors in these theories? • What makes for a good theory?
Readings to discuss	<ol style="list-style-type: none"> 1. Theda Skocpol, <i>States and Social Revolutions: A Comparative Analysis of France, Russia and China</i> (New York: Cambridge University Press, 1979), 3-32, 47-67, 112-128, 155-157. 2. William Sewell, "Ideologies and Social Revolutions: A Reflection on the French Case," <i>Journal of Modern History</i> 57 (1985): 57-85. 3. Eric Selbin, "Revolutions in the Real World: Bringing Agency Back In" in John Foran, ed., <i>Theorizing Revolutions</i> (New York, NY: Routledge, 1997), 123-136. 4. John Foran. <i>Taking Power: On the Origins of Third World Revolutions</i>. (New York: Cambridge University Press, 2005), 18-26, 248-258.

September 21	Theories of the Spread of Revolutions
Questions	<ul style="list-style-type: none"> • What are the different ways in which revolutions spread? • How does this affect our understanding of the causes of revolutions in general? • Can we have a predictive theory of revolution?
Readings to discuss	<ol style="list-style-type: none"> 1. Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," <i>World Politics</i> 44 (1991): 7-48. 2. Kurt Weyland, "The Diffusion of Revolution: '1848' in Europe and Latin America," <i>International Organization</i> 63 (2009): 391-423. 3. Seva Gunitsky, <i>Aftershocks: Great Powers and Domestic Reforms in the Twentieth Century</i> (New York: Princeton University Press, 2017), 1-32.

September 28	Causes of the Iranian Revolution
Questions	<ul style="list-style-type: none"> • What does the outbreak of the Iranian Revolution tell us about the theoretical understandings of the causes of revolution we have discussed?
Readings to discuss	<ol style="list-style-type: none"> 1. Theda Skocpol, "Rentier State and Shi'a Islam in the Iranian Revolution," <i>Theory and Society</i> 11 (1982): 265-283. 2. Said Arjomand, <i>The Turban for the Crown: The Islamic Revolution in Iran</i> (New York: Oxford University Press, 1988), 189-192. 3. Misagh Parsa, "State, Class, and Ideology in the Iranian Revolution," <i>Comparative Studies of South Asia, Africa and the Middle East</i> 29 (2009): 3-17. 4. Charles Kurzman, "Structural Opportunities and Perceived Opportunities in Social-Movement Theory: Evidence from the Iranian Revolution of 1979," <i>American Sociological Review</i> 61 (1996): 153-170. 5. Charles Kurzman, <i>The Unthinkable Revolution in Iran</i> (Cambridge, MA: Harvard University Press, 2004), 1-11.

Assignment Due	<ul style="list-style-type: none"> • First proposal due at the beginning of class. • Meeting with Professor.
----------------	--

October 5	Theories of International Relations
Questions	<p>Turning our attention to the international consequences of revolutions, we will examine general perspectives on how international politics operates.</p> <ul style="list-style-type: none"> • What do these theories tell us about how revolutions can affect relations between states? • How are ideological and material factors differently weighed? • How would we test the Mearshiemer and Haas theories?
Readings to discuss	<ol style="list-style-type: none"> 1. John Mearsheimer, <i>The Tragedy of Great Power Politics</i> (New York: W.W. Norton and Company, 2001), 29-37, 46-48, 190-194, 334-359. 2. Alexander Wendt, <i>Social Theory of International Politics</i> (New York: Cambridge University Press, 1999), 22-33, 92-109. 3. Mark Haas, <i>The Ideological Origins of Great Power Politics</i> (Ithaca, NY: Cornell University Press, 2005), 4-18, 40-52.

October 12	Revolutions and Different Regime Types in International Society
Questions	<ul style="list-style-type: none"> • How does the appearance of new regime types affect international politics? • How could we test the Owen theory?
Readings to discuss	<ol style="list-style-type: none"> 1. John Owen, <i>The Clash of Ideas in World Politics: Transnational Networks, States, and Regime Change</i> (Princeton: Princeton University Press, 2010), 1-7, 28-78, and empirical chapter.
Assignment Due	<ul style="list-style-type: none"> • Revised Proposal and List of Sources due at the beginning of class.

October 19	Foreign Policies of Revolutionary States
Questions	<ul style="list-style-type: none"> • What constitutes a “revolutionary” foreign policy? • What are the forces that drive the revolutionary state’s policies, either towards radicalism or towards accommodation? Are revolutionary leaders particularly irrational or risk prone?
Readings to discuss	<ol style="list-style-type: none"> 1. Henry Kissinger, <i>A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-1822</i> (Boston: Houghton Mifflin, 1957), 1-6. 2. Fred Halliday, <i>Revolution and World Politics: The Rise and Fall of the Sixth Great Power</i> (Durham, NC: Duke University Press, 1999), 133-157. 3. Maximilian Terhalle, “Revolutionary Power and Socialization: Explaining the Persistence of Revolutionary Zeal in Iran’s Foreign Policy,” <i>Security Studies</i> 18 (2009): 557-586. 4. Jeff D. Colgan, “Domestic Revolutionary Leaders and International Conflict” <i>World Politics</i> 65 (2013): 656-690.

October 26	Revolution and War
Questions	<ul style="list-style-type: none"> • 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)?
Readings to discuss	<ol style="list-style-type: none"> 1. Stephen Walt, <i>Revolution and War</i> (Ithaca, NY: Cornell University Press, 1996), 18-44, 238-243. 2. Paul Ewenstein, <i>Realism and Revolution: Why (Some) Revolutionary States Go to War</i> (New York: Peter Lang, 2020), 12-22, 52-55 3. Chad Nelson, “Revolution and War: Saddam’s Decision to Invade Iran,” <i>The Middle East Journal</i> 73 (2018): 246-266.

	4. Robert S. Snyder, "The U.S. and Third World Revolutionary States: Understanding the Breakdown in Relations," <i>International Studies Quarterly</i> 43 (1999): 265-290.
Assignment Due	<ul style="list-style-type: none"> • Outline due at the beginning of class. • Meeting with Professor

November 2	The Arab Spring/Writing tips
Questions	<ul style="list-style-type: none"> • How does the Arab spring reflect on what we have learned about the causes of revolution? • What are tips for how to write good papers?
Readings to discuss	1. Marc Lynch, <i>The Arab Uprising: The Unfinished Revolutions of the New Middle East</i> (New York: Public Affairs, 2012), 7-28, 67-99.

November 10, 17, 30; December 7	Student Presentations
Readings to discuss	1. Your fellow classmates' rough drafts.
Assignment Due	<ul style="list-style-type: none"> • Read and provide feedback for peers • Give your presentation • Submit your rough draft

December 14	Course Conclusion
Questions	<ul style="list-style-type: none"> • What do you think about the role of ideology in politics and the extent to which events are determined by larger structural factors or are contingent?
Readings to discuss	No readings

ELECTRONIC AND HARD COPY OF FINAL PAPER DUE December 21.

Paper Topics

What Makes a Good Paper Topic

There are several basic constraints on your paper topic:

Subject – The paper must deal with something on the causes or international consequences of revolutions.

Scope – You need to pick a topic where there is enough information to write a research paper, but the topic needs to be sufficiently narrow so that you will have enough time to read the relevant information. For example, you cannot write a paper comparing the causes of the French, Russian, and Chinese Revolutions. There is no way you would have the time to digest the literature or the space to write it up. On the other hand, given a narrow topic, you will probably have to investigate whether there is sufficient information out there to analyze. For example, you may be interested in the policy of Saudi Arabia to the revolution in Egypt in 2011: to what extent were they acting in a counterrevolutionary manner and why? That is a great topic, but it is not obvious whether there is enough information out there. Go check it out.

Argument – You need to make an analytical argument, not a narrative of events. Your argument should be based on some kind of empirical or theoretical puzzle, or theory testing. What is driving the paper is an analytic question, not a descriptive narration. You have some theoretical question and you are doing an empirical investigation. I will elaborate different types below.

Types of Paper Topics

1. Test an existing theory

One type of topic tests an existing theory about the causes or international consequences of revolutions with an analysis of a particular case or set of cases. In other words, an author makes a particular claim about, say, the causes of revolutions, and you go out and investigate a case of revolution or nonrevolution to assess whether their argument is correct.

1a. Test an existing theory using the case(s) the author provides

One variation of this is when you pick a case that an author her or himself has used to prove their theory. You may suspect that their analysis is wrong because of your prior knowledge or because they did a lousy job in their own analysis. Or better yet, you may be aware that there are other scholars who have a different opinion of this very case. For example, several authors make competing claims for the causes of the 1792 war between France and Austria/Prussia. Then the question becomes, on what basis of evidence do the various arguments turn? If you can prove that an author's argument does not work in the very case they selected, you make a powerful counterargument. You don't, however, just want to repeat what an author has said and conclude that they are right, because that would look like a book report rather than an independent research paper. So you have to be careful in selecting this option.

1b. Test a theory using cases that should apply to the theory

Another variation is when you select a case where the theory should fit, though the author does not assess that case. For example, in the readings there is an argument by Robert Snyder about why there is a breakdown in relations between the U.S. and third world revolutionary states. He

mentions that the only illiberal revolutions that did not lead to a breakdown in relations were Zimbabwe and Bolivia, and he analyzes Zimbabwe. But why did his theory not work in Bolivia? That would be a case worth investigating.

To apply the theory to a case, you have to know what the domain of the theory is – where it is supposed to apply. So, in the Snyder example, you would not assess the American relations with the Philippines in 1986, following their liberal revolution, because he says his theory only applies to illiberal revolutions. There was a breakdown in relations between the United States and Grenada, and that case should apply to his model. But you may want to know, was it because of the reasons he specified? You can examine cases where you do not know whether the theory is correct, or in cases where you know the outcome is contrary to what the theory would predict – it may be enlightening to find out just why the theory was wrong.

2. Empirical or theoretical puzzle not necessarily tied to an existing theory

Another type of topic is an empirical or theoretical puzzle not necessarily tied to a preexisting theory. You might have a more theoretical question that you want to apply to a case or cases, or you may want to explain a particular empirical puzzle. Either direction may lead you to the same place. For example, you may wonder why militaries sometimes do and sometimes do not support revolutions, which is clearly related to their success or failure. This may lead you to do a comparative analysis of Iran in 2009, when the army did not support the revolution, with Egypt in 2011, when the army did. Or you may have been interested in that puzzle to begin with. Policies that seem odd, given your expectation of how the world works, are fruitful veins for interesting topics. For example, why was Cuba expending such effort in promoting revolution all the way in Angola? Why, on the other hand, was the Soviet Union suppressing a communist revolution in the Spanish Civil War, when you might suppose it would support it? Does this tell us anything about what motivates revolutionary foreign policy? Or why did Germany align with the Soviet Union in the 1920s, when we might expect it would be hostile to the Communist state? What does this tell us about what motivates or constrains potential counter-revolutionary states?

Sometimes you start not with a theory or puzzle, but with an interest in a particular case. Perhaps you know you are interested in doing something on the Chinese communist revolution. That is fine, but you will need to find some sort of puzzle or theory that applies to the case so that you have something interesting to research and write about. There is usually some sort of puzzle or theory that could be applied to a case. For example, we discuss theories of revolutionary foreign policy and you could apply those theories to the Chinese case. We will talk about what makes for good puzzles in class. For those interested in particular cases, that may be because you have a foreign language ability. If that is the case, I strongly encourage you to utilize sources in your language when relevant.

Sample Paper Topics

I will provide a list of possible topics. You are welcome to choose your topic from that list, but you are not limited by it. These topics will at least give you an idea of the scope and type of analysis that we are looking for. I provide this list also as a backup. I want you to do something you are interested in, but time is of the essence in this class, and if you find yourself struggling to come up with your own topic, you might have to resort to borrowing from this list. One caveat:

No two people can write on the same topic. You can write on a different topic concerning the same revolution, although you may find it harder to commandeer the necessary books, since you are competing with another student. (Yes, you will need to read books – not everything is on the internet.)

Paper guidelines

Citations/Research quality:

I will not provide any suggested number of citations because this is a poor indicator of research quality. The skilled use of one source, such as a collection of primary documents, can indicate a depth that the use of ten sources does not. Rather than a particular number of sources, I will be looking to see whether you have a command of the literature on your given topic and if you are effectively using the sources to prove your point. You should also avoid “stuffing” sources – tacking on sources just to show that you looked something up when it adds no real value. This is obvious and distracting.

There are three main ways of citation: parenthetical, footnote, and endnote. I prefer footnotes. Given the footnote method there are many different styles of citation. You may use Turabian style as you did in PS 200, but you do not have to. Just pick a style and be consistent. Include a list of citations at the end of the paper.

Do not overuse quotes. You should use quotations when you are examining a particular text – for example, a document in which a leader makes a claim for why he/she did something that you are interested in. Often, however, points can be paraphrased and then cited. You do not want your paper to be a string of quotations. On the other hand, be careful not to plagiarize. Plagiarizing includes quoting texts without quotations and citation, but also a slight rearrangement of the author’s sentence without quotation. See the university policies below.

Remember that this is a major research paper. Your paper should convey that you are familiar with the scholarly debates on the subject and the reader should be clearly told where you come out on these debates and why. As I will be emphasizing in class, this takes a lot of time. You have to pace yourself.

Length and style:

The paper should be about 20 pages. Sheer length does not indicate quality of research, but shortness often indicates the lack of quality – the student has ran out of things to say given the cursory nature of the research. Getting the paper to the 20 pages is not the hard task. Doing the research is the hard task. The paper should be formatted in the normal way – times new roman font, 12 point, double spaced, one-inch margins. Include the page numbers.

Spelling/Grammar:

There should not be misspellings and grammatical errors, such as verb tense agreement. These errors are distracting and indicate an unfinished product.

Organization:

Your paper should be clear, crisp, and tightly argued. There should be no fluff. Your thesis should be clear, and everything in the paper should be directly related to testing that thesis. Subheadings are an essential part of coherent organization. I should be able to outline your paper with relative ease. There should be a clear flow to the paper: sections and paragraphs should logically flow from one to the next.

Argument:

Your paper should be making an argument, and your paper will be graded based on how well you make that argument. Is the argument logically consistent? Is there evidence that backs up the claims made? Do the cases selected actually test the claim presented? Does the paper anticipate and address counterarguments? Are rival hypotheses presented fairly? Is the conclusion backed by what was presented in the paper? Are the claims and the evidence provided novel/interesting?

Grade:

To conclude, the following is the grading criteria, in order of increasing importance, and an “A” example:

1. Nuts and bolts: The paper is properly formatted. There are no spelling or grammatical errors. Sentences are clearly written, and sources are properly cited.
2. Organization: There is a clear and logical flow to the paper.
3. Tie:
 - a. Research quality: It is evident this person has mastered the evidence surrounding her or his topic.
 - b. Argument: The paper deftly uses evidence to argue a particular point, and handles rival hypotheses skillfully.

FHSS Writing Lab: Because you are taking a course in the College of Family, Home and Social Sciences, you can use the FHSS Lab resources for free. Do so! They have people there that can help you proofread/organize your paper. See: <https://fhsswriting.byu.edu/Pages/home.aspx>. Even if you do not use this service, it is always helpful to have someone else read your paper. Get a family member, roommate, or friend to give it a read.

University and Class Policies

Academic Dishonesty, including Plagiarism

Details about the “Academic Honesty Policy,” which is part of the honor code that you have agreed to uphold, can be found here: <https://policy.byu.edu/view/index.php?p=10>. If you have not read this policy before, read it. You will be held accountable to these standards. Academic dishonesty includes plagiarism, fabrication or falsification, cheating, and other academic misconduct, such as “submitting the same work for more than one class without disclosure and approval.” Note that my standard response towards instances of academic dishonesty is to fail students from the class. Honesty is not only central to BYU, where the mission of the University is to inculcate certain moral values in the student body. Intellectual honesty is vital to the mission of universities more broadly.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*. Or talk with me!

Artificial intelligence programs such as ChatGPT are enabling students to have these programs do the writing for them. There may come a day when these tools are treated like allowing a calculator in a math class, but just as there can be good reasons to disallow calculators in a math class, I do not want you to use these tools for your papers in this class. I want you to practice writing on your own.

Preventing & Responding to Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor

Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> for help.

I encourage anyone with a disability to see the University Accessibility Center as soon as possible. They will send me an email and I will email you to set up a time we can meet to accommodate you.

Counseling and Psychological Services

Many students at BYU struggle with stress, depression, and other emotional challenges. BYU's office of Counseling and Psychological Services offers a variety of helpful services to deal with these very common issues. Counseling is available and free of cost for full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.

Additional Literature on Revolutions

General works reviewing revolutions and theories of revolution:

- Kimmel, Michael S. *Revolution: A Sociological Interpretation*.
- Sanderson, Stephen K. *Revolutions: A Worldwide Introduction to Political and Social Change*.
- Defronzo, James. *Revolutions and Revolutionary Movements*.
- Foran, John. "Theories of Revolution Revisited: Toward a Forth Generation?"
- Goldstone, Jack A. "Theories of Revolution: The Third Generation."
- Goldstone, Jack A. "The Comparative and Historical Study of Revolutions."
- Keddie, Nikki, ed. *Debating Revolutions*.
- Foran, John, ed. *Theorizing Revolutions*.

19th century classics on the causes of revolution:

- Marx, Karl. *The Communist Manifesto*.
- Tocqueville, Alexis. *The Old Regime and the French Revolution*.

20th century classics on the causes of revolution:

- Briton, Crane. *The Anatomy of Revolution*.
- Johnson, Chalmers. *Revolutionary Change*.
- Gurr, Ted. *Why Men Rebel*.
- Davies, James. "Toward a Theory of Revolution."
- Moore, Barrington. *Social Origins of Dictatorship and Democracy*.
- Huntington, Samuel. *Political Order in Changing Society*.
- Tilly, Charles. *From Mobilization to Revolution* (Also see his review of Huntington: "Does Modernization Breed Revolution?").
- Wolf, Eric. *Peasant Wars of the Twentieth Century*.

Some of the more prominent work on the causes of revolution in the last 40 years:

- Goodwin, Jeff. *No Other Way Out: States and Revolutionary Movements, 1945-1991*.
- Wickham-Crowley, Timothy. *Guerillas and Revolution in Latin America*.
- Goldstone, Jack A. *Revolution and Rebellion in the Early Modern World*.
- Parsa, Misagh. *States, Ideologies, and Social Revolutions: A Comparative Analysis of Iran, Nicaragua, and the Philippines*.
- McDaniel, Tim. *Autocracy, Modernization, and Revolution in Russia and Iran*.
- Lohman, Suzanne. "Dynamics of Informational Cascades: the Monday Demonstrations in Leipzig, East Germany, 1989-91."
- Lawson, George. *Anatomies of Revolution*.
- Beissinger, Mark R. *The Revolutionary City: Urbanization and the Global Transformation of Rebellion*.

Some works on revolution and international politics:

- Armstrong, David. *Revolution and World Order*.
- Conge, Patrick. *Revolution to War*.

- Bukovansky, Mlada. *Legitimacy and Power Politics: The American and French Revolutions in International Political Culture*.
- Kim, Kyung-Won. *Revolution and International System*.
- Bisley, Nick. "Counter-revolution, Order and International Politics."
- Sadri, Houmand. *Revolutionary States, Leaders, and Foreign Relations*.

Work on Specific Revolutions:

A brief overview of revolutions, revolutionary figures and related topics is found in *The Encyclopedia of Political Revolutions*, edited by Jack A. Goldstone. It is kept in the reference area of the Harold B. Lee Library, JC491 E63 1998. The entries have further references for follow up. Below is a list of many of the revolutions and some of the major revolts of the last several hundred years, with a few works of interest on the topic to get you started. I focus more on the international relations surrounding the revolution, because works on the revolution itself are in Goldstone and elsewhere.

Algeria

- Byrne, Jeffrey James. *Mecca of Revolution: Algeria, Decolonization, and the Third World Order*.

Afghanistan

- Westad, Odd Arne. "The Road to Kabul: Soviet Foreign Policy on Afghanistan, 1978-1979."
- Roy, Oliver. *Islam and Resistance in Afghanistan*.

American

- Wood, Gordon. *The Radicalism of the American Revolution*.
- Dull, Jonathan. *A Diplomatic History of the American Revolution* (extensive bibliographic essay).
- Ed., Library of Congress. *The Impact of the American Revolution Abroad*.

Angola

- Marcum, John. *The Angolan Revolution* (two volumes).
- Guimaraes, Fernando Andresen. *The Origins of the Angolan Civil War: Foreign Intervention and Domestic Political Conflict*.

Arab Spring

- Volpi, Frederic. *Revolution and Authoritarianism in North Africa*.
- Lynch, Marc. *The New Arab Wars*.
- Eitan Y. Alimi, Avraham Sela, and Mario Sznajder, ed. *Popular Contention, Regime, and Transition: The Arab Revolts in Comparative Global Perspective*.
- Lynch, Marc, ed. *The Arab Uprisings Explained: New Contentious Politics in the Middle East*.
- Jason Brownlee, Tarek Masoud, and Andrew Reynolds. *The Arab Spring: Pathways of Repetition and Reform*.

- Belin, Eva. “Reconsidering the Robustness of Authoritarianism: Lessons from the Arab Spring.”
- Pearlman, Wendy. “Emotions and the Microfoundations of the Arab Uprisings,”
- Weyland, Kurt. “The Arab Spring: Why the Surprising Similarities with the Revolutionary Wave of 1848?”
- Bou Nassif, Hicham. “How Coup-Proofing Predetermined the Military Elite’s Behavior in the Arab Spring.”
- Diamond, Larry and Marc Plattner, ed. *Democratization and Authoritarianism in the Arab World*.
- Hope, Bradley. *The Last Days of the Pharaoh*.
- Bessinger, Mark R., Amaney A. Jamal, and Kevin Mazur, “Explaining Divergent Revolutionary Coalitions: Regime Strategies and the Structuring of Participation in the Tunisian and Egyptian Revolutions.”
- Jemet, Kira. *Contesting the Repressive State: Why Ordinary Egyptians Protested During the Arab Spring*.

Bolivia

- Klein, Herbert. “The Crisis of Legitimacy and the Origins of Social Revolution: The Bolivian Experience.”
- Siekmeier, James. “Persistent Condor and Predatory Eagle: The Bolivian Revolution and the United States, 1952-1961.”
- Zunes, Stephen. “The United States and Bolivia: The Taming of a Revolution, 1952-1957.”
- Lehman, Kenneth. “Revolutions and Attributions: Making Sense of Eisenhower Administration Policies in Bolivia and Guatemala.”
- Young, Kevin. “Purging the Forces of Darkness: The United States, Monetary Stabilization, and the Containment of the Bolivian Revolution.”

Cambodia

- Kiernan, Ben. *The Pol Pot Regime*.
- Morris, Stephen. *Why Vietnam Invaded Cambodia: Political Culture and the Causes of War*.
- Conboy, Kenneth. *The Cambodian Wars: Clashing Armies and CIA Covert Operations*.

China 1949

- Lüthi, Lorenz. *The Sino-Soviet Split: Cold War in the Communist World*.
- Jersild, Austin. *The Sino-Soviet Alliance: An International History*.
- Li, Migjiang. *Mao’s China and the Sino-Soviet Split: 1962-63: Ideological Dilemma*.
- Calkins, Laura M. *China and the First Vietnam War, 1947-1954*.
- Smith, R. B. “China and Southeast Asia: The Revolutionary Perspective, 1951”
- Chen, Jian. *Mao’s China and the Cold War*.
- Armstrong, David. *Revolutionary Diplomacy: Chinese Foreign Policy and the United Front Doctrine*.
- Van Ness, Peter. *Revolution and Chinese Foreign Policy: Peking’s Support for Wars of National Liberation*.

- Shen, Zhihua and Yafeng Xia. “Leadership Transfer in the Asian Revolution: Mao Zedong and the Asian Cominform.”
- Kazushi Minami. “Re-examining the end of Mao’s revolution: China’s changing statecraft and Sino-American relations, 1973-1978.”

China 1989

- Sarotte, Mary. “China’s Fear of Contagion: Tiananmen Square and the Power of the European Example.”

Cuba

- Dominguez, Jorge. *To Make the World Safe for Revolution: Cuba’s Foreign Policy*.
- Farber, Samuel. *The Origins of the Cuban Revolution Reconsidered*.
- Luxenberg, Alan. “Did Eisenhower Push Castro Into the Arms of the Soviets?”
- Welch, David. *Response to Revolution: The United States and the Cuban Revolution, 1959-1961*.
- Smith, Tony. “The Spirit of the Sierra Maestra: Five Observations on Writing about Cuban Foreign Policy.”
- Gleijeses, Piero. *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*.
- George, Edward. *The Cuban Intervention in Angola, 1965-1991*.
- Harmer, Tanya. “The ‘Cuban Question’ and the Cold War in Latin America.”

Dutch Patriot Revolt

- Schama, Simon. *Patriots and Liberators: Revolution in the Netherlands, 1780-1813*.
- Cobban, Alfred. *Ambassadors and Secret Agents: the Diplomacy of the First Earl of Malmesbury at The Hague*.

Eastern Europe 1989

- Sarotte, Mary. *1989: The Struggle to Create Post-Cold War Europe*.
- Kramer, Mark. “The Demise of the Soviet Bloc.”
- Lévesque, Jacques. *The Enigma of 1989: The USSR and the Liberation of Eastern Europe*.
- Stokes, Gale. *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*.

El Salvador

- Bell, Aaron. “A Matter of Western Civilization: Transnational Support for the Salvadorian Counterrevolution, 1979-1982.”

Egypt 1952

- Kerr, Malcom. *The Arab Cold War: Gamal ’Abd al-Nasir and His Rivals, 1958-1970*.
- Dawisha, Adeed. *Egypt in the Arab World: The Elements of a Foreign Policy*.
- Lorenz, Joseph P. *Egypt and the Arabs: Foreign Policy and the Search for National Identity*.
- Ferris, Jesse. *Nasser’s Gamble: How Intervention in Yemen Caused the Six-Day War and the Decline of Egyptian Power*.

Ethiopia

- Keller, Edmond. *Revolutionary Ethiopia: From Empire to People's Republic*.
- Tiruneh, Andargachew. *The Ethiopian Revolution 1974-1987*.
- Korn, David. *Ethiopia, the United States, and the Soviet Union*.
- Tareke, Gebru. "The Ethiopia-Somalia War of 1977 Revisited."

Europe 1820

- Schroeder, Paul. *Metternich's Diplomacy at its Zenith, 1820-1823*.
- Webster, Charles. *The Foreign Policy of Castlereagh, 1815-1822*.
- Temperley, Harold. *The Foreign Policy of Canning, 1822-1827*.
- Romani, George. *The Neapolitan Revolution of 1820-1*.

Europe 1830

- Church, Clive. *Europe in 1830: Revolution and Political Change*.
- Betley, J. A. *Belgium and Poland in International Relations, 1830-1831*.
- Fishman, J. S. *Diplomacy and Revolution: The London Conference of 1830 and the Belgium Revolt*.

Europe 1848

- Chastain, James. *The Liberation of Sovereign Peoples: the French Foreign Policy of 1848*.
- Sperber, Jonathan. *The European Revolutions, 1848-1851*.
- Schultz, Matthias. "Domestic Pressures and International Systemic Constraints in the Foreign Policies of the Great Powers, 1848-1851."

France 1789

- Kaffer Frank A., ed. *The French Revolution: Conflicting Interpretations*.
- Doyle, W. *Origins of the French Revolution*.
- Lefebvre, Georges. *The French Revolution* (two volumes).
- Clapham, J.H. *The Causes of the War of 1792*.
- Frey, Linda and Marsha Frey. "The Reign of Charlatans is Over': The French Revolutionary Attack on Diplomatic Practice."
- Mori, Jennifer. *William Pitt and the French Revolution, 1785-1795*.
- Stone, Bailey. *Reinterpreting the French Revolution: A Global-historical Perspective*.

France 1870-71

- Tombs, Robert. *The Paris Commune 1871*.

Grenada

- Schoenhals, Kai P. and Richard A. Melanson, ed. *Revolution and Intervention in Grenada: the New Jewel Movement, the United States, and the Caribbean*.
- Heine, Jorge, ed. *A Revolution Aborted: The Lessons of Grenada*.

Greece 1946-9

- Jones, Howard. *'A New Kind of War': America's Global Strategy and the Truman Doctrine in Greece.*
- Stavrakis, Peter. *Moscow and Greek Communism, 1944-1949.*
- Iatrides, John. "Revolution or Self Defense? Communist Goals, Strategy, and Tactics in the Greek Civil War."
- Marantzidis, Nikos. "The Greek Civil War and the International Communist System."

Guatemala

- Piero, Gleijeses. *The Guatemalan Revolution and the United States, 1944-54.*

Haiti

- Ott, Thomas. *The Haitian Revolution, 1789-1804.*
- Matthewson, Tim. *A Proslavery Foreign Policy: Haitian-American Relations During the Early Republic.*
- Geggus, David ed. *The Impact of the Haitian Revolution in the Atlantic World.*
- Ferrer, Ada. "Haiti, Free Soil, and Antislavery in the Revolutionary Atlantic."

Hungary 1919

- Jászai, Oszkár. *Revolution and Counterrevolution in Hungary.*

Hungary 1956

- Gati, Charles. *Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt.*
- Granville, Johanna. *The First Domino: International Decision Making During the Hungarian Crisis of 1956.*

Iran, Islamic Revolution

- Moaddel, Mansoor. *Class, Politics, and Ideology in the Iranian Revolution.*
- Bill, James. *The Eagle and the Lion: America and Iran.*
- Goodarzi, Jubin M. *Syria and Iran: Diplomatic Alliance and Power Politics in the Middle East.*
- Ramazani, R. K. *Revolutionary Iran: Challenge and Response in the Middle East.*
- Esposito, John L. ed. *The Iranian Revolution: Its Global Impact.*
- Takeyh, Ray. *Guardians of the Revolution: Iran and the World in the Age of the Ayatollahs.*

Iran, recent attempts at revolution

- Kadivar, Mohammad Ali. "Alliances and Perception Profiles in the Iranian Reform Movement, 1997 to 2005."
- Unfortunately, there is not much scholarship on the Green movement in 2009, but you can try your hand.

Italy

- Burgwyn, H James. *Italian Foreign Policy in the Interwar Period, 1918-1940.*

- de Caprariis, Luca. "Fascism for Export? The Rise and Eclipse of the Fasci Italiani all'Estero."
- Azzi, Stephen Corrado. "The Historiography of Fascist Foreign Policy."
- Shorrock, William I. *From Ally to Enemy: the Enigma of Fascist Italy in French Diplomacy, 1920-1940*.

Latin American Independence Revolutions

- Adelman, Jeremy. *Sovereignty and Revolution in the Iberian Atlantic*.
- Rodríguez O., Jaime E. *The Independence of Spanish America*.
- Kaufmann, William. *British Policy and the Independence of Latin America, 1804-1828*.
- Robertson, William Spence. *France and Latin American Independence*.
- Lewis Jr., James E. *The American Union and the Problem of Neighborhood: The United States and the Collapse of the Spanish Empire, 1783-1829*.

Latin America in the Cold War

- McSherry, J. Patrice. *Predatory States: Operation Condor and Covert War in Latin America*.
- Rabe, Stephen. *Most Dangerous Area in the World: John F. Kennedy Confronts Communist Revolution in Latin America*.

Laos

- Kittikhoun, Anoulakk. "Small State, Big Revolution: Geography and the Revolution in Laos."

Mexico

- Knight, Alan. *The Mexican Revolution* (2 volumes).
- Haley, P. Edward. *Revolution and Intervention: The Diplomacy of Taft and Wilson with Mexico: 1910-1917*.
- Katz, Frederick. *The Secret War in Mexico: Europe, the United States, and the Mexican Revolution*.

Nicaragua

- Walker, Thomas, ed. *Revolution and Counterrevolution in Nicaragua*.
- Solaun, Mauricio. *U.S. Intervention and Regime Change in Nicaragua*.
- Pastor, Robert. *Condemned to Repetition: The United States and Nicaragua*.
- Hager Jr, Robert, and Robert Snyder. "The United States and Nicaragua: Understanding the Breakdown in Relations."

Russia 1917

- Carley, Michael Jarbara. *Silent Conflict: A Hidden History of Early Soviet-Western Relations*.
- Carr, E. H. *The Bolshevik Revolution* (three volumes).
- Pipes, Richard. *The Russian Revolution*.
- Jacobson, Jon. *When The Soviet Union Entered World Politics*.

- Debo, Richard. *Revolution and Survival: Foreign Policy of Soviet Russia, 1917-18; Survival and Consolidation: Foreign Policy of Soviet Russia, 1918-1921.*
- Uldricks, Teddy. *Diplomacy and Ideology: The Origins of Soviet Foreign Relations, 1917-1930.*
- Davies, Norman. "Genesis of the Polish-Soviet War."
- Smele, Jonathan. *The Russian Revolution and Civil War: 1917-1921, An Annotated Bibliography.*

Spanish Civil War

- Thomas, Hugh. *The Spanish Civil War.*
- Johnson, Gaynor, ed. *The International Context of the Spanish Civil War.*
- Alpert, Michael. *A New International History of the Spanish Civil War.*
- Tierney, Dominic. *FDR and the Spanish Civil War: Neutrality and Commitment in the Struggle that Divided America.*
- Little, Douglas. *Malevolent Neutrality: The United States, Great Britain, and the Origins of the Spanish Civil War.*
- Payne, Stanley G. *The Spanish Civil War, the Soviet Union, and Communism.*
- Windell, George G. "Leon Blum and the Crisis over Spain, 1936".

Ukraine 2013-14

- Onuch, Olga and Gwendolyn Sasse, "The Maidan in Movement: Diversity and the Cycles of Protests."
- D'Anieri, Paul. *Ukraine and Russia: From Civilized Divorce to Uncivil War.*
- Ambrosio, Thomas. "The fall of Yanukovych: structural and political constraints to implementing authoritarian learning."

Vietnam

- Vu, Tuong. *Vietnam's Communist Revolution: The Power and Limits of Ideology*
- Duiker, William J. *The Communist Road to Power in Vietnam.*
- Slater, Jerome. "The Domino Theory and International Politics: The Case of Vietnam."
- Westad, Odd Arne and Sophie Quinn-Judge, ed. *The Third Indochina War: Conflict Between China, Vietnam and Cambodia, 1972-1979.*

2000s Democratic "Revolutions"

- Bunce, Valerie J. and Sharon J. Wolchik. "International Diffusion and Postcommunist Electoral Revolutions."
- Beissinger, Mark. "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolution."
- Way, Lucan. "The Real Causes of the Color Revolutions."
- Goldstone, Jack A, Leonid Grinin, and Andrey Korotayev, ed. *Handbook of Revolutions in the 21st Century: The New Waves of Revolutions, and the Causes and Effects of Disruptive Political Change*

Ideological Movements

Revolutions are often a part of a larger ideological movement. Below are a few works that speak to the broader context.

- Malia, Martin. *History's Locomotives: Revolutions and the Making of the Modern World*.
- Dunn, John, ed. *Democracy: the Unfinished Journey, 508 BC to AD 1993*.
- Palmer, R.R. *The Age of Democratic Revolution* (two volumes).
- Kurzman, Charles. *Democracy Denied, 1905-1915: Intellectuals and the Fate of Democracy*.
- Brown, Archie. *The Rise and Fall of Communism*.
- Read, Anthony. *The World on Fire: 1919 and the Battle With Bolshevism*.
- Payne, Stanley G. *A History of Fascism, 1914-1945*.
- Mann, Michael. *Fascists*.
- Chamberlain, Muriel. *Decolonization: the Fall of the European Empires*.
- Dawisha, Adeed. *Arab Nationalism in the Twentieth Century: From Triumph to Despair*.
- Kepel, Gilles. *Jihad: The Trail of Political Islam*.
- Cassels, Alan. *Ideologies and International Relations in the Modern World*.

General Works of Diplomatic History

If you are probing the international effects of a revolution, you may want to gain the broader picture in more general works that often contain useful bibliographic essays. A sampling is below.

- Scott, H.M. *The Birth of a Great Power System, 1740-1815*.
- Rich, Norman. *Great Power Diplomacy: 1814-1914*.
- Rich, Norman. *Great Power Diplomacy Since 1914*.
- Schroeder, Paul. *The Transformation of European Politics, 1763-1848*.
- Taylor, A. J. P. *The Struggle for Mastery in Europe, 1848-1918*.
- Steiner, Zara. *The Lights that Failed: European International History, 1919-1933*.
- Steiner, Zara. *The Triumph of the Dark: European International History, 1933-1939*.
- Leffler, Melvyn and Odd Arne Westad. *The Cambridge History of the Cold War* (three volumes).
- Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times*.
- Lüthi, Lorenz. *Cold Wars: Asia, The Middle East, Europe*.