

SOC 465/POLS 465
REVOLUTIONS
Course Syllabus

Instructor: **Atef Said**

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Office: 4146A BSB

Drop-in Hours: Monday 12:00 p.m.-1:30 p.m.

(and by appointment)*

Semester: **Fall 2020**

Meeting Times: M & W, 9:30 a.m.-10:45 a.m.

COURSE DESCRIPTION:

“Revolutions are the locomotives of history,” wrote Karl Marx in 1850. What exactly does this statement mean? Beyond repeating the cliché that revolutions are the driving forces of social and political change, our goal in this class is to think through, and hopefully draw some lessons from, revolutions in their historical time as well as across history. Of course, each revolution has its own unique historical circumstances and integral causal components, yet revolutions do inform one another. And whereas people have always revolted against oppressive circumstances, both the meaning and the practice of revolution have changed over time. Among the main questions we address in this class are: 1) How are revolutions shaped by their historical time?; 2) What are some of the key differences between early modern revolutions and revolutions in late modern/late capitalist eras?; 3) Why do anti-slavery and anti-colonialist revolutions have less privileged status in the canonical research on revolutions?; and 4) What are some of the lessons we can learn today, to guide our thinking about revolutions and their future?*

The class is interdisciplinary in nature, with a heavy focus on sociological, historical and political theoretical readings, as well as readings with a decolonial and a black radical theoretical lens. The class also includes the screening and discussion of movies about revolutions.

COURSE OBJECTIVES:

In this class,

1. We will learn about key theories in analyzing revolutions.
2. We will learn about some of the key revolutions in world history.
3. We will learn about how some of these revolutions were informed by or shaped one other.
4. We will learn how the idea and the practice of revolution changed from time to time.
5. We will problematize and discuss some of the established typologies of revolutions, such as social vs. political revolutions, and the theoretical hierarchy and privileges of certain revolutions over others.
6. Given these discussions, we will end the class with thinking together about the future of revolutions.

* In the first week of classes, I will be sending a Zoom link to use for drop-in hours for the entire semester. When we schedule an appointment *not* during drop-in hours, I will send you a link as well.

* Note that the list of revolutions discussed in this class is not comprehensive, but rather limited to a selection of important revolutions.

READINGS:

All required readings will be made available on Blackboard, so that you do not have to buy any books, unless you want to. Here are some recommended books to buy:

- Arendt, Hannah. *On Revolution*. New York: Penguin Classics, 2006.
- De Tocqueville, Alexis. *The Old Regime and the Revolution*. Chicago: University of Chicago Press, 1998.
- Draper, Hal. *Karl Marx's Theory of Revolution*. New York: NYU Press, 1977 (three volumes).
- Fanon, Frantz. *Toward the African Revolution: Political Essays*. New York: Grove Press, 1988.
- Foran, John, David Lane, and Andreja Zivkovic, eds. *Revolution in the Making of the Modern World: Social Identities, Globalization and Modernity*. New York: Routledge, 2007.
- Goodwin, Jeff. *No Other Way Out: States and Revolutionary Movements, 1945-1991*. Cambridge, UK: Cambridge University Press, 2001.
- Goldstone, Jack A. *Revolutions: A Very Short Introduction*. Oxford, UK: Oxford University Press, 2014.
- Horne, Gerald. *The Counter-Revolution of 1776: Slave Resistance and the Origins of the United States of America*. New York: NYU Press, 2014.
- James, Cyril Lionel Robert. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. London: Penguin UK, 2001.
- Kurzman, Charles. *The Unthinkable Revolution in Iran*. Cambridge, MA: Harvard University Press, 2009.

In addition to the required readings, I have included a list of **optional** readings for most classes. These are recommended readings to expand knowledge about given revolution, and they will be useful to consult when you write your papers.

COURSE STRUCTURE:

The course will be seminar-style, and discussion-based. Our class will be conducted entirely synchronously online. I will be sending a Zoom link prior to our first class, and we will continue to use the same link throughout the semester. Please consult the norms for using Zoom in this syllabus. At the beginning of each class, I will deliver a short lecture to provide the appropriate background and context for the readings and discussion, followed by the discussion. Your reading and your questions (posted in BB) are the most critical components for the success and fruitfulness of the conversation and learning in this class. Note that we have several weeks with no assigned readings, during which we will be watching important movies.

CLASS POLICIES AND ACCOMMODATIONS:

Attendance:

I expect students to attend and participate in every class session (with three unexcused absences). If you are unable to attend, please notify me as soon as you can. I am really flexible and will be understanding, especially when it comes to any unexpected circumstances and circumstances related to COVID-19. But please communicate with me. Also note that you are responsible for making arrangements to get notes from a classmate if you miss any class. I will also post my lecture slides in BB after each class. Please notify me if you celebrate a religious holiday that is in conflict with our class.

Email Policy:

Please give me 24 hours to respond to your emails; I will respond as soon as I can within this window. During particularly busy times of the semester, however, my response may take up to 48 hours.

Accommodations:

If you need any accommodation, whether or not related to COVID-19, please notify me as soon as you can. The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, and activities. You may contact DRC at 312-413-2183 (v) or 312-413-0123 (TTY) or consult the following: http://www.uic.edu/depts/oaa/disability_resources/faq/accommodations.html.

Zoom Protocol:

Since we will conduct most, if not all, of the class via Zoom, we will need full cooperation from all of us as citizens of this class's community. I urge all of you to follow this protocol:

- Log on to Zoom at least 5 minutes in advance, so as to troubleshoot any technical or logistical issues.
- Add your pronouns next to your name in your Zoom window.
- Locate yourself in a place with little to no background noise and disruption.
- Turn your camera on (please let me know if this presents special challenges to you).
- Make sure there is adequate lighting so that you can be seen.
- Use headphones/earbuds to minimize background noise.
- Decide how you will take notes while keeping the Zoom screen open.
- Remain on mute unless speaking or otherwise instructed.
- All Chat is public - do not use Chat privately.
- If you are having technical difficulties, or know you will be late, make sure to send an email to me BEFORE class begins.

GRADES:

Attendance and participation = 15 %

Movie Review **or** a revolution timeline = 10 %. (*DUE Week 8*)

Three short papers (5-7 pages each) * 25 = 75 %. (*DUE Weeks 5, 10, 15*)

Or one long paper 15-20 pages = 75 %. (*DUE Week 15*)

Participation:

Come to class ready, having posted questions about the assigned reading on the BB discussion forum by noon on the day before class. You can skip this requirement a total of four times. All questions are valid (e.g., what does this term mean, is the theorist biased, where is the class analysis in this reading, or even I do not understand a passage in the reading, and would like to discuss it further, etc.).

Movie review:

Choose one of the movies we will watch in class. Write a critical review (3-5 pages, double-spaced, 12 pt. font) about the movie. A good review will entail analysis of the narrative in the movie, juxtaposed with the reading about that particular revolution. General reflections and

lessons gleaned from the documentary about this revolution are also welcomed. The review is due one week after watching the movie in class.

Revolution Timeline:

Construct a timeline of a given revolution, preferably one we are studying together. In this construction, commit to the *chronology* (sequence of key events), and identify critical turning points (junctures). Examples of these are the triggering event(s), the peak of the revolutionary crisis, key revolutionary events, and main events that embody key outcomes (end of regime or success of counter-revolution, etc.). The timeline should be 3-5 pages (double-spaced, 12 pt. font). Please note that all timelines can be problematic, or “correct,” depending on the way you construct them. A 1-page of explanation about the way you constructed your timeline is required.

Papers:

Option 1: Write three short papers on a given revolution (preferably one of the revolutions we are studying together). Each paper should be 5-7 pages (double-spaced 12 pt. font). In the first paper, discuss the origins of the revolution. By “origins,” we refer to the different reasons for the revolution: political, economic, social and cultural. In the second paper, identify one or two key events or processes that embody or shape the trajectory of the revolution (e.g., key battles after which revolutionaries took power, or the role of violence in the revolution, or the making of a coalition between different groups or classes, or the role of a provisional government in the revolution, if any, or the role of revolutionary leadership, etc.). In the third paper, discuss key outcomes (e.g., consolidation of power, or failure to do so, by the revolutionary agents, or segments of revolutionaries, or the counter-revolution attacking back, after initial revolutionary success, etc.).

Option 2:

Write a long paper (15-20 pages, double-spaced 12 pt. font) with the same structure outlined above for the short papers (i.e. causes/origins of the revolution, processes, and outcomes).

In both Option 1 and Option 2, you should consult at least three sources from our reading list, including the optional readings. Feel free to consult other academic sources. You are encouraged and welcome to consult with me throughout the process, and to submit drafts and receive feedback from me before the final submission.

Other options:

I very much welcome creativity and am open to new ideas for the papers. Here are some ideas. Feel free to share other thoughts.

- 1) Write three short papers or one long paper about the relation (entanglements) between two revolutions and lessons drawn from this relation (e.g., The French and Haitian, the English and the American, or the American and the Haitian, or the French and Algerian, or entanglements in the Arab Spring uprisings of 2011, or other ideas you run by me).
- 2) Write a long paper on some angles of the work of one or two theorists of revolution (e.g. violence in Arendt’s work ,compared to Franz Fanon’s, or a juxtaposition of two theorists’ approach to theorizing revolution in general).
- 3) Write a long paper on the future of revolutions (e.g., compare and contrast how different scholars we read think of the future of revolutions).

All papers will be submitted via safe assign on BB.

SOME ADVICE TO SUCCEED IN THIS CLASS:

This class may seem difficult and includes a lot of reading. The most critical means for success is to remain on top of your tasks. To better assist you, I have worked with a TA (course builder) to make a weekly plan for you. Please follow this plan.

A NOTE ABOUT PLAGIARISM: Plagiarism is a serious violation of academic integrity and constitutes academic theft. It is your responsibility to familiarize yourself with the UIC guidelines and penalties related to violating academic integrity. For a complete list of UIC's Academic Integrity standards, please reference section IV.A. of the [Student Disciplinary Policy](https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf), available in this link: https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

Students who plagiarize will receive a zero on the assignment in question and will be reported to the Vice Chancellor for Student Affairs.

CLASS SCHEDULE

Monday 8/24

Syllabus distribution and introduction to the class. No Readings

Section 1: Understanding Revolutions:

Wednesday 8/26: Hannah Arendt

Arendt, Hannah. "Chapter 1: The Meaning of Revolution." *On Revolution*, 11-48. London: Penguin, [1965] 1990. (BB)

Monday 8/31: Karl Marx

Marx, Karl, and Friedrich Engels. *The Communist Manifesto*. New York: Penguin, 2002. Selected Parts. (BB)

Wednesday 9/2: Alexis De Tocqueville

De Tocqueville, Alexis. *The Old Regime and the Revolution*, edited by François Furet and François Melonio, translated by Alan S. Kahn. Chicago: University of Chicago Press, 1998. (BB)

Preface, pp. 83-90

Chapter 1 (Book I), pp. 93-95

Chapter 9 (Book II), pp 152-161

Chapter 10 (Book II), pp. 163-170

Monday 9/7

LABOR DAY HOLIDAY. No Class

Wednesday 9/9: New Sociological Approaches I

Goldstone, Jack A. "Rethinking Revolutions: Integrating Origins, Processes, and Outcomes." *Comparative Studies of South Asia, Africa and the Middle East* 29, no. 1 (2009): 18-32. (BB)

Monday 9/14: New Sociological Approaches II

Lawson, George. "Introduction: The Rights and Wrongs of Revolution." In *Anatomies of Revolution*, 1-19. Cambridge, UK: Cambridge University Press, 2019. (BB)

Bayat, Asef. "Chapter 1: Revolution of Wrong Times." *Revolution without Revolutionaries: Making Sense of the Arab Spring*, 1-27. Redwood City, CA: Stanford University Press, 2017. (BB)

Section 2: Pre-modern and Early Modern Revolutions

Wednesday 9/16

Mark, Joshua J. "The First Labor Strike in History." *Ancient History Encyclopedia Project*. 2017. <https://www.ancient.eu/article/1089/the-first-labor-strike-in-history/>

The article is also available as a lecture/documentary. Available at:

<https://www.youtube.com/watch?v=a995wT1NKu8>

Monday 9/21 The English Revolution (also known as the English Civil War and the Great Rebellion, 1642–51)

Christianson, Paul. "The Causes of the English Revolution: A Reappraisal." *Journal of British Studies* 15, no. 2 (1976): 40-75. (BB)

Goldstone, Jack A. "State Breakdown in the English Revolution: A New Synthesis." *American Journal of Sociology* 92, no. 2 (1986): 257-322. (BB)

Wednesday 9/23: The French Revolution (1789 -1799) I

Watching and Discussing this movie:

Shultz, Doug, dir. *The French Revolution*. 2005. History Channel.

<https://www.youtube.com/watch?v=VcAL7mHJBYg>.

Friday 9/25: SHORT PAPER 1 of 3 DUE 11:59pm CT

Monday 9/28. The French Revolution II

Sewell, William H. "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille." *Theory and Society* 25, no. 6 (1996): 841-881. (BB)

Wednesday 9/30: The American Revolution (1765-1783) I

Watching and discussing this movie:

Hovde, Ellen, and Muffie Meyer, dirs. *Liberty! The American Revolution* (Part I). 2004. PBS.

<https://www.youtube.com/watch?v=XEMQSdhvtx0>.

Monday 10/5 : The American Revolution II

Egerton, Hugh Edward. "Chapter 1: The Fundamental Causes." *The Causes and Character of the American Revolution*, 1-21. Oxford, UK: Clarendon Press, 1923. (BB)

Hattem, Michael D. "The Historiography of the American Revolution." *Journal of the American Revolution* (August 27, 2013). <https://allthingsliberty.com/2013/08/historiography-of-american-revolution/>.

Section 3: Classic Social Revolutions

Wednesday 10/7: The Russian Revolution (1917) I

Watching and discussing this movie:

Tupik, Pavel, dir. *The Russian Revolution* (Episode 1). 2017. Star Media.

<https://www.youtube.com/watch?v=hE35X4064fY>.

Monday 10/12: The Russian Revolution II

Trotsky, Leon. *History of the Russian Revolution*. Haymarket Books, 2008.

Chapter 1: "Peculiarities of Russia's Development," pp. 3-12

Chapter 11: "Dual Power," pp. 149-155

Wednesday 10/14: The Chinese Revolutions of 1911 and 1949

Esherick, Joseph W. "Ten Theses on the Chinese Revolution." *Modern China* 21, no. 1 (1995): 45-76. (BB)

Friday 10/16: Movie Review OR Revolution Timeline DUE, 11:59pm CT

Section 4: Anti-Slavery and Anti-Colonialist Revolutions

Monday 10/19 : The Haitian Revolution (1791-1801) I

James, Cyril Lionel Robert. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. London: Penguin UK, 2001.

Preface to the Vintage Edition, pp vii-ix

Preface to the First Edition, pp. ix-1

Chapter 1: "The Property," pp 6-25

Wednesday 10/21: Haitian Revolution II

James, Cyril Lionel Robert. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. London: Penguin UK, 2001.

Chapter 4: "The San Domingo Masses Begin," pp 85-116

Chapter 5: "And the Paris Masses Complete," pp 118-143 (BB)

Monday 10/26: Algerian Revolution (Also known as the Algerian War of Independence 1954-1962) I

Watching parts and discussing this movie:

Pontecorvo, Gillo, dir. *The Battle of Algiers*. 1966.

Wednesday 10/28: Algerian Revolution II

Fanon, Frantz. *Toward the African Revolution: Political Essays*. New York: Grove Press, 1988.

Chapter 2: "Algeria Face to Face with the French Torturers," pp. 64-71

Chapter 4: "French Intellectuals and the Democrats and the Algerian Revolution," pp. 76-90

Chapter 7: "Decolonialization and Independence," pp. 99-104 (BB)

Friday 10/30: SHORT PAPER 2 of 3 DUE 11:59pm CT

Section 5: Revolutionary Entanglements

Monday 11/2: Revolutionary Entanglements I

Horne, Gerald. *The Counter-Revolution of 1776: Slave Resistance and the Origins of the United States of America*. New York: NYU Press, 2014.

Chapter 2: "Free Trade in Africans? Did the Glorious Revolution Unleash the Slave Trade?" pp. 43-61

Chapter 10: "The Counter-Revolution of 1776," pp. 234-251(BB)

Wednesday 11/4: Revolutionary Entanglements II

Sessions, Jennifer E. *By Sword and Plow: France and the Conquest of Algeria*. Ithaca, NY: Cornell University Press, 2015.

Introduction: "The Cultural Origins of French Algeria," pp. 1-17

Chapter 1: "A Tale of Two Despots: The Invasion of Algeria and the Revolution of 1830," pp. 19-65 (BB)

Section 6: Late Modern Revolutions, And Revolts Against Neo-liberalism

Monday 11/9: The Iranian Revolution (1979)

Kurzman, Charles. *The Unthinkable Revolution in Iran*. Cambridge, MA: Harvard University Press, 2009.

“Introduction,” pp. 1-10

Chapter 5: “General Strike: Economic Explanations,” pp. 77-103 (BB)

Wednesday 11/11: Eastern European Uprisings of 1989.

Ash, Timothy Garton. “Revolution: The Springtime of Two Nations.” *The New York Review of Books*, June 15, 1989. <https://www.nybooks.com/articles/1989/06/15/revolution-the-springtime-of-two-nations/>.

Ash, Timothy Garton. “Revolution in Hungary and Poland.” *The New York Review of Books*, August 17, 1989. <http://www.nybooks.com/articles/archives/1989/aug/17/revolution-in-hungary-and-poland/>.

Monday 11/16: The Arab Spring Uprisings I

Watching and discussing parts of this movie:

Noujaim, Jehane, dir. *The Square* (Egyptian-American documentary film), 2013.

Wednesday 11/18: The Arab Spring Uprisings II (Origins)

Joya, Angela. “Chapter 1: Neoliberal Authoritarianism in Contemporary Egypt.” In *The Roots of Revolt: A Political Economy of Egypt from Nasser to Mubarak*, 1-35. Cambridge, UK: Cambridge University Press, 2020. (BB)

Kurzman, Charles. “The Arab Spring Uncoiled.” *Mobilization: An International Quarterly* 17, no. 4 (2012): 377-390. (BB)

Monday 11/23: The Arab Spring Uprisings III (Outcomes)

Achcar, Gilbert. “Introduction: Of Revolutionary Cycles and Seasons,” In *Morbid Symptoms: Relapse in the Arab Uprising*, 1-13. Redwood City, CA: Stanford University Press, 2016. (BB)

Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. “Tracking the ‘Arab Spring’: Why the Modest Harvest?” *Journal of Democracy* 24, no. 4 (2013): 29-44. (BB)

Wednesday 11/25: Middle East Uprisings in 2019/2020

Achcar, Gilbert. “More than Just a ‘Spring’: The Arab Region’s Long-Term Revolution.”

Committee for the Abolition of Illegitimate Debt (CADTM International). November 14, 2019. <https://www.cadtm.org/More-than-just-a-Spring-the-Arab-region-s-long-term-revolution>

Kushkush, Isma’il. “Protesters in Sudan and Algeria Have Learned from the Arab Spring.” *The Atlantic*. April 13, 2019.

<https://www.theatlantic.com/international/archive/2019/04/protesters-sudan-and-algeria-have-learned-arab-spring/587113/>.

Majed, Rima and Lana Salman. “Lebanon’s Thawra.” *Middle East Research and Information Project (MERIP)* 292/293 (Fall/Winter 2019). <https://merip.org/2019/12/lebanons-thawra/>.

Conclusion:

Monday 11/30 Future of Revolutions I

Callinicos, Alex. "What Does Revolution Mean in the Twenty-First Century?" In *Revolution in the Making of the Modern World: Social Identities, Globalization and Modernity*, edited by John Foran, David Lane, and Andreja Zivkovic, 151-164. New York: Routledge, 2007.

Lawson, George. "Chapter 8: Revolutionary Futures." In *Anatomies of Revolution*, 226-249. Cambridge, UK: Cambridge University Press, 2019.

Wednesday 12/2 Future of Revolutions II, And Celebrating Our Last Class

Foran, John. "New Political Cultures of Opposition: What Future for Revolutions?" In *Revolution in the Making of the Modern World: Social Identities, Globalization and Modernity*, edited by John Foran, David Lane, and Andreja Zivkovic, 236-250. New York: Routledge, 2007.

Negri, Antonio. "Afterword: On the Concept of Revolution." In *Revolution in the Making of the Modern World: Social Identities, Globalization and Modernity*, edited by John Foran, David Lane, and Andreja Zivkovic, 252-260. New York: Routledge, 2007. (BB)

Paige, Jeffery. "Finding the Revolutionary in the Revolution: Social Science Concepts and the Future of Revolution." in *The Future of Revolutions: Rethinking Radical Change in the Age of Globalization*, edited by John Foran, 19-29. London: Zed Books, 2003. (BB)

Sunday 12/6: Short Paper 3 of 3 OR Long Paper DUE 11:59pm CT

OPTIONAL READINGS:

Wednesday 8/26/2020: Hannah Arendt

- Disch, Lisa. "How Could Hannah Arendt Glorify the American Revolution and Revile the French? Placing *On Revolution* in the Historiography of the French and American Revolutions." *European Journal of Political Theory* 10, no. 3 (2011): 350-371.
- Lloyd, Margie. "In Tocqueville's Shadow: Hannah Arendt's Liberal Republicanism." *The Review of Politics* 57, no. 1 (1995): 31-58.
- Zagorin, Perez. "Theories of Revolution in Contemporary Historiography." *Political Science Quarterly* 88, no. 1 (1973): 23-52.

Monday 8/31/2020: Karl Marx

- Benjamin, Walter. "Theses on the Philosophy of History: Theses 2, 6 and 11." In *Illuminations*, edited with an introduction by Hannah Arendt, translated by Harry Zohn, 253-255. New York: Schocken Books, 1985.
- Davidson, Neil. *How Revolutionary Were the Bourgeois Revolutions?* Chicago: Haymarket Books, 2012.
- Chapter 1: "The Concept of 'Revolution': From Tradition to Modernity," pp. 3-17
- Chapter 7: "The Bourgeoisie and the Concept of Social Revolution: From Consolidation to Abdication," 89-110
- Draper, Hal. "Chapter 1: Patterns of Revolutions." In *Karl Marx's Theory of Revolution Vol. II*, 17-31. New York: NYU Press, 1977.
- Marx, Karl. *The 18th Brumaire of Louis Bonaparte*. Cabin John, MD: Wildside Press LLC, 2008.
- Lenin, Vladimir. "Chapter 1: Class, Society and the State." In *The State and Revolution*, 5-12. Peking: Foreign Languages Press, 1976.
- A link to the entire booklet is here:
<https://pdfs.semanticscholar.org/c260/4c453f8a4c30adb243ce2ef9ff9eb3c7907f.pdf>
- Schaff, Adam. "Marxist Theory on Revolution and Violence." *Journal of the History of Ideas* 34, no. 2 (1973): 263-270.

Wednesday 9/2/2020: Alexis De Tocqueville

- De Tocqueville, Alexis. 1998. *The Old Regime and the Revolution*. Chicago: University of Chicago Press. (BB)
- "Introduction" [by François Furet and Françoise Melanio], pp. 1-73
- Chapter 2 [Book I], pp. 96-99
- Chapter 4 [Book III], pp. 131-135
- Chapter 5 [Book III], pp. 135-138

Wednesday 9/9/2020: New Sociological Approaches I

- Charles Tilly, Douglas McAdam, and Sidney Tarrow. "Revolutionary Trajectories." In *Dynamics of Contention*, 193-226. New York: Cambridge University Press, 2001.

Monday 9/14/2020: New Sociological Approaches II

- Beck, Colin J. "The Structure of Comparison in the Study of Revolution." *Sociological Theory* 36, no. 2 (2018): 134-161.

Lawson, George. "Chapter 3, Anatomies of Revolution." In *Anatomies of Revolution*, 73-93. Cambridge, UK: Cambridge University Press. 2019.
Lawson, George. "Within and beyond the 'Fourth Generation' of Revolutionary Theory." *Sociological Theory* 34, no. 2 (2016): 106-127.

Wednesday 9/16/2020

Adams, Julia, Elisabeth Stephanie Clemens, and Ann Shola Orloff. "Introduction: Social Theory, Modernity, and the Three Waves of Historical Sociology." In *Remaking Modernity: Politics, History, and Sociology*, 1-73. Durham, NC: Duke University Press, 2005.

Monday 9/21/2020: The English Revolution

Goldstone, Jack A. "Capitalist Origins of the English Revolution." *Theory and Society* 12, no. 2 (1983): 143-180.

Monday 9/28/2020: The French Revolution II

Drescher, Seymour. "'Why Great Revolutions Will Become Rare': Tocqueville's Most Neglected Prognosis." *The Journal of Modern History* 64, no. 3 (1992): 429-454. (BB)
Furet, François. "Chapter 3: De Tocqueville and the Problem of the French Revolution." In *Interpreting the French Revolution*, 132-162. Cambridge, UK: Cambridge University Press, 1981.
Hobsbawm, Eric. "Chapter 3: The French Revolution." *Age of Revolution: 1789-1848*, 53-75. London: Hachette UK, 2010.

Entire book is available as PDF here.

<http://prattcliff.com/ebooks/Eric%20Hobsbawm%20-%20Age%20of%20revolution%20-%201789-1848%20.pdf>

Hunt, Lynn. *Politics, Culture, and Class in the French Revolution: With a New Preface*. Vol. 1. Berkeley, CA: University of California Press, 2004.

"Preface to the Twentieth Anniversary Edition," xi-xvii

"Introduction," pp. 1-17

Sewell, William H., Jr. "Connecting Capitalism to the French Revolution: The Parisian Promenade and the Origins of Civic Equality in Eighteenth-Century France." *Critical Historical Studies* 1, no. 1 (2014): 5-46.

Sewell, William H., Jr. "Ideologies and Social Revolutions: Reflections on the French Case." *The Journal of Modern History* 57, no. 1 (1985): 57-85.

Skocpol, Theda. "Cultural Idioms and Political Ideologies in the Revolutionary Reconstruction of State Power: A Rejoinder to Sewell." *The Journal of Modern History* 57, no. 1 (1985): 86-96.

Monday 10/5/2020: The American Revolution II

Egerton, Hugh Edward. "Chapter 8: How Far Was the Revolution Inevitable?" In *The Causes and Character of the American Revolution*, 182-200. Oxford: Clarendon Press, 1923.

Morgan, Edmund S. "Slavery and Freedom: The American Paradox." *The Journal of American History* 59, no. 1 (1972): 5-29.

Monday 10/12/2020: The Russian Revolution II

- Burawoy, Michael. "Two Methods in Search of Science." *Theory and Society* 18, no. 6 (1989): 759-805.
- Skocpol, Theda. "Chapter 1: Explaining Social Revolutions: Alternatives to Existing Theories." In *States and Social Revolutions: A Comparative Analysis of France, Russia and China*, 3-44. Cambridge, UK: Cambridge University Press, 1979.
- Skocpol, Theda. "Introduction: Explaining Social Revolutions: First and Further Thoughts." In *Social Revolutions in the Modern World*, 3-23. Cambridge, UK: Cambridge University Press, 1994.
- Smith, Stephen A. "The Historiography of the Russian Revolution 100 Years On." *Kritika: Explorations in Russian and Eurasian History* 16, no. 4 (2015): 733-749.
- Trotsky, Leon. *History of the Russian Revolution*. Chicago: Haymarket Books, 2008.
- "Chapter 5: The Idea of a Palace Revolution," pp. 49-58
- "Chapter 9: The Paradox of the February Revolution," pp. 112-130
- "Chapter 15: The Bolsheviks and Lenin," pp. 206-225

Wednesday 10/14/2020: The Chinese Revolutions of 1911 and 1949

- Bianco, Lucien. *Origins of the Chinese Revolution, 1915-1949*. Redwood City, CA: Stanford University Press, 1971.
- Chapter 4: "The Social Causes of the Chinese Revolution," pp. 82-107
- Chapter 6: "Nationalism and Revolution," pp. 140-165
- Cheek, Timothy, and David W. Blight. *Mao Zedong and China's Revolutions: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2002.
- Introduction: "Comrade, Chairman, Helmsman: The Continuous Revolutions of Mao Zedong," pp. 1-36
- "The Chinese People Have Stood Up, September 1949," pp. 125-127
- "On the Correct Handling of Contradictions among the People, June 1957," pp. 127-159
- Dirlik, Arif. *Marxism in the Chinese Revolution*. Lanham, MD: Rowman & Littlefield, 2005.
- Chapter 4: "Mao Zedong and 'Chinese Marxism'," pp. 75-103
- Chapter 6: "The Predicament of Marxist Revolutionary Consciousness: Mao Zedong, Antonio Gramsci, and the Reformulation of Marxist Revolutionary Theory," pp. 125-149
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