POL 277

Revolutions

S2 Day 2016

Dept of Modern History, Politics & International Relations

Contents

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General Information

Unit convenor and teaching staff
Morris Morley
morris.morley@mq.edu.au

Credit points
3

Prerequisites
12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description
This unit will examine the causes, processes and outcomes (success or failures) of some major post-1945 Third World revolutions. It will begin with a discussion of key theories or explanations of why revolutions occur, and the role played by various social and class forces. The case studies will focus on revolutions via mass mobilizations and/or earned struggle (Cuba, Nicaragua, Iran, Phillipines), anti-colonial revolutions (Vietnam) and revolutions via the 'ballot box' (Chile). The case studies will emphasise social, political and economic factors, the role of social classes, leadership patterns, political strategies and ideologies.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.

Apply these ideas to analysis of case studies of successful revolutions.

Improve writing and communication skills

Assessment Tasks

Name	Weighting	Due
First Essay	20%	August 29, 5pm

Name	Weighting	Due
Second Essay	30%	October 4, 5pm
Exam	50%	exam period

First Essay

Due: **August 29, 5pm**
Weighting: **20%**

500-600 Word essay based on unit reading.

On successful completion you will be able to:
- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.
- Apply these ideas to analysis of case studies of successful revolutions.
- Improve writing and communication skills

Second Essay

Due: **October 4, 5pm**
Weighting: **30%**

Essay Questions will be provided on iLearn

On successful completion you will be able to:
- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.
- Apply these ideas to analysis of case studies of successful revolutions.
- Improve writing and communication skills

Exam

Due: **exam period**
Weighting: **50%**

3 hour exam in exam period.

On successful completion you will be able to:
- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.

- Apply these ideas to analysis of case studies of successful revolutions.

Delivery and Resources

DELIVERY

Internal students

The seminar for this unit is on Monday 3-4 pm in W5C 320

 External students

There are no on-campus sessions for external students.

ASSIGNMENT SUBMISSION

Internal students - First Essay - submit hard copy to the POL277 box ground floor W6A.

- **Second Essay** - submit hard copy to the POL277 box ground floor W6A and submit a copy through Turnitin in iLearn.

External students - **First Essay** - please send an email with an attachment to morris.morley@mq.edu.au

- **Second Essay** - submit through Turnitin in iLearn.

Readings

REVOLUTIONS AND REVOLUTIONARY MOVEMENTS: THEORIES AND EXPLANATIONS

James DeFronzo, **Revolutions & Revolutionary Movements,** 3nd Edition. Boulder: Westview Press, 2007, pp.7-18

Eric Selbin, "Revolution in the Real World," in John Foran, **Theorizing Revolutions**. London and New York: Routledge, 1997, pp.123-33

Misagh Parsa, **States, Ideologies & Social Revolutions**. Cambridge: Cambridge University Press, 2000, pp.3-28

Karen Kampwirth, **Women & Guerrilla Movements**. University Park: Pennsylvania State University Press, 2002, pp.117-134

VIETNAM: ANTICOLONIAL REVOLUTION, 1945-75

DeFronzo, **Revolutionary & Revolutionary Movements**, pp.137-172

H. John LeVan, 'Vietnam: Revolution of Post Colonial Consolidation" in Jack L. Goldstone, et al., eds., **Revolutions of the Late Twentieth Century**. Boulder: Westview Press, 1991, pp.52-85

CUBA: ORIGINS OF THE REVOLUTION, 1902-1958

Marifeli Perez-Stable, **The Cuban Revolution**. New York: Oxford University Press, 1993, pp.14-60.

Ramon Eduardo Ruiz, **Cuba: The Making of a Revolution**. Amherst: University of Massachusetts Press, 1968, pp.115-169

CUBA: ORIGINS OF THE REVOLUTION, 1902-1958

Marifeli Perez-Stable, **The Cuban Revolution**. New York: Oxford University Press, 1993, pp.14-60.

Ramon Eduardo Ruiz, **Cuba: The Making of a Revolution**. Amherst: University of Massachusetts Press, 1968, pp.115-169

NICARAGUA: TOPPLING THE SOMOZA DICTATORSHIP

Thomas W. Walker, **Nicaragua: Living in the Shadow of the Eagle**. Boulder: Westview Press, 2003, 4th Edition, pp.25-42

Jeff Goodwin, **No Other Way Out**. New York: Cambridge

University Press, 2001, pp.186-195

John A. Booth, **The End and the Beginning: The Nicaraguan Revolution. Boulder: Westview Press, 1985, pp.97-126, 137-155

James Dunkerley, **Power in the Isthmus. London: Verso, pp.221-260

IRAN: THE FALL OF THE PEACOCK THRONE

Farrokh Moshiri, ""Iran: Islamic Revolution against Westernization," in Goldstone, et al, eds. **Revolutions of the Late Twentieth Century**, pp.116-133

John Foran, **Taking Power: On the Origins of Third World Revolution**. New York: Cambridge University Press, 2005, pp.74-87

John Foran, "The Iranian Revolution of 1977-79," in Foran, ed., **A Century of Revolution: Social Movements in Iran. Minneapolis: University of Minnesota Press, 1994, pp.160-181

Ervand Abrahamian, **Iran Between Two Revolutions. Princeton: Princeton University Press, 1982, pp.496-529

PHILIPPINES: SOCIAL FORCES AND ELITE REVOLUTION

Misagh Parsa, **States, Ideologies & Social Revolutions**, pp.262-275

Richard J. Kessler, "The Philippines: The Making of a 'People Power' Revolution," in Goldstone et al., eds., **Revolutions of the Late Twentieth Century,** pp.194-206

John Bresnan, ed., **Crisis in the Philippines. Princeton: Princeton University Press, 1986, pp.70-144

Mark R. Thompson, **The Anti-Marcos Struggle. New Haven: Yale University Press, 1995, pp.114-161

EPILOGUE: MORE THIRD WORLD REVOLUTIONS?

John Foran, ed., **The Future of Revolutions**. London & New York: Zed Books, 2003, pp.59-81

Unit Schedule

LECTURE & TUTORIAL SCHEDULE

Week 1	August 1	Introduction
Week 2	August 8	Theories of Revolution
Week 3	August 15	Structure and Agency
Week 4	August 22	Role of Ideology, Leaders, Gender
Week 5	August 29	Role of Social Classes
Week 6	September 5	Revolution in Vietnam
Week 7	September 12	Revolution in Cuba
	Mid-Semester Break	
Week 8	October 3	Revolution in Chile [**Public holiday, Lecture taped]**
Week 9	October 10	Revolution in Nicaragua
Week 10	October 17	Revolution in Iran
Week 11	October 24	Revolution in Philippines
Week 12	October 31	The Future of Third World Revolutions
Week 13	November 7	To Be Decided

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.a

u/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.
- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay
- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.
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Assessment tasks

- First Essay
- Second Essay
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Understand the major theories of revolution, therefore why and under what circumstances they occur and the role played within various social and class forces.
- Apply these ideas to analysis of case studies of successful revolutions.

- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Apply these ideas to analysis of case studies of successful revolutions.
- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay
- Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Apply these ideas to analysis of case studies of successful revolutions.
- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Improve writing and communication skills

Assessment tasks

- First Essay
- Second Essay