

HTS 3067A -- REVOLUTIONARY MOVEMENTS IN THE MODERN WORLD

Lawrence Foster
121 Old CE
Phone: 404-894-6845
email: larry.foster@hsoc.gatech.edu

Spring 2019
M, W, F, 9:05 a.m.
Office "Half-Hours": MWF,
10-10:30 a.m., 12:15-1:00 p.m.

The twentieth century has been an age of revolutions, upheavals, and violence that have radically transformed the lives of millions of men and women. In the wake of the devastating terrorist attack on the United States on September 11, 2001, and the subsequent United States interventions in Afghanistan and Iraq, Americans have become increasingly concerned to understand the nature, development, and significance of revolutionary movements.

This course will begin by presenting a film depicting a classic revolutionary situation and by discussing some of the major theories of how and why revolutionary movements occur. Then we shall focus on four key twentieth-century upheavals--the Russian Revolution of 1917, the Chinese Communist Revolution of 1949, the Vietnam Wars that began in 1946, and the more recent revolutionary movements in Central America in the 1970s and 1980s (especially in Nicaragua and El Salvador).

In each case, we shall consider three primary questions: (1) What were the preconditions for the revolution or upheaval? (2) How was power seized? (3) What pattern of development did the movement take after the seizure of power? Special emphasis will be placed on the relationship between individual leadership and larger social forces in such movements, as well as on the social justice and policy questions that such upheavals raise.

Many different approaches have been taken toward the study of revolutions and other profound social and political transformations. On the one hand, critics of revolutions have dismissed them as an aberration and an inappropriate response to social disorder, and have sought to keep revolutions from happening or to defeat them when they occur. On the other hand, supporters of revolution, most notably various Marxists, have waxed enthusiastic about revolutions and have tried to instigate and direct revolutionary change based on elaborate theories of historical development.

Our approach in this course will be somewhat more modest than either the pro- or anti-revolutionary theorists. Following the lead of Crane Brinton in his Anatomy of Revolution, we shall attempt to formulate some tentative generalizations about the process of change in four twentieth-century revolutionary movements and to suggest the broader significance such movements may have in the modern world.

Evaluation in the course will be based on three mid-semester exams (indicated in the outline on the next page), on class participation, on a book review or research paper, and on a final comprehensive exam. The exams will be based both on the required readings and on the lecture-discussions. The required books provide introductions to the different revolutionary movements we will be studying.

The four required books for the course are:

Sheila Fitzpatrick, The Russian Revolution, Second Edition
 Edwin E. Moise, Modern China: A History, Third Edition
 Marilyn B. Young, The Vietnam Wars, 1945-1990
 Walter LaFeber, Inevitable Revolutions: The United States in Central
 America, Second Edition

The class sessions will combine lecture and discussion, as well as films and outside speakers, when possible.

Since the required readings provide only a taste of the extensive literature about these movements, each student will be expected, in addition, to write a book review on one of these revolutions or another revolution of special interest. The book review or research paper should be between 6 to 10 pages in length. The book that a student chooses to review *must* be approved *in advance*, in consultation with the professor. More detailed instructions about the book reviews will be given in class. Insights gained from the book reviews will allow each student to develop a more in-depth understanding of a particular revolution of interest to them and will encourage more lively and well-informed class discussions.

PLEASE TAKE CAREFUL NOTE OF THE FOLLOWING:

Students are expected to attend class regularly, come on time by the beginning of class at 9:05 a.m., and be ready to participate in class discussions on the assigned readings.

More than 6 unexcused absences from class (2 weeks of class) may be grounds for reduction in the student's overall course grade by as much as one full level (10 points).

Throughout this course, all students are expected to follow the Georgia Tech Honor Code.

This course fulfills the Core Area E Social Science requirement and the International Relations requirement for the International Plan, and it is approved for the Social Justice Minor in HTS and LMC.

IMPORTANT ADDITIONAL NOTE: *The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.*

Area E Approved Learning Outcome:

Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

Explain how the course satisfies the Area E approved learning outcome:

To demonstrate that they have met the Area E learning outcome, students will be able to *describe* four influential twentieth-century revolutionary movements, *analyze* how each of them seized, retained, and used their power, and *explain* how such revolutionary movements illustrate both the potential achievements and the pitfalls inherent in revolutionary efforts to achieve profound social change.

Course Learning Outcomes:

1. Students will *describe* some of defining characteristics of modern political "revolutions," as well as the most important preconditions for such upheavals.
2. Students will *analyze* the typical trajectory that major political revolutions go through after they seize power, including their tendency to pass sequentially through moderate and extremist phases before achieving stable new order.
3. Students will *recognize* the differences between the four important twentieth-century revolutionary upheavals upon which this course focuses and *describe* the ways the United States has responded to these upheavals.
4. Students will *compare* classic political revolutions that have rapidly overthrown pre-existing governments with more recent longer-term "guerrilla" insurgencies and colonial independence movements.
5. Students will *explain* some of the major social, political, and economic changes that revolutionary movements may make in their societies.

OUTLINE OF CLASS SESSIONS, ASSIGNMENTS, AND EXAMS:

I. Introduction to the Study of Revolutions

January 7, 9, 11, 14, 16, 18, 23

Film: "The Battle of Algiers"

Readings:

Crane Brinton, Anatomy of Revolution, pp. 3-26, 237-271

James C. Davies, "Toward A Theory of Revolutions"

Jack A. Goldstone, ed., Revolutions (selections)

NO CLASS: Monday, January 21--Martin Luther King Jr.'s birthday celebrated

II. The Russian Revolution of 1917

January 25, 28, 30; February 1, 4, 6, 8, 11

Film on the Soviet Union

Readings:

R. R. Palmer & Joel Colton, "The Russian Revolution and the Soviet Union"

Sheila Fitzpatrick, The Russian Revolution, Second edition (entire)

Abraham Ascher, "Reform, Stagnation, Collapse"

EXAM #1 on Topics I and II: Wednesday, February 13

III. The Chinese Communist Revolution

February 15, 18, 20, 22, 25, 27; March 1, 4, 6

Films on China and Mao Zedong

Reading: Edwin E. Moise, Modern China: A History, Third edition (entire)

EXAM #2 on Topic III: Friday, March 8

IV. The Vietnam War(s)

March 11, 13, 15, 25, 27, 29; April 1, 3

Films on Vietnam

Reading: Marilyn B. Young, The Vietnam Wars, 1945-1990 (entire)

NO CLASS-- March 18-22--Georgia Tech Spring Break,

EXAM #3--Friday, April 5

V. Central American Revolutionary Movements of the 1970s and 1980s

April 8, 10, 12, 15, 17, 19, 22

Films on Central American Revolutions

Reading: Walter LaFeber, Inevitable Revolutions: The United States in Central America, Second edition (selections)

BOOK REVIEW due--Friday, April 12

FINAL EXAM: Wednesday, May 1, 8:00-10:50 a.m.

HTS 3067--Revolutionary Movements in the Modern World
Lawrence Foster--Spring 2019
READING ASSIGNMENTS

Week 1

January 7/9--begin Crane Brinton, Anatomy of Revolution, pp. 3-26, 237-271
January 11--begin James C. Davies, "Toward a Theory of Revolutions"

Week 2

January 14--begin "Introduction: The Comparative and Historical Study of Revolutions" in Jack Goldstone, ed., Revolutions, pp. 1-17: and Stephen Walt, "War Follows Revolution, Political Scientist Finds"
January 16--begin "Classic Approaches to Revolution," in Goldstone, pp. 21-36
January 18--begin Palmer and Colton, "The Russian Revolution and the Soviet Union," pp. 696-717 (first half of chapter)

Week 3

January 21--NO CLASS: Martin Luther King Jr.'s birthday celebrated

January 23--begin Palmer and Colton, "The Russian Revolution and the Soviet Union" pp. 717-739 (second half of chapter)
January 25--begin Sheila Fitzpatrick, The Russian Revolution, Second edition, introduction and chapter 1 (pp. 1-39)

Week 4

January 28--begin Fitzpatrick, chapter 2 (pp. 40--67)
January 30--begin Fitzpatrick, chapter 3 (pp. 68-92)
February 1--begin Fitzpatrick, chapter 4 (pp. 93-119)

Week 5

February 4--begin Fitzpatrick, chapter 5 (pp. 120-147)
February 6--begin Fitzpatrick, chapter 6 (pp. 148-172)
February 8--begin Abraham Ascher, "Reform, Stagnation, Collapse," in his Russia: A Short History, pp. 202-243

Week 6

February 11-Review for EXAM #1

February 13--EXAM #1

February 15--begin Edwin Moise, Modern China: A History, Third edition, introduction and chapter 1 (pp. 1-28)

Week 7

February 18--begin Moise, chapter 2 (pp. 29-53)

February 20--begin Moise, chapters 3 and 4 (pp. 54-91)

February 22--begin Moise, chapter 5 (pp. 92--121)

Week 8

February 25--begin Moise, chapters 6 and 7 (pp. 122-164)

February 27--begin Moise, chapter 8 (pp. 165-196)

March 1--begin Moise, chapters 9 and 10 (pp. 197-240)

Week 9

March 4--begin Moise, chapter 11 (pp. 241-268)

March 6--Review for EXAM #2

March 8--EXAM #2

Week 10

March 11--begin Marilyn B. Young, The Vietnam Wars, 1945-1990, chapters 1 and 2 (pp. 1-36)

March 13--begin Young, chapters 3 and 4 (pp. 37-88)

March 15--begin Young, chapters 5 and 6 (pp. 89-123)

Week 11

March 18-22--NO CLASSES--Georgia Tech Spring Break

Week 12

March 25--begin Young, chapters 7 and 8 (pp. 124--171)
March 27--begin Young, chapters 9, 10, and 11 (pp. 172-231)
March 29--begin Young, chapters 12 and 13 (pp. 232-280)

Week 13

April 1--begin Young, chapters 14 and 15 (pp. 281-329)
April 3--review for EXAM #3

April 5--EXAM #3

**April 5--begin Walter LaFeber, Inevitable Revolutions: The United States in Central America, introduction (pp. 1-18)*

Week 14

April 8--begin LaFeber, chapter 1 (pp. 19-85)
April 10--work on Book Review

April 12--BOOK REVIEWS due

Week 15

April 15--begin LaFeber, chapter 4 (pp. 197-270)
April 17--begin LaFeber, chapter 5 (pp. 271-324)
April 19--begin LaFeber, chapter 6 (pp. 325-368)

Week 16

April 22--Review for FINAL EXAM

FINAL EXAM--Wednesday, May 1, 8:00 - 10:50 a.m.