Of all the forms of social change in the modern world, the revolution is certainly the most
dramatic— and the most controversial. The word “revolution” is often used metaphorically to emphasize
the dramatic nature of certain events, as in “the Reagan revolution,” or “the Industrial revolution.”
However, this course will focus on the specific phenomenon of “social revolutions”: that is to say, rapid,
fundamental, and violent domestic change in the dominant values and myths of a society, in its political
institutions, social structure, leadership, and government activity and policies.

Course Requirements:
The final grade for this course will be based on
1) A test given toward the beginning of the course: (20 points)
2) 5 pop quizzes @ 5 points each: (25 points)
3) A 5-7 page essay: (25 points)
4) A final examination: (25 points)
5) Class participation (5 points)
TOTAL: 100 points

Most students find this course quite challenging. Many courses in sociology deal with topics
with which students are familiar from their everyday lives (i.e., race in the United States, social
inequality, gender relations, crime). However, this course deals with historical and international themes
about which most students have little prior knowledge (not many of you have lived through a revolution,
for example!). Some of the readings for this course are quite dense, and will require extensive
explanation and elaboration in class. Other class material will be presented in lecture, but is not in the
readings. Therefore, class attendance is imperative to your performance in this course. If you must
miss a class session, it is your responsibility (and in your best interest) to get the notes from a classmate.

Vocabulary Test: This course deals with concepts and themes that are new for many students,
such as the rise of capitalism, and the role of peasants in revolutions. These sorts of concepts and
themes will be introduced during the first few class sessions, and will serve as “building blocks” for the
rest of the course. Without these building blocks, the rest of the course won’t make very much sense.
Therefore, 20 percent of your grade will be based on an in-class test on terms and concepts given during
the third week of the course. This test is designed to test your understanding of concepts, not your ability
to memorize phrases. I will hand out a list of key terms and concepts prior to the vocabulary exam.

Quizzes: To ensure that you come having done the reading for the class, I will give 9 pop
quizzes at the beginning of class at random intervals throughout the semester. Each quiz will be worth 5
points, and your 4 lowest grades will be dropped. Thus, you will be graded on a total of 5 quizzes @ 5
points each, for a total of 25 points. If you have to miss class on a day that a pop quiz is given (due to
illness, religious observance, a death in the family, athletic event, etc.), or if you arrive late to class on a
quiz day, your quiz grade will be “zero,” and will count toward the four that get dropped. No extra
credit will be given to students who miss a pop quiz.
**Essay:** Toward the middle of the semester, students will hand in a 5-7 page essay (topic to be announced).

**Final Exam:** The final will be a cumulative, in-class exam covering all the material from readings and lectures from the beginning through the end of the course. Its format will be essay and short answer. A makeup exam will be scheduled for students who have conflicts with other exams.

**Participation:** Your 5-point participation grade depends on both class attendance and quality of discussion (i.e., whether it is insightful, relevant to the topic at hand, grounded in the reading).

**Academic Honesty:** Students are expected to comply with the standards for academic honesty outlined in the Boston College Student Guide ([http://www.bc.edu/offices/odsd/services/guide/part4/](http://www.bc.edu/offices/odsd/services/guide/part4/)). Cheating on tests, quizzes, or exams will result in a grade of “0” for the test in question. Plagiarized assignments will also receive a grade of “0.” In the case of either cheating or plagiarism, I am required to contact your academic dean.

**Readings:** There are two sources of readings for this course:

1) A collection of articles available on O’Neill Library online reserve system under “Babb.”

2) 3 books available at the Boston College bookstore. They are:

   Marc Cooper, *Pinochet and Me.*
   Jack Goldstone (ed.), *Revolutions.*

There will also be a copy of each book available on 2-hour loan at O’Neill Library Reserve.
<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY</th>
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<tbody>
<tr>
<td>September 8</td>
<td>I. Modernization and Revolution</td>
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<tr>
<td>Introduction</td>
<td>September 10</td>
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<tr>
<td></td>
<td>Farmer, Paul, “On Suffering and Structural Violence” (online).</td>
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<td>September 15</td>
<td>September 17</td>
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<tr>
<td>Rius, <em>Marx for Beginners</em>: pp. 124-42 (online).</td>
<td>Marx, continued</td>
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<td>Darnton, excerpt from <em>The Great Cat Massacre</em> (online).</td>
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<td>Scott, chapter from <em>Weapons of the Weak</em> (online).</td>
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<td>September 22</td>
<td><strong>Concept/Vocabulary test in class</strong></td>
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<td>Skocpol and Trimberger, “Revolutions: A Structural Analysis” (in Goldstone).</td>
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<td>September 29</td>
<td><strong>Concept/Vocabulary test in class</strong></td>
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<td><strong>Paper topic handed out in class.</strong></td>
<td><strong>Paper due in class.</strong></td>
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<tr>
<td>October 6</td>
<td>Skocpol, “France, Russia, and China,” (online).</td>
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<td>III. The Outcomes of Revolutions</td>
<td><strong>Paper due in class.</strong></td>
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<tr>
<td>October 20</td>
<td>Sen, excerpt from <em>Development as Freedom</em> (online).</td>
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<tr>
<td>Kelley and Klein, “Revolutions and the Rebirth of Inequality” (in Goldstone).</td>
<td><strong>Paper due in class.</strong></td>
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<td>October 27</td>
<td>Lenin: Excerpts from <em>What is to be Done</em></td>
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<tr>
<td>Gouldner: “Stalinism: A Study of Internal Colonialism” (online).</td>
<td><strong>Paper due in class.</strong></td>
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<tr>
<td>TUESDAY</td>
<td>THURSDAY</td>
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| November 3  
Cooper, *Pinochet and Me* (first half) |
| November 10  
Cooper, excerpt from *Pinochet and Me* (second half). | IV. The Cuban Revolution  
November 12  
Paterson, “Curve Balls…” and “Supplying Repression” (online)  
Jatar-Hausmann, Preface, Chapter 1. |
| November 17  
Jatar-Hausmann, Chapters 2-5. | November 19  
Guevara, “Socialism and Man in Cuba” (online).  
Hausmann, Chapters 6-8. |
| November 24  
Pérez, “Fear and Loathing of Fidel Castro” (online). | November 26  
**No Class—Thanksgiving** |
| December 1  
Hausmann, Chapter 9.  
Cuba reading to be announced. | V. The Mexican Revolution  
December 3  
MachLachlan and Beezley, “The Porfiriato” (online).  
| December 8  
Fuentes, “History out of Chaos” (online). | December 10  
La Botz, Dan, “Carlos Salinas and the Technocratic Counterrevolution” (online).  