

POL/SPIA 3055
Protests, Coups, and Revolutions
Mondays, Wednesdays, and Fridays 3:35-4:30pm
SWIFT 519

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Office Hours: Wednesdays, 11:00am-1:00pm and by appointment

Course Description: This interdisciplinary course examines multiple forms of contentious politics, adopting a global comparative perspective on societies, cultures, and political systems. The course also includes discussion of the United States where relevant. Using works by political scientists, historians, anthropologists, journalists, and other experts, we will analyze three major phenomena: protests, or mass actions aimed at pressuring those in power; coups, especially military coups, meaning elite-led, forceful overthrows of internationally recognized heads of state; and revolutions, referring to bottom-up mobilizations that culminate in the overthrow of a ruler and/or in a large-scale social change. In the first half of the course, we will read theoretical treatments of these types of events; in the second half, we will look at case studies of specific protests, coups, and revolutions. We will also explore, when relevant, related phenomena such as mutinies, disputed elections, and armed rebellions. Finally, we will discuss how the international community, and the U.S. government in particular, has reacted to different protests, coups, and revolutions around the world. The course will aim to equip students with advanced understanding of the various ways in which politics as usual can be disrupted by tumultuous events. The course will also help students to compare and contrast between different cultures and social systems, and to consider complex ethical questions about political norms, civil-military relations, and the international community's responses to individual countries' political crises.

Required Readings (available at the Bookstore and elsewhere):

- Pouya Alimagham, *Contesting the Iranian Revolution: The Green Revolution*
- Ernest Harsch, *Burkina Faso: A History of Power, Protest and Revolution*

Course Policies:

Code of Conduct: Please follow the University of Cincinnati's Student Code of Conduct, including by avoiding cheating, plagiarism, and classroom disruption. Find the Code at http://www.uc.edu/conduct/Code_of_Conduct.html.

Prohibition of Discrimination: Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required to forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful at UC. You are not required to talk with the

Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult www.uc.edu/titleix or contact the office at 556-3349.

Disabilities and Accommodations: If you require accommodation for a disability, the university's disability services office is your primary point of contact. The disability services office is located in 210 University Pavilion (phone: 556-6823; email: disabisv@ucmail.uc.edu) and further information on their resources is available at: <http://www.uc.edu/aess/disability.html>

School of Public and International Affairs Statement on Intellectual Discovery: "As the very essence of democratic politics is to engage in difficult dialogues and topics as inclusively as possible, the Department of Political Science is committed to the fundamental principles of academic freedom and human dignity. As we live out this commitment and these principles, students may find themselves exposed to diverse and challenging viewpoints. Continued enrollment in a Political Science course constitutes an agreement to be exposed to viewpoints with which students may disagree. Moreover, it constitutes an agreement to engage those disagreements in a respectful manner, rooted in the rigorous principles of academic inquiry. Faculty will guide exploration of many ideas and in order to promote debate will present arguments that may or may not match with their own personal views. Through the academic theories and methods of political science, we seek to help students move from opinion to reasoned argument and will use approaches, including taking unpopular views or adopting ones we disagree with ourselves, to explore how to sustain and critique ideas. The Department invites all of its students to engage constructively in this process of intellectual discovery."

Let's all work together to ensure we meet the highest standards of integrity and inclusivity.

Assignments and Evaluation (100 points total)

Non-Written Assignments (20):

- Attendance and Participation (10): Attendance is mandatory. You may miss up to three sessions without penalty, and any absence for a serious reason (illness, childcare, unavoidable work conflict, etc.) is excused. Active participation in course discussions (at least one substantive comment/question per week) is necessary to earn full points.
- Discussion Leader Role (10): Once during the semester, you are asked to serve as the discussant for a particular day's reading/s. This involves making a brief presentation (around 3-5 minutes) summarizing and evaluating the reading, and then guiding the class through a discussion of at least three paragraphs/excerpts from the reading. Maximum two discussants per session.

Written Assignments (80):

1. Track One – Country Case Study: Select a country of your choice, other than Iran or Burkina Faso. Write a series of papers analyzing contentious politics in that country.
 - Event Analysis (20): A 1,000-word analysis of a key event (a protest, coup, or revolution) in your chosen country. See Rubric 1a on Canvas. **Due September 26.**
 - Key Actor Profile (20): A 1,000-word analysis of a key actor (person, movement, or institution) involved in a contentious political event in your chosen country. See Rubric 2a on Canvas. **Due October 31.**
 - Final Paper (40): A 4,000-word analysis of key upheavals in your chosen country. You can incorporate part or all of the previous two papers into the final paper, without any penalties for what would otherwise be considered self-plagiarism. See Rubric 3a on Canvas. **Due December 9.**
2. Track Two – Theorist Case Study: Select a theorist of your choice (this can include a theorist we read in class), and analyze their life, writings, and career to shed light on how we can/should understand contentious politics.
 - Biographical Sketch and Analysis (20): In 1,000 words, discuss and analyze (not just summarize!) the life and career of your chosen theorist. See Rubric 1b on Canvas. **Due September 26.**
 - Key Text Analysis (20): A 1,000-word analysis of a key piece of writing (or interview, speech, etc.) by your chosen theorist. See Rubric 2b on Canvas. **Due October 31.**
 - Final Paper (40): A 4,000-word analysis of your chosen theorist and his/her significance for our understanding of protests, coups, and/or revolutions. You can incorporate part or all of the previous two papers into the final paper, without any penalties for what would otherwise be considered self-plagiarism. See Rubric 3b on Canvas. **Due December 9.**

Schedule of Course Meetings and Topics

Monday, August 22 – Introductions, no readings

Wednesday, August 24 – Terminology

- Reading: Tobi Haslett, “Magic Actions” (<https://www.nplusonemag.com/issue-40/politics/magic-actions-2/>)

Friday, August 26 – Terminology Continued

- Reading: Barbara Cooper, “Anatomy of a Riot” (Canvas)

Monday, August 29 – Terminology Continued

- Reading: Charles Tilly and Sidney Tarrow, “How to Analyze Contention” (Canvas)

Unit One: Protests

Wednesday, August 31 – Protest Dynamics

- Reading: Samuel Brannen, Christian Haig, and Katherine Schmidt, “The Age of Mass Protests” (https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/200303_MassProtests_V2.pdf)

Friday, September 2 – Protest Dynamics

- Reading: Erica Chenoweth and Maria Stephan, “The Success of Nonviolent Resistance Campaigns” (Canvas)

Monday, September 5 – Labor Day, no class

Wednesday, September 7 – Protest Impacts

- Reading: Omar Wasow, “Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting” (Canvas)

Friday, September 9 – Protest Impacts

- Reading: Celeste Beesley, “Euromaidan and the Role of Protest in Democracy” (Canvas)

Monday, September 12 – Protesters and the Security Forces

- Reading: Travis Curtice and Brandon Behlendorf, “Street-Level Repression: Protest, Policing, and Dissent in Uganda” (Canvas)

Wednesday, September 14 – Mutinies

- Reading: Maggie Dwyer, “Out of the Shadow of Coups” and “The Typical Mutiny” (Canvas)

Friday, September 16 – Protests and Coups

- Reading: Jaclyn Johnson and Clayton Thyne, “Squeaky Wheels and Troop Loyalty” (Canvas)

Unit Two: Coups

Monday, September 19 – Definitions

- Reading: Edward Luttwak, “What Is the *Coup d’État*?” (Canvas)

Wednesday, September 21 – Typologies

- Reading: Naunihal Singh, “Introduction” from *Seizing Power* (Canvas)

Friday, September 23 – External Sponsors

- Reading: Stephen Kinzer, “The Most Fortright Pro-Communist” from *The Brothers* (Canvas)

Monday, September 26 – Coup-Proofing

- Reading: James Quinlivan, “Coup-Proofing: Its Practice and Consequences in the Middle East” (Canvas)
- **Due: First Paper**

Wednesday, September 28 – Coup-Proofing Continued

- Reading: Erica de Bruin, “Introduction” from *How to Prevent Coups d’État* (Canvas)

Friday, September 30 – External Actors Abetting Coups?

- Reading: Anette Hoffman, “The West’s Struggle with Sudan” ([https://www.clingendael.org/sites/default/files/2022-07/Policy brief The Wests struggle in Sudan.pdf](https://www.clingendael.org/sites/default/files/2022-07/Policy%20brief%20The%20West%20struggle%20in%20Sudan.pdf))

Unit Three: Revolutions

Monday, October 3 – Camus

- Reading: Albert Camus, “Introduction” and “Part One: The Rebel” (Canvas)

Wednesday, October 5 – Arendt

- Reading: Hannah Arendt, “War and Revolution” and “The Meaning of Revolution” (Canvas)

Friday, October 7 – Skocpol

- Reading: Theda Skocpol, “Explaining Social Revolutions” (Canvas)

Monday, October 10 – Reading Day, no class

Wednesday, October 12 – Lenin

- Reading: Vladimir Lenin, “Preface” and “Class Society and the State” (Canvas)

Friday, October 14 – Hobsbawm

- Reading: Eric Hobsbawm, “Third World and Revolution”

Monday, October 17 – Fanon

- Reading: Franz Fanon, “On Violence” (Canvas)

Wednesday, October 19 – Cabral

- Reading: Amilcar Cabral, “The Weapon of Theory” (Canvas)

Friday, October 21 – Fewer Revolutions?

- Reading: Robert Snyder, “The End of Revolution?” (Canvas)

Unit Four: Case Studies

Monday, October 24 – Iran

- Reading: Alimaghani, *Contesting the Iranian Revolution*, Preface and Chapter 1

Wednesday, October 26 – Iran continued

- Reading: Alimaghani, Chapter 2

Friday, October 28 – Iran continued

- Reading: Alimaghani, Chapter 3

Monday, October 31 – Iran continued

- Reading: Alimagham, Chapter 4
- **Due: Second Paper**

Wednesday, November 2 – Iran Continued

- Reading: Alimagham, Chapter 5

Friday, November 4 – Iran Continued

- Reading: Alimagham, Chapter 6

Monday, November 7 – Burkina Faso

- Reading: Harsch, *Burkina Faso*, Chapters 1-3

Wednesday, November 9 – Burkina Faso continued

- Reading: Harsch, Chapters 4-6

Friday, November 11 – Veterans Day, no class

Monday, November 14 – Burkina Faso continued

- Reading: Harsch, Chapters 7-9

Wednesday, November 16 – Burkina Faso continued

- Reading: Harsch, Chapters 10-12

Friday, November 18 – Burkina Faso continued

- Reading: Harsch, Chapters 13-15

Monday, November 21 – Burkina Faso continued

- Readings:
 - Ornella Moderan and Fahiraman Koné, “What Caused the Coup in Burkina Faso?” (<https://issafrica.org/iss-today/what-caused-the-coup-in-burkina-faso>)
 - Bettina Engels, “Transitioning Nowhere: Burkina Faso’s Coup d’État” (<https://roape.net/2022/03/29/transitioning-nowhere-burkina-fasos-coup-detat/>)
 - Joseph Sany, “A Sixth Coup in Africa? The West Needs to Up Its Game” (<https://www.usip.org/publications/2022/02/sixth-coup-africa-west-needs-its-game>)

Wednesday, November 23 – Thanksgiving Break, no class

Friday, November 25 – Thanksgiving Break, no class

Mini-Unit: U.S. Foreign Policy Issues

Monday, November 28 – U.S. Foreign Policy and Coups

- Readings:
 - Frances Brown and Thomas Carothers, “The US Needs a Global Anti-Coup Strategy” (<https://www.justsecurity.org/81725/the-us-needs-a-global-anti-coup-strategy/>)
 - Congressional Research Service, “Coup-Related Restrictions in U.S. Foreign Aid Appropriations” (<https://sgp.fas.org/crs/row/IF11267.pdf>)

Wednesday, November 30 – U.S. Foreign Policy, Continued

- Readings:
 - Eric Edelman and Ray Takeyh, “The Next Iranian Revolution: Why Washington Should Seek Regime Change in Tehran” (Canvas)
 - Benjamin Denison, “Stay Out of the Regime Change Business” (<https://warontherocks.com/2020/06/stay-out-of-the-regime-change-business/>)

Friday, December 2 – Final Session, no readings

Final Paper due December 9.