

# American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Arts and Humanities**

**HIST581**  
**The Great Revolutions**

**3 Credit Hours**  
**16 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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## Instructor Information

**Instructor:** Dr. Loni Bramson  
**Email:** [loni.bramson@mycampus.apus.edu](mailto:loni.bramson@mycampus.apus.edu)  
**Skype Office Hours:** by appointment; Skype ID <dr.bramson>  
**Website:** [web.clark.edu/lbramson](http://web.clark.edu/lbramson)

The email address is for before and after the course. During the course only use Messages.

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## Course Description

This course compares and contrasts revolutions recognized as monumental in scope and consequences; they are labeled "great"; specifically, the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian. Students examine their causes and consequences, to include the transformation of economic, social, and political systems of social stratification. Of particular interest is the relationship among the structural and intentional elements, the impact of revolutionary crisis in a society, and various insurgent challenges to the ancient regime.

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## Course Scope

This course analyzes a few of the great revolutions in history. Students will focus on the significant concepts, theories, and events in the history of great revolutions. The course will challenge commonly held notions of what a

revolution is. Non-military and military revolutions will both be examined. This is a reading and writing intensive course.

### Course Objectives

Students will be able to:

- Discern the nature of “revolution” and what constitutes a “revolutionary” movement in social science and history. LO1
- Analyze the significant events that lead to revolutions. LO2
- Evaluate the factors that lead to revolutions. LO3
- Analyze historiographical interpretations. LO4

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources) and access to the online learning management system (Sakai) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Course Materials

#### REQUIRED TEXTS

- Said Amir Arjomand, *The Turban for the Crown: The Islamic Revolution in Iran*. ISBN-10:0195042581.
- David Armitage and Sanjay Subrahmanyam, eds., *The Age of Revolutions in Global Context, c. 1760-1840*. ISBN-10: 0230580475 or ISBN-13: 978-0230580473.
- John Foran, ed., *Theorizing Revolutions*. ISBN-10: 0415135680 or ISBN-13: 978-0415135689.
- Steve Shapin, *The Scientific Revolution*. ISBN-10: 0226750213 or ISBN-13: 978-0226750217.
- John Springhall, *Decolonization since 1945: The Collapse of European Overseas Empires*. ISBN-10: 0333746007 or ISBN-13: 978-0333746004.

#### HIGHLY RECOMMENDED REFERENCES (For All History Majors)

Turabian, Kate L. *Manual for Writers of Term Papers*. 8th ed. Chicago: University of Chicago Press, 2013. *Purchase optional but highly recommend*. The full, online Chicago style manual, sixteenth edition is available at <http://apus.campusguides.com/writing/citation>.

**Additional Required Readings:** In Resources files or provided by the Instructor.

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. **Citations will follow traditional footnote attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the Chicago Style Manual. Also, make sure that Word creates one space after punctuation, which is required by Chicago. Ensure that you change the preferences in Word before you turn in a written assignment. Historians use the Chicago bibliography style (not the author-date style).

**Copyright and Fair Use Notice:** Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

**Websites:** In addition to the required course texts Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

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## Evaluation Procedures

Grade Instruments	Percentages
Forums x 5	40
Week 1 Forum	5
Research Paper	40
Research Proposal	15
<b>Total</b>	<b>100</b>

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### Evaluation Details:

When submitting work, the proper file name is: **Hist581SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.**

### Forum Discussions:

A) Each forum requires answers to questions listed in the forum. Use this opportunity to analyze and engage in synthesis, and to deeply engage the course material. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to the required questions in each forum, and at least four times to fellow students (or to me when I post). Each post must be analytical in nature, well written, and properly referenced with footnotes. They must all adhere to the Chicago style. These forum discussions are preparation for you to participate in professional online discussion forums. Students must enter the appropriate thread using the forum button on the left navigation bar.

- **No later than Friday, 11:55 PM, ET of the first week of the module, submit the initial posting to the required set of questions in the forum area for your classmates to read.** This first posting responding to the questions must be at least 350 words in length. It will probably have to be longer.
- **By Friday, 11:55 PM, ET of the second week, submit the first two analytical responses to students,** which must be at least 250 words each.
- **By Friday, 11:55, PM ET of the third week, submit the remaining two analytical responses to students,** which must be at least 250 words each.

These responses must show graduate-level critical thinking skills. I have set this tab for multiple submissions so you can check the TurnItIn Originality Report before a final submission.

Do not forget that you must use proper Chicago style formatting and footnotes at all times. For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email. All posted discussions must be relevant to the module's readings. Postings unrelated to the module's discussion, or made after the module, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class.

Part of the forum participation will include incorporating what students have learned from the discussions and reviews on the [H-Net](http://h-net.org) network <h-net.org> they have joined. The first week every student will join an H-Net discussion network. It can take time for an application to be approved, but the logs are public and all students should start reading them as from the first week.

B) Each module you will read a book or document from the course bibliography (in Resources, Course Documents) that is directly related to the module subject matter. In at least 700 words, you will analytically summarize it and explain why it is important for the module. The books or documents that you choose may be used for your research paper, providing they are pertinent to your research project. Remember that Sakai does not carry over code for indentation. Therefore, proper footnotes are required, and a proper bibliographic entry for the book or document, but I will ignore how Sakai formats these. These are part of your forum grade. **Post this by Friday 11:55 PM ET of the second week in each module in the Analytical Summary section.** For this assignment, outside sources are not required but are encouraged. The graduate grading rubric will be used for grading purposes. Responses in this forum will not count toward your forum discussion grade.

For these analytical summaries, you must choose a book or document that is not required reading and is in the section for the revolution being studied. For the Age of Revolutions, the choices from the course bibliography are: the American, French, Haitian, Mexican War of Independence, and Industrial Revolutions; from the general section, the books by Armitage, Hobsbawm, Klooster, Palmer (both volumes), and Sperber are also pertinent. For the theory module (Module 5), you may choose a book in the General and Theoretical section.

C) **By Friday, 11:55 PM ET of the second week of each module** you will write at least two paragraphs for the Winners and Losers (WL) posting. For this assignment only, I do not require citations in order to allow you to think out of the box, if you wish. Describe the “winners and losers” of the revolution being studied. This post is required, but graded only in its absence. Responses in this forum will not count toward your forum discussion grade. Note: There is no Winners and Losers for the theory module.

*Week 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations.*

Research Paper and Research Proposal: Each student is to submit a 15 – 20 page research paper, near journal quality, on a revolution chosen from the course bibliography. For the Age of Revolutions, the choices are the American, French, Haitian, Mexican (War of Independence), and Industrial Revolutions. Students may also write a historiographical or theoretical paper directly related to the subject of great revolutions. The paper is due by Sunday 11:55 PM ET, Week 16. Upload the research paper in Assignments. Include a regular bibliography (not the annotated one). For this paper, you are required to use in the text a minimum of 15 quality academic sources, and make good use of academic journal articles. These sources must actually be used in the paper and not just consulted. Required reading will not count toward the minimum number of sources. Adhere to all requirements of the graduate grading rubric for essays. Note that your topic cannot extend beyond the year 2000. If you are going to interview anyone for your paper, ensure that you start early enough to receive permission from the Institutional Review Board @ <http://www.apus.edu/community-scholars/institutional-review-board/index.htm>. Attach a copy of the permission to the paper. You may also write a pertinent family history research paper. Such a paper will support or disprove theories and analyses in the literature. Contact me if you wish to write a family history paper.

Research Proposal: I do not want a Hist 500 research proposal. Include introductory remarks. State and explain your research question or thesis if it is already established. Provide the academic frame of reference for your research. What is its significance for the field? Where is it situated in the literature? Include an annotated bibliography that adheres to the Chicago style, with a paragraph text for each entry. The length of this essay will vary depending on the length of the annotated bibliography; due Sunday 11:55 PM ET, Week 8. Upload it in Assignments.

Engaging in a family history or oral history research paper is encouraged. It will still include a critical analysis of your synthesized findings. In other words, your family or oral history will be used to support or disprove theories and analyses in the literature. Your family history would serve as source material to analyze the theories and research in the literature. If you are going to interview anyone for your paper, ensure that you start early enough to receive permission from the Institutional Review Board.

**All essays should be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Remember that the Chicago style and footnotes are always used. To understand the quality of the work you are expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals listed in the course bibliography.**

**COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Docs and dropbox.com are free.**

**Course Outline**

**NOTE:** All reading assigned is due for discussion the following module.

<b>Week</b>	<b>Topic(s)</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
1	Orientation Week.	<p>Create a learning community.</p> <p>Develop the necessary skills to use Sakai and the Online Library.</p>	<p>Required (most in Resources):</p> <p>1) Steve Shapin, <i>The Scientific Revolution</i>.</p> <p>2) B. J. T. Dobbs, "Newton as Final Cause and First Mover."</p> <p>3) William L. Hine, "Mersenne and Copernicanism."</p> <p>4) Margaret Osler, "Galileo, Motion, and Essences."</p> <p>5) J. R. Christianson and Tycho Brahe, "Tycho Brahe's German Treatise on the Comet of 1577: A Study in Science and Politics."</p> <p>6) Lynn Thorndike, "The True Place of Astrology in the History of Science."</p> <p>7) A. Mark Smith, "Knowing Things Inside Out: The Scientific Revolution from a Medieval Perspective."</p> <p>8) Keith Hutchison, "What Happened to Occult Qualities in the Scientific</p>	<p>1) Virtual introduction and other Week 1 work, which is graded. Remember that DOE requires that you post 250 words by Sunday 11:55 PM ET Week 1 to maintain your registration.</p> <p>2) Required reading.</p> <p>3) Explore the course website.</p> <p>4) Explore the Online Library.</p> <p>5) Join a discussion network at H-Net.</p> <p>6) Choose a book from the course bibliography to read for the first analytical summary and read it.</p>

			<p>Revolution?”</p> <p>9) Richard Westfall, “Science and Patronage: Galileo and the Telescope.”</p> <p>10) Albert Van Helden, “The Telescope in the Seventeenth Century.”</p> <p>See recommend reading at the end of the syllabus.</p>	
<p><b>Module 1: Weeks 2 - 4</b></p>	<p>The Scientific Revolution.</p>	<p>Analyze the factors that led to the Scientific Revolution and its most important elements. LO 1, 2, 3, 4.</p>	<p>Required: David Armitage and Sanjay Subrahmanyam, eds., <i>The Age of Revolutions in Global Context, c. 1760-1840</i>.</p> <p>See Recommend Reading and Podcast at the end of the syllabus.</p>	<p>1) Read the 3 Lessons for Module 1.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers.</p> <p>3) Your analytical summary on the book on the Scientific Revolution is due at the end of Week 3.</p> <p>4) Required reading.</p> <p>5) Choose a book from the course bibliography to read for the second analytical summary and read it.</p>
<p><b>Module 2: Weeks 5 - 7</b></p>	<p>The Age of Revolutions.</p>	<p>Analyze the factors that led to the Age of Revolutions and its most important elements. LO 1, 2, 3, 4.</p>	<p>Required: 1) John Springhall, <i>Decolonization since 1945: The Collapse of European Overseas Empires</i>.</p> <p>In Resources: 2) Documentary <i>On Orientalism</i>.</p> <p>3) Frederick Cooper, “‘Our Strike’: Equality, Anticolonial Politics and the 1947-48 Railway Strike in French West Africa.”</p> <p>4) John Flint, “Planned Decolonization and Its Failure in British Africa.”</p> <p>5) Tony Smith, “A Comparative Study of French and British Decolonization.”</p>	<p>1) Read the 3 Lessons for Module 2.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers.</p> <p>3) Your analytical summary on the book on the Age of Revolutions is due at the end of Week 6.</p> <p>4) Required reading.</p> <p>5) Choose a book from the course bibliography to read for the third analytical summary and read it.</p>

			See recommend reading at the end of the syllabus.	
<b>Module 3: Weeks 8-10</b>	The Overthrow of Twentieth Century Colonial Powers.	Analyze the factors that led to the decolonization rebellions and their most important elements. LO 1, 2, 3, 4.	<p>Required (some in Resources):</p> <ol style="list-style-type: none"> <li>1) Said Amir Arjomand, <i>The Turban for the Crown: The Islamic Revolution in Iran.</i></li> <li>2) Theda Skocpol with responses from Keddie, Ahmad, and Goldfrank, "Rentier State and Shi'a Islam in the Iranian Revolution."</li> <li>3) Ahmad Ashraf and Ali Banuazizi, "The State, Classes and Modes of Mobilization in the Iranian Revolution."</li> <li>4) Ervand Abrahamian, "The Crowd in the Iranian Revolution."</li> <li>5) Mansoor Moaddel, "Ideology as Episodic Discourse: The Case of the Iranian Revolution."</li> </ol> <p>See recommend reading at the end of the syllabus.</p>	<ol style="list-style-type: none"> <li>1) Read the 3 Lessons for Module 3.</li> <li>2) Answer the forum questions, respond to at least four of your fellow students' posts, and post the Winners and Losers.</li> <li>3) Your analytical summary on the book on the decolonization rebellions is due at the end of Week 9.</li> <li>4) Required reading.</li> <li>5) Choose a book from the course bibliography to read for the fourth analytical summary and read it.</li> <li>6) Week 8 submit your research proposal by 11:55 PM Sunday.</li> </ol>
<b>Module 4: Weeks 11-13</b>	The Iranian Revolution.	Analyze the factors that led to the Iranian Revolution and its most important elements. LO 1, 2, 3, 4.	<p>Required (some in Resources):</p> <ol style="list-style-type: none"> <li>1) John Foran, ed., <i>Theorizing Revolutions.</i></li> <li>2) Lawrence Stone, "Theories of Revolution."</li> <li>3) Jack Goldstone, "Toward a Fourth Generation of Revolutionary Theory."</li> <li>4) James Davies, "Toward a Theory of Revolution."</li> <li>5) Krishan Kumar, "Revolution: History's Cheshire</li> </ol>	<ol style="list-style-type: none"> <li>1) Read the 3 Lessons for Module 4.</li> <li>2) Answer the forum questions, respond to at least four of your fellow students' posts, and post the Winners and Losers.</li> <li>3) Your analytical summary on the Iranian revolution is due at the end of Week 12.</li> <li>4) Required reading.</li> <li>5) Choose a book from the course bibliography to read for the fifth analytical summary and read it.</li> </ol>

			Cat.” See recommend reading at the end of the syllabus.	
<b>Module 5: Weeks 14 - 16</b>	Theorizing Revolutions.	Explain how contemporary theory relates to the revolutions studied this term.  Utilize contemporary theory on revolutions. LO 1, 2, 3, 4.		1) Read the 3 Lessons for Module 5. 2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers. 3) Your analytical summary relating to revolution and theory is due at the end of Week 15. 4) Submit your research paper by Sunday evening, 11:55 PM Week 16.

## Policies

Please see the Student Handbook @ <http://www.apus.edu/student-handbook> to reference all University policies. The University’s grading scale is @ <http://www.apus.edu/student-handbook/grading/index.htm>.

Drop and Withdrawal Policy @ <http://www.apus.edu/student-handbook/withdrawal/index.htm>.

Plagiarism Policy @ [http://www.apus.edu/student-handbook/academic-dishonesty/index.htm#Academic Dishonesty](http://www.apus.edu/student-handbook/academic-dishonesty/index.htm#Academic_Dishonesty).

Extension Process and Policy @ <http://www.apus.edu/student-handbook/extension/index.htm>.

Disability Accommodations @ [http://www.apus.edu/student-handbook/rights-responsibilities/index.htm#Disability Accommodations](http://www.apus.edu/student-handbook/rights-responsibilities/index.htm#Disability_Accommodations).

## Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course requires students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8<sup>th</sup> ed. (Chicago: University of Chicago Press, 2013), which is the most readily available distillation of the *Chicago Manual*. See, also, the Chicago Style Manual in the Online Library @ <http://www.chicagomanualofstyle.org.ezproxy2.apus.edu/16/contents.html>.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

## Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others. Humor Note: Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ☺ Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email [librarian@apus.edu](mailto:librarian@apus.edu). They are available seven days a week. Active duty military have a different area to use in Tutor.com.

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### **Selected Bibliography and Recommended Reading**

See the course bibliography in Resources (Course Documents).

Rather than cause confusion, below is recommended reading. However, for the analysis essays, one book must come from the course bibliography and cannot be required reading. If the recommended reading below is on the course bibliography, you may use it for the analysis essays.

Recommend Reading, Video, and Audio:

Module 1: In Resources

- 1) Robert Westman, "Two Cultures or One? A Second Look at Kuhn's *The Copernican Revolution*."
- 2) Steven Shapin, "The House of Experiment in Seventeenth-Century England."
- 3) Eric Meyer, "Galileo's Cosmological Calculations."
- 4) James R. Jacob and Margaret C. Jacob, "The Anglican Origins of Modern Science: The Metaphysical Foundations of the Whig Constitution."
- 5) Lesley B. Cormack, "'Good Fences Make Good Neighbors': Geography as Self-Definition in Early Modern England."

- 6) Thomas Harmon Jobe, "The Devil in Restoration Science: The Glanvill-Webster Witchcraft Debate."
- 7) Joseph Clark, "Pierre Gassendi and the Physics of Galileo."
- 8) Andrew Cunningham and Perry Williams, "De-Centring the 'Big Picture': 'The Origins of Modern Science' and the Modern Origins of Science."
- 9) Thomas Kuhn, "Mathematical vs. Experimental Traditions in the Development of Physical Science."
- 10) John Fletcher, "Astronomy in the Life and Correspondence of Athanasius Kircher."
- 11) Mario Biagioli, "Galileo the Emblem Maker."
- 12) Mary Winkler and Albert Van Helden, "Representing the Heavens: Galileo and Visual Astronomy."
- 13) Thomas Kuhn, "Robert Boyle and Structural Chemistry in the Seventeenth Century."
- 14) Peter Dear, "Miracles, Experiments, and the Ordinary Course of Nature."
- 15) Robert Merton, "Science, Technology and Society in Seventeenth-Century England."

#### Module 2: In Resources

- 1) Shmuel Trigano, "The French Revolution and the Jews."
- 2) Jay Berkovitz, "The French Revolution and the Jews: Assessing the Cultural Impact."
- 3) *Delacroix – Liberty Leading the People* (podcast).
- 4) Dena Goodman, "Enlightenment Salons: The Convergence of Female and Philosophic Ambitions."
- 5) Sudhir Hazareesingh, "Memory and Political Imagination: The Legend of Napoleon Revisited."
- 6) Podcast: "Bolivar."

#### Module 3: In Resources

- 1) Chandar Sundaram, "Seditious Letters and Steel Helmets: Disaffection among Indian Troops in Singapore and Hong Kong, 1940-1941, and the Formation of the Indian National Army."
- 2) Susan Geiger, "Women and African Nationalism."
- 3) John Lonsdale, "The Emergence of African Nations: A Historiographical Analysis."
- 4) "Gandhi and the World Crisis: A Symposium."

#### Module 4: In Resources

- 1) Ahmad Ashraf, "Bazaar-Mosque Alliance: The Social Basis of Revolts and Revolutions."
- 2) Nikki Keddie, "Iranian Revolutions in Comparative Perspective."
- 3) Said Amir Arjomand, "Iran's Islamic Revolution in Comparative Perspective."
- 4) Jonathan Acuff, "Islam and the Charismatic Revolutionary Social Transformation of Iran."
- 5) Michael Tien-Lung Liu, "States and Urban Revolutions: Explaining the Revolutionary Outcomes in Iran and Poland."
- 6) Karen Rasler, "Concessions, Repression, and Political Protest in the Iranian Revolution."
- 7) Farhad Kazemi, "The Precarious Revolution: Unchanging Institutions and the Fate of Reform in Iran."
- 8) Ahmad Ashraf and Ali Banuazizi, "Iran's Tortuous Path Toward 'Islamic Liberalism.'"
- 9) Moojan Momen, "The Constitutional Movement and the Baha'is of Iran: The Creation of an 'Enemy Within.'"

#### Module 5: In Resources

Jack A. Goldstone, "The Comparative and Historical Study of Revolutions."

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