Essay question: “Critically examine the ways the two concepts of ‘everyday resistance’ and ‘revolution’ can contribute to development of the field of social movement studies. Explain with examples.”

‘Revolution’ and ‘resistance’ are two significant and interconnected concepts to social movements which are usually neglected in social movement studies. In this session we analyse these concepts separately and in relation to each other and examine their connection to theories of social movements. We will assess whether theories of revolution and resistance provide useful tools for broadening our understanding of social movements.

Required readings:

Bottero, W. (2020). '[Chapter Six: Resisting Inequality](https://web-s-ebscohost-com.manchester.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIyODY5NTFfX0FO0?sid=07c113a3-1d77-46ae-a5dc-046eb29f6816@redis&vid=0&lpid=lp_145&format=EB)', in Bottero, W. A Sense of Inequality. London: Rowman and Littlefield. pp. 145-174.

Foran, J. 1993. “Theories of Revolution Revisited: Toward a Fourth Generation?” Sociological Theory 11(1): 1-20.

Additional readings:

* Bayat, A. 2017. Revolution without Revolutionaries: Making Sense of the Arab Spring. Stanford: Stanford University Press.
* Berman, S. 2003. Islamism, Revolution, and Civil Society. Perspectives on Politics, 1(2): 257-272.
* De Mesquita, E. B. 2010. Regime change and revolutionary entrepreneurs. American Political Science Review, 104(3), 446-466.
* Death, C. 2010. “Counter-Conducts: A Foucauldian Analysis of Protest”, Social Movement Studies 9(3): 235-251.
* Edwards, G. 2014. Social Movements and Protest. Cambridge: Cambridge University Press. (Ch. 8)
* Foran, J.  ed. 2003. The Future of Revolutions: Rethinking Radical Change in the Age of Globalization. London: Zed Books.
* Goldstone, J. 1991. Revolution and Rebellion in the Early Modern World, Berkeley: University of California Press.
* Goodwin,J. 2001. No Other Way Out: States and Revolutionary Movements, 1945-1991. Cambridge: Cambridge University Press.
* Hale, H. E. 2013. Regime change cascades: What we have learned from the 1848 revolutions to the 2011 Arab uprisings. Annual Review of Political Science, 16: 331-353.
* Hunt, L.  2004. Politics, Culture, and Class in the French Revolution. Berkeley: The University of California Press.
* James, C. L. R. 2001. The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution. London: Penguin.
* Jasper, J. 1997. The Art of Moral Protest: Culture, Biography and Creativity in Social Movements. The University of Chicago Press. (Ch. 1)
* Knight, F. W. 2000. “The Haitian Revolution.” The American Historical Review 105(1): 103-115.
* Kurzman, C. 1996. “Structural Opportunity and Perceived Opportunity in Social-Movement Theory: The Iranian Revolution of 1979. American Sociological Review 61: 153-170.
* Perry,E.J. 2012. Anyuan: Mining China’s Revolutionary Tradition. Berkeley: University of California Press.
* Riessman, C. K. 2000. Stigma and everyday resistance practices: Childless women in South India. Gender & Society, 14(1): 111-135.
* Scott, J. C. 2008. Weapons of the Weak: Everyday forms of Peasant Resistance. New Haven: Yale University Press.
* Scott, J. 1990. Domination and the Arts of Resistance: Hidden Transcripts. Yale University Press.
* Sewell, W.H. 1996. “Historical Events as Transformations of Structures: Inventing Revolution at the Bastille.” Theory and Society 25: 841–881.
* Skocpol, T. 2015 [1979]. States and Social Revolutions: A Comparative Analysis of France, Russia, China. Cambridge: Cambridge University Press.
* Skocpol, T. 1982. “Rentier State and Shi'a Islam in the Iranian revolution.” Theory and Society 11(3): 265-283.
* Thomson, S. 2011. Whispering truth to power: The everyday resistance of Rwandan peasants to post-genocide reconciliation. African Affairs, 110(440): 439-456.
* Vandergeest, P. 1993. Constructing Thailand: regulation, everyday resistance, and citizenship. Comparative Studies in Society and History, 35(1): 133-158.

Please use the two required readings and about 10 of the additional readings listed above. Some readings connect to the same examples of revolutions so please use ones that connect to each other easily and critically and pick examples of revolutions that you have most knowledge on etc., as essay requires use of examples. Please contact me if you cannot get access to the readings and I will send you PDFs.

I require a grade of 70% or above hence I chose top writer – please contact me if not suitable for this level of quality

Basic info to help: ‘Everyday resistance’ (as being often hidden, unconscious and unbureaucratic) – see Scott (1985), Vinthagen and Johansson (2013), Bottero (2020); power relations; different generations of revolution from first to fourth (key reading focuses on 3rd generation – 4th generation focuses on features of social life that the 3rd generation neglected; include role of culture and ideology, hidden transcripts and agency, role of culture in social movements, gender and ethnicity in processes of revolution, who makes revolution, who are the revolutionary? 4th generation revolution framework combine structural understanding with more focus on identity, culture and agency too. Influenced by global south e.g. Iran. – led scholars to compare what happened in global south revolutions compare to ones in west, differences and similarities. Uneven development as a significant contextual feature of revolutions? Different countries at different paces of development and success for development; crises of modernisation, causing resentment regarding being forced to follow global north? Global south as heterogeneous. Also, political cultures of opposition – each country historically unique, knowledge of previous revolutions – create a political culture; global dependency relations; financial crises

Discussion questions from lecture

* How might resistance simultenously resistant and reproduce forms of power?
* Causes of revolution as example – culture and identity work as well as structural aspects?