History D-201/POLS Y-200: Democratic Revolutions, 1980s-2011  
MW 10:10-11, Ballantine 330  
Prof. Kenney

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We live in an age of seemingly constant revolution, though just a few decades ago political systems seemed unshakeable. To understand the world after the Arab Spring and other upheavals, we must use perspectives and tools from both history and political science. Any study of contemporary contentious politics must center around the collapse of communism in Europe in 1989-91, and the larger wave of democratic revolution that swept the world from Asia to Africa to Latin America. This series of revolutions, the most profound reworking of the world order in almost half a century, changed the rules of politics and set an agenda for the next century. This course will introduce the communist system and other dictatorships, the rise of opposition, and the course of the revolutions in Eastern Europe, the Soviet Union, and elsewhere. We will then turn to the legacies of those events and the possible points of comparison with other movements for change up to and including current examples, ranging from the Arab Spring to the Libyan civil war to recent global economic protest.

Throughout the semester, we will practice two approaches, one more historical, the other from political science: understanding the ideas and actions of revolutionary movements and moments through their own documents; and comparative analysis of revolutions to understand their components and their outcomes.

Learning objectives. By the end of the semester, you should:
• understand communist and other authoritarian regimes, and be able to explain their fall.
• recognize the components of democratic revolutions, and be able to compare them.
• understand the role of causation in history, and how to link multiple causes.
• understand methods of interpretation and argument in comparative history and politics.
• know how to interpret primary source documents, and to compare documents written from different perspectives.
• master clear and logical writing, based on the use of primary and secondary sources.

Requirements:  
• first short paper, 10%;  
• keyword exercise, 10%;  
• conference report, 10%;  
• final paper, 20%;  
• take-home midterm, 20%;  
• final exam, 20%;  
• discussion section (includes Oncourse forum), 10%.

Please note that attendance at and participation in discussion sections is required, as is lecture. If you are going to miss any class, you should always let me and/or your AI know in advance.

Course materials:  
• Kenney, 1989: Democratic Revolutions at the Cold War’s End  
• Buruma, Taming the Gods  
• all additional required readings can be found on OnCourse.
LECTURE SCHEDULE

PART I: Regimes
Mon, January 7  Introduction. What is a revolution?
Wed, 1/9   Why do revolutions happen now?
  Read: 1989, ch. 1
Mon, 1/14   Ideology and power
Wed, 1/16  How dictatorships work, and why revolutions don't happen
  Read: Drakulic, Haraszti; Buruma, Introduction
Mon, 1/21  MLK Day Forum: Please post about a current protest or revolution to
           OnCourse. Three to five sentences, plus a source reference. Describe the goals
           or practices of some contentious activity around the world that appears to you
           to be in the spirit of the day (or challenging that spirit). Due by 5PM
Wed, 1/23  The apartheid system
  Read: Buruma, pt. 1
Mon, 1/28   Communism in practice: the Party and the plan
Wed, 1/30   Dictatorships
  Read: White; Buruma, pt. 2; Geddes

PART II: Democracy and Opposition
Mon, 2/4   The greengrocer's dilemma: Where does opposition come from?
Wed, 2/6   Becoming a revolutionary
  Read: Kanatchikov, Ke, Kuron ("Becoming Revolutionary")
Mon, 2/11  Can the system be saved? Gorbachev and other reformers
Wed, 2/13  Human Rights and Democracy, Helsinki to Solidarity
  Read: 1989, docs 1, 2, 5, 7; Helsinki
Mon, 2/18  Arguments against democracy: the West
  Keyword exercise due
Wed, 2/20  Arguments against democracy: Asian values, Muslim values?
  Read: Buruma, pt. 3 (review rest of book); 1989, docs 3, 4, 6; Pope John Paul II

Ready for Democracy? Religion and Political Culture in the Orthodox and Islamic Worlds.
Conference at the Neal-Marshall Center, Thursday-Saturday Feb 28-Mar 2. See assignments
page for more details.
Mon, 2/25  Religion and Democracy: discussion
Wed, 2/27  Does culture matter? Can it change?
  Read: conference materials
PART III: The Democracy Wave

Mon, 3/4      1989: Social Movements and Networks
Read: Carnival of Revolution; 1989, docs 8-13

Tuesday, 3/5: Michael Bernhard lecture on violence and revolution: TBA

Wed, 3/6      1989: Round Tables and Power Transfers
Conference report due

SPRING BREAK

Mon, 3/18     Traditions, power, faith, revolution: Philippines
Wed, 3/20     Traditions, power, faith, revolution: Chile
Take-home midterm due

Mon, 3/25     Is violent change necessary? The Iranian Revolution, 1979
Wed, 3/27     Revolution in South Africa
Read: 1989, docs 21-24; de Klerk

Mon, 4/1      Why revolution fails: Ukraine
Wed, 4/3      Why regimes survive: China
Read: 1989, docs 25-32

Friday, 4/5: REEI Roundtable: Postcommunist Migration. TBA

Mon, 4/8      Legacies of revolution: settling scores
Wed, 4/10     Legacies of revolution: political and economic change
Read: Kopstein, Kuran

Mon, 4/15     Kosovo and Iraq - Which lessons were learned from 1989? Final paper due
Wed, 4/17     The Color Revolutions and democracy promotion
Read: Falk, Bunce

Mon, 4/22     The Arab Spring
Wed, 4/24     The Arab Spring and revolution today
Read: TBA

Final exam: 10:15 a.m.-12:15 p.m., Fri., May 3 in this classroom.
Assignments

All submitted work deserves your full attention and should be virtually clear of typos, misspellings, and grammatical errors. Double-spaced, 1-1.25 inch margins, 10/12-pt. type. While you may submit a paper as an attachment, you must, as soon as possible afterwards, turn in a hard copy identical to the e-version. Rough drafts are welcome, and I will read and critique them, up to two days before an assignment is due (four days, in the case of the research paper).

1. **First short paper.** Due Monday, January 30.

We will read two short essays by Slavenka Drakulic and Miklos Haraszti. Consider what research questions might come out of looking at these essays together. Please submit an introductory exploration of three possible comparative research questions. That is, if you had to write a paper about some aspect of communism using these two essays as sources, what might your questions be? For each, state your question, followed by a discussion of how you would use each essay, as follows: “(see Drakulić’s discussion of x, on pp. 71-72)”. Finally, explain what kind of contrast or similarity you see in the two documents relating to your research question. This assignment should total about two pages, double-spaced. 10% of final grade.

2. **Keyword analysis.** Due Monday, February 20.

The documents in Part One of *1989* are by intellectuals opposing dictatorships in one way or another. In discussion, you will first focus on identifying keywords – goals, or values, or concepts – important to the authors. Based upon this discussion, return to the documents for a **keyword analysis.** Choose three keywords – that is, concepts that are discussed or are integral to several if not all of the documents (which may, of course, use somewhat different terms – for example, one writer may refer to the “rule of law”, and another to “civil rights,” and you may decide they are essentially discussing the same thing). For each keyword/concept, write a one-page (double spaced, no less than 250 words) discussion of how it is used or described in two or three of the documents. Note similarities and differences, and try to account for them. You may of course find outside sources useful, but please indicate them. 10% of final grade.

3. **Conference report.** Due Friday, March 6.

The Russian and East European Institute has organized an international conference that asks a question central to this course and fundamental to understanding the contemporary world: are some cultures able to bring about peaceful, democratic change and maintain that change, while others are incapable? If so, why - and if not, why do we insist on thinking in these terms?

Your assignment is to prepare for the conference, to attend part of it, and to report on what you learned, posing questions or hypotheses arising from the course so far.

A. Review the conference program and email your AI which panel(s) you will be attending, by Monday, February 25. Use the discussions on Monday and Wednesday of that week to develop ideas about what materials in the course so far are relevant for this assignment. (There will be no meetings in section this week; conference attendance is required.)

B. Read the papers of the panel you chose; they will be available on Oncourse. Some ideas addressed in the papers will be addressed in lecture on Wednesday. At the conference, you should feel free to ask a question during the discussion period, or to approach the presenters afterward to ask a question. Remember to check in with me or your AI at the start of the panel.

C. Conference report: submit by Friday 3/6 a 1-2pp. summary of key ideas raised in the
panel you attended, including one paragraph discussing ways in which the panel relates to specific ideas covered in the course so far. **10% of final grade.**

4. **Take-home midterm:** Due Wednesday, March 20. Questions will be distributed by Wednesday, March 4. Completed exam should be no less than four typed pages. **20% of final grade.**

5. **Final paper.** Due Monday, April 15. 6-8 pages.

You now have a large number of primary sources composed by movements and individuals involved in the struggle to reform or end communism and other dictatorships. Using the suggested topics below as a guide, write a paper based upon a selection of these sources, and upon other readings, such as the books recommended in 1989. Your paper should include:

- an argument based upon comparison and/or contrast
- a balance between the argument and evidence
- clarity of organization (intro, paragraphs, conclusion)

All of these will be easy to achieve if you place your sources at the center of your paper.

FAQ: How many secondary sources? No fewer than two, no more than five. How many documents? At least five. **20% of final grade**

Possible topics:

- How do different thinkers or activists, in different settings, conceptualize democracy, freedom, communism, nation, or some other idea?
- How do approaches to action (types of protest, or styles of protest), or to certain goals, differ in different countries, or in different generations?
- Why do some advocate negotiation or compromise with the regime, while others reject any such idea (or do not speak of it)? Consider what you can see in the documents: what arguments do the documents offer?
- How do the documents help to explain divergent outcomes?

You will be referring to both primary and secondary sources for this paper. Be sure to cite them properly, using footnotes. If you are uncertain of footnote form, please consult [http://www.iub.edu/~histweb/seminars/01_welcome.htm](http://www.iub.edu/~histweb/seminars/01_welcome.htm) and follow the links there. And on the topic of secondary sources: the headnotes and introductions that accompany the documents are secondary sources. If you use them, even paraphrased, you must cite them, as you would a secondary source.
Course Policies and Guidelines:
Extensions on papers will only be granted by prior arrangement, due to a documented family or medical emergency. Technical problems (cars and computers) are your own responsibility. If a paper is turned in late without prior arrangement, one full grade will be deducted every day (weekends included), beginning on the due date; papers turned in late on the day due (which includes during class) will lose one-third of a grade. No assignment may be made up more than three days after the original due date.

Contact: You are required to use your IU email address. Be sure to check it for messages relating to class.

Classroom conduct: Please come to lecture, and to discussion, prepared to listen and participate. To do well in this class, you should plan to attend every class meeting, and to make arrangements when it is necessary to be absent. Please be on time to class; your attendance, preparation, and attention is a courtesy to your fellow students and to me.

Electronics: No electronics of any kind may be used in lecture or discussion; this includes laptops/iPads as well as cell phones or anything with a headphone or screen.

Disabilities: If you qualify for accommodations because of a disability, please contact me as soon as possible. Then, submit to me a letter from Disability Services (Franklin Hall 006, 855-7578, iubdss@indiana.edu) in the first two weeks of class so that I can address your needs.

Religious Holidays: If you anticipate a conflict between this course’s schedule and your observance of a religious holiday, please contact me about this as soon as possible.

Academic Honesty & Plagiarism
I expect that any work you submit will be fully your own, in accordance with the IU Code of Student Rights, Responsibilities and Conduct (Part III). Uncited, plagiarized material shall be treated as academically dishonest, and the paper will receive an 'F'. I strongly suggest you visit www.indiana.edu/~college/plagiarism/index.shtml for an in-depth discussion of plagiarism. See Paper Assignments for further information on referencing. All incidents of academic misconduct must be reported to the Office of Student Ethics.

LAST WORD:
The point of this class is not to stuff a great deal of information into you, but to explore major historical issues in contemporary history and politics. The way to succeed, then, is to understand what the big questions are. As you take notes in lecture, or read an assigned text, ask yourself: what’s the big picture here? How do the details fit in to a larger argument? If you don’t see it, then speak up!