

Comparative Revolution
POLS 353 01 / 01H
Political Science
Tu/Th 9:30-10:45
Fall 2012

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This course is a theoretical and historical examination of revolutions: their origins, development, and results. It explores theories about various aspects of revolutions and applies those theories to case studies of actual revolutions. Although revolutions, upheavals, coups, and rebellions from around the world are used as examples, special focus is given to the Bolshevik and Sandinista revolutions, the collapse of communist regimes in Eastern Europe, and the Arab Spring uprisings in Tunisia and Egypt.

Throughout the course, students will be expected to pursue three levels of inquiry. On the most direct level, they will be expected to master the factual details of the historical events we study. Second, considerable attention will be given to scholarly attempts to *explain* those facts through general theories of revolution. The third level of inquiry will be concerned with such methodological and epistemological questions as what limits what we can *know* about revolutions and what restricts our ability to develop theories to explain them. Students will be expected to shift back and forth between these levels of inquiry. Classes will combine lecture, discussion, and group and individual investigation.

course objectives

Over the course of the semester, you should:

Critically evaluate theoretical explanations of how political systems operate

- apply and evaluate major theories of revolutionary change.
- gain a greater appreciation of the strengths and weaknesses of different approaches to understanding complex political behavior.
- examine how the goals and interests of various social groups may come into conflict and the variety of ways those conflicts can be resolved.

Make empirical, theoretical, and normative arguments through written work, and oral presentations in a methodologically-sound, persuasive, and ethical manner.

- learn about revolutions around the world, including in Russia, Nicaragua, Eastern Europe, Tunisia, and Egypt.
- conceive, critique, and coherently present original social science research projects.

Understand and critically evaluate the moral values that inform political institutions, behavior, and policies.

- become more sensitive to the shared values that underlie political communities and that inspire political change.

Evaluate the impact of your own actions and choices on your community, your country, and the world.

- investigate the roles of individuals in maintaining and changing political systems.

requirements

Participation, including reading assignments and group work – 25 percent

Essay one (6 pp.) – 15 percent

Essay two (Research design, 10-15 pp.) – 25 percent

Quizzes and other short assignments – 15 percent

Final exam – 20 percent

Missed quizzes and tests must be excused by me *before* the test is given. Otherwise, you will receive a grade of 0 for the missing work. Late essays may be subject to penalties.

Reading assignments: Reading assignments must be completed by the date for which they are listed. For each class, students are expected to write at least five bullet points about the readings. The bullet points should capture the main arguments in each of the readings. As the semester progresses, the points should include your observations concerning connections between and challenges to the arguments you are reading. At least one point should be a question that you think merits class discussion. Occasionally, I will collect these bullet points. More often, we will start the discussion based on the questions you have raised. In any event, writing the bullet points will help you master the readings and prepare for a better discussion.

Group work: We will divide class into three groups of about 8 students. One group will focus on Latin America (especially Cuba and Nicaragua), one of Eastern Europe (especially Poland and Czechoslovakia), and one group will focus on the Arab Spring (especially Tunisia and Egypt). Each group will do extra reading on revolutions in their part of the world. Groups can divide up tasks among members; some members may focus on countries that we do not cover in class. Before the section of the course dealing with the group's area of the world, groups will meet with me. While the class is focused on the group's area of the world, members of the group will be responsible for initiating class discussion each day during that section of the class.

Additional requirements for Honors students: Honors students will act as teaching/research assistants for this course. This work will include some additional readings, research, class presentations, contributions to discussions, meetings with me, and small group leadership. Honors students will need to hand in a five-page reflection on what they learned from this experience (due December 4).

class participation

The quality of this class depends a great deal on you and your readiness to contribute meaningfully to class discussions. You should think about class as a time for exploration, for figuring out what readings mean, and for critically evaluating arguments made by various authors, by other students, and by me. A number of things follow from this:

- **Attendance is required**, and excessive absence will harm your grade.
- **Laptops (and, of course, phones) may not be used in class.** While the most self-disciplined among us will not be distracted by the wealth of entertainments provided by the internet, laptops tend to reduce uninterrupted focus on the discussion and serve as barriers to honest and direct interaction.

Grading Scale

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

- A Quality Work – work of superior quality. Class participation is voluntary, frequent, relevant, and demonstrates thoughtful reflection on the readings. Written work is clear, correct in content and presentation, well-organized and thought-provoking. Performance on exams demonstrates complete mastery of facts and concepts and the ability to apply concepts to new situations.
- B Quality Work – work of high quality. Class participation is voluntary, frequent, and reflects effort to understand the readings. Written work reflects a good understanding of the issues and concepts with minimal error. Performance on exams is very strong; demonstrates mastery of facts and concepts.
- C Quality Work – work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may be disorganized or contain errors. Performance on exams demonstrates knowledge of facts and concepts.
- D Quality Work – work that has minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. Written work is confusing, contradictory, repetitive, and/or not well supported. Writing is marred with errors. Performance on exams demonstrates minimal mastery of facts and concepts.
- F Quality Work – Unsatisfactory performance along most measures, often including missing assignments.

The Writing Center: The Writing Center provides intensive one-on-one help with writing, multimedia projects and oral presentations. You can visit the Center at any stage of the writing process: invention, development of a thesis, research, integrating outside sources, organization and revision. Writers may also receive help in improving grammar, diction, sentence structure, syntax and mechanics. To set up an appointment (necessary at busy parts of the semester), call 977-2930. For more information, see www.slu.edu/x34507.xml.

Academic Honesty: The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and

dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

Student learning:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

August 28

Introduction

THE RUSSIAN REVOLUTION: PRACTICE MEETS THEORY

August 30	Sheila Fitzpatrick, <i>The Russian Revolution</i> , "Introduction," and ch. 1, "The Setting," pp. 1-39. Fitzpatrick, ch. 2, "1917: The Revolutions of February and October," pp. 40-57 (i.e., not the whole chapter). Tim McDaniel, "The Russian Revolution of 1917: Autocracy and Modernization," in Jack A. Goldstone, ed., <i>Revolutions: Theoretical, Comparative, and Historical Studies</i> , pp. 183-190.
September 4	Fitzpatrick, ch. 2, "1917: The Revolutions of February and October," pp. 57-67. Karl Marx and Frederick Engels, "Manifesto of the Communist Party," in Goldstone, pp. 23-31. V. I. Lenin, <i>What is to be Done?</i> , (New York: International Publishers, 1973), pp. 40-41, 78-80, 120-123 (e-reserve). V. I. Lenin, <i>The State and Revolution</i> , in David McLellan, ed., <i>Marxism: Essential Writings</i> (New York: Oxford University Press, 1988), pp. 163-177 (e-reserve).
September 6	Fitzpatrick, ch. 3, "The Civil War," pp. 68-92. Fitzpatrick, ch. 4, "NEP and the Future of the Revolution," pp. 93-119.
September 11	Fitzpatrick, ch. 5, "Stalin's Revolution," pp. 120-148. Fitzpatrick, ch. 6, "Ending the Revolution," pp. 149-172.

GENERAL THEORIES OF REVOLUTION

Assignment on Theories of Revolution: Table of Summaries

Summarize key elements of each of the theories of revolution we discuss in class: Marx, Lenin, Tocqueville, Weber, Huntington, Tilly, Wolf, Lichbach, Skocpol, Goldstone (reading for October 2), Selbin, and, finally, Kriesi. For each theory, note the dependent and independent variables, summarize the argument, and highlight key problems. Any other information that helps you remember the theory may also be included; however, your summary of ALL the theories must fit on two pages.

You may use this table during quizzes and the final exam. If you want to continue the table in the second half of the semester, you may add two more pages. Due October 11.

September 13 Alexis de Tocqueville, "The French Revolution and the Growth of the State," in Goldstone, pp. 31-33.
Max Weber, "Charisma, Bureaucracy, and Revolution," in Goldstone, pp. 33-36.

QUIZ ONE

September 18 Goldstone, "Introduction: The Comparative and Historical Study of Revolutions," in Goldstone, pp. 1-6.
John Markoff, "The French Revolution: The Abolition of Feudalism," in Goldstone, pp. 171-177.
Gordon S. Wood, "The American Revolution: The Radicalism of Revolution," in Goldstone, pp. 177-181.

September 20 Samuel P. Huntington, "Revolution and Political Order," in Goldstone, pp. 37-45.
Charles Tilly, "Does Modernization Breed Revolution?," in Goldstone, pp. 45-53.

September 25 Eric Wolf, "Peasants and Revolution," in Goldstone, pp.55-63.
Mark I. Lichbach, "What Makes Rational Peasants Revolutionary?: Dilemma, Paradox, and Irony in Peasant Collective Action," *World Politics* 46, no. 3 (April 1994): 383-418. (Available through J-Store or e-reserve.)

September 27 Goldstone, "Introduction," pp. 6-12.
Skocpol and Ellen Kay Trimberger, "Revolutions: A Structural Analysis," in Goldstone, pp. 63-69.
Skocpol, "Conclusion," from *States and Social Revolutions*, pp. 284-293 (e-reserve).
Mark Selden, "The Chinese Communist Revolution," in Goldstone, pp. 191-201.

Honors students should read one chapter of *States and Social Revolutions*. Choose from ch. 2, 3, 6, or 7. There will be copies of the book on reserve in the library or contact me.

October 2 Goldstone, "The English Revolution: A Structural Demographic Approach," in Goldstone, pp. 157-170.
Eric Selbin, "Agency and Culture in Revolutions," in Goldstone, pp. 76-84.
Theda Skocpol, "Cultural Idioms and Political Ideologies in the Revolutionary Reconstruction of State Power: A Rejoinder to Sewell," *The Journal of Modern History* 57, no. 1 (March 1985): 86-96 (Available through J-Store or e-reserve).

- October 4 Hanspeter Kriesi, "Political Context and Opportunity," in David A. Snow, Sarah A. Soule, and Hanspeter Kriesi, *The Blackwell Companion to Social Movements* (Malden, MA: Blackwell, 2004), pp. 67-90 (e-reserve).
Goldstone, "Introduction," pp. 12-20.
- October 9 Charles Kurzman, "Structural Opportunity and Perceived Opportunity in Social-Movement Theory: The Iranian Revolution of 1979." *American Sociological Review* 61, no. 1 (February 1996): 153-170 (e-reserve).
Jerrold D. Green, "Countermobilization in the Iranian Revolution," in Goldstone, pp. 235-245.
- October 11 ESSAY ONE DUE
TABLE OF SUMMARIES DUE

TESTING THEORIES OF REVOLUTION: EASTERN EUROPE, NICARAGUA, AND IRAN*Nicaragua (and Cuba, too)*

- October 16 Thomas M. Leonard, "The Cuban Revolution, 1959-1961," in Goldstone, pp. 201-211.
Goldstone, "Revolutions in Modern Dictatorships," in Goldstone, pp. 69-76.
Thomas W. Walker, "The Nicaraguan Revolution," in Goldstone, pp. 223-235.
- October 18 Forrest D. Colburn, *My Car in Managua*, pp. 1-65.
- October 23 Fall break—no class
- October 25 Colburn, pp. 66-134.
Valentine M. Moghadam, "Gender and Revolutions," in Goldstone, pp. 94-107.
- October 30 Jonathan Kelley and Herbert S. Klein, "Revolution and the Rebirth of Inequality: Stratification in Postrevolutionary Society," in Goldstone, pp. 86-94.
Susan Eckstein, "The Impact of Revolution on Social Welfare in Latin America," in Goldstone, pp. 120-135.
Timothy Wickham-Crowley, "Toward a Comparative Sociology of Latin American Guerilla Movements," in Goldstone, pp. 285-294.

QUIZ TWO

Eastern Europe

- November 1 Timothy Garton Ash, *The Magic Lantern*, "Witness and History" and "Warsaw: The First Election," pp. 11-46.
Garton Ash, "Budapest: The Last Funeral" and "Berlin: Wall's End," pp. 47-77.
Jeff Goodwin, "The East European Revolutions of 1989," in Goldstone, pp. 255-261.
- November 6 ORAL PRESENTATIONS ON INDIVIDUAL RESEARCH
- November 8 ORAL PRESENTATIONS ON INDIVIDUAL RESEARCH
Valerie Bunce, "Domestic Socialism: Monopoly and Deregulation," from *Subversive Institutions: The Design and Destruction of Socialism and the State*, pp. 20-37, 66-71 (e-reserve).

- November 13 Goldstone, "Revolution in the USSR, 1989-1991," in Goldstone, pp. 261-271.
John Foran and Jeff Goodwin, "Dictatorship or Democracy: Outcomes of Revolution," in Goldstone, pp. 107-120.
- November 15 Garton Ash, "Prague: Inside the Magic Lantern," pp. 78-130.
Garton Ash, "The Year of Truth" and "Afterword," pp. 131-165.
- November 20 Timur Kuran, "Now Out of Never: The Element of Surprise in the East European Revolution of 1989," *World Politics* (October 1991): 7-48 (e-reserve).

Honors students will present to class two other arguments about Eastern European revolutions. (You can divide up this task.)

Mark Beissinger, "How Nationalisms Spread: Eastern Europe Adrift the Tides and Cycles of Nationalist Contention," *Social Research* 63, no. 1 (Spring 1996): 97-146.

Mark Beissinger, "Structure and Example in Modular Political Phenomena: the Diffusion of Bulldozer/Rose/ Orange/Tulip Revolutions." *Perspectives on Politics* 5, no. 2 (June 2007): 259-276.

- November 22 Thanksgiving, no class

Arab Spring

- November 27 Jon B. Alterman, "The Revolution Will Not Be Tweeted," *The Washington Quarterly* 34, no. 4 (Fall 2011): 103-116 (e-reserve).
- November 29 Eva Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East," *Comparative Politics* 44, no. 2 (January 2012): 127-149 (e-reserve).
- December 4 Jack A. Goldstone, "Weakness and Resilience in Middle Eastern Autocracies," *Foreign Affairs* 90, 3 (May/June 2011): 8-16 (e-reserve).

HONORS PAPERS DUE

- December 6 RESEARCH DESIGNS DUE

- December 18 FINAL EXAM 8:30-9:30

Some Recommended Readings

Theoretical Approaches

Arendt, Hannah. 1963. *On Revolution*. New York: Viking Press.

Brinton, Crane. 1938. *The Anatomy of Revolution*. New York: Vintage Books.

Foran, John, ed. 1997. *Theorizing Revolutions: New Approaches from Across the Disciplines*. New York: Routledge.

Goldstone, Jack. 2001. "Toward a Fourth Generation of Revolutionary Theory." *Annual Review of Political Science* 4: 139-187.

Goodwin, Jeff. 2001. *No other way out: States and revolutionary movements, 1945-1991*. Cambridge: Cambridge University Press.

Gurr, Ted Robert. 1970. *Why Men Rebel*. Princeton, NJ: Princeton University Press.

Huntington, Samuel P. 1968. *Political Order in Changing Societies*. New Haven, CT: Yale.

Johnson, Chalmers. 1966. *Revolutionary Change*. Boston: Little, Brown.

- Katz, Mark N., ed. 2001. *Revolutions: International Dimensions*. Washington DC: CQ Press.
- Keddie, Nikki R., ed. 1995. *Debating Revolutions*. New York: New York University Press.
- McAdam, Doug, John D. McCarthy, and Mayer N. Zald, eds. 1996. *Comparative Perspectives on Social Movements: Political Opportunities, Mobilizing Structures, and Cultural Framings*. New York: Cambridge University Press.
- McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. *Dynamics of Contention*. New York: Cambridge University Press.
- Migdal, Joel. 1974. *Peasants, Politics, and Revolution: Pressures toward Political and Social Change in the Third World*. Princeton, NJ: Princeton University Press.
- Moore, Jr., Barrington. 1966. *Social Origins of Dictatorship and Democracy*. Boston: Beacon Press.
- Olson, Mancur. 1965, *The Logic of Collective Action*. Cambridge, MA: Harvard University Press, 1971.
- Polletta, Francesca. 2006. *It Was Like a Fever: Storytelling in Protest and Politics*. Chicago: University of Chicago Press.
- Scott, James C. 1985. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale.
- Scott, James C. 1990. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale.
- Sewell, William H., Jr. 1992. "A Theory of Structure, Duality, Agency, and Transformation." *American Journal of Sociology* 98, no. 1 (July): 1-29.
- Skocpol, Theda. 1979. *States and Social Revolutions*. Cambridge: Cambridge Press.
- Steinberg, Marc W. 1998. "Tilting the Frame: Considerations on Collective Action Framing from a Discursive Turn." *Theory and Society* 27, no. 6 (December): 845-872.
- Tarrow, Sidney. 2011. *Power in Movement: Social Movements, Collective Action and Politics*. New York: Cambridge University Press.
- Tilly, Charles. 1978. *From Mobilization to Revolution*. Reading, MA; Addison-Wesley.
- Tilly, Charles. 2002. *Stories, Identities, and Political Change*. New York: Rowman & Littlefield.
- Wolf, Eric. 1969. *Peasant Wars of the Twentieth Century*. New York: Harper & Row.

Textbooks

- DeFronzo, James. 2011. *Revolutions and Revolutionary Movements*. Boulder, CO: Westview Press.
- Van Inwegen, Patrick. 2011. *Understanding Revolution*. Boulder, CO: Lynne Rienner Publishers.

Russian Revolution

- Cohen, Stephen F. 1973. *Bukharin and the Bolshevik Revolution*. New York: Oxford.
- Daniels, Robert V. 1967. *Red October*. New York.
- Hough, Jerry F. and Merle Fainsod. 1979. *How the Soviet Union is Governed*. Cambridge, MA: Harvard University Press.
- Koestler, Arthur. 1941. *Darkness at Noon*. New York: Bantam Books.
- Nove, Alec. 1969. *An Economic History of the USSR*. Baltimore: Penguin.
- McDaniel, Tim. 1991. *Autocracy, Modernization, and Revolution in Russia and Iran*. Princeton, NJ: Princeton University Press.
- Moore, Barrington. 1950. *Soviet Politics--The Dilemmas of Power. The Role of Ideas in Social Change*. Cambridge, MA: Harvard University Press.
- Pipes, Richard A. 1995. *A Concise History of the Russian Revolution*. New York: Vintage.
- Reed, John. 1966. *Ten Days that Shook the World*. London: International Publishers.
- Schapiro, Leonard. 1955. *The Origin of Communist Autocracy*. Cambridge, MA: Harvard.
- Trotsky, L. 1932. *The History of the Russian Revolution*. New York: Pathfinder.
- Trotsky, L. 1937. *The Revolution Betrayed*. New York: Pathfinder
- Tucker, Robert C. 1973. *Stalin as Revolutionary*. New York: W. W. Norton.
- Ulam, Adam. 1965. *The Bolsheviks*. New York: Macmillan/Collier.
- Wilson, Edmund. 1959. *To the Finland Station*. New York: Farrar, Straus, Giroux.

Chinese Revolution

- Barnett, Arthur Doak and Ezra Vogel. 1967. *Cadres, Bureaucracy and Political Power in Communist China*. New York.
- Crook, David and Isabel. 1959. *Revolution in a Chinese Village: Ten Mile Inn*. London.
- Hinton, William. 1966. *Fanshen: A Documentary of Revolution in a Chinese Village*. New York: Vintage.

- Huang, Philip C. 1985. *The Peasant Economy and Social Change in North China*. Stanford.
- Lewis, John W., ed. 1970. *Party Leadership and Revolutionary Power in China*. London: Cambridge.
- Mao Zedung. 1965. *Selected Works of Mao Tse-tung*. Peking: Foreign Languages Press.
- Pye, Lucien W. 1968. *The Spirit of Chinese Politics: A Psychological Study of the Authority Crisis in Chinese Development*. Cambridge, MA: Harvard.
- Pye, Lucian W. 1991. *The tragedy of the Chinese revolution*. Urbana: Dept. of Political Science, University of Illinois at Urbana-Champaign.
- Salisbury, Harrison E. 1985. *The Long March*. New York: McGraw-Hill.
- Solomon, Richard H. 1975. *A revolution is not a dinner party: a feast of images of the Maoist transformation of China*. Garden City, NY: Anchor Press.
- White, Lynn T. 1989. *Policies of chaos: the organizational causes of China's cultural revolution*. Princeton: Princeton University Press.

Latin America

- Berryman, Phillip. 1984. *The Religious Roots of Rebellion: Christians in the Central American Revolutions*. Maryknoll, NY: Orbis.
- Booth, John. 1985. *The End and the Beginning: The Nicaraguan Revolution*. Boulder: Westview.
- Brentlinger, John. 1996. *The Best of What We Are: Reflections on the Nicaraguan Revolution*. Amherst, MA: University of Massachusetts Press.
- Castro, Vanessa and Gary Prevost. 1992. *The 1990 elections in Nicaragua and their aftermath*. Lanham, MD: Rowman & Littlefield.
- Colburn, Forrest. 1986. *Post-Revolutionary Nicaragua: State, Class, and the Dilemmas of Agrarian Policy*. Berkeley: University of California Press.
- Eckstein, Susan Eva. 2003. *Back From the Future: Cuba Under Castro*. New York: Routledge.
- Gilbert, Dennis. 1988. *Sandinistas*. Oxford: Basil Blackwell.
- Gutierrez, Gustavo. 1971. *A Theology of Liberation*. Maryknoll, NY: Orbis.
- LaFeber, Walter. 1984. *Inevitable Revolutions: The United States in Central America*. New York: Norton.
- Luciak, Ilja A. 1987. "Popular Democracy in the New Nicaragua." *Comparative Politics* (October).
- Saney, Isaac. 2004. *Cuba: A Revolution in Motion*. New York: Zed Books.
- Selbin, Eric. 1993. *Modern Latin American Revolutions*. Boulder, CO: Westview.
- Spalding, Rose, ed. 1987. *The Political Economy of Revolutionary Nicaragua*. New York: Allen & Unwin.
- Walker, Thomas, ed. 1982. *Nicaragua in Revolution*. New York: Praeger.
- Walker, Thomas, ed. 1985. *Nicaragua: The First Five Years*. New York: Praeger.
- Walker, Thomas, ed. 1987. *Reagan versus the Sandinistas: The Undeclared War on Nicaragua*. Boulder: Westview.
- Walker, Thomas W., and Ariel C. Armony, eds. 2000. *Repression, Resistance, and Democratic Transition in Central America*. Wilmington, DE: Scholarly Resources Books.
- Wickham-Crowley, Timothy P. 1993. *Guerrillas and Revolution in Latin America*. Princeton: Princeton University Press.

Eastern Europe

- Arato, Andrew. 1981. "Civil Society Against the State: Poland, 1980-1981," *Telos* 47.
- Babac, Ivo. 1992. *Eastern Europe in Revolution*. Ithaca, NY: Cornell.
- Beissinger, Mark R. 1996. "How Nationalism Spread: Eastern Europe Adrift the Tides and Cycles of Nationalist Contention." *Social Research* 63, no. 1 (Spring): 97-146.
- Beissinger, Mark R. 2007. "Structure and Example in Modular Political Phenomena: the Diffusion of Bulldozer/Rose/ Orange/Tulip Revolutions." *Perspectives on Politics* 5, no. 2 (June): 259-276.
- Bermeo, Nancy, ed. 1992. *Liberalization and Democratization: Change in the Soviet Union and Eastern Europe*. Baltimore: Johns Hopkins.
- Bernhard, Michael H. 1993. *The Origins of Democratization in Poland*. New York: Columbia.
- Bunce, Valerie. 1999. *Subversive Institutions: The Design and Destruction of Socialism and the State*. New York: Cambridge University Press.
- Bunce, Valerie, and Michael McFaul, and Kathryn Stoner-Weiss, eds. 2010. *Democracy and Authoritarianism in the Postcommunist World*. New York: Cambridge University Press.

- Bunce, Valerie J., and Sharon L. Wolchik. 2010. "Defeating Dictators: Electoral Change and Stability in Competitive Authoritarian Regimes." *World Politics* 62, no. 1 (January): 43-86.
- Havel, Vaclav. "The Power of the Powerless." (available in many collections)
- Karklins, Rasma, and Roger Petersen. 1993. "Decision calculus of protesters and regimes: Eastern Europe 1989." *Journal of Politics* 55: 588-614.
- Kenney, Padriac. 2002. *A Carnival of Revolution: Central Europe 1989*. Princeton, NJ: Princeton University Press.
- Laba, Roman. 1991. *The Roots of Solidarity*. Princeton, NJ: Princeton University Press.
- Oberschall, Anthony. 2000. "Social Movements and the Transition to Democracy." *Democratization* 7, no. 3 (Autumn 2000): 25-45.
- Payerhin, Marek, and Cyrus Ernesto Zirakzadeh. 2006. "On Movement Frames and Negotiated Identities: The Case of Poland's First Solidarity Congress." *Social Movement Studies* 5, no. 2 (September): 91-115.
- Petersen, Roger D. 2001. *Resistance and Rebellion: Lessons From Eastern Europe*. New York: Cambridge University Press.
- Thompson, Mark R. 2000. "Whatever Happened to Democratic Revolutions?" *Democratization* 7, no. 4 (Winter): 1-20.
- Thompson, Mark R. 2001. "To Shoot or Not to Shoot: Posttotalitarianism in China and Eastern Europe." *Comparative Politics* (October): 63-83.
- Tucker, Joshua A. 2007. "Enough! Electoral Fraud, Collective Action Problems, and Post-Communist Colored Revolutions." *Perspectives on Politics*, 5, no. 3 (September): 535-51.

Arab Spring

- Abdelrahman, Maha. 2011. "The Transnational and the Local: Egyptian Activists and Transnational Protest Networks." *British Journal of Middle Eastern Studies – Special Issue: The Dynamics of Opposition Cooperation in the Arab World* 38, no. 3.
- Ajami, Fouad. 2012. "The Arab Spring at One: A Year of Living Dangerously." *Foreign Affairs* 91, no. 2 (March/April): 56-65.
- Council on Foreign Relations. 2011. *The New Arab Revolt: What Happened, What it means, and what comes next*. New York: Council on Foreign Relations.
- Droz-Vincent, Philippe. 2011. "Authoritarianism, Revolutions, Armies and Arab Regime Transitions." *The International Spectator: Italian Journal of International Affairs* 46, no. 2: 5-21.
- El-Affendi, Abdelwahab. 2011. "Constituting Liberty, Healing the Nation: revolutionary identity creation in the Arab world's delayed 1989," *Third World Quarterly* 32, no. 7.
- Gelvin, James L. 2012. *The Arab Uprisings: What Everyone Needs to Know*. New York: Oxford University Press.
- Haseeb, Khair El-Din. 2011. "On the Arab 'Democratic Spring': Lessons derived." *Contemporary Arab Affairs* 4, no. 2.
- Hassan, Kawa. 2012. "Making Sense of the Arab Spring: Listening to the voices of Middle Eastern activists." *Development* 55, 2: 232-238.
- Haugbolle, Rikke Hostrup, and Francesco Cavatorta. 2011. "Will the Real Tunisian Opposition Please Stand Up? Opposition Coordination Failures under Authoritarian Constraints." *British Journal of Middle Eastern Studies* 38, no. 3.
- Khanna, Akshay. 2012. "Seeing Citizen Action through an 'Unruly' Lens." *Development* 55, no. 2: 162-172.
- Makar, Farida. 2011. "'Let Them Have Some Fun': Political and Artistic Forms of Expression in the Egyptian Revolution." *Mediterranean Politics* 16, no. 2.
- Masoud, Tarek. 2011. "Liberty, Democracy, and Discord in Egypt." *The Washington Quarterly* 34, no. 4 (Fall 2011): 117-129.
- Noueihed, Lin, and Alex Warren. 2012. *The Battle for the Arab Spring: Revolution, Counter-Revolution, and the Making of a New Era*. New Haven: Yale University Press.
- Paoletti, Emanuela. 2011. "The Unbearable Lightness of Authoritarianism: Lessons from the Arab Uprisings," *Mediterranean Politics* 16, no. 2.
- Tudoroiu, Theodor. 2011. "Assessing Middle Eastern Trajectories: Egypt After Mubarak." *Contemporary Politics* 17, no. 4.