

**CARLETON UNIVERSITY**  
**Institute of European, Russian and Eurasian Studies**  
**Special Topics in Russian, Eurasian, and Transition Studies**  
**EURR 5202**

**Post-Communist Transitions and Democratic Revolutions**

**Dr. Taras Kuzio**

**Course Description**

The first aspect of the course will investigate 'fourth wave' transitions in Central-Eastern Europe and Eurasia from a theoretical perspective and in comparison to the 'third wave' in Southern Europe and Latin America. A major focus of the course will cover why some countries succeeded and others failed to establish democracies, specifically, what is the role of path dependency inherited from the Communist era, in what way are elites and institutions important, and what kind of role did Western institutions, such as the EU, play in the success of democratic transitions.

A second aspect of the course will investigate the phenomenon of democratic revolutions in post-communist states. Why did democratic revolutions take place in four countries (Serbia [2000], Georgia [2003], Ukraine [2004], Kyrgyzstan [2005])? Did Bulgaria, Slovakia and Croatia also undergo democratic revolutions but earlier in 1997-1999? Why were these revolutions non-violent? Why did Ukraine's Orange Revolution see the largest level of participation? Was there an "American conspiracy" behind the revolutions as Russia claims? In what way were the revolutions similar or different? What type of regime is more susceptible to democratic revolution? What successful counter-revolutionary policies have been undertaken in Russia and elsewhere to prevent democratic revolutions?

A third segment of the course will focus on policies undertaken following democratic revolutions which create high expectations. What changes in policies have been undertaken since the Serbian and Georgian revolutions? Why have counter-revolutionary forces remained highly popular in Serbia and Ukraine but not in Georgia? Why have Serbia and Ukraine undergone years of political crises since their revolutions?

**Class Information**

The course will be a seminar-based discussion class. All students will be expected to have read the required readings each week and attend class prepared to discuss them. The instructor is Dr. Taras Kuzio, Adjunct Professor, Department of Political Science, Carleton University.

**E-mail address:** tkuzio@rogers.com

**Class and Office Hours**

**Class:** Tuesdays, 14.30-17.30, 1313 Dunton Tower (613 520 2600, ext. 6652)

**Office Hours:** 12-14.00

## **Textbook and Readings**

- Readings for the course will be available on-line in pdf or word formats.
- All necessary readings are required to be undertaken by students for each class.

## **Guidelines and Grading**

### **1. Participation: 15%**

- Students are required to do the readings and take an active part in class discussion. To receive additional credits, students are encouraged to bring news stories, policy documents and other original items to class if they are related to that week's topic.
- Students are encouraged to read on-line current affairs articles in international and Canadian publications. Suggested international publications include *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Guardian* ([www.guardian.co.uk](http://www.guardian.co.uk)), *The Times* ([www.thetimesonline.com](http://www.thetimesonline.com)), *The Economist* ([www.economist.com](http://www.economist.com)), [www.bbc.co.uk](http://www.bbc.co.uk)
- Attendance is mandatory and students who cannot attend class must inform the instructor in advance of class with sufficient documentation.

### **2. Presentation: 15%**

15 minute presentation based on the weeks assigned readings. Students can choose the week and its readings in the first two weeks of class. Classes in Weeks 8, 10, 11 will not include presentations due to the showing of video documentaries.

The presentation should include:

- main ideas;
- key arguments made by authors;
- the students assessment of the authors arguments;
- how the readings inter-relate to other readings assigned for that week and to other parts of the course.

### **3. Literature Review: 15% (15 October 2008)**

The Literature Review should cover ALL of ONE weeks readings from the semester. Any week can be chosen that has been covered up to and including October 7. Do not use the week you have presented from.

The Review should include citations from the weeks readings that you have chosen. Always give page numbers for quotes. Summarise and critically discuss the readings. Length should be 7 double-spaced pages, 12 point, in a Word document.

### **4. Essay Proposal: 15% (4 November 2008)**

A 3-page essay outline, double spaced, in a Word document, proposal to be submitted on a topic related to the course. The outline should be discussed with the instructor.

The essay proposal should consist of:

- structure of the research essay due at the end of term;
- main research questions;
- hypotheses;
- main arguments;

- methodological approaches;
- preliminary bibliography;

### **5. Research Essay: 40% (1 December 2008)**

The 20 double-spaced, 12 point (including Endnotes or Bibliography) research essay in a Word document should build on the Essay Proposal, follow its structure and integrate suggestions made by the instructor. The essay will be judged on the following merits:

- proper structure, argumentation and content;
- poor English language, spelling, style and grammar;
- referencing style should be consistent throughout the essay;
- essays should have a minimum of 10 academic references (i.e. defined as books, book chapters and academic journal articles). Newspaper and magazine articles do not count as academic references. A maximum of 5 academic publications can be used as references from the syllabus. The remaining bibliography should be found by the student. Page numbers of academic sources that are quoted must be given by the student.
- submission should be both in hard copy and by e-mail in Word (12 point, double spaced)

### **5. Penalties: 2% per day**

- a penalty of 2% per each day after the deadline, including weekends, will be deducted from the final mark for late submission of the essay outline and essay. Please note, this is 2% from the maximum grade available for the essay outline (15%) and essay (40%).
- an extension can be arranged with the instructor if it is discussed prior to the deadline. The primary reason for extensions are medical, which requires a certificate or doctors note, or other extenuating circumstances;

## **WEEK 1. 9 SEPTEMBER 2008, INTRODUCTION and DISCUSSION**

1. Review: syllabus.
2. Discussion: main themes in Post-Communist Transitions and Democratic Revolutions.
3. Video Documentary: A Force More Powerful. York Zimmerman Inc., Washington DC 2000. The film deals with the history, theory and practice of non-violent protest around the world.

## **WEEK 2. 16 SEPTEMBER 2008, DEMOCRACY PROMOTION 1: THEORETICAL AND COMPARATIVE PERSPECTIVES**

### Key Questions

1. Why should we, or should we not, promote democracy abroad?
2. What is 'Democratic Imperialism' and how does it differ from traditional imperialism and colonialism?
3. Compare and contrast US, Canadian and EU democracy promotion programmes.
4. What are the roots and driving forces of contemporary anti-Americanism?

### Reading

- Francis Fukuyama and Michael McFaul, 'Should Democracy be Promoted or Demoted?', *The Washington Quarterly*, vol.31, no.1 (Winter 2007-2008), pp.23-45.
- David Adesnik and Michael McFaul, 'Engaging Autocratic Allies to Promote Democracy', *The Washington Quarterly*, vol.29, no.2 (2006), pp.7-26.
- Thomas Carothers, 'The Backlash Against Democracy Promotion', *Foreign Affairs*, vol.86, no.2 (March-April 2006), pp.55-68.
- Peter Burnell and Peter Calvert, 'Promoting Democracy Abroad', *Democratization*, vol.12, no.4 (August 2005), pp.433-438.

### Optional Reading

- Michael McFaul, 'Democracy Promotion as a World Value', *The Washington Quarterly*, vol.28, no.1 (2004), pp.147-163.
- 'They shall overcome-but perhaps not always', *The Economist*, 2 August 2007.
- George Monbiot, 'An empire of denial', *The Guardian*, 1 June 2004. [www.guardian.co.uk](http://www.guardian.co.uk)
- Martin Jacques, 'Democracy isn't working', *The Guardian*, 22 June 2004.
- Transatlantic Trends, German Marshall Fund of the United States. [www.transatlantictrends.org](http://www.transatlantictrends.org)

## **WEEK 3. 23 SEPTEMBER 2008, DEMOCRACY PROMOTION 2: USA**

### Key Questions

1. Why is the US so prominent in democracy promotion?
2. In what manner is the USA's democracy promotion a part of American exceptionalism and manifest destiny?

3. Are there differences between Republicans and Democrats over democracy promotion and will the election of McCain or Obama influence democracy promotion?
4. How has Iraq affected America's role in democracy promotion?

#### Reading

- Michael Cox, 'Empire by denial: the strange case of the United States', *International Affairs*, vol.81, no.1 (January 2005), pp.15-30.
- James F. Dobbins, 'America's Role in Nation-building From Germany to Iraq', *Survival*, vol.45, no.4 (Winter 2003-2004), pp.87-110.
- Dinorah Azpuru de Cuestas, et al, 'Trends in Democracy Assistance What Has the United States Been Doing?', *Journal of Democracy*, vol.19, no.2 (April 2008), pp.150-159.
- James M. Scott and Carie A. Steele, 'Assisting Democrats or Resisting Dictators? The Nature and Impact of Democracy Support by the United States National Endowment for Democracy, 1990-1999', *Democratization*, vol.12 (4) (August 2005), pp.439-460.

#### Optional Reading

- Ivan Kastev, 'The Anti-American Century', *Journal of Democracy*, vol.15, no.2 (April 2004), pp.5-16.
- Jackson Diehl, 'Shortchanging Democracy in Ukraine: The President's 'Freedom Agenda' is Losing Momentum', *The Washington Post*, 28 May 2007. [www.washingtonpost.com](http://www.washingtonpost.com)
- Robert Kagan, 'Anti-Americanism's Deep Roots', *The Washington Post*, 19 June 2006.
- 'Manifest destiny warmed up?', *The Economist*, 14 August 2003.
- 'With friends like these', *The Economist*, 8 February 2007.
- 'The hobbled hegemon', *The Economist*, 28 June 2007.
- Ivan Kastev, 'The Anti-American Century', *Journal of Democracy*, vol.15, no.2 (April 2004), pp.5-16.
- Alice Thomson, 'Why does everybody suddenly hate America?', *The Daily Telegraph*, 5 July 2002. [www.dailytelegraph.com](http://www.dailytelegraph.com)
- Taras Kuzio, 'Iraq takes toll on US global influence', *Oxford Analytica*, 22 August 2007. [www.oxan.com](http://www.oxan.com)
- Zbigniew Brzezinski, 'Confronting Anti-American Grievances', *New York Times*, 1 September 2002. [www.nytimes.com](http://www.nytimes.com)
- Annual surveys of attitudes to Americans and the US, The Pew Global Attitudes Project. [www.pewglobal.org](http://www.pewglobal.org)

#### U.S. Government

- President Bush on Freedom in Iraq and Middle East, National Endowment for Democracy, Washington DC, 6 November 2003. [www.ned.org](http://www.ned.org)
- U.S. Support for Human Rights and Democracy: The U.S. Record 20-06, U.S. State Department. <http://www.state.gov/g/drl/rls/shrd/2006/>
- U.S. Helsinki Commission, [www.csce.gov](http://www.csce.gov)
- National Endowment for Democracy, [www.ned.org](http://www.ned.org)
- Freedom House, [www.freedomhouse.org](http://www.freedomhouse.org)

- Belarus Democracy Act 2004 (108<sup>th</sup> Congress) and Belarus Democracy Reauthorization Act 2006 (109<sup>th</sup> Congress) <http://thomas.loc.gov/>

## **WEEK 4. 30 SEPTEMBER 2008, DEMOCRACY PROMOTION: CANADA AND THE EU**

### **Key Questions**

1. Explain the contradiction between how Canadians view themselves playing a positive role in the world with how Canada is marginal to democracy promotion efforts?
2. Why is there EU enlargement fatigue?

### **Reading**

- Jeffrey Kopstein, 'The Transatlantic Divide Over Democracy Promotion', *The Washington Quarterly*, vol.29, no.2 (Spring 2006), pp.85-98.
- Richard Youngs, 'Trends in Democracy Assistance. What Has Europe Been Doing?', *Journal of Democracy*, vol.19, no.2 (April 2008), pp.160-169.
- Andrew Cohen, Chapters 6-8, *While Canada Slept: How We Lost Our Place in the World* (McClelland and Stewart, 2004), pp.118-203.
- Thomas Axworthy, *et.al*, The Democracy Canada Institute: A Blueprint, IRPP working paper (2005) and The Role of International Promotion in Canada's Foreign Policy', IRPP Policy Matters (November 2004).

### **Optional Reading**

- Matthias Brucker, 'Trans-National Actors in Democratic States: The Case of German Political Foundations in Ukraine', *Journal of Communist Studies and Transition Politics*, vol.23, no.2 (June 2007), pp.296-319.
- Ronald D.Asmus et al, 'A Transatlantic Strategy to Promote Democratic Development in the Broader Middle East', *The Washington Quarterly*, vol.28, no.2 (2005), pp.7-21.
- Allan Gotlieb, 'The Chretien Doctrine: By Blindly Following the UN, The Prime Minister is Hurting Canada', *Macleans*, 31 March 2003. [www.macleans.com](http://www.macleans.com)
- 'The minister, the general and pacifist Quebec', *The Economist*, 9 August 2007.
- 'A venture at a standstill', *The Economist*, 25 May 2006.

## **WEEK 5. 7 OCTOBER 2008, COMPARATIVE DEMOCRATIC REVOLUTIONS**

### **Key Questions**

1. Why did democratic revolutions take place in these countries?
2. Why were these revolutions non-violent?
3. Do any other post-communist countries exhibit similar features making them ripe for revolution?

### **Required Reading**

- Michael McFaul, 'Transitions from PostCommunism', *Journal of Democracy*, vol.16, no.3 (July 2005), pp.5-19.
- Lucan Way, 'The Real Causes of the Color Revolutions', *Journal of Democracy*, vol. 19, no. 3 (July 2008), pp. 55-69.
- Valerie Bunce and Sharon L.Wolchik, 'Favorable Conditions and Electoral Revolutions', *Journal of Democracy*, vol. 17, no. 4, (October 2006), pp. 5-18.

- Anika Locke Binnendijk and Ivan Marovic, 'Power and Persuasion: Nonviolent Strategies to influence state security forces in Serbia (2000) and Ukraine (2004)', *Communist and Post-Communist Studies*, vol.39, no.3 (September 2006), pp.411-429.
- Taras Kuzio, 'Civil Society, Youth and Societal Mobilization in Democratic Revolutions', *Communist and Post-Communist Studies*, vol.39, no.3 (September 2006), pp.365-386.

### **Optional Reading**

- ***HOW FREEDOM IS WON: From Civic Resistance to Durable Democracy*** (New York: Freedom House, 2005). Available at: [http://www.freedomhouse.org/research/specreports/civictrans/FHCI\\_VICTRANS.pdf](http://www.freedomhouse.org/research/specreports/civictrans/FHCI_VICTRANS.pdf)

## **WEEK 6. 14 OCTOBER 2008. DEMOCRATIC REVOLUTIONS 1: ROMANIA and BULGARIA**

### **Key Questions**

1. What type of regime emerged in Romania after the 1989 revolution and what attitudes did it have towards the opposition?
2. Why did successor communist parties remain in power in Romania and Bulgaria following the collapse of communism?
3. What was the basis for the victory of anti-communist forces in 1996-1997 in Romania and Bulgaria?

### **Reading**

- Cosmina Tanasoiu, 'Intellectuals and Post-Communist Politics in Romania: An Analysis of Public Discourse, 1990-2000', *East European Politics and Society*, vol.22, no.1 (2008), pp80-113.
- John Gledhill, 'States of Contention: State-Led Political Violence in Post-Socialist Romania', *East European Politics and Society*, vol.19, no.1 (February 2005), pp.76-104.
- Mihaela Mihailescu, 'The Politics of Minimal "Consensus": Interethnic Opposition Coalitions in Post-Communist Romania (1990-1996) and Slovakia (1990-1998)', *East European Politics and Society*, vol.22, no.3 (2008), pp.553-594.
- Venelin I. Ganev, 'Bulgaria's Symphony of Hope', *Journal of Democracy*, vol.8, no.4 (1997), pp.125-139.
- Maria Spirova, 'Europarties and party development in EU-candidate states: the case of Bulgaria', *Europe-Asia Studies*, vol.60, no.5 (2008), pp.791-808.

### **Optional Reading**

- Alan Renwick, 'Anti-Political or Just Anti-Communist? Varieties of Dissidence in East-Central Europe and Their Implications for the Development of Political Society', *East European Politics and Societies*, vol. 20, no. 2 (2006), pages 286-318.
- Janusz Bugajski, 'Bulgaria: Progress and Development' in Sharon L. Wolchik and Jane L. Curry eds., *Central and East European Politics: From Communism to Democracy* (Baltimore, MD: Roman and Littlefield, 2008).

## **WEEK 7. 21 OCTOBER 2008, DEMOCRATIC REVOLUTIONS 2: SLOVAKIA and CROATIA**

### **Key Questions**

1. How did Slovak NGO's mobilise voters in the 1998 elections?
2. Was Croatia an example of diffusion from Slovakia?
3. Compare and contrast Slovakia and Croatia's electoral revolutions to democratic revolutions in Serbia, Georgia and Ukraine.

### **Reading**

- Petr Kopecky and Cas Mudde, 'Explaining Different Paths of Democratization: The Czech and Slovak Republics', *Journal of Communist Studies and Transition Politics*, vol.16, no.3 (September 2000), pp.63-84
- Martin Butora, 'OK '98: A Campaign of Slovak NGOs for Free and Fair Elections' in Joerg Forbrig and Pavol Demes eds., *Reclaiming Democracy. Civil Society and Electoral Change in Central and Eastern Europe* (Washington DC: German Marshall Fund of the United States, 2007), pp.21-52.
- Valerie J. Bunce and Sharon L. Wolchik, 'Youth and Electoral Revolutions in Slovakia, Serbia, and Georgia', *SAIS Review*, vol. XXVI, no.2 (Summer-Fall 2006), pp.55-65.
- Marina Ottaway, *Democracy Challenged. The Rise of Semi-Authoritarianism* (Washington DC; Carnegie, 2003), 'Croatia: Towards a Second Transition', pp.109-130.
- Sharon Fisher and Biljana Bijelic, 'Glas 99: Civil Society Preparing the Ground for a Post-Tudman Croatia', in Joerg Forbrig and Pavol Demes eds., *Reclaiming Democracy. Civil Society and Electoral Change in Central and Eastern Europe* (Washington DC: German Marshall Fund of the United States, 2007), pp.53-78.

## **WEEK 8. 28 OCTOBER 2008, DEMOCRATIC REVOLUTIONS 3: SERBIA'S BULLDOZER REVOLUTION**

### **Key Questions**

1. Why did Serbia's opposition turn against Milosevic slowly?
2. What was the role of nationalism in Serbia's regime and the opposition?
3. What pacts were negotiated during the bulldozer revolution?
4. What was the unwieldy nature of the democratic opposition?

**Video Documentary:** Bringing Down a Dictator. York Zimmerman Inc., Washington DC, 2001.

### **Reading**

- Dejan Guzina, 'Socialist Serbia's Narratives: From Yugoslavia to a Greater Serbia', *International Journal of Politics, Culture and Society*, vol. 17, no. 1 (Fall 2003), pp.91-111.
- Florian Bieber, 'The Serbian Opposition and Civil Society: Roots of the Delayed Transition in Serbia', *International Journal of Politics, Culture and Society*, vol.17, no.1 (Fall 2003), pp.73-90.

- Jelica Minic and Miljenko Dereta, 'IZLAZ 2000: An Exit to Democracy in Serbia' in Joerg Forbrig and Pavol Demes eds., *Reclaiming Democracy. Civil Society and Electoral Change in Central and Eastern Europe* (Washington DC: German Marshall Fund of the United States, 2007), pp.79-100.
- Mark R.Thompson and Philipp Kuntz, 'Stolen Elections: The Case of the Serbian October', *Journal of Democracy*, vol.15, no.4 (October 2004), pp.159-172

## **WEEK 9. 4 NOVEMBER 2008. DEMOCRATIC REVOLUTIONS 4: GEORGIA'S ROSE REVOLUTION**

### **Key Questions**

1. Define the parameters of Georgia as a failed state.
2. Why did Georgia's rose revolution only require a small number of protestors?
3. How did frozen conflicts impact on the rose revolution.

### **Reading**

- Charles King, 'Potemkin Democracy: Four Myths about Post-Soviet Georgia', *The National Interest*, Summer 2001, pp.93-104.
- Stephen F.Jones, 'The Rose Revolution: A Revolution without Revolutionaries?', *Cambridge Review of International Affairs*, vol.19, no.1 (March 2006), pp.33-48.
- Charles H. Fairbanks, 'Georgia's Rose Revolution', *Journal of Democracy*, vol.15, no.2 (2004), pp.110-124.
- Eric A Miller, 'Smelling the Roses. Eduard Shevardnadze's End and Georgia's Future', *Problems of Post-Communism*, vol.51 no.2 (2004), pp.12-21.

## **WEEK 10. 11 NOVEMBER 2008. DEMOCRATIC REVOLUTIONS 5: UKRAINE'S ORANGE REVOLUTION**

### **Key Questions**

1. What factors lay behind the Orange Revolution?
2. Describe the wide political alliance behind the Orange Revolution.
3. Compare and contrast the Orange Revolution with other democratic revolutions.

**Video Documentary:** Orange Revolution, York Zimmerman Inc., Washington DC, 2006.

### **Required Reading**

- Andrew Wilson, *Ukraine's Orange Revolution* (New Haven, CT.: Yale University Press, 2005), chapters 5-7 ('The Campaign', 'The Fraud', 'The Protest'), pp.70-155.
- Michael McFaul, 'Importing Democracy: External Inputs into the Orange Revolution in Ukraine', *International Security*, vol.32, no.2 (Fall 2007).
- Steven Pifer, 'European Mediators and Ukraine's range Revolution', *Problems of Post-Communism*, vol.54, no.6 (November-December 2007), pp.28-42.
- Serhiy Kudelia, 'Revolutionary Bargain: The Unmaking of Ukraine's Autocracy', *Journal of Communist Studies and Transition Politics*, vol.23, no.1 (March 2007), pp.77-100.

### Optional Reading

- Lucan A. Way, 'Kuchma's Failed Authoritarianism', *Journal of Democracy*, vol.16, no.2 (April 2005), pp.131-145.
- Taras Kuzio, 'Kuchma to Yushchenko: Ukraine's 2004 Elections and "Orange Revolution"', *Problems of Post-Communism*, vol.52, no.2 (March-April 2005), pp.29-44.
- Bohdan Klid, 'Rock, Pop and Politics in Ukraine's 2004 Presidential Campaign and Orange Revolution', *Journal of Communist Studies and Transition Politics*, vol.23, no.1 (March 2007), pp.118-137

## **WEEK 11. 18 NOVEMBER 2008, FAILED AND COUNTER REVOLUTIONS**

### Key Questions

1. Why have democratic revolutions only taken place in a limited number of countries?
2. What type of regime is more susceptible to democratic revolution?
3. Is the weakness of the democratic opposition a factor in preventing democratic revolutions?
4. What key policies have been undertaken to prevent democratic revolutions?

Video Documentary: Colour Me Free. Oyster Media, Inc., 2007.

### Required Reading

- Graeme P. Herd, 'Colorful Revolutions and the CIS. "Manufactured" Versus "Managed" Democracy?', *Problems of Post Communism*, vol.52, no.2 (March-April 2005), pp.3-18.
- Thomas Ambrosio, 'Insulating Russia From a Colour Revolution: How the Kremlin Resists Regional Democratic Trends', *Democratization*, vol.14, no.2 (April 2007), pp.232-252.
- Fiona Hill and Kevin Jones, 'Fear of Democracy or Revolution: The Reaction to Andijon', *The Washington Quarterly*, vol. 29, no. 3 (Summer 2006), pp. 111-125.
- Julie Wilhelmsen and Geir Flikke, 'Evidence of Russia's Bush Doctrine in the CIS', *European Security*, vol.14, no.3 (Summer 2005), pp.387-417.
- 'The making of a neo-KGB state', *The Economist*, 23 August 2007.
- David Marples, 'Color Revolutions: The Belarus Case', *Communist and Post-Communist Studies*, vol.39, no.3 (September 2006), pp.351-364.

### Optional Reading

- Andrew Wilson, *Virtual Politics. Faking Democracy in the Post-Soviet World* (New Haven, CT: Yale University Press, 2005): 'The "Political Technologist": Machiaveli as Corporate Adviser', pp. 49-72, 'Administrative Resources', pp.73-88, 'Dishing the Opposition', pp.151-186.
- Sarah E.Mendelson and Theodore P.Gerber, 'Soviet Nostalgia: An Impediment to Russian Democracy', *The Washington Quarterly*, vol.29, no.1 (Winter 2005-2006), pp.83-96.
- Vitali Silitski, 'Preempting Democracy: The Case of Belarus', *Journal of Democracy*, vol.16, no.4 (October 2005), pp. 83-97.

- 'Russia's Wrong Direction: What the United States Can and Should Do', Council on Foreign Relations, 2006. [www.cfr.org](http://www.cfr.org)
- James M. Goldgeier and Michael McFaul, 'What to Do About Russia', *Policy Review*, no.133 (October-November 2005), pp.45-62.

## **WEEK 12. 25 NOVEMBER 2008. POST-REVOLUTIONARY TRANSITIONS**

### Key Questions

1. Revolutions create high expectations, but can they be always fulfilled?
2. What changes in policies have been undertaken since the Serbian and Georgian revolutions?
3. Analyse the government led by Prime Minister Yulia Tymoshenko. Why was there an early split in the Orange coalition?
4. Which of the democratic revolutions is likely to be most successful?

### Required Reading

- Charles H. Fairbanks, 'Revolution Reconsidered', *Journal of Democracy*, Volume 18, Number 1, January 2007, pp. 42-57.
- Henry Hale, 'Democracy and Revolution in the Post-Communist World: From Chasing Events to Building Theory', *World Politics*, vol.58, no. (October 2005), pp.133-165.
- Timothy Edmunds, 'Intelligence agencies, democratic continuity and change in Serbia after Milosevic', *Europe-Asia Studies*, vol.60, no.1 (January 2008), pp.25-48.
- James V.Wertsch, 'Georgia as a Laboratory for Democracy', *Demokratizatsiya*, vol.13, no.4 (Fall 2005), pp.519-535.
- Geir Flikke, 'Pacts, Parties and Elite Struggle: Ukraine's Troubled Post-Orange Transition', *Europe-Asia Studies*, vol.60, no.3 (May 2008), pp.375-396.

### Optional Reading

- Anders Aslund, 'The Economic Policy of Ukraine after the Orange Revolution', *Eurasian Geography and Economics*, vol.46, no.1 (July-August 2005), pp.327-353 and response by Taras Kuzio, 'Ukrainian Economic Policy after the Orange Revolution: A Commentary on Aslund's Analysis', *Eurasian Geography and Economics*, vol.xlvi, no.5 (July-August 2005), pp.354-363.
- Paul D'Anieri, 'What Has Changed in Ukrainian Politics? Assessing the Implications of the Orange Revolution', *Problems of Post-Communism*, vol.52, no.5 (September/October 2005), pp.82-91.
- Papers on politics, economics, media, 2006 elections and foreign policy from the Workshop 'The Orange Revolution: One Year On' at the Institute for European, Russian and Eurasian Studies, Elliot School of International Affairs  
George Washington University:  
[http://www.gwu.edu/~ieresgwu/orange\\_revolution.htm](http://www.gwu.edu/~ieresgwu/orange_revolution.htm)
- Taras Kuzio, 'Revisiting the Orange Revolution, Parts One and Two: Considerable Gains', *Jamestown Foundation, Eurasian Daily Monitor*, vol.2, no.217 and 220 (21 and 28 November 2005). Available from [www.jamestown.org](http://www.jamestown.org)

### **Academic Accommodations**

**For Students with Disabilities:** Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Merton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first in-class test or CUTV midterm exam. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: November 6, 2007 for autumn and autumn/winter term courses, and March 9, 2008 for winter term courses.

**For Religious Observance:** Students requesting accommodations for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The Undergraduate Calendar defines plagiarism as: 'to use and pass off as one's own idea or product, work of another without expressly giving credit to another'. The Graduate Calendar states that plagiarism has occurred when a student either: a) directly copies another's work without acknowledgement or b) closes paraphrases the equivalent of a sort paragraph or more without acknowledgement or c) borrows, without acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more classes. The Department's Style Guide is available at:

[www.carleton.ca/polisci/undergrad/styleguide.pdf](http://www.carleton.ca/polisci/undergrad/styleguide.pdf)

Plagiarism is a serious offence that could lead to an "F". Please follow the following guidelines:

- if you quote from a text it should be placed in quotation marks. Failure to do so constitutes plagiarism. Your essay must be primarily in your own words, and not over-reliant on quotations;
- copying extracts from the students own essays submitted to earlier classes will constitute plagiarism;

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4pm, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Approval of Final Grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements:** Students must fulfil course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade F. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.