

HIS 400 COMPARATIVE REVOLUTIONS

Kenneth J. Orosz

Fall 2025

Class Meetings:

TR 9:25-10:40 Ketchum 300

Office Hours: W 10:00-12:00

And by appointment

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COURSE DESCRIPTION:

After a brief theoretical introduction on what constitutes a revolution, this course will devote the remainder of the semester to examining a series of case studies in comparative fashion. These case studies may include the Glorious Revolution of 1688, the American Revolution, the French Revolution, the Revolutions of 1848, the Paris Commune, the Bolshevik Revolution, Mao's rise to power, the Cuban Revolution, Decolonization, the Velvet Revolutions of 1989, and the recent Arab Spring.¹

OFFICE HOURS

While I will be available in my office for face to face meetings during office hours, I am also available for virtual meetings. To take advantage of virtual office hours click on the appropriate menu button in Brightspace to reveal the Zoom link. Contact me via email if you cannot make regularly attended office hours so that we can set up an appointment.

TUTORING SERVICES

Buffalo State offers a wide variety of free tutoring services, including a Writing Center. For more information go to the [tutoring website](#).

REQUIREMENTS:

Academic misconduct (including cheating, plagiarism, and the use of artificial intelligence (AI) to do your work for you) will not be tolerated. Buffalo State College policies on academic misconduct, including the possible use of textual similarity detection software, are outlined in the college catalog. **Please note that the minimum penalty for cases of academic misconduct will be an F on the assignment.**

Reading assignments are to be completed by the dates given. There will be a midterm and a final examination (both take home). In addition to the 2 exams, students will write 2 five page critical reviews of assigned texts and a 15 historiographical paper. For the critical reviews students will write about the Brinton book (**due September 2**) and the assigned texts on the Chinese revolution (**due October 28**). All historiographical paper topics must be authorized by me and must conform to the geographic and temporal confines of this course. As part of this process students are required to submit their paper topics in the form of written proposals no later than **October 2**. Failure to submit a passing proposal means that your paper (**due December 4**) will not be accepted and you will earn an E for that portion of the course. All papers and reviews must conform to the [History Style Sheet](#). Detailed [instructions](#) on the writing assignments, including the style sheet, can be found in Brightspace or by clicking the syllabi and course

¹ Learning Outcomes: Students will demonstrate mastery of subject matter, knowledge of historiography, appreciation of cultural patterns/behaviors, understanding of cause and effect, and influence of ideas on human behavior. Students will also be able to retrieve/interpret primary sources, write clearly and effectively, document sources and demonstrate logical thought processes.

materials links at <http://faculty.buffalostate.edu/oroszkj>. Help for Brightspace can be found at <https://documentation.brightspace.com/EN/learners/learners.htm>.

Please note that in order to pass this course you must make a good faith attempt to complete all components and requirements. **LATE WORK WILL NOT BE ACCEPTED WITHOUT PRIOR ARRANGEMENT.** Incompletes will be granted at the sole discretion of the instructor and require a written application outlining the rationale for granting an incomplete, a list of outstanding assignments and a timetable for their completion. This application must be signed and, if granted, will constitute a formal contract for the completion of the course.

At the collegiate level grades are based on mastery of content, methodology, and presentation, regardless of how hard you feel you worked on an assignment. Grades will be computed as follows:

Grades will be computed as follows:

Midterm	20%	Final	20%
Brinton Critical Review	10%	Historiographical Paper	25%
China Critical Review	10%	Participation	15%

COURSE POLICIES

1. Students must complete all work on their own. There are no group projects.
2. **The use of artificial intelligence (AI) is strictly forbidden and will be considered cheating since it is a computer, rather than the student, completing assignments. As with other cases of academic misconduct, the minimum penalty will be an F on the assignment.**
3. Except for cases of documented emergencies, I do not accept late work without prior arrangement. It is your responsibility to keep track of what is due each week by checking the syllabus.

RESEARCH PAPER PROPOSALS

Use of AI to write your papers or take-home exams is cheating and will be dealt with as such. All topics for the research papers must be authorized by me and must conform to the geographic and temporal confines of this course. Proposals must be submitted in writing and should consist of a sentence or two outlining your topic followed by a preliminary bibliography of 10-12 scholarly sources in which you provide complete publication information. The use of encyclopedias and websites beyond those already assigned are not allowed. Do not restrict yourself to what is present in our library, since our collection in history is incomplete and often dated. To find books you will need to make use of the library's Worldcat Discovery database; if we do not own the text, you will then need to order it via interlibrary loan. You can find peer reviewed journal articles by using the library's JSTOR and Project Muse databases.

The bibliography of passed proposals can be amended via a simple email to your instructor. While proposals are due **October 2**, you can change your topic by submitting a new proposal for approval until the day the paper is due. This is the only assignment with this kind of flexibility. Please note that if I do not have a passed proposal on file when I begin grading, I will not read your paper and you will receive an F on the assignment. If you choose to gamble by

turning in your revised proposal with your paper on **December 4** you run the risk that your proposal will fail and your paper will be rejected unread.

SUBMITTING PAPERS AND TAKE-HOME EXAMS

Submitting papers and take-home exams requires a 3 part process:

1. You must pass a quiz confirming that you have read and followed the directions before the Dropbox will appear. This quiz will become available the Course Activities tab 2 weeks before the assignment is due and can be retaken as needed.
2. If you have successfully completed the quiz, then the Dropbox will appear in the Assignments section of the Course Activities tab. You must upload your paper as a word document (.doc or .docx only) to the Turnitin dropbox by **3:00 PM** on the due date.
3. You must bring a printed and stapled copy and turn it in during class time on the due date. **I will not grade any papers that have not been submitted to the dropbox and for which I do not also have a paper copy.**

Note: You may submit revisions of your paper up until the due date. Among the things you should check is the Turnitin Originality Report to help guard against plagiarism. To see the report click on the colored rectangular icon next to your submission. If the icon is gray, your report is still being processed; check back within the next 24 hours.

BOOKS: The following books are required reading and are available in the Bookstore:

Baker & Edelstein, Scripting Revolution 9780804796163 [online](#)
 James DeFronzo, Revolutions & Revolutionary Movements, 5th ed. 978-0-813-34924-4
 Sheila Fitzpatrick, The Russian Revolution, 4th ed. 978-0-198-80670-7 [online](#)
 Gary Kates, French Revolution: Recent Debates, 2nd ed. 978-0-415-35833-0
 Wim Klooster, Revolutions in the Atlantic World 978-1-479-85717-3 read [online](#)
 David Motadel, Revolutionary World 978-1-316-64817-9

SUPPLEMENTAL READINGS:

Any reading listed on the syllabus that does not come from a required textbook is either a website or has been posted to Brightspace. To further help you identify them, supplemental readings are in italics. They can be accessed in one of 3 ways: 1) If it is a website, there will be a link to it from the electronic version of the syllabus available in Brightspace or on my web page at <http://faculty.buffalostate.edu/oroszkj>. 2) Materials highlighted in blue have been uploaded to weekly folders in the Supplemental Readings section of Brightspace. A) If the item is a PDF, simply click on it to open and read. B) If it is a PowerPoint, click the down arrow next to the file name and select download from the menu (files are large, so do on WiFi only). Navigate to your download folder and open the file. Follow the directions on the first slide to get it to play.

CLASS SCHEDULE

August 26	Introduction
Read:	<i>Nature of History</i> ; <i>How to Write History Papers</i>
August 28	Theories of Revolution I: Whigs to Weber
Read:	<i>Communist Manifesto Excerpts</i> <i>Alexis de Toqueville, "The French Revolution and the Growth of State," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 31-33.</i> <i>Alexis de Tocqueville, The Old Regime and the French Revolution, trans. Stuart Gilbert (New York: Anchor Books, 1955), 176-177.</i> <i>Max Weber, "Charisma, Bureaucracy and Revolution," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 33-36.</i>
September 2	Theories of Revolution II: Crane Brinton
Read:	<i>Crane Brinton, Anatomy of a Revolution</i> Read online <i>Brinton Critical Review due</i>
September 4	Theories of Revolution III: Princeton School and Chalmers Johnson
Read:	<i>Lawrence Stone, "Theories of Revolution," World Politics, 18, no. 2 (January 1966): 159-176</i> <i>Perez Zagorin, "Theories of Revolution in Contemporary Historiography," Political Science Quarterly, 88, no. 1 (March 1973): 23-52.</i>
September 9	Theories of Revolution IV: Structural Theory
Read:	Baker & Edelstein, <i>Scripting Revolution</i> , pp 1-21 DeFronzo, <i>Revolutions & Revolutionary Movements</i> , Intro & Ch 1 <i>Eric Wolf, "Peasants and Revolutions," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 55-63.</i>
September 11	Theories of Revolution V: Fourth Generation Theories
Read:	Motadel, <i>Revolutionary World</i> , Introduction <i>Robert Snyder, "The End of Revolution?" The Review of Politics 61, no. 1 (Winter 1999): 5-28</i> <i>Jack Goldstone, "Toward a Fourth Generation of Revolutionary Theory," Annual Review of Political Science 4 (2001):139-187.</i> <i>Eric Selbin, "Agency and Culture in Revolutions," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 76-84.</i>

September 16

Read:

US Revolution Overview

Baker & Edelstein, *Scripting Revolution*, pp. 103-117

Klooster *Revolutions in Atlantic World* Ch 1-2

Gordon Wood, "The American Revolution," in *Revolutions: A Comparative Study*, ed. Lawrence Kaplan (New York: Vintage Books, 1973): 113-148.

Jack Greene, "The American Revolution" *American Historical Review* 105, no. 1 (February 2000): 93-102.

Colin Bonwick, "The American Revolution 1763-1791" in *Revolutions and the Revolutionary Tradition in the West 1560-1991*, ed. David Parker (New York: Routledge, 2000): 68-87

September 18

Read:

US Revolution: Revolution or Rebellion?

"The American Revolution: An Historiographical Introduction," *British Library*, accessed January 19, 2016, <http://www.bl.uk/onlinegallery/features/americanrevolution/The%20American%20Revolution%20historiography>.

Sofya Medvedev, "Was the American Revolution a Revolution?" *American History from Revolution to Reconstruction and Beyond*, accessed August 20, 2025, <http://www.let.rug.nl/usa/essays/before-1800/was-the-american-revolution-a-revolution/>. [Click here](#)

Woody Holton, "Unruly Americans in the Revolution," *The Gilder Lehrman Institute of American History*, accessed August 20, 2025, <https://www.gilderlehrman.org/history-by-era/road-revolution/essays/unruly-americans-revolution>. [Click here](#)

Carol Berkin, "Teaching the Revolution," *The Gilder Lehrman Institute of American History*, accessed January 20, 2016, <https://www.gilderlehrman.org/history-by-era/war-for-independence/resources/teaching-revolution>.

September 23

Read:

French Revolution Overview

Baker & Edelstein, *Scripting Revolution*, pp 71-102, 118-147.

Klooster, *Revolutions in Atlantic World*, Ch 3

September 25

Read:

French Revolution Discussion

Gary Kates, *The French Revolution*

Jacques Sole, "Historiography of the French Revolution," in *Companion to Historiography*, ed. Michael Bentley (New York: Routledge, 1997), 509-25.

Gwynne Lewis, "The French Revolution 1789-1799," in *Revolutions and the Revolutionary Tradition in the West 1560-1991*, ed. David Parker (New York: Routledge, 2000): 111-134

September 30

Read:

Haitian and Latin American Revolutions

Klooster, Revolutions in the Atlantic World, Ch 4-5

Baker & Edelstein, Scripting Revolution, pp. 148-165

October 2

Read:

Haitian and Latin American Revolutions Discussion

Motadel, Revolutionary World, Ch 1

Klooster, Revolutions in Atlantic World, Ch 6

David Fistein, "Theory and the Social Revolution in Haiti," Journal of Haitian Studies, 15, no 1-2 (Fall 2009): 180-202.

Franklin Knight, "The Haitian Revolution," American Historical Review 105, no. 1 (February 2000): 103-115.

Paper proposals due

October 7

Read:

Revolutions of 1848 Overview

Baker & Edelstein, Scripting Revolution, pp. 169-198

Motadel, Revolutionary World, Ch 2

John Breuilly, "The Revolutions of 1848," in Revolutions and the Revolutionary Tradition in the West 1560-1991, ed. David Parker (New York: Routledge, 2000): 109-131. [Click here](#)

October 9

Read:

Revolutions of 1848 Discussion

Peter Amann, "The Changing Outlines of 1848," American Historical Review 68, no. 4 (July 1963): 938-953.

Gareth Stedman Jones, "The Mid-Century Crisis and the 1848 Revolutions," Theory and History 12, no. 4 (July 1983): 505-519.

Helge Berger and Mark Spoerer "Economic Crises and the European Revolutions of 1848," Journal of Economic History 61, no. 2 (June 2001): 293-326.

Claus Møller Jørgensen, "Transurban Interconnectivities: an Essay on the Interpretation of the Revolutions of 1848," European Review of History/revue européenne d'histoire 19, no. 2 (2012): 201-227.

Take-home midterm

October 14

No Class

October 16

Bolshevik Revolution Overview

Read:

De Fronzo, Revolutions and Revolutionary Movements, Ch 2

Baker & Edelstein, Scripting Revolution, pp. 199-227

Motadel, Revolutionary World, Ch 4-5

Midterm due in class

- October 21
Read: **Bolshevik Revolution Discussion**
 Lenin, [*What is to be Done?*](#)
 Sheila Fitzpatrick, [*The Russian Revolution*](#)
 Maureen Perrie, "*The Russian Revolution*," *Revolutions and the Revolutionary Tradition in the West 1560-1991*, ed. David Parker (New York: Routledge, 2000): 151-168. [Click here](#)
- October 23
Read: **Chinese Revolution overview**
 Baker & Edelstein, [*Scripting Revolution*](#), pp. 231-260
 DeFronzo, [*Revolutions and Revolutionary Movements*](#), Ch 3
- October 28
Read: **Chinese Revolution discussion**
 Mark Selden, "*The Chinese Communist Revolution*," in *Revolutions: Theoretical, Comparative & Historical Studies*, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 191-200.
 Philip Huang, "*Rural Class Struggle in the Chinese Revolution: Representational and Objective Realities from the Land Reform to the Cultural Revolution*," *Modern China* 21, no. 1 (January 1995): 105-143.
 Joseph Esherick, "*Ten Theses on the Chinese Revolution*," *Modern China* 21, no. 1 (January 1995): 45-76.
 Tang Tsou, "*Interpreting the Revolution in China: Macrohistory and Micromechanisms*," *Modern China* 26, no. 2 (April 2000): 205-238.
Chinese Revolution critical review due
- October 30
Read: **Cuban Revolution Overview**
 Baker & Edelstein, [*Scripting Revolution*](#), pp. 267-286
 DeFronzo, [*Revolutions and Revolutionary Movements*](#), Ch 5
- November 4
Cuban Revolution discussion
 Maurice Zeitlin, "*The Cuban Revolution*," in *Revolutions: A Comparative Study*, ed. Lawrence Kaplan (New York: Vintage Books, 1973): 419-429.
 Thomas Leonard, "*The Cuban Revolution*," in *Revolutions: Theoretical, Comparative & Historical Studies*, 3rd ed., ed. Jack Goldstone (Belmont, CA: Wadsworth, 2003), 201-211.
 Kate Quinn, "*Cuban Historiography in the 1960s: Revisionists, Revolutionaries and the Nationalist Past*," *Bulletin of Latin American Research* 26, no. 3 (July 2007): 378-398.
- November 6
Read: **Decolonization: Algeria and Vietnam**
 DeFronzo, [*Revolutions and Revolutionary Movements*](#), Ch 4
 Michael D. Richards, "*The Vietnamese Revolution*," in Michael D. Richards, *Revolutions in World History* (NY: Routledge, 2004): 55-71.

- November 11
Read: **Algeria and Vietnam discussion**
Motadel, Revolutionary World, Ch 7
Mark Selden, "People's War in China and Vietnam," in Revolutions: A Comparative Study, ed. Lawrence Kaplan (NY: Vintage Books, 1973), 369-404.
Nico Kielstra, "Was the Algerian Revolution a Peasant War?" Peasant Studies 7, no. 3 (Summer 1978): 172-186
Robert Revere, "Revolutionary Ideology in Algeria," Polity, 5, no. 4 (Summer 1973): 477-488
- November 13
Read: **Iranian Revolution Overview**
Baker & Edelstein, Scripting Revolution, pp. 307-324
DeFronzo, Revolutions and Revolutionary Movements, Ch 7
Motadel, Revolutionary World, Ch 8
- November 18
Read: **Iranian Revolution discussion**
Jerrold Green, "Countermobilization in the Iranian Revolution," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont, CA: Wadsworth, 2003), 235-245.
Nikki Keddie, "Iranian Revolutions in Comparative Perspective" American Historical Review 88, no. 3 (June 1983): 579-598.
Michael D. Richards, "The Iranian Revolution," in Michael D. Richards, Revolutions in World History (NY: Routledge, 2004): 73-86.
- November 20
Read: **Velvet Revolutions Overview**
DeFronzo, Revolutions and Revolutionary Movements, Ch 10
Motadel, Revolutionary World, Ch 9
- November 25
Read: **Velvet Revolutions Discussion**
Robert Daniels, "The anti-Communist Revolutions in the Soviet Union and Eastern Europe, 1989 to 1991," Revolutions and the Revolutionary Tradition in the West 1560-1991, ed. David Parker (New York: Routledge, 2000), 202-224. [Click here](#)
Jack Goldstone, "Revolution in the USSR, 1989-1991," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 261-271.
Jeff Goodwin, "The East European Revolutions of 1989," in Revolutions: Theoretical, Comparative & Historical Studies, 3rd ed., ed. Jack Goldstone (Belmont CA: Wadsworth, 2003), 255-260.
Robert Goldstein, "Comparing the European Revolutions of 1848 and 1989," Society 44 no 6 (September 2007): 155-159.
- November 27
No Class

- December 2 **Arab Spring**
 Read: Baker & Edelstein, Scripting Revolution, pp. 325-343
 DeFronzo, Revolutions and Revolutionary Movements, Ch 11
- December 4 **Arab Spring Discussions**
 Read: Motadel, Revolutionary World, Ch 10-11
 Kurt Weyland, "The Arab Spring: Why the Surprising Similarities with the
 Revolutionary Wave of 1848?" *Perspectives on Politics* 10, no. 4
 (December 2012): 917-934.
 Historiographical Paper due
- December 11 **Final Exam 9:25-10:40**
 Take-home final exam due in class

Instructions for Writing Assignments

Students in this course are required to do their own original work, hence **the use of artificial intelligence (AI) constitutes cheating and is strictly forbidden** because it is a computer, rather than the student, doing the assignment. **The minimum penalty for violating this policy is an F for the assignment, but in most cases students will also receive a failing grade for the course and will be reported to the Academic Misconduct Committee for possible additional penalties.**

While your papers will be graded primarily on content and the strength of your arguments, grammatical accuracy, style, presentation and organization will also be taken into account. As with a medical diagnosis, your arguments will be stronger if you can offer second opinions, hence your papers should, wherever possible, include supporting evidence drawn from more than one source. **All papers are required to adhere to the History Style Sheet** which is available in Brightspace and on my web site. Failure to follow the style sheet will result in significant penalties; these consist of at least the loss of a full letter grade for each category of violation (i.e. use of contractions will cost you a letter grade, reducing an A paper to a B). This includes paper length, non-standard fonts, margins and line spacing. Please note that a short paper is not necessarily a bad paper; I am primarily interested in what you have to say, how well you say it and if you have developed your thesis and argument sufficiently.

As you write your papers, you may paraphrase or quote suitable passages that illustrate your points. However, if you do quote or paraphrase, you must cite the relevant passage. You must also cite detailed information (i.e. statistics or items that are not common knowledge). The only exception to this rule is material gleaned from my lectures; you may assume that this is public knowledge and requires no citation. Proper citation formats can be found in the History Style Sheet. Please note that in addition to enforcing Buffalo State College's policies on academic misconduct, including the possible use of textual similarity detection software, **the minimum penalty for plagiarism is an F on the assignment**.² For more information on plagiarism, how to footnote, or how to write a research paper consult the relevant sections of

²Buffalo State College, *Undergraduate Catalog 2025-2026*, [Academic Misconduct](#).

Benjamin's *A Student's Guide to History*. If you are still unclear about when or how to cite please come see me during my office hours. That is why I am there.

Since much of what is out on the internet is of dubious quality, **the use of web pages as source material is strictly forbidden** unless authorized by me in writing. The only exceptions to this rule are the individual web sites that I have assigned as required reading material. On a similar note, **the use of encyclopedias is also forbidden**. While they may be useful reference tools or for providing an overview of a particular topic, encyclopedias have no place in college level work. Articles in historical encyclopedias (i.e. *The Encyclopedia of European Social History*) may be acceptable, but must first be cleared by me in writing.

I am obviously a firm believer in written assignments since they help develop your organizational, analytical and communication skills, all of which are things you will need in the workplace. Consequently, I expect you to treat all graded assignments (in this or any other class) as preparations for your future career. Turning in business reports that are filled with grammatical errors, failures in logic, poor argumentation and lack of evidence portrays a degree of incompetence, even if it is undeserved, and will probably get you fired. Get in the habit now of proofreading your work to catch typos, misspellings and nonsensical statements. Read your papers aloud to see how they sound. Better still, have a friend or roommate read your work since they are more likely to notice any problems. Most of you will be writing your papers on wordprocessors. No matter what program you use, they all have spell checkers. It is silly and self-defeating not to make use of them.

While I do not allow rewrites once papers have been graded, I will read and comment on rough drafts if I am given enough time. Alternatively, you may want to consult either the campus writing center or some of the history tutors for help or advice. Keep your notes and copies of your paper to facilitate rewrites and to safeguard against loss, computer errors, random destruction by pets and similar catastrophes. Finally, and most importantly, if you are having any problems in this course come see me.

Critical Reviews

All students will write 2 five page (1500 word) critical reviews of the Brinton book (due **September 2**) and the assigned Chinese Revolution texts (due **October 28**). What is a critical review? The purpose of a critical review is to help other scholars know if reading the text(s) are worth the investment of their limited time. Readers want to know the book/articles' main thesis, how well they supports that thesis, and how it fits in with the existing scholarship on the subject. No one cares if you liked the book/articles or found them boring; comments of that nature are irrelevant and have no place in a critical review. Do not feel compelled to be negative. "Critical" in this context merely means analysis of the texts in question, what they try to do and how well they do it. You should also restrict your comments to what the author wrote, not what you wish he or she had written. For example, if the book was about the role of the Pope in the Reformation it makes no sense to complain that the author overlooked the role of women. On the other hand, if you feel that there are problems with the author's conclusions or interpretations then you should comment on them. It is also fair to mention glaring omissions of fact or misuse of evidence. Furthermore, it is appropriate to comment on work that still needs to be done, but you must keep those comments within the context of the book that was actually written (i.e.

regarding our Pope in the Reformation example, it would be appropriate to note that more work needs to be done on examining the private papers of the Popes in order to determine their real thoughts on Luther and his message). Do not waste your or the reader's time commenting on petty things like typos unless they are evidence of sloppy research or change the meaning of evidence.

Generally speaking your review should open with a capsule summary of the primary thesis of the texts (i.e. the American Revolution was a real revolution). You should then go on to explain what the texts try to do as a whole and give some idea of how well they succeed. You should also explain why the subject is important and assess the texts' ability to add to the scholarly discussion on the topic (i.e. do we really need another biography of Lincoln? What makes this one different or better?).

In the body of the review you can mention specific parts of the book/articles that did or did not work well, but you should not be writing a chapter by chapter summary or analysis. You will also need to comment on the sources/methods used and the range of topics covered. Was the argument proven? Is the analysis sustained and supported? How complete is the coverage? Was there enough detail? How does the book compare with others on the same subject?

Please note: For the review on the Chinese Revolution texts, you do not have to include every article in your critical analysis, but you will need to cover at least 2-3 of the assigned items.

Historiographical Paper

In addition to the book reviews, all students will write a 15 page (4500 word) historiographical essay on a topic of their own choosing. This essay will be due on the final day of class (**December 4**). While the actual topics for your papers are up to you, they must remain within the geographical and temporal confines of this course. The paper should analyze some historical facet of revolutions in detail as covered in the relevant secondary literature. Your essay must provide historical context and must then trace and critically assess the existing historical literature on your chosen topic. In addition to summarizing the perspectives of various historians on your chosen topic, you must also analyze the strengths and weaknesses of those views. That analysis should include a discussion of the authors' usage of primary sources and how their interpretations might have been influenced by the time period or conditions in which they wrote.

All paper topics must be cleared with me first in the form of a written paper proposal due no later than **October 2**. Complete proposals must briefly outline your topic and/or the specific issues you intend to address, and must include a bibliography of 10-12 scholarly sources. If, after you have begun researching and writing your paper, you choose to use additional sources, you must submit an amended bibliography to me in writing. **Papers that use unauthorized materials will not be accepted. Similarly, papers that deviate significantly from your research proposal will also not be accepted.** This does not mean, however, that you are permanently locked in to a particular paper topic; if you change your mind and opt to pursue some other topic you must submit a new paper proposal which may or may not be accepted at my discretion. Completed papers are due in class on **December 4**.

Some possible paper topics include:

Revolution and Political Violence

The Spartakist Revolt

The Failed Hungarian Revolution of 1956
Women in the French Revolution

The Prague Spring
Decolonization and Revolution