

1989 in Global Perspective

(History 499.003/ver. 3.3)

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Office Hours

Tuesday 1:30-3:00
or by appointment

Introduction

This course is the culmination of the history major. As such, it has one central requirement—a major research paper based on original research in primary sources on a topic of your choosing. There are a number of preliminary requirements along the way, but the writing of the final essay is the point of the course. It is through this essay that you will be able demonstrate that you know how to select a topic, can situate that topic in a discussion among scholars, that you can do research in the relevant primary and secondary sources, and that you can make a historical argument that is appropriately supported by the evidence you dig up in your research.

As is the tradition of the Department of History and Art History, we will attack all of these goals by focusing on the history of one particular moment—the events of 1989 in global perspective. This means we'll be considering a very complex set of events spread over many countries. To make life easier for you, when the time comes for your final project, you can focus in on just one country if you like. But you still have to consider that country in the context of the regional and global developments.

We will spend the first weeks of the semester considering, very briefly, the historiography of 1989, both to familiarize you with the main events, but also to highlight the main issues in this historiography. The semester is divided roughly in half by spring break, and once we get to spring break, we are going to stop meeting as a group and will use the class time instead for individual conferences about your research and writing. We will then resume our group meetings with three weeks to go for final presentations.

Seminars

This class is a seminar, which means that you must come to class prepared to discuss the week's readings or other assignments. A seminar works best when each participant is a contributor. I have very high expectations of each student in the class because this course is the capstone of your major. If you aren't carrying your weight, it will be apparent to everyone in class and to you when you receive your grades.

Weekly Pattern of Activity

For the first few weeks of the semester you will be expected to complete a set of assigned readings or tasks before class and come to class prepared to discuss the questions I pose to you about those readings or tasks. We have a nice long class meeting each week, so there will be plenty of time to discuss any topic that comes up. If you come to class unprepared, it will be apparent to me, and will be a sign of disrespect to the other students in the room who actually have done the work.

During the individual conference part of the semester, you will be expected to meet with me no less than once every other week for about 30 minutes to discuss your work and to show me evidence of progress. This evidence will include such things as bibliographies, sources you want to discuss, questions about how to make sense of what you've found, and drafts of written work.

Grading

Grades in this class will be calculated as follows:

Class participation	20%
Draft of final essay	30%
Final essay	40%
Final presentation	10%

Required Readings

I have only ordered five books for the course, each of which provides an introduction to some aspect of the history of 1989. Two are document collections to help you get started on your research. One is a memoir of surviving communism in Eastern Europe. All of the books are (or should be) in the University bookstore (and can also be purchased from various online vendors for attractive prices). All five of these books are mandatory:

Philip J Cunningham, *Tiananmen Moon: Inside the Chinese Student Uprising of 1989*

Slavenka Drakulic, *How We Survived Communism and Even Laughed*

Padraic Kenney, *1989: Democratic Revolutions at the Cold War's End: A Brief History with Documents*

Gale Stokes, *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*

Liang Zhang, Andrew J. Nathan, Perry Link, *The Tiananmen Papers*

Assignments

Every week I expect you to come to class prepared to discuss the assigned readings. Once we move to individual tutorials, I expect you to come to my office prepared to discuss your work in detail.

The most important assignment, however, is the final research paper. This essay will be no less than 25 pages in length (double-spaced with 12 point type in a font like Garamond—the font I'm using in this syllabus—or a 10 point in a font like Verdana) and no more than 30 pages. The bibliography does not count toward the page total. The final version of the essay must contain the following:

- A title page, with your name, a title for the paper that evokes the content (thus, for instance, no titles like Final Paper);
- An introduction that frames the essay and offers a clear statement of the central thesis being argued in the paper;
- A body of evidence to support that thesis/argument, with the evidence footnoted (no endnotes) using Chicago style. This means no MLA style citations;
- A conclusion that does more than restate the initial argument;
- A bibliography;
- A final blank page for me to write comments on;

- Two copies—one for me to grade and return to you, one for the Department’s files.

This final essay is due no later than 5:00 p.m. on Thursday, May 5. Because many of you need to receive credit for this class in order to graduate shortly after the final essays are due, I will not accept late essays unless you have a compelling medical excuse (see below).

Prior to the final essay, you must turn in a first draft. This first draft must be at least 20 pages in length and contain all the elements described above. In other words, it cannot be just a few pages of conceptual work on the final product. The first draft is due on Monday, April 14 at 5:00 pm. Late drafts will not be accepted without a valid medical excuse.

The rubric I will be using to grade both the draft and the final essay is as follows:

1. Does the essay contain all the required elements?
2. Does the essay have an original historical thesis?
3. Is the thesis supported by primary sources obtained through research?
4. Is the essay situated appropriately in the existing literature of secondary sources, produced by historians as well as scholars in other disciplines (depending on your topic)?
5. Does the essay include a synthesis of diverse sources to make its points?
6. How sophisticated is the historical analysis?
7. How well is the work is linked to larger political, social, and cultural issues appropriate to the topic?
8. How well is the essay written, i.e., the organization of the material, the attention to proper spelling, grammar, and syntax, and the overall style.

Each member of the class will be expected to make a 10-15 minute presentation of their final project during the last three weeks of the semester in a conference format (more on this later). Your presentations will be assessed using the following criteria:

1. The degree to which you present your work in a clear and organized manner;
2. Your ability to handle questions from the audience;
3. How well you complete the presentation's essential elements within the allotted time;
4. How well you engage and maintain the audience's attention.

Note: The writing assignments for this course help to complete the writing intensive requirements for the History major.

Course policies (please read them all)

Attendance: Because this is a seminar, I place a high premium on arriving on time. Unlike a lecture course, where you can slip in late, in a seminar, it is the height of bad manners to show up while someone else is speaking, disturbing his or her train of thought. Please extend the same courtesy to others that you would expect when you are the one speaking. Also, because class participation is a substantial portion of your grade, you should plan to attend each and every class this semester where your attendance is expected. How can you participate if you aren't in class?

ADA: Any student who requires special arrangements in order to meet course requirements should contact me to make necessary accommodations (before February 1 please). Students should present appropriate verification from the Office of Disability Services in order to receive the appropriate consideration.

Medical and Other Excuses: Every semester someone is forced to miss either an examination or the due date for an assignment either as the result of an illness or a family emergency. If you find yourself in this situation, fairness to all students in the class requires the proper documentation, without which your excuses will not be accepted. If you need to know more about this process consult me as soon as the emergency is taken care of.

Plagiarism and Cheating: In a word, don't. This is your capstone course for your major and your college career. If you plagiarize, I will find out. I've been teaching since 1993, so I know a plagiarized paper (or paragraph) when I see one. If you plagiarize, I will fail you for the course, and recommend to the honor committee that you be suspended from the university. You will also likely be dismissed from the history major and will have to choose another major and start over on the requirements for that major. Sound serious? It is, and I am.

If you have any questions or concerns about what constitutes plagiarism, be sure to discuss these with me.

Food, Drink, Tobacco: In my classes drink is permitted, but food and tobacco products of all kinds are prohibited. If you must chew, whether food or tobacco, do it before you arrive or after you leave.

Cell phones: Why do I even have to say this? Please turn off your phone or set it to vibrate before you come to class. And if you take a call in class (it's happened), I will penalize you severely in that all important class participation grade. If your phone is your only access point to the Internet, let me know that so I won't give you the evil eye when you get it out to log on and search for something.

Laptops: I am not one of those professors who bans laptops from class (see my blog post on this: <http://edwired.org/?p=587>). In fact, I encourage you to bring your laptop to class. But if you are clearly checked out, it's going to cost you in terms of your grade. How do I know? Each semester, at least one student of mine gets sucked into his/her laptop and then to their surprise finds that they missed important things in class...things that made the difference between, for instance, a B and a C. Don't be that student.

Course Schedule

January 21 – Class introduction. Local research resources

Read: How to Read For History: <http://wcm1.web.rice.edu/howtoread.html>

January 28 – Historiography and constructing a major project

- Using Zotero.
- Making a clear plan
- Finding an argument

February 4 – Discussion of *Walls Came Tumbling Down*, Read Kenney, p. 1-20, 24-28, 51-77.

February 11 – Discussion of *Tiananmen Moon*, Kenney, 29-33, 157-77.

February 18 – Discussion of *How We Survived Communsim*, Kenney, 43-50, 122-139

February 25 – Discussion of *Tiananmen Papers*, Kenney 118-121

Week of March 7 – No class – spring break

Week of March 14 – Individual conferences begin

Week of March 21 – Individual conferences

Week of March 28 – Individual conferences

Week of April 7 – Class session – Each student will present a brief update on his or her work in progress.

Week of April 11 – Individual conferences
– First drafts due by 5:00 pm. No exceptions!

April 21 – Individual Presentations

April 28 – Individual Presentations

May 5 – Individual Presentations
Final papers due Monday, May 5 at 5:00. No exceptions!

Pronunciation Guide

You should try your best to pronounce all the names and local terms that come up during the semester. Here is a rough guide to the pronunciation of the letters/sounds that may be unfamiliar to you.

Albanian

ë	e, as in germ
ç	c, as in cello
dh	th, as in that
gj	dj, as in adjust
j	y, as in yes
nj	ny, as in canyon
rr	trilled as in Spanish
x	ts, as in cats
xh	dg, as in edge
zh	z, as in azure

Bulgarian/Macedonian

See: <http://www.omniglot.com/writing/bulgarian.htm>

Czech/Slovak/Slovenian

c	ts as in cats
č	ch, as in reach
cz	ch, as in chicken
ď	dj, as in bridge
ě	i+e, each vocalized
ň	n as in new
ou	long o, as in road
ř	r+z, each vocalized, but together
š	sh, as in she
ů	oo, as in zoo
ž	s, as in pleasure

German

ö	oe – a close equivalent in English is the u in shun
ü	ue – a close equivalent in English is ruin

Hungarian

c	ts, as in cats
cs	ch, as in change
é	ay, as in say
gy	dg, as in lodge
ö	u, as in curve
ó	o, as in joke
ő	oo, as in zoo
s	sh, as in she
ss	sh+sh, each vocalized (Tessék=tesh shayk)
sz	s, as in seven
ü, ű	ew, as in few, the second longer than the first

Polish

c	ts, as in cats
ć	ch, as in change
ch	h, as in hard
cz	ch, as in church
dz	as in English, as in red zone
dzi	j, as in jeep
g	always hard, as in get
ł	w, as in won
ń	ni, as in onion
ó	oo, as in foot, not as in zoo
rz	hard zh, as with ż (see below)
sz	hard sh, as in shot
szch	both, as in fresh cheese
ś	sh, as in shoe
w	v, as in village
ź, ż	soft z, as in Zhivago—ż is harder

Serbian/Croatian

c	ts, as in cats
č	hard ch, as in church
ć	soft ch, as in cheese
dž	j, as in June
đ	dj, sort of like jam
j	y, as in yacht
lj	l, as in lure
nj	like the Spanish ñ
r	trilled as in Spanish
š	sh, as in sheep
ž	zh, as in measure

For the Serbian alphabet, see: <http://www.omniglot.com/writing/serbo-croat.htm>