

Govt225
THE POLITICS OF POSTCOMMUNISM:
RUSSIA, EAST-CENTRAL EUROPE, AND CENTRAL ASIA
Spring 2021

Time: Tuesday and Thursday, 2:45 – 4pm



KATALIN FÁBIÁN

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Online class meetings via Zoom:

<https://lafayette.zoom.us/j/96241983060?pwd=bmFBBkMzODlzYmR6a1MvQTdDZTdlRdz09> Meeting ID: 962 4198 3060 Passcode: 990622 One tap mobile

+12532158782,,96241983060#,,,,*990622# US (Tacoma) +13017158592,,96241983060#,,,,*990622# US (Washington DC) Dial by your location +1 253 215 8782 US (Tacoma) +1 301 715 8592 US (Washington DC) +1 312 626 6799 US (Chicago) +1 346 248 7799 US (Houston) +1 646 876 9923 US (New York) +1 669 900 6833 US (San Jose)

Moodle site: <https://moodle.lafayette.edu/course/view.php?id=19798>

Google Drive site:

https://drive.google.com/drive/folders/14bMPSuAGAdqhY6fBiBF_RMn-8zJVibNv

Office Hours: by appointment and 1 – 2.30 pm on Tuesdays and Thursdays, via zoom:

<https://lafayette.zoom.us/j/98939221236?pwd=ZVBtUW1VUWpwYjRkS2F0dk15d3RDQT09> Meeting ID: 989 3922 1236 Passcode: 507211

Please schedule the meeting time/date:

<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUdfs01I0G9Gbm5pfGRlZmF1bHR8OGI2ZjA4OWZjYjNIYTFiYzQwNzNmYWEzNTcwODcwM2M>

COURSE OVERVIEW:

In this seminar we will examine the complex phenomenon of political regime change, focusing on the contemporary transitions to democracy, capitalism, and new forms of authoritarianism in Russia, East-Central Europe, and post-Soviet Central Asia. We will examine post-communist politics and societies during the 20th and into the 21st century. The class will entertain both broad thematic issues and the detailed analysis of countries

in the region. We will develop explanations for the many types of change and the layers of continuity in this vast region's politics and societies. We will explore the connections between various political processes of the transition by studying political geography, history, economics, ideologies, identities, various political institutions, and policy processes. Govt225 uses an interdisciplinary approach that presents the post-communist region as a diverse field of geopolitical, economic, social, and cultural change.

LEARNING OUTCOMES:

At the end of the course, students should be able to:

- ❖ **describe the main historical processes** that produced, maintained, and eventually undermined communism,
- ❖ **identify the characteristics of contemporary political, economic, and cultural trends** in East-Central Europe, Russia, and Central Asia,
- ❖ **explain the origins of political practices and economic institutions** that have governed and defined post/communist Europe and Eurasia over the 20th century and led to this large and complex region's increasing reintegration to global exchanges in the 21st century, and
- ❖ **analyze the successes and continuing challenges** facing post-communist countries.

Mastery of these learning objectives will be evaluated through **class participation, teamwork contributions, presentations, and writing assignments.**

Students can consider various resources to improve learning:

<https://citls.lafayette.edu/student-academic-support/>.

Please review these tips that may be especially important in the online learning environment: <https://citls.lafayette.edu/tips-for-students-learning-remotely/>

Most classes will consist of the **Professor's short lecture** that introduces the main questions and themes for the day **followed by discussion and deliberation.** Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. See <https://about.lafayette.edu/diversity-statement/> for more information about the College's policy on diversity.

READINGS:

The course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and international

news that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary reading.

Cooley, Alexander and John Heathershaw. 2017. *Dictators Without Borders: Power and Money in Central Asia*. New Haven, CT: Yale University Press.
<https://libcat.lafayette.edu/record=b3389903>

Cummings, Sally. 2012. *Understanding Central Asia: Politics and Contested Transformations*. New York: Routledge. <https://libcat.lafayette.edu/record=b3389904>

Jankowicz, Nina. 2020. *How to Lose the Information War: Russia, Fake News, and The Future of Conflict*. London: I.B. Tauris.
<https://libcat.lafayette.edu/record=b3389908>

Keller, Shoshana. 2020. *Russia and Central Asia: Coexistence, Conquest, Convergence*. Toronto: University of Toronto Press. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5983120>

Laruelle, Marlene and Jean Radvanyi. 2019. *Understanding Russia: The Challenges of Transformation*. Rowman and Littlefield. <https://libcat.lafayette.edu/record=b3366489>

Toal, Gerald. 2017. *Near Abroad: Putin, the West and the Contest over Ukraine and the Caucasus*. Oxford University Press. <https://libcat.lafayette.edu/record=b3390123>

Supplemental Materials:

Beck, Paul, Edward Mast, and Perry Tapper. 1997. *The History of Eastern Europe for Beginners*. Writers and Readers Publishing. on Moodle, in the folder “Syllabus and Guides.”

Brunn, Stanley, Stanley Toops, and Richard Gilbreath. 2012. *The Routledge Atlas of Central Eurasian Affairs* (electronic resource, <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=1016128>, and on Moodle in the folder “Syllabus and Guides.”

Fagan, Adam and Petr Kopecký, eds. 2017. *Routledge Handbook of East European Politics*. <https://ezproxy.lafayette.edu/login?url=https://ebookcentral-proquest.com/lib/lafayettecol-ebooks/detail.action?docID=5208207>

Students can download portions of the book (usually about 40%) in a 24-hour period. (If you create a free account, you can usually download more at once, though still not the whole book.) If you go into the book the next day, you will be able to download another 40%. There is no limit on reading online, and even when you are just reading, students can highlight and take notes online, which will then automatically be saved from one session to another as long as the student creates a free account.

Gill, Graeme and James Young, eds. 2012. *Routledge Handbook of Russian Politics and Society*. <https://libcat.lafayette.edu/record=b3389905>

McEvedy, Colin. 2003. *The New Penguin Atlas of Recent History: Europe Since 1815*. Penguin. on Moodle, in the folder “Syllabus and Guides.”

Students should use these sites for news items:

- ❖ *Transitions On-Line*, <https://tol-org.ezproxy.lafayette.edu/>
- ❖ *The New York Times* (register for a free educational pass at <https://myaccount.nytimes.com/verification/edupass>)
- ❖ Global Newsstream
<https://ezproxy.lafayette.edu/login?url=https://search.proquest.com/globalnews/advanced/fromDatabasesLayer?accountid=1194>.

COURSE REQUIREMENTS:

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in class discussions and group projects, complete all aspects of written assignments, and present their research in class.

1) CLASS PARTICIPATION

- ❖ **1.A) Attendance:** A maximum of two absences are allowed without penalty. An absence is defined as missing class or coming more than five minutes late. Each unexcused absence beyond three (including lateness) will lower the final grade in the course one grade (e.g., from an A to A-, A- to B+).
- ❖ **1.B) Participation** means **regular attendance and active engagement**. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials.

2) WRITING ASSIGNMENTS

Periodic writing assignments will provide opportunity for in-depth analysis of concepts, theories, controversies, and contemporary debates. Feel free to apply reliable online writing resources, such as https://owl.purdue.edu/site_map.html and the *St. Martin's Handbook*.

Our class has the support of Kirby Research Librarian **Ana Luhrs** (luhrs@lafayette.edu, 610 330 5398).

Digital Initiatives Librarian **Janna Avon** (Skillman Library 118, avonj@lafayette.edu, 610 330 3173) will assist the class to present research findings using Scalar.

Students are expected to:

- a) Write and revise their thematic projects on GoogleDrive and then post on Scalar,
- b) Produce a proposal, outline, and a research paper that compares a policy aspect of two post-communist countries in 10 double-spaced pages (plus bibliography) directly engaging with class topics and integrating the main lessons of the course,
- c) Substantively and concisely respond to queries from peers, the Digital Initiatives Librarian, our Research Librarian, and the Professor.

❖ **2.A) GoogleDrive and Scalar Posts**

Specific thematic prompts offer the opportunity to apply the assigned class materials and synthesize the lessons.

❖ **2.B) 10-page analytical paper:**

- ❖ either a **Comparative Research Paper**
- ❖ or a **mock Fulbright research application**

The **comparative research paper** analyzes the political trajectory and policy processes of two post-communist states. Please review the guidelines (discussed in class and on Moodle, in the folder “Syllabus and Guides”).

Writing the research paper includes numerous steps. Through this process, students will need to consider and respond to comments by peers, the Research Librarian, the Digital Initiatives Librarian, and the Professor. Ideally, the result of this process writing will be a cogent, brilliant, publishable piece of work. Practically, the research paper needs to be a well-organized and supported, clearly written and properly formatted analytical essay.

Date	Required Submission
3 /26	<p>Research proposal (150-word)</p> <ol style="list-style-type: none"> 1) a concise, clear, and descriptive title, 2) an open-ended, answerable, and relevant research question (RQ), 3) a straightforward hypothesis that responds directly to the RQ, 4) a substantive explanation of the significance of the research topic 5) basic structure of proposed paper.
4/16	<p>Revised research proposal and annotated bibliography of scholarly sources: Please include the earlier submission (that has the Professor’s comments on it) with the revision.</p>
	<p>A meaningful and practical annotated bibliography of minimum</p> <ul style="list-style-type: none"> - two scholarly books and - four academic journal articles <p>(in addition to class readings) that are directly relevant to the research topic, format following author-date Chicago style. https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotate_bibliographies/index.html</p>
4/30	<p>Outline of the research paper with one succinct sentence about each main argument/section.</p>

5/7	Draft of the research paper: minimum 9 pages and in-text, author-date Chicago style bibliography (no annotations).
5/19	Final research paper due at 10am

❖ **Alternative: A two-part mock Fulbright research application**

(same length and schedule apply as to Research Paper)

<https://us.fulbrightonline.org/applicants/application-components/academic>

Statement of Grant Purpose: This 10-page double spaced document outlines the Who, What, When, Where, Why, and How of what you are proposing for your Fulbright year. You are pursuing a research project in two post-communist countries, thus developing a strong, feasible, and compelling project is the most important aspect of a successful Fulbright application. Due to the Fulbright mission, the proposal should indicate a clear commitment to the host country communities and a description of how you will engage with them. The referenced texts must be discussed in the Statement of Grant Purpose.

Personal Statement: This one-page narrative is designed to give the reviewers a picture of you as an individual. It is an opportunity to tell the committee more about the trajectory that you have followed and what plans you have for the future. Whereas the *Statement of Grant Purpose* focuses on what you will be doing in the host countries, the Personal Statement concentrates on how your background has influenced your development and how that relates to the Fulbright opportunity. The statement can address your personal history, family background, intellectual development, and the educational, professional, or cultural opportunities to which you have or have not been exposed; explain their impact.

3) PRESENTATIONS

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

- body language

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all

- voice

https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all

3.A) Presentation of A Reading Question and One Related News Item

Each student is required once during the semester to provide a presentation that poses ONE central question on the reading assignments for that class and connects it to a current news item on the same topic.

The upload is due on the Discussion Forum site on Moodle no later than 8pm the evening before the session when the readings will be considered. A signup sheet will be distributed

during the first week of class. All peers are expected to read this upload (including the news item) before class and respond succinctly to the question on the Discussion Forum.

- ❖ 1) The presentation should provide a critical review by offering a concise and insightful introduction to the perspectives of the assigned readings. Please pose one open-ended (“Why?” or “How can we explain...?”) question that can be answered from having read the assigned texts. Avoid a hypothetical “what if” question or a series of questions.
- ❖ 2) Clearly link the readings with one news item. Please specify this connection in the post by:
 - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources->“C”-> *Chicago Manual of Style*, then select: Author-date, https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html)
 - ❖ b) provide a live hyperlink to the article. If the article is behind a paywall, make sure you attach the text in a pdf on the Discussion Forum.

❖ 3.B) Pod Workshops and Research Paper Presentation

The last classes of the semester will consist of students workshopping and presenting their research. Missed presentations cannot be made up. Each person must upload revised versions of their case study on GoogleDrive and Scalar and provide the main arguments of their research paper by 8pm on the respective Moodle Forum the day before these collaborative exercises and presentation. Students will sign up for one slot as presenter and one slot as responder to another student’s presentation.

4) EXTRA CREDIT (maximum 5%)

With the Professor’s advance approval, students can take the opportunity to submit extra-credit assignments by producing one page, double-spaced analytical reviews of an out-of-class presentations or movies. Please see a list of related electronically available documentaries and films on Moodle, in the folder of “Syllabus and Guides.” The review needs to precisely explain how the event enhanced (challenged or further built on) the topics covered in the course.

EVALUATION:

Assignments will be evaluated by using the following three categories:

- (A) **Accuracy** of content: reflected in the conceptualization of problems, and the appropriate use of lecture/class discussions, assigned readings, and research materials.
- (I) **Integration**: including coherent organization, logical flow, and analytical ability.
- (F) **Format**: adequate and appropriate usage of language and style.

General improvement, creative and positive attitudes that facilitate the learning experience will positively influence the final grade.

	Weight	Due dates
Discussion Question and News Item	5%	once during the semester
Quizzes (maps), peer edits, teamwork	10%	
Case Study (45% altogether): max 300-word drafts on GD, final max 400-word text with maps, images, and short video segments to appear on Scalar		
❖ 1) The Politics of History: Debates on the Pre-Communist and Communist Eras	5%	
❖ 2) The Ambiguity of Political Transition	10%	
○ Institutions		
○ Behaviors		
❖ 3) The Challenges of Economic Transition	10%	
❖ 4) Culture Wars: Media, the Environment, Race, and Gender	10%	
❖ 5) Between Russia and the West	10%	
Final Comparative Research Paper (40% altogether)		
Proposal	5%	
Revised Proposal and Annotated Bibliography	5%	
Research Paper	30%	
Extra Credit	5%	one week after event

Basis for the final grade:

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**; 70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

Please find on the Course Moodle site the description of what each grade for written assignments stands for.

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss their progress in the class.

Please note that you are responsible for saving all your graded materials until the semester ends.

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. Students must request the Professor’s permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as in after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with this course is not allowed. Doing so constitutes a violation of the policies of this class and the College's Academic Honesty.

Accommodations and Accessibility

In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please contact the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. See, <https://hub.lafayette.edu/disability-services>

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>, and feel free to discuss your concerns with the Professor and reference librarians.

Privacy

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

Late Assignment Policy

Late assignments (as arriving within 8 hours of the assigned time) are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). Further penalty is one full grade reduction per day. Assignments will not be accepted four days after the due date.

Federal Credit Hours

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.

COURSE SCHEDULE:

This course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the

aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

Week 1 INTRODUCTION: PHYSICAL AND POLITICAL GEOGRAPHY

Tuesday, February 9, 2021 Introduction

- Khodarkovsky, “Russia’s Age-Old Question: Who Are We?” *The New York Times*, May 18, 2017, <https://tinyurl.com/y924ozrd>
- Salopek, “Shadows on the Silk Road” Jan. 16, 2021, *The New York Times*, (your college email address provides unlimited access)
<https://www.nytimes.com/2021/01/16/opinion/walk-across-world-america.html?action=click&module=Opinion&pgtype=Homepage>
- **Watch** the embedded 4-minute video: <https://www.rferl.org/a/navalny-putin-palace/31052807.html>

Th February 11 Defining the Region

- Batt, “Defining Central and East Europe” (on Moodle, center column, in folder “Physical and Social Geography”, under the title “Defining Central and East Europe”)
- McEvedy, pp.104-5 (on reserve in Kirby Library and on Moodle, in the folder “Syllabus and Guides”)
- Shaw, “Russia: Geographic Preface” In: Bressler, ed., *Understanding Contemporary Russia*, pp. 7-32 (on Moodle, center column, in folder "Physical and Social Geography", under the title: [Understanding Contemp Russia 1.pdf](#))
- Brunn et al., “Geographic Grid, Location, and Regions” (including Caucasus subregion) pp. 8-13 (on Moodle, in the folder “Syllabus and Guides”).

Weeks 2-3 HISTORICAL OVERVIEW

Tuesday February 16 The Historical Context

- Marks, “The Historical Context” In: Bressler, ed., *Understanding Contemporary Russia*, pp. 33-50 (on Moodle, center column, in folder “East-Central European, Russian, and Central Asian History”, under the title: [Understanding Contemp Russia 2.pdf](#))
- Beck et al., pp. 1-60 (on Moodle, center column, in folder “Syllabus and Guides”, under the title: [EasternEuropeforBeginners.pdf](#) (follow book’s original page numbers, not copy page number)
- “Introduction” and Ch. 1 “Early Coexistence” in Keller

Th February 18 The Historical Context: Empires

- Chapters 2, 3 and 4 in Keller
- Review maps in McEvedy, pp. 7-49, under “Syllabus and Guides,” McEvedy-*Penguin Atlas of Recent History*, first file: 1848-1914
- **Debate: Are empires good or bad?**

Extra credit film *Utomlennye solntsem/ Burnt by the Sun* (1994, Russian, 135 min).

Tuesday February 23 The Interwar Period: Democracy and Totalitarianisms

- Marks “The Historical Context” in: Bressler, ed., pp. 50-83 (on Moodle)
- Review maps in McEvedy, pp. 50-99
- Applebaum “The Worst of the Madness” *New York Review of Books*, <http://www.nybooks.com/articles/archives/2010/nov/11/worst-madness>
- Beck et al., pp. 61-93
- Ch.5 “Revolutions” in Keller
- Wilson, “Harlem Renaissance in Communist Moscow” <https://tinyurl.com/ybtgrj4n>

Th February 25 Characteristics of Communism

- Beck et al., Ch. 4, pp. 94-117
- “Introduction” in Fagan and Kopecký eds., pp. 1-7
- Ch. 7 “The Stalin era” in Keller
- Ghodsee “Why Women Had Better Sex Under Socialism” *The New York Times*, August 12, 2017 <https://tinyurl.com/yayv7g3r>
- Ganev, “Orgasmic Communism?” <http://jordanrussiacycenter.org/news/orgasmic-communism/#.XDgYDPx7mgR>
- Strebeigh, “Lenin’s Eco-Warriors” <https://tinyurl.com/yb7wrgoc>
- video segments: *From Czar to Stalin* https://media.lafayette.edu/media/From+Czar+to+Stalin+%28Source%29.m4v/1_8fnyxwxf
- **Debate: Is communism good or bad?**

GD post due:

- ❖ The Politics of Pre-Communist History

Week 4: THE COLLAPSE OF COMMUNISM

Tuesday March 2 Janna Avon—presentation and practice of Scalar

Revolutions

- Beck et al., pp. 118-123
- Roberts, “Democratization in Postcommunist Europe” Ch. 1 in Fagan and Kopecký eds., pp. 9-26
- video segment: *The Fall of the Berlin Wall* https://media.lafayette.edu/media/The+Fall+of+the+Berlin+Wall+%28Source%29.m4v/1_2hbi2e38

Th March 4 Competing Theories of Communism’s Collapse

- “Introduction” and Chapter 1, “Territorial Fatigue: New State, New Borders” in Laruelle and Radvanyi, pp. 1-18

- “Introduction: Central Asia without Borders” in Coley and Heathershaw, pp. 1-27
- The melting of Central Asian glaciers,
<https://www.nytimes.com/interactive/2019/01/15/climate/melting-glaciers-globally.html>
- “Life is a Beach. Just Not in a Good Way” <https://tinyurl.com/y9p6jqv7>
- Debate: Why did communism collapse?

Extra credit option: *Goodbye Lenin* (2003, German, 121 min)

GD post due:

- ❖ The Debates on Communist-Era History

Weeks 5-8: CASE STUDIES IN DEMOCRATIZATION AND ECONOMIC RESTRUCTURING

Tuesday March 9 The State of Democracy

- Chapters 2, 3, and 8 in Fagan and Kopecký eds., pp. 27-52 and pp. 113-125
- Chapter 2, “Troubled Identity” in Laruelle and Radvanyi, pp. 19-32

Th March 11 Political Institutions: Executives

- Edel, “Putin’s Constitutional Tsarism” *The New York Review*, July 9, 2020, (on Moodle, in the segment’s folder titled “class readings”)
- Chapters 4 and 5 in Fagan and Kopecký eds., pp. 53-81
- video segment: *Bringing Down a Dictator* (2001, Serbian)
https://www.youtube.com/watch?v=9F7PxCVQ5Nk&ab_channel=ICNC-InternationalCenteronNonviolentConflict
- Debate: Are strong executives good for a country?

Tuesday March 16 Political Institutions: Parliaments and Parties

- Chapters 6 and 7 in Fagan and Kopecký eds., pp. 53-81
- Chapter 4 “The Political System” in Laruelle and Radvanyi, pp. 47-66

Th March 18 Janna Avon—presentation and practice of Scalar Elections and Political Participation

- Chapters 11 and 12 in Fagan and Kopecký eds., pp. 155-183
- Chapter 3 “Society: Fragmented but Reinvented” in Laruelle and Radvanyi, pp. 33-46
- Debate: Should elections, parties, and parliaments promote societal consensus?

Scalar post due on Case Study part 1: The Politics of History

GD post due:

- ❖ The Ambiguity of Political Transition
 - Part 1) Institutions
 - Part 2) Behaviors

Tuesday March 23 Social Movements and Protest Politics—Women’s and LGBT rights

- Chapters 13, 14, 17, and 18 in Fagan and Kopecký eds., pp. 184-210, 237-253
- Brunn et al. “Gender Inequality Index” pp. 30-31
- rap for meaningful education in Hungary,
<https://www.youtube.com/watch?v=yfR4dzjGKJs>

Th March 25 Minorities and Identity Politics

- Chapters 15, 16, 19 in Fagan and Kopecký eds., pp. 213-236 and 254-264
- Chapter 7, “Russia in the World: A New Crusader?” in Laruelle and Radvanyi, pp. 121-132
- Kohn, “From Lublin to London, Europe’s Contested Ideas of National Identity” *The New York Review of Books*, November 2019,
<https://www.nybooks.com/daily/2019/11/12/from-lublin-to-london-europes-contested-ideas-of-national-identity/>
- Debate: Should populists, racists, and extremists have the same rights to speech and assembly as ethnic and sexual minorities?

March 26: Research Paper Proposal is due

Spring break, March 30-31

Extra credit film: *Before the Rain* (Macedonian, 1995, 112 min)

Scalar post due on Case Study part 2: The Ambiguity of Political Transition

GD post due:

Culture Wars: Media, the Environment, Race and Gender

Weeks 9-12: POLICY ISSUES AND POLICY CHOICES IN A GLOBAL CONTEXT

Th April 1 Varieties of Capitalism: Foreign Domination in Finance and Corruption

- Chapters 20, 23, and 24 in Fagan and Kopecký eds., pp. 267-280 and 307-330
- Alderman, “...Disposable Workers” *The New York Times*, Dec. 11, 2017,
<https://www.nytimes.com/2017/12/11/business/europe-labor-rights.html>
- Ch. 5 “The Economy: Is There a Russian Disease?” in Laruelle and Radvanyi, pp. 67-92

Tuesday April 6 Alliances as Instruments of Power

- Ch. 1 “Playing Whack-a-Troll” in Jankowicz
- Chapter 6, “Between Europe and Asia: The Double Headed Eagle” in Laruelle and Radvanyi, pp. 93-120
- Chapter 22 “The Foreign Policy Orientations of CEE” in Fagan and Kopecký eds., pp. 295-306
- Debate: Does Russia belong to Europe or Asia?

Th April 8 **International Relations**

- Ch. 2, “Estonia: Divided by History” in Jankowicz
- Chapters 25 and 26 “Europeanization” and “NATO Enlargement” in Fagan and Kopecký eds., pp. 333-357
- Plochy and Sarotte, “The Shoals of Ukraine: Where American Illusions and Great-Power Politics Collide” *Foreign Affairs*, November 2019 (on Moodle, in the segment’s folder titled “class readings”)

12:15–1:45 pm **Friday, April 9**, Holocaust Remembrance Day lecture by Prof. Ilit Ferber of Tel Aviv University <https://www.ilitferber.com/> on the question of forgiveness in the work of writer and Auschwitz survivor Jean Améry, relating him to the broader context of intellectual and artistic responses to the Shoah.

1:15–2:30 pm seminar on **Monday, April 12**, to discuss a pre-circulated text by Jean Améry, <https://calendar.lafayette.edu/node/57560>.

Tuesday April 13 **Why Does Russia Invade Its Neighbors?**

- Ch. 3 “Georgia: Creeping Borders” in Jankowicz
- Chapter 2 in Toal, pp. 55-92
- **Debate: Should the West appease or confront Russian military interventions?**

Scalar post due on Case Study part 3:

Culture Wars: Media, the Environment, Race and Gender

GD post due:

- ❖ The Challenges of Economic Transition

Th April 15 **Rescue Missions**

- Chapter 5 in Toal, pp. 166-197
- Ch. 6 “Czech Republic: Fighting Lies” in Jankowicz

4/16: Revised Proposal and Annotated Bibliography are due

Tuesday April 20 **Geopolitics Thick and Thin**

- Ch. 5 “Ukraine: Disinformation” in Jankowicz
- Chapter 8 in Toal, pp. 274-301
- **Debate: Does Russia have a right to control its “near-abroad”?**

Th April 22 **Russia in the Region**

- Chapters 27 in Fagan and Kopecký eds., pp. 358-367
- Ch. 4 “Poland—Smolensk plane crash” in Jankowicz
- Kimmage, “The People’s Authoritarian” *Foreign Affairs* (2018) (on Moodle, in the segment’s folder titled “class readings”)
- **Debate: Is geopolitics a reliable tool in the politics of the postcommunist region?**

**Scalar post due on Case Study part 4: The Challenges of Economic Transition
GD post due:**

Between Russia and the West

Weeks 13-14: "THE GREAT GAME" IN CENTRAL ASIA

Tuesday April 27 Authoritarian Alternatives in Central Asia

- Cummings, Chapter 3 and 4, pp. 34-96
- Baraniuk, "How the Soviet Union's end sparked a grand rewilding" Jan. 6, 2021, BBC <https://www.bbc.com/future/article/20210106-how-the-soviet-unions-end-sparked-a-grand-rewilding>
- Brunn et al., "Population" pp. 27-35 and "Political Demonstrations" pp. 106-8
- video segment: *Shadow of the Holy Book* or film on former President Niyazov https://www.youtube.com/watch?v=OKu7eb_-NL4&list=PLVhkJQ0oTcnsTAZqdRDPZ_1v6kF4Jcb1X&ab_channel=IDFA

Th April 29 Authoritarian Alternatives

- Cummings, Chapters 5, 7, 8 pp. 96-120 and 145-180
- Krastev, "Eastern Europe's Illiberal Revolution" *Foreign Affairs*, June 2018
- Brunn et al., "Economy and Oil Fields/Pipelines" pp. 67-75
- video segment: *Meet the Stans*, <http://topdocumentaryfilms.com/meet-stans/>
- Debate: Is authoritarian rule a likely development after communism?

4/30: Outline is due

Extra credit film: *Schizo* (2003, Kazakh, 86 min) Review is due: May 6

Tuesday May 4 How Central Asia Went Global

- Chapter 1 "Inside-Outside, Onshore-Offshore" pp. 28-52
- Chapter 6 "New Offshore Silkroads" pp. 167-186 in Coley and Heathershaw

Th May 6 Offshore States, Warlords, Scandals, and the Switzerland of the East

- Two country analysis of Chapters 3, 4, 5, 6 in Coley and Heathershaw
- Debate: Is the West responsible for authoritarian developments in Central Asia?

Place and revise all Scalar posts on Case Study

Week 15: A BALANCE SHEET OF COMPARATIVE TRANSITIONS

Tuesday May 11 Challenge to Global Authoritarianism

- Maltby, "Viktor Orbán's Masterplan to Make Hungary Greater Again" *The New York Review of Books*, June 3, [tinyurl.com/72pchqrn](https://www.nyrb.com/article/viktor-orban-masterplan-to-make-hungary-greater-again)

- Johnson, “How Slovaks Beat the Oligarchs” *The New York Review of Books*, January 9, 2019, <https://tinyurl.com/yaom7bxn>
- Chapter 7 “Political Exiles and Extraterritorial Repression” and “Conclusion” pp. 187-231 in Coley and Heathershaw

Th May 13 and **Tuesday** May 18 **Understanding Postcommunism**

- Main findings of research papers
- Submit your favorite reading/news/video clip of the region on Moodle Forum

Final Research Paper is due: May 19