

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

Writing Intensive Class

Spring 2024

Time: Monday and Wednesday, 2:45pm – 4pm

Location: 106 Kirby Hall of Civil Rights



Dr. KATALIN FÁBIÁN

Department of Government and Law

103 Kirby Hall of Civil Rights; Tel: 610 330-5392; Email: fabiank@lafayette.edu

OFFICE HOURS AND IMPORTANT LINKS:

- **Office Hours:** Please sign up in advance
https://docs.google.com/spreadsheets/d/1vf2kZLcW3Up_hWxwkFv7B5krkiXyGXVYSB5cZhgPBTw/edit#gid=0
- ❖ In person, 4.10–5:30pm on Monday and Wednesday, on days when no faculty, department, program, or committee meetings take place.
- ❖ By appointment, via Zoom <https://lafayette.zoom.us/j/98939221236> Meeting ID: 989 3922 1236.
- **Moodle site:** <https://moodle.lafayette.edu/course/view.php?id=26840>
- **Google Drive site:** <https://drive.google.com/drive/folders/0AJ1G5ApgZqVvUk9PVA>
- **Zoom link for classes:** <https://lafayette.zoom.us/j/97375258228> Meeting ID: 973 7525 8228. Please contact the Professor in advance as soon as possible.

COURSE OBJECTIVES:

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

learn about post-communist politics and societies during the 20th and into the 21st century.

The class will entertain both broad thematic issues and in-depth 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:

Imparting **descriptive** knowledge and developing both **analytical** and **writing** skills, Govt225 provides an opportunity **to apply** and **evaluate** newly acquired information.

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

- ❖ **describe the main historical processes** that produced, maintained, and eventually undermined communism,
- ❖ **identify the characteristics of contemporary geopolitical, economic, and cultural trends** in East-Central Europe, Russia, and post-Soviet 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 reintegration and a new clash with global exchanges, and
- ❖ **analyze the successes and continuing challenges** facing post-communist countries, via
- ❖ **reading, outlining, and synthesizing** complex and competing sources of information,
- ❖ learning and improving **research techniques**,
- ❖ learning and applying **communication skills** and presentation techniques, and
- ❖ practicing **academic process writing**.

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

Students can consider using various resources:

- ❖ to improve learning: <https://citls.lafayette.edu/student-academic-support/>.
- ❖ to enhance academic resilience in its many forms: <https://academicresilience.org/>.

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. For more information, see <https://about.lafayette.edu/diversity-statement/>.

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+). Please consider the conditions for a Dean's Excuse: <https://advising.lafayette.edu/forms-policies/class-attendance-deans-excuse/>
- ❖ **1.B) Active Engagement:** It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials. Please consider learning how to take good notes that enhance comprehension and lead to good participation: <https://getpocket.com/explore/item/how-to-take-notes-while-reading>.

2) WRITING ASSIGNMENTS

Periodic writing assignments will provide opportunities 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 Lisa Baglione's *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. <https://libcat.lafayette.edu/Record/in00000422359>.

Students are expected to:

- a) Substantively and concisely **respond to peers' discussion questions** that appear on the Discussion Question and News Analysis Forum <https://moodle.lafayette.edu/mod/forum/view.php?id=806141> on the Moodle site by

- 8pm the day before each class,
- b) Take a **map quiz and regular** in-class or take-home **short essay responses**,
 - c) Produce and revise the **proposal, annotated bibliography, a near-final 9-page draft, and a 10-page (double-spaced) final Comparative Research Paper** on a theme that directly engages with class topics and integrates the main lessons of the course,
 - d) Substantively and concisely respond to queries from peers, the Writing Associate, the Research Librarians, and the Professor.

In papers and posts, please omit:

- a) **imperatives** (what others should/must do) — but expose and analyze positionality,
- b) **forecasting of any sort**, except if you are a certified superforecaster, who appear to be slightly better than the average expert (<https://www.nytimes.com/2021/12/03/opinion/ezra-klein-podcast-philip-tetlock.html?action=click&module=audio-series-bar®ion=header&pgtype=Article>), and
- c) **sloppy or non-existent logic**, indicated as “additionally,” “furthermore,” “moreover,” and the like. To avoid logical fallacies, consult Bethany Kilcrease, 2021. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. <https://libcat.lafayette.edu/Record/in00000434076>

Our class has the support of

- Acting Director of Research and Instructional Services **Lijuan Xu** (xul@lafayette.edu), 123 Skillman Library, (610) 330-5152
- Kirby Librarian **Courtney Dalton**, daltonc@lafayette.edu.

Our Writing Associate (WA) is **Trebor Maitin** (maitint@lafayette.edu), 570-856-9383. Except for the Moodle Forum/Google Drive posts, students are required to submit drafts of the required assignments and meet the WA to discuss both content and format of each. Although students do not receive a grade for the drafts, those who do not perform these assigned tasks will receive a grade reduction. A missed appointment with the WA will reduce the participation grade. The WA is obligated to inform the Professor of any late or missed papers and appointments.

Through the **Writing Program**, students are able to make appointments using the online options under the “Taking Classes” section on the (my.lafayette.edu) portal and also through the WP webpage <https://cwp.lafayette.edu/for-students/drop-in/> to locate available WAs and appointments.

2.A) IN-CLASS SHORT ESSAY RESPONSES, POSTS AND CONSTRUCTIVE COMMENTS on Google Drive/Moodle FORUM: The aim of these assignments is to offer students the opportunity to actively engage with the readings, class discussion, assigned documentaries/films, and relevant news items.

- ❖ Each short essay/post should be well structured text, and if necessary, with references included.
- ❖ Each comment needs to be constructive and substantive by offering a balance between the well-accomplished features and aspects that the author needs to attend to.

2.B) THE COMPARATIVE RESEARCH PAPER analyzes the **political trajectory and policy processes of two post-communist states**.

The central inquiry should focus on democratization and the challenges of strong-weak states and weak strongmen and the few strongwomen. The specific policy focus regarding democratization or the lack of it can be one of the three areas this class addresses: environment, gender equality, freedom of assembly and speech.

Date	Required Submission
3/08 (F)	Research Proposal (max 150 words) <ul style="list-style-type: none"> 1) a concise, clear, inviting, and descriptive title 2) ONE open-ended (“how” or why?”), answerable, relevant, analytical 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) methodology of the comparative method: <ul style="list-style-type: none"> 5.a) geopolitics: why it makes sense to compare the two selected cases, 5.b) history/chronology: the rationale of what and why is compared across time. 6) the basic structure of the proposed paper: focus on thematic analysis, omit “background,” but use description as evidence to back up an argument.
3/29 (F)	Revised Research Proposal and Annotated Bibliography of scholarly sources:
	A meaningful and practical annotated bibliography of minimum <ul style="list-style-type: none"> ▪ two scholarly books, and ▪ four academic journal articles (in addition to class readings) that are directly relevant to the research topic, format following author-date Chicago style , https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html . <ul style="list-style-type: none"> ▪ three sentences of annotations of each source listed. Review: <ul style="list-style-type: none"> ▪ Kalir, Remi and Antero Garcia. 2022. <i>Annotation</i>. https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=6534502 (unlimited). Ch.3, “Annotation Shares Commentary” pp. 63-86 ▪ https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
4/26 (F)	Draft of the Research Paper: minimum 9 pages and in-text, author-date Chicago style bibliography (no annotations).
5/06 (M)	Final Research Paper due at 10am.

- ❖ **Alternative to a Comparative Research Paper: A two-part mock Fulbright research application** (same length and schedule apply as to Research Paper). See

<https://us.fulbrightonline.org/applicants/application-components/academic> for details on preparing a Fulbright application.

Statement of Grant Purpose: This 9-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 read/watch, consider, and apply the lessons of these guides before giving a presentation:

- **structure**, aka “the art of elevator pitch”: https://getpocket.com/explore/item/the-art-of-the-elevator-pitch?utm_source=pocket-newtab

- **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 present and pose **ONE** central question focusing **on the synthesis** of the reading assignments for that class (not a piece or part of the assigned readings).

The upload of the discussion question, the explicit link to the news item, and the news item of **200 words** maximum is due on our Moodle class site at the latest by **8pm the evening before the session** when the readings will be considered. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.

The max 200 words text on the Moodle Forum should:

- ❖ 1) clearly state the thesis (the central argument) and the significance (why the argument matters and makes a difference),
- ❖ 2) pose ONE open-ended (“Why?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question or a series of questions),
- ❖ 3) establish and explain a link between the readings with one recent news item. Please provide a full reference 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, please add the whole text as an attachment to the Forum post.
- ❖ 4) **After the Q&A in class, the presenter should indicate and back up as to which two peer responses to the discussion question were the best and why.** These “best of” awards form an important additional part of the participation grade.

Every member of the class (who is not presenting) is expected to read this upload (including the news item) up until an hour before class and respond succinctly to the question on the Discussion Forum.

3.B) Pod Workshops and Research Presentations

The last classes in the semester will include students presenting and discussing their research.

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 out-of-class presentations or movies. The review needs to precisely explain how the event enhanced (challenged or further built on) understandings of the topics covered in the course.

- Viewing of documentary and feature films listed under the folder “Syllabus and Guides” on Moodle. Please use this prefix off-campus, if the link does not appear to work: <https://ezproxy.lafayette.edu/login?url=>
- After an in-class announcement, specific presentations or performances can be found here: <https://calendar.lafayette.edu/>.

EVALUATION

Success requires honest and repeated effort. If we do not try → then we fail.

Anything you do academically — you have learned, and thus, you succeed. You can falter, stumble, even fail, and then succeed, as long as you keep trying, with care and integrity.

The Professor does not judge you as a person when offering suggestions and grading your work. You **earn** the grade, as the Professor does not give it: the grade is an indication as to how you can further develop your academic work.

General improvement, creative and positive attitudes that facilitate the learning experience will be considered.

Assignments will be evaluated by using the following three categories:

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

	Weight	Due dates
Participation	10%	
Forum Responses	10%	
Discussion Question and News Item	5%	once during the semester
Map Quiz	10%	Feb. 14
Short essay responses (6)	30%	
Final Comparative Research Paper (35% altogether)		
Proposal	5%	
Revised Proposal and Annotated Bibliography	5%	
Research Paper	25%	
Extra Credit	5%	one week after event, final deadline of submission is April 26.

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. Students are responsible for saving all graded materials until the semester ends.

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.

Course-related Federal and College Policies

1) Retention of course materials:

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 Academic Honesty and of the policies of this class.

2) Student Academic Resources:

<https://spaces.lafayette.edu/course/view.php?id=1276>

This is a centralized site for Lafayette students containing resources on college transition support, accessibility services, tutoring, health and well-being, advising and registration, technology help, library services, student funds, and more. You are encouraged to self-enroll in this site and bookmark it for future reference.

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 meet with 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>

- 3) **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.

Use of **Artificial Intelligence (AI): only with explicit and detailed acknowledgement, preferably with the Professor's prior permission.** In this class, students may use large language models (LLMs) as a tool **to assist** their writing, but not to generate the text.

If permission is granted to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), they must be properly documented and credited.

AI assistance means using a language model to help with brainstorming ideas, exploring potential counterarguments, or engaging in a targeted revision. Targeted revision might mean asking the model to help revise a few sentences. AI generated writing means that the program generates large blocks of text or using the model as a substitute for creating ideas.

Students are required to cite, fully explain, and document the use of the specific LLMs. If students use a LLM and do not cite it, it is an academic dishonesty.

When a reader comes to a passage influenced by artificial intelligence, students should create a clearly marked appendix with the following information:

- a) The model used (e.g., GPT-4). Please note that this information is not the website that allows access to the model (e.g., Fermat), but the actual model itself.
- b) The date/s that the student used the model to assist.
- c) A detailed and clear description of how AI influenced the writing, including the actual prompting language.

For example: “The following three paragraphs of the text have been influenced by my work with the GPT-4, used on 3/07/24. Originally, I drafted and revised this paper in response to feedback from a writing associate. However, even after revision, I had difficulty with the organization of the following three paragraphs. The flow did not seem correct to me. I fed these paragraphs into the LLM and prompted it with the following language: ‘These paragraphs have organization issues. Please revise them to make them more coherent.’”

- 4) **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.
- 5) **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.
- 6) **Late Assignment Policy:** Late assignments are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). This penalty is one full letter grade per day. Assignments will not be accepted four days after the due date.

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.

Most of the assigned books are available in hard copy in the Reserves (two-hour loan) of Kirby Library and all are accessible electronically via Skillman Library. The extra-credit DVDs are either electronically available or are on reserve in Skillman Library Circulation.

Please consult the Professor if you need help purchasing the texts.

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/in00000432040>

Frye, Timothy. 2021. *Weak Strongman*. Princeton, NJ: Princeton University Press.

<https://libcat.lafayette.edu/Record/in00000439456>

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/in00000432045>

Montgomery, David, ed. 2022. *Central Asia: Contexts for Understanding*. Pittsburgh, PA: University of Pittsburgh Press. <https://libcat.lafayette.edu/Record/in00000439457>

Supplemental Materials:

Colton, Timothy. 2016. *Russia*. New York, NY: Oxford University Press.

https://libcat.lafayette.edu/Record/eres_ocn942885445

Fábián, Katalin, Janet Elise Johnson, and Mara Lazda, eds. 2021. *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia*. London: Routledge.

<https://libcat.lafayette.edu/Record/in00000434152>.

Fagan, Adam and Petr Kopecký, eds. 2017. *Routledge Handbook of East European Politics*. <https://libcat.lafayette.edu/Record/in00000424716>

Laruelle, Marlène and Jean Radvanyi. 2023. *Russia: Great Power, Weakened State*. Lanham, MD: Rowman & Littlefield, <https://libcat.lafayette.edu/Record/in00000447817>, three simultaneous users

Yekelchik, Serhy. 2020. *Ukraine*. New York, NY: Oxford University Press.

<https://libcat.lafayette.edu/Record/in00000447320>

Students should use these sites for news items:

- ❖ *Transitions On-Line*, <https://tol-org.ezproxy.lafayette.edu/>
- ❖ *The New York Times*, [NYTimes.com/passes](https://www.nytimes.com/passes) and use your Lafayette email address to create an account and/or log on (valid until graduation)
- ❖ GlobalNewsstream <https://ezproxy.lafayette.edu/login?url=https://search.proquest.com/globalnews/advanced/fromDatabasesLayer?accountid=1194>.

COURSE SCHEDULE

The Professor reserves the right to modify the contents of the course as the semester progresses. The availability of invited speakers, the level of student involvement, and changes in world affairs will have an impact on the course content.

Week 1 INTRODUCTION: PHYSICAL AND POLITICAL GEOGRAPHY

Monday, January 22, 2024 Introduction

- your interest in and connections to the region: personal, intellectual, and artistic inspirations
- Sonne and Ruiz, 2023. “How Putin Turned a Western Boycott into a Bonanza” Dec. 17, *The New York Times*, <https://www.nytimes.com/interactive/2023/12/17/world/putin-companies-economy-boycott-elites-benefit-ukraine-war.html>
- view satellite map of IK-3 prison colony in Kharp, Priuralsky District, Yamalo-Nenets Autonomous Okrug, Russia
- Hopkins, 2024. “Lev Rubinstein” Jan. 20, <http://tinyurl.com/2m6z9bvf>

Wednesday, January 24 Defining the Region (readings are on Moodle, center column, in folder “[Physical and Social Geography](#)”)

- collage of introductions
- Ash, 2023. “Europe Whole and Free” *The New York Review of Books*, Nov. 2,
- Batt, “Defining Central and East Europe” (under the title “[Defining Central and East Europe](#)”)
- Shaw, “Russia: Geographic Preface” In: Bressler, ed., *Understanding Contemporary Russia*, pp. 7-32 ([Understanding Contemp Russia 1.pdf](#))
- Diener and Megoran, “[Central Asia as a Place](#)” Ch.3, in Montgomery, ed.

Weeks 2-3 HISTORICAL OVERVIEW

Monday, January 29 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)
- Levi, “Pre-Colonial Central Asia”, Ch. 5 in [Montgomery](#), ed.

Wednesday, January 31 The Historical Context: Empires

- [Petron](#), Ch. 19 “Gender, Militarism” in Fábíán, Johnson and Lazda
- Morrison, “Colonial Central Asia” Ch.6 in [Montgomery](#), ed.
- **Debate: Are empires good or bad?**

Monday, February 5 The Interwar Period: Democracy and Totalitarianisms

- Marks “The Historical Context” in: Bressler, ed., pp. 50-83 (on Moodle)
- 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
- <https://www.nytimes.com/2022/12/30/world/europe/soviet-union-100-years-in-pictures.html>
- Wilson, “Harlem Renaissance in Communist Moscow” <https://tinyurl.com/ybtgrj4n>

Wednesday, February 7 Characteristics of Communism

- Beck et al., Ch. 4, pp. 94-117
- “Introduction” in [Fagan and Kopecký eds.](#), pp. 1-7
- İğmen, “Soviet Central Asia,” Ch.7 in [Montgomery](#), ed.
- Ghodsee “Why Women Had Better Sex Under Socialism” *The New York Times*, August 12, 2017, <https://tinyurl.com/yayv7g3r>
- Ganev, “Orgasmic Communism?” <http://jordanrussiacenter.org/news/orgasmic-communism/#.XDgYDPx7mgR>
- Strebeigh, “Lenin’s Eco-Warriors” <https://tinyurl.com/yb7wrgoc>
- **Debate: Is communism good or bad?**

1st Essay Response: The Geopolitics of Defining the Region

Week 4: THE COLLAPSE OF COMMUNISM

Monday, February 12 Revolutions and the Competing Theories of the Collapse

- Beck et al., pp. 118-123
- [Roberts](#), “Democratization in Postcommunist Europe” Ch. 1 in Fagan and Kopecký eds., pp. 9-26

Wednesday, Feb. 14 Globalization in Post-Soviet Central Asia + MAP QUIZ

- “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>
- Dreyer, 2023. “A Giant Inland Sea Is Now a Desert, and a Warning for Humanity” Nov. 28, <https://www.nytimes.com/2023/11/28/opinion/climate-uzbekistan-water-aral.html>
- “Life is a Beach. Just Not in a Good Way” <https://tinyurl.com/y9p6jqv7>
- Debate: Why did communism collapse?

Weeks 5-8: DEMOCRATIZATION AND ECONOMIC RESTRUCTURING

Monday, February 19 The State of Democracy

- Chapters 2, 3, and 8 in Fagan and Kopecký eds., pp. 27-52 and pp. 113-125
- Frye, Ch. 2, “Putinology and Exceptional Russia”
- Silverman, “Mr. Orbán Goes to Dallas” Sept. 29, 2022, <https://www.illiberalism.org/mr-orban-goes-to-dallas/>

Wednesday, February 21 Political Institutions: Executives

- Frye, Ch. 3, “The Autocrat’s Dilemmas”
- Chapters 4 and 5 in Fagan and Kopecký eds., pp. 53-81
- Debate: Are strong executives good for a country?

2nd Essay Response: The Debates on Communism

Monday, February 26 Political Institutions: Parliaments and Parties

- Chapters 6 and 7 in Fagan and Kopecký eds., pp. 53-81
- Frye, Ch. 4, “Better to Be Feared and Loved”
- Krugman, 2023—re what how/what to compare, methodology, “What Ukraine Teaches Us About Power” Jan. 6, <http://tinyurl.com/yfuyjnya>

Make an appointment with Trebor Maitin, our class WA to review the research proposal.

Wednesday, February 28 Wednesday, Elections, and Political Participation

- Chapters 11 and 12 in Fagan and Kopecký eds., pp. 155-183
- Frye, Ch. 5, “The Surprising Importance of Russia’s Manipulated Elections”
- Troianovsky et. al, 2023. “How the Russian Government Silences Wartime Dissent” Dec. 29, *The New York Times* interactive, <https://www.nytimes.com/interactive/2023/12/29/world/europe/russia-ukraine-war-censorship.html>
- Debate: Should elections, parties, and parliaments promote societal consensus?

Monday, March 4 Social Movements and Protest Politics: Women's and LGBT rights→ <https://www.internationalwomensday.com/>

<https://www.un.org/en/observances/womens-day>

- Chapters 13, 17, and 18 in Fagan and Kopecký eds., pp. 184-210, 237-253
- [Borenstein](#), Ch.8 “Post-Soviet Masculinities” in Fábíán, Johnson, and Lazda
- Ghodsee and Wuzerek, 2020, “Women's Unpaid Labor”
<https://www.nytimes.com/interactive/2020/03/04/opinion/women-unpaid-labor.htm>
- Hernández, 2023. “Now Playing in China: Putin-Aligned Artists Shunned in the West” <https://www.nytimes.com/2023/03/31/arts/music/russia-china-culture.html>

Wednesday, March 6 Ethnic Minorities and Identity Politics

- Chapters 15, 16, and 19 in Fagan and Kopecký eds., pp. 213-236 and 254-264
- 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?

3rd Essay Response: The Ambiguity of Political Transition

03/8: Research Paper Proposal is due

Spring break, March 11–15



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

Monday, March 18 Varieties of Capitalism and Corruption

- Frye, [Ch.6](#), “Neither as Strong nor as Weak as It Looks: Russia's Economy”
- Chapters 20 and 23 in Fagan and Kopecký eds., pp. 267-280 and 307-330
- Alderman, 2017. “...Disposable Workers” *The New York Times*, Dec. 11,
<https://www.nytimes.com/2017/12/11/business/europe-labor-rights.html>

Wednesday, March 20 Alliances as Instruments of Power

- Ch. 1 “Playing Whack-a-Troll” in [Jankowicz](#)
- [Tulmets](#), Chapter 22 “The Foreign Policy Orientations of CEE” in Fagan and Kopecký eds., pp. 295-306
- Ehl, 2024. “Walking the Tightrope” Jan. 10, *Transitions*, <https://tol-org.ezproxy.lafayette.edu/client/article/walking-the-tightrope.html>
- Pomerantz, 2024. “Peeling away the Layers of Russian Foreign Policy” Kennan Cable, <https://www.wilsoncenter.org/sites/default/files/media/uploads/documents/KennanCable87-Pomeranz.pdf>

Monday, March 25 International Relations: EU and NATO Enlargements

- Ch. 2, “Estonia: Divided by History” in [Jankowicz](#)
- Chapters 25 and 26 in Fagan and Kopecký eds., pp. 333-357

7:30-8:30pm Monday, March 25, 104 Kirby Hall, Prof. Emilia Justnya Powell, Department of Political Science, University of Notre Dame, “Peaceful Resolution of Disputes in International Law” <https://calendar.lafayette.edu/node/64658>

Please sign up for meetings with the WA and a research librarian to discuss your annotated bibliography.

Wednesday, March 27 International Relations -- continued

- Ch. 3 “Georgia: Creeping Borders” in [Jankowicz](#)
- Ch. 4 “Poland—Smolensk Plane Crash” in [Jankowicz](#)
- Nechepurenko, 2023. “How Western Goods Reach Russia: A Long Line of Trucks Through Georgia” Jan. 13, <https://www.nytimes.com/2023/01/13/world/europe/georgia-russia-cargo-border.html>

4th short essay response: Geopolitical and Geo-Economic Transitions

Opening of week-long photovoice exhibition: *Violent Infracture: Ecologies of Decay and Displacement*, in the lobby of Kirby Hall.

Monday, April 1 The Shoals of Ukraine

- Friedman, 2022. “Putin to Ukraine: Marry me or I kill you”, Jan. 18, <https://tinyurl.com/bdfkjzky>
- Ch. 5 “Ukraine: Disinformation” in [Jankowicz](#)
- CFR backgrounder <https://tinyurl.com/2p9x3vb7>
- Russia’s aim of cultural destruction, <https://www.nytimes.com/interactive/2022/12/19/arts/design/ukraine-cultural-heritage-war-impacts.html>
- Gamio and Swanson, 2022. “How Russia pays for war” Oct. 30, <https://tinyurl.com/y7azwj3>
- CFR <https://www.cfr.org/article/how-much-aid-has-us-sent-ukraine-here-are-six-charts>

- Debate: Should the West appease or confront Russian military interventions?

Wednesday, April 3 Geopolitics Thick and Thin, with Dr. Ariel Otruba

Required presentation: 6:30-8pm, April 3, 104 Kirby Hall, **Dr. Ariel Otruba**, “Violent Infrastructure: Ecologies of Decay and Displacement in Georgia.”

<https://calendar.lafayette.edu/node/64959>

4/5: Revised Proposal and Annotated Bibliography are due

Monday, April 8 Media Manipulations

- Frye, [Ch. 8](#), “Mysterious Ways: Media Manipulations”
- Ch. 6 “Czech Republic: Fighting Lies” in [Jankowicz](#)

Wednesday, April 10 Russia in the Region

- [Sakwa](#), Chapter 27 in Fagan and Kopecký eds., pp. 358-367
- Frye, [Ch. 9](#) “Great Power Posing”
- Lustgarten, 2020. “How Russia Wins the Climate Crisis” December 16, <https://www.nytimes.com/interactive/2020/12/16/magazine/russia-climate-migration-crisis.html>.
- Pinkham, 2022. “A Hotter Russia: Review of Gustafson’s *Klimat*” *The New York Review of Books*, June
- Debate: Does Russia have a right to control its “near-abroad”?

5th Short Essay Response: Between Russia and the West

13-14: “THE GREAT GAME” IN CENTRAL ASIA

Monday, April 15 Politics of Authoritarianism in Central Asia

- Heathershaw, “Politics” [Ch. 18](#) in Montgomery, ed.
- 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>
- Uzbek Silk Road—past and present, <https://tinyurl.com/2st3b78x>

Wednesday, April 17 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

Monday, April 22 Offshore States, Warlords, Scandals, and the Switzerland of the East

- Any two of chapters: 2, 3, 4, and 5 in Coley and Heathershaw
- Debate: Is the West responsible for authoritarian developments in Central Asia?

Wednesday, April 24 The Options of Repression

- Chapter 7 “Political Exiles and Extraterritorial Repression” and “Conclusion” pp. 187-231 in Coley and Heathershaw
- Frye, [Ch.7](#), “Hitting Them with Carrots: The Role of Repression”

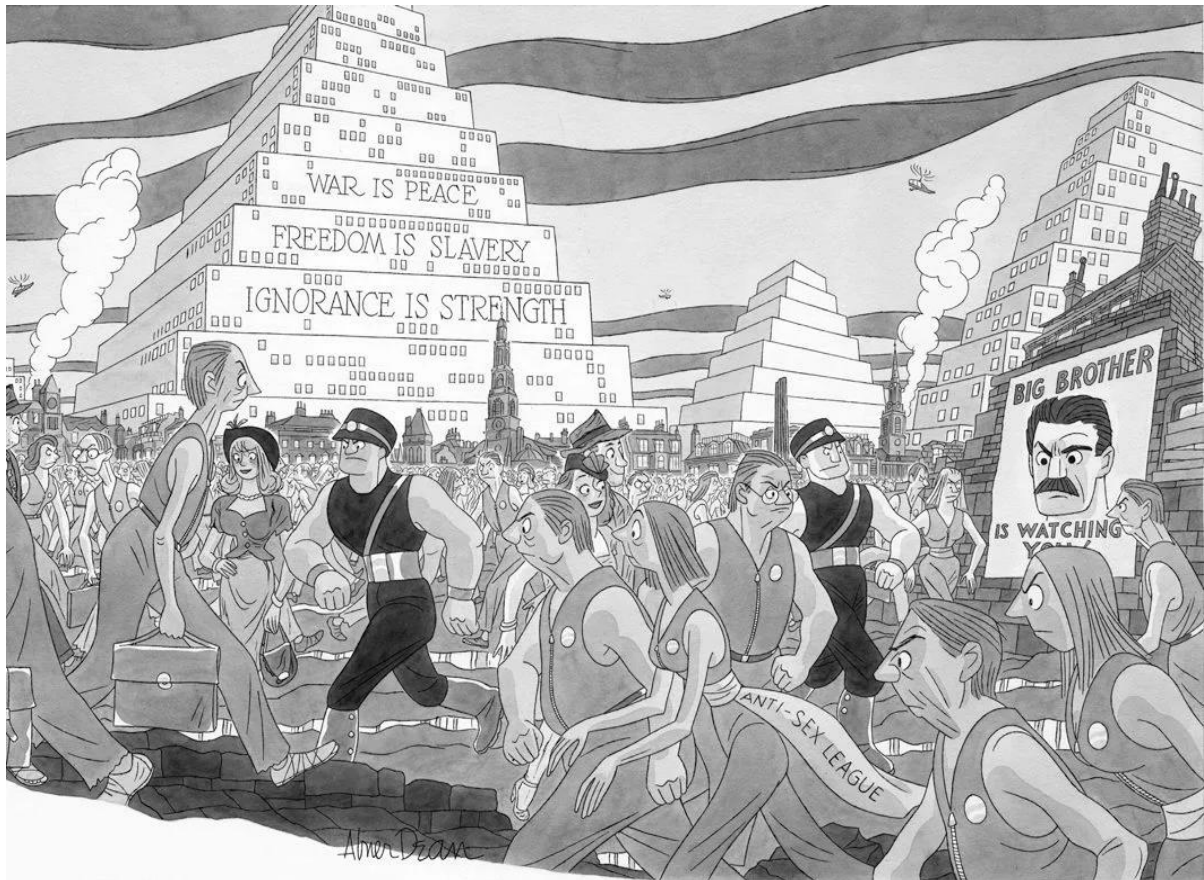
6th Short Essay Response: Geopolitics Back Again

4/26: Minimum 9 pages (double spaced) + bibliography (no annotations) of the final paper is due. Please sign up for meetings with the WA and a research librarian.

Monday April 29 and Wednesday, May 1 Understanding Postcommunism

- Brooks, “Why Autocracies Fail”
<https://www.nytimes.com/2022/03/17/opinion/why-autocracies-fail.html>
- Ferraro, 2023. “Why Russia Invaded Ukraine and how wars benefit autocrats”
International Political Science Review.
https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4522176
- Main findings of research papers

Final Research Paper is due: 10am May 6



Abner Dean, Orwell's 1984, published in *Life Magazine*, 1949.