GEORGIA INSTITUTE OF TECHNOLOGY

Sam Nunn School of International Affairs

**Post Soviet Politics - INTA 3221**

**Spring 2019**

**Eliza Markley, PhD**

Class Meetings: T, R 1.30 – 2.45 pm, MRDC 3403

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**Course Description**

This course looks at the political, social and economic changes set off by the fall of communism in countries of former Soviet and Soviet-influence space. It analyzes comparatively countries’ efforts to transition from an authoritative regime to liberal democracy and assesses transition outcomes based on thematic cross-national analyses and in-depth country case studies.

**Learning Outcomes**

Students will:

* Be able to describe the historical process that led to the formation and disintegration of Soviet Union and Soviet influence space.
* Be able to describe the basic structure of governments of Central and Eastern European countries.
* Develop an awareness of the political process as a result of cultural, historical, and social factors in Central and Eastern European countries.
* Demonstrate the ability to describe the social, political, and economic forces that influence social behavior in countries of Central and Eastern Europe.
* Be able to describe the role of diverse interests and groups in shaping the history, politics, society, or institutions of Central and Eastern European countries.
* Demonstrate an understanding of the relationships between Central and Eastern European countries and Russia, on the one hand, and international organizations, on the other.

**Required Textbooks**

Sharon L. Wolchik and Jane L. Curry eds, Central and East European Politics, From

Communism to Democracy, Rowman and Littlefield, 2015. 3rd edition (hereby referred as W&C)

Additional required readings will be posted in Canvas.

**Recommended journals:**

PONARS Eurasia

Europe-Asia Studies

East European Politics

Problems of Post Communism

Foreign Policies of EU member States

**Course Requirements**

1. Class Participation – 5%

Students will be expected to attend all classes, complete all assigned readings (before class), and participate in class discussions on the subjects addressed in the readings and lectures. Lectures during the course may not cover the readings entirely and will often present new ideas and information. You are responsible for the information contained in the reading, whether it is covered or not in lectures, as well as for the information in the lectures.

Participation grade is based on active and constructive contribution to class discussions, as well as on attendance.

1. Quizzes – 10%

There will be occasional unannounced quizzes on the readings and/or material provided during the lecture. **There will be no make up quizzes**. If you miss a quiz and have an approved excuse or you took the quiz but no grade has been posted, you must make that known to the **instructor within a week of the date of the quiz.** If you fail to do so, you will not be given credit for an excused absence. If you have an excused absence, your overall quiz grade will be the average of the quizzes you took.

1. Discussion Lead – 5% of course grade

Each student will present a short oral summary and critique of one scholarly article and will prepare five questions for class discussions.

* 1. Select one chapter (topic/region) based on your research interests. A list of chapters/topics will be distributed in class.
  2. Choose one research or analysis article (preferably very recent) related to your chapter/topic and summarize the claims made in the selected reading into a one-page, bullet-point format paper. Turn in/upload in Canvas your summary and questions at least one day before your chapter is scheduled to be covered in class (see Syllabus). The length of the presentation should be about ten minutes per student.
  3. Prepare at least five discussion questions related to your selected article and textbook chapter and facilitate a classroom discussion.
  4. Grading is based mainly on the analytical substance of your discussion questions.

1. Simulation Research Paper – 10%

This is a group assignment in preparation of the Fifth Annual International Diplomacy Simulation that will be organized at Georgia Tech on Saturday, February 23rd, 2019, between 10 am and 3 pm. Each group (2-3 students) will represent a party (country or organization) that will be assigned to them. Your group will be expected to:

* 1. Write a 7-8-page paper examining the position on issues of nuclear nonproliferation and arms control of your Party (country/organization). Your party’s position needs to be researched in relation to its historical stand on nuclear arms and any domestic and international constraints on that country/organization.
  2. Furthermore, you are expected to decide on your party’s negotiation goals, analyze the barriers to your party’s treaty aims, and explain the terms you are willing to accept, intend to use, and would deem unacceptable.
  3. The Simulation Research Paper is due **February 21st.** **Participation in the February 23rd Simulation (10 am-3pm) is mandatory**.

1. Exams – 70%
   1. Exam 1 – 20 %
   2. Exam 2 – 20%
   3. Final Exam – 30%

**Grading and Assessment**

A = 89.5-100; B = 79.5-89.4; C = 69.5-79.4; D = 59.5-69.5; F = below 59.5

* Participation 5%
* Quizzes (unannounced) 10%
* Discussion lead 5%
* Simulation Paper 10%
* Exam 1 20%
* Exam 2 20%
* Final Exam 30%

**Late Paper Policy**

Late papers will receive 5 points deduction for each calendar day (this includes weekends) they are late.

**Other Class Policies**

* Class discussions may lead, from time to time, to contentious political issues. I expect all students to be respectful of one another, even if they disagree about certain issues. High levels of civility should characterize our class debates.
* Laptop computers can be used in class ONLY when the instructor allows. **Abusing computer privileges will result in loss of participation points.** Moreover, students may be prohibited from using their computer for the rest of the semester!
* Cell phone should be put on silent. Disruptions from such devices will adversely affect your participation grade.
* For assignments that will be submitted through T-square, students need to ensure that assignments can be opened and are readable. To ensure this, students should attach all written assignments in either .doc or .pdf formats.
* The instructor will make any effort to return your graded assignments in a timely manner (usually within two weeks).
* The instructor will respond to all emails (sent M-F) within 48 hours. If you do not receive a response in 48 hours, I probably did not receive your message, and you should resend it.

**Additional Information and Services**

1. The Office of Disability Services – [adaptsinfo@gatech.edu](mailto:adaptsinfo@gatech.edu) (404-894-0285)

2. Academic Honor Code

The Georgia Tech Academic Honor Code states: “Students are expected to act according to the highest ethical standards. The immediate objective of an Academic Honor Code is to prevent any Students from gaining an unfair advantage over other Students through academic misconduct. Academic misconduct is any act that does or could improperly distort Student grades or other Student academic records.” Such acts include, for instance, plagiarism.

Plagiarism means using an author’s exact or paraphrased words without citation or acknowledging the source of information. Whether intentional or not, plagiarism is considered cheating and will not be tolerated. If you are unsure whether something should be cited, please ask.

**Course Outline and Reading Assignments**

NOTE: COURSE OUTLINE IS TENTATIVE AND MAY BE SUBJECT TO CHANGE

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| --- | --- |
| **Date** | **Topics and Readings** |
| **Part I Introduction** | |
| 1.8 | **Course introduction** |
| 1.10 | **Democracy, the market and the return to Europe**   * Ch 1 W&C |
| **Part II Policies and Issues** | |
| 1.15, 17 | **The Political Transition**   * Ch 2 W&C |
| 1.22 | **Recreating the Market**   * Ch 3 W&C |
| 1.24, 29 | **Social Aspects of Transformation**   * Ch 4 W&C |
| **1.31** | **Exam 1 Chapters 1-4** |
| 2.5 | **Ethnicity, Nationalism, and the Expansion of Democracy**   * Ch 5 W&C |
| 2.7 | **Transitional Justice in Central and Eastern Europe**   * Ch 6 W&C |
| 2.12 | **EU Accession and After**   * Ch 7 W&C |
| 2.14 | **Security Issues and Beyond**   * Ch 8 W&C |
| **2.19** | **Exam 2 chapters 5-8** |
| **Part III Case Studies** | |
| 2.21 | **Preparation for Simulation** |
| 2.23 | **Simulation** |
| 2.26, 28 | **Russia, Poland**   * Canvas reading * Ch 9 W&C |
| 3.5 | **The Czech and Slovak Republics**   * Ch 10 W&C |
| 3.7 | **Hungary**   * Ch 11 W&C |
| 3.12 | **The Baltic Countries (+Belarus?)**   * Ch 12 W&C |
| 3.14 | **Bulgaria**   * Ch 13 W&C |
| 3.18 – 22 | **Spring Break** |
| 3.26 | **Romania**   * Ch 14 W&C |
| 3.28 | **Former Yugoslavia**   * Ch 16 W&C |
| 4.2 | **Ukraine**   * Ch 18 W&C |
| 4.4 | **Albania, Central Asian Countries – Kazakhstan, Kyrgyzstan**   * Ch 15 W&C * Canvas readings |
| 4.9 | **Caucasus Countries – Georgia, Azerbaijan, Armenia**   * Canvas readings |
| 4.11 | **Conflicts in former Soviet and Soviet-influence space**   * Canvas reading |
| 4.16 | **Thirty years after 1989 – A Balance Sheet**   * Ch 18 W&C |
| **4.18** | **Final Exam** |
| **4.23** | **Class review** |