EURR4202A/EURR5202S/PSCI5915A
Urban Transformations in Post-Soviet Eurasia

Class time: Asynchronous lectures and synchronous discussions on Tuesdays and Thursdays, between 11:35 am-2:25 pm.

Instructor: David Sichinava

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Office Hours: Online, by appointment (link will be posted on Brightspace)

Course Description

The cities of post-Soviet Eurasia are home to two-thirds of the area's population, making them crucial arenas for assessing broader societal shifts in the region. Modern Eurasian cities were transformed dramatically due to Soviet urbanization, further taking shape following the collapse of the USSR with each country's varied approach to post-independence economic reforms and governance. This course aims to provide students with an overarching understanding of these processes through the lens of urban transformations, with lectures grounded in a range of interdisciplinary academic literature, multimedia, news stories, and popular culture. The course is structured around weekly thematic topics with several city case studies, including the drivers of Soviet and post-Soviet urbanization; the political economy of urban development; housing, informality, and inequality; heritage preservation; urban social movements; and contested place meanings.

Class Structure

This course is offered in a mixed format. Asynchronous lectures will provide students with a general overview and framing of the course topics. Online group discussions via Zoom will include student-led presentations of the class readings, followed by a broader, class-wide roundtable discussion.

All required readings and video lectures should be completed before class so that you arrive prepared to discuss the material. If you are unable to make it to a class due to illness or another reason, please email the instructor in advance of your absence to arrange for a make-up session.

There is no assigned textbook for the class. Instead, individual readings and other material correspond to the weekly topics. All required materials are provided online through the course Brightspace. Apart from academic literature, many of the classes are accompanied by resources such as documentaries, music videos, podcasts, or journalistic stories of the relevant themes.

Materials produced during the class, such as long-form essays and podcast episodes, will be published on the class website (eurasiancities.ca).

Course Requirements

Mark breakdown

- Seminar participation (20%)
    - Submission of questions reflecting on course material prior to each class (10% - individual),
    - Participation in discussion sessions (10% - individual),
- Multimedia assignment (25%)

- o   Pitch: (5% - group)
- o   podcast episode (15% - group)
- o   Review of other classmate's podcast: (5% - individual)
- Leading a class group discussion (15% - individual)
- Written assignment (40%)
  - o   Pitch (10% - individual)
  - o   Final assignment (30% - individual)

Seminar participation

Seminar participation consists of two components. Ten percent is assigned for the per-class submission of discussion questions, due at 9:00 pm the evening beforehand. The remaining 10% is calculated based on student participation in the class discussions.

Prior to class, students will submit a list of at least three questions based on the assigned readings and other course material. Questions can be related to content clarification or be more tied to thematic reflections. In general, students should come up with questions that relate to all the assigned materials. These questions will then help guide the class discussions. All discussion questions should be submitted online through Brightspace. Students can submit questions for ten out of thirteen sessions.

Multimedia Assignment

The multimedia assignment is a group project worth 25% of the total grade. Students will be asked to prepare a short (15-20 minute) podcast episode that explores one of the class themes relative to a specific Eurasian city (or cities). A detailed rubric for assessment, as well as technical/software instructions, will be posted on Brightspace.

Example themes for the podcast could include but are not limited to: a story about the 2019 Yekaterinburg Church Protests, monotowns in Kazakhstan, or the Museum of Russian Occupation in Tbilisi. With student consent, the podcast episodes will be shared on Anchor.fm and the class website.

Students should complete this assignment in small groups of two or three, depending on the class size. Prior to recording and submitting the podcast episode, students should submit a half-page pitch describing their chosen topic. The pitch will be worth 5% of the total grade.

Students will receive feedback from the instructor prior to beginning podcast production. Following the completion of all podcast episodes, each student will write a comparative assessment of two other episodes (not their own), worth 5% of their grade.

Leading a Class Group Discussion

During each class, a different student will lead the first 15-minutes of the group discussion by making a PowerPoint (or similar) presentation covering the compulsory readings (excluding other recommended content). Students should walk the class through the assigned reading's key arguments and findings. Students will be able to sign up for the class they want to lead, based on a first-come-first-serve basis. Depending on enrollment, classes may be divided across several students. Each of the 15-minute class presentations will be followed by a broader, class-wide roundtable discussion led by the instructor.

This component of the class is worth 15% of the final grade.

Final Written Assignment

For the final assignment, students will be asked to submit a 3,000-word essay. Students should pick a topic that resonates well with the course themes but can tailor the essay to their individual interests. Nevertheless, topics should not replicate those already well covered in the course material or podcast assignment. The aim is to provide in-depth reporting on a specific topic, focused on a particular geographic area in post-Soviet Eurasia.

The format of this assignment diverges slightly from traditional academic writing in that it should take the form of a journalistic 'long-read' article. That is, it should be a text that provides in-depth reporting in a widely accessible manner, with a broader audience in mind. With student consent, these texts will be posted onto the class website.

This assignment is worth 40% of the total grade. Ten percent will be allocated to a half-page story pitch, while the remaining 30% will be provided based on the final submission. A detailed rubric of the assignments will be posted on Brightspace.

Tentative Course Outline

Class 1 (May 6, 2021): Through the looking glass: Studying post-Soviet Eurasia through an urban lens

Compulsory readings:

- Boym, Svetlana. 'The Archeology of Banality: The Soviet Home.' *Public Culture* 6, no. 2 (1 May 1994): 263–92. https://doi.org/10.1215/08992363-6-2-263.
- Diener, Alexander C., and Joshua Hagen. 'From Socialist to Post-Socialist Cities: Narrating the Nation through Urban Space.' *Nationalities Papers* 41, no. 4 (1 July 2013): 487–514. https://doi.org/10.1080/00905992.2013.768217.

Optional material:

- Vertov, Dziga. *Enthusiasm: Symphony of the Donbass*, 1931. (feature film, available via Carleton's subscription to Kanopy)

Students pick desired readings for class group discussion

Class 2 (May 11, 2021): Was there a Socialist city?

Compulsory readings:

- French, R. Antony, and F.E. Ian Hamilton. 'Is There a Socialist City?' In *The Socialist City: Spatial Structure and Urban Policy*, 1–22. Chichester: John Wiley & Sons, 1979.
- Smith, David M. 'The Socialist City'. In *Cities After Socialism*, edited by Gregory Andrusz, Michael Harloe, and Ivan Szelenyi, 70–99. Oxford, UK: Blackwell Publishers Ltd, 1996. https://doi.org/10.1002/9780470712733.ch3.

Optional material:

- Sedunova, Irina. *The Remote 'democratic' Oasis of Soviet Russia*. BBC Reel, 2019. https://www.bbc.com/reel/video/p07yfk4p/the-remote-democratic-oasis-of-soviet-russia.

Class 3 (May 13, 2021): Politics of urbanization in the Soviet Union

Compulsory readings:

- Gang, Ira N., and Robert C. Stuart. 'Mobility Where Mobility Is Illegal: Internal Migration and City Growth in the Soviet Union.' *Journal of Population Economics* 12, no. 1 (1999): 117–34.
- Gentile, Michael, and Örjan Sjöberg. 'Soviet Housing: Who Built What and When? The Case of Daugavpils, Latvia'. *Journal of Historical Geography* 36, no. 4 (2010): 453–65.

Optional material:

- Ryazanov, Eldar. *The Irony of Fate, or Enjoy Your Bath*, 1976 (feature film, part 1, part 2. In Russian, with English subtitles)

Class 4 (May 18, 2021): Soviet "urban policy transfer"

Compulsory readings:

- Beyer, Elke. 'Competitive Coexistence: Soviet Town Planning and Housing Projects in Kabul in the 1960s'. *The Journal of Architecture* 17, no. 3 (1 June 2012): 309–32. https://doi.org/10.1080/13602365.2012.692598.
- Stanek, Łukasz. 'Architects from Socialist Countries in Ghana (1957–67) Modern Architecture and Mondialisation'. *Journal of the Society of Architectural Historians* 74, no. 4 (1 December 2015): 416–42. https://doi.org/10.1525/jsah.2015.74.4.416.

Additional materials:
- New Books in African Studies. 'Łukasz Stanek, "Architecture in Global Socialism: Eastern Europe, West Africa, and the Middle East in the Cold War"'. Accessed 28 March 2021. https://podcasts.apple.com/us/podcast/%C5%82ukasz-stanek-architecture-in-global-socialism-eastern/id425416616?i=1000508572637.

Class 5 (May 20, 2021): Political economy of post-Soviet transformation

Compulsory readings:

- Golubchikov, Oleg, Anna Badyina, and Alla Makhrova. 'The Hybrid Spatialities of Transition: Capitalism, Legacy and Uneven Urban Economic Restructuring.' *Urban Studies* 51, no. 4 (1 March 2014): 617–33. https://doi.org/10.1177/0042098013493022.
- Manning, Paul. 'The City of Balconies: Elite Politics and the Changing Semiotics of the Post-Socialist Cityscape.' *City Culture and City Planning in Tbilisi: Where Europe and Asia Meet*, 2009, 71–102.
- Flynn, Moya, and Natalya Kosmarskaya. 'Exploring "North" and "South" in Post-Soviet Bishkek: Discourses and Perceptions of Rural-Urban

Migration.' *Nationalities Papers* 40, no. 3 (1 May 2012): 453–71.
https://doi.org/10.1080/00905992.2012.685061.

Optional material:

- Devlin, Paul. *Power Trip*. United States: Devlinpix, 2003. (available via Kanopy)

Students submit podcast pitch

Class 6 (May 25, 2021): Depopulation and shrinking cities

Compulsory readings:

- Zubarevich, Natalia. 'Four Russias: Human Potential and Social Differentiation of Russian Regions and Cities.' In *Russia 2025: Scenarios for the Russian Future*, edited by Maria Lipman and Nikolay Petrov, 67–85. London: Palgrave Macmillan UK, 2013. https://doi.org/10.1057/9781137336910_4.
- Mykhnenko, Vlad. 'Causes and Consequences of the War in Eastern Ukraine: An Economic Geography Perspective.' *Europe-Asia Studies* 72, no. 3 (15 March 2020): 528–60. https://doi.org/10.1080/09668136.2019.1684447.

Optional materials:
- Blazhan, Roman. *Enter Through the Balcony*, 2020. https://www.takflix.com/en/films/enter-through-the-balcony (available via Takflix, ~$2 CAD to rent)

Class 7 (May 27, 2021): Informality - the present and the past

Compulsory readings:

- Roth, Sascha. 'Ideologies and Informality in Urban Infrastructure: The Case of Housing in Soviet and Post-Soviet Baku.' In *Post-Socialist Urban Infrastructures*, edited by Tauri Tuvikene, Wladimir Sgibnev, and Carola S. Neugebauer, 1st ed. Abingdon, Oxon ; New York, NY : Routledge, 2019. https://doi.org/10.4324/9781351190350.
- Katsenelinboigen, Aron. 'Coloured Markets in the Soviet Union.' *Soviet Studies* 29, no. 1 (1 January 1977): 62–85. https://doi.org/10.1080/09668137708411106.

Optional materials:
- Makhpora Kirimova [Махпора Киромова]. *Mardikor [Мардикор]*, 2020. (available via Youtube, in Tajik, with English subtitles)

Class 8 (June 1, 2021): Urban inequality during and after the Soviet Union

Compulsory readings:

- Morton, Henry W. 'Who Gets What, When and How? Housing in the Soviet Union'. *Europe-Asia Studies* 32, no. 2 (1980): 235–59.
- Attwood, Lynne. 'The Khrushchev Era "To Every Family Its Own Apartment"'. In *Gender and Housing in Soviet Russia*, 2013

- Toomet, Ott, Siiri Silm, Erki Saluveer, Rein Ahas, and Tiit Tammaru. 'Where Do Ethno-Linguistic Groups Meet? How Copresence during Free-Time Is Related to Copresence at Home and at Work'. *PLOS ONE* 10, no. 5 (21 May 2015): e0126093. https://doi.org/10.1371/journal.pone.0126093.

Optional materials:

- Hromadske TV. *Baku: City of Millionaires and Slums*. Hromadske, 2020. https://www.youtube.com/watch?v=zooVAi56a04

Students submit essay pitch

Class 9 (June 3, 2021): Politics of monuments, heritage preservation, and urban renewal

Compulsory readings:

- Denison, Michael. 'The Art of the Impossible: Political Symbolism, and the Creation of National Identity and Collective Memory in Post-Soviet Turkmenistan.' *Europe-Asia Studies* 61, no. 7 (2009): 1167–87.
- Grazuleviciute-Vileniske, Indre, and Vilius Urbonas. 'Urban Regeneration in the Context of Post-Soviet Transformation: Lithuanian Experience.' *Journal of Cultural Heritage* 15, no. 6 (1 November 2014): 637–43. https://doi.org/10.1016/j.culher.2014.01.002.
- Klymenko, Lina. 'Choosing Mazepa Over Lenin: The Transformation of Monuments and Political Order in Post-Maidan Ukraine.' *Europe-Asia Studies* 72, no. 5 (27 May 2020): 815–36. https://doi.org/10.1080/09668136.2020.1751081.

Optional materials:

- Muhu, Meelis. *Alyosha*. In Ruum, 2014. https://vimeo.com/112721532.

Class 10 (June 8, 2021): Nationalism, collective identity, and city building

Compulsory readings:

- Ter-Ghazaryan, Diana K. '"Civilizing the City Center": Symbolic Spaces and Narratives of the Nation in Yerevan's Post-Soviet Landscape'. *Nationalities Papers* 41, no. 4 (1 July 2013): 570–89. https://doi.org/10.1080/00905992.2013.802766.
- Harris-Brandts, Suzanne. 'The Role of Architecture in the Republic of Georgia's European Aspirations.' *Nationalities Papers* 46, no. 6 (2 November 2018): 1118–35. https://doi.org/10.1080/00905992.2018.1488827.
- Koch, Natalie. 'The Monumental and the Miniature: Imagining "Modernity" in Astana.' *Social & Cultural Geography* 11, no. 8 (1 December 2010): 769–87. https://doi.org/10.1080/14649365.2010.521854.

Students submit podcast episodes

Class 11 (June 10, 2021): Urban social movements

Compulsory readings:

- Fröhlich, Christian. 'Urban Citizenship under Post-Soviet Conditions: Grassroots Struggles of Residents in Contemporary Moscow.' *Journal of Urban Affairs* 42, no. 2 (17 February 2020): 188–202. https://doi.org/10.1080/07352166.2019.1617035.
- Clément, Karine, and Anna Zhelnina. 'Beyond Loyalty and Dissent: Pragmatic Everyday Politics in Contemporary Russia.' *International Journal of Politics, Culture, and Society* 33, no. 2 (1 June 2020): 143–62. https://doi.org/10.1007/s10767-019-9319-0.
- Tsuladze, Lia, Nana Macharashvili, and Ketevan Pachulia. 'SOS Tbilisi: Challenges to Environmental Civic Participation in Georgia.' *Problems of Post-Communism* 65, no. 5 (3 September 2018): 327–43. https://doi.org/10.1080/10758216.2017.1308228.

Optional materials:
- Demytrie, Rayhan. *Georgia's Rave Revolution - BBC News*. BBC, 2018. https://www.youtube.com/watch?v=e2UFOejcO0U.

Class 12 (June 15, 2021): Migration

- Sahadeo, Jeff. 'Soviet "Blacks" and Place Making in Leningrad and Moscow.' *Slavic Review* 71, no. 2 (2012): 331–58. https://doi.org/10.5612/slavicreview.71.2.0331.
- Urinboyev, Rustamjon. 'Migration and Transnational Informality in Post-Soviet Societies.' In *Migrant Workers in Russia*, edited by Anna-Liisa Heusala and Kaarina Aitamurto, 24. London: Routledge, 2017.

Optional materials:
- Fardi. SNG *[СНГ]*, 2020. https://www.youtube.com/watch?v=Ip6bJV8J3C8&t=1s.
- Shortparis. *Dreadful [Страшно]*, 2018. https://www.youtube.com/watch?v=FUdteCBRX9c.

Students submit essays

Class 13 (June 17, 2021): Urban life at extremes

Compulsory readings:

- Gerlach, Julia, and Nadir Kinossian. 'Cultural Landscape of the Arctic: "Recycling" of Soviet Imagery in the Russian Settlement of Barentsburg, Svalbard (Norway).' *Polar Geography* 39, no. 1 (2 January 2016): 1–19. https://doi.org/10.1080/1088937X.2016.1151959.
- Laruelle, Marlene, and Sophie Hohmann. 'Biography of a Polar City: Population Flows and Urban Identity in Norilsk.' *Polar Geography* 40, no. 4 (2 October 2017): 306–23. https://doi.org/10.1080/1088937X.2017.1387822.

Optional materials:

- Jacob, François. *A Moon of Nickel and Ice*, 2017 (available through Vimeo. ~$5 CAD to rent, in Russian with English subtitles)

Academic accommodation

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Religious obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. **carleton.ca/pmc**

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: **carleton.ca/sexual-violence-support**

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. **https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf**

For more information on academic accommodation, please contact the departmental administrator or visit: **students.carleton.ca/course-outline**

Plagiarism

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report, or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (http://carleton.ca/studentaffairs/academic-integrity/). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of F for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission, Return, and Grading of Term Work

Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton email accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university email accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

Official course outline: The course outline posted to EURUS website is the official course outline.