Objectives
Central Eurasia—including the former Central Asian territories of the Soviet Union, Afghanistan and East Turkestan, now the Chinese province of Xinjiang— is a geopolitical hotspot, even as its peoples struggle to overcome poverty, corruption and repression. This course will analyze these regions, states and societies across eras, from the nineteenth-century “Great Game” to the present. We will investigate the legacies of colonialism as well as examine the region in a contemporary international context. The course will emphasize the relationships between local, regional, and international politics, identities, and societies in such fields as: political power; the impact of oil and gas; authoritarian rule and “clans”; the philosophy and practice of Islam; the rise of radicalism; poverty and underdevelopment; gender and the roles of women; and, certainly not least, everyday life.

Required Texts:
Texts will be made available through the CULearn website. We will be reading several chapters from Jeff Sahadeo and Russell Zanca, eds. Everyday Life in Central Asia: Past and Present (Indiana University Press, 2007).

Requirements and Grading
Undergraduate Students
Oral Participation: 25%
Presentation and Role Play: 10%
2 Short Papers (1-2 pp) (see due dates below) 10%
2 Medium Papers (3-4 pp) (see due dates below) 20%
Proposal (2 pp) (due Oct 30, by email) and mini-draft (due Nov 16): 10%
Major Written Assignment (10 pp) (due Dec 7, in class): 25%

Students will be graded on in-class participation and written assignments. Consistent class participation is VITAL to succeeding in this class. Attendance is mandatory: penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of entire participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction from participation grade. Each late arrival (after 8:40) will cost 25% of that day’s attendance/participation grade for every 15 minutes late. Ringing cellphones, note passing, under (or over) the table texting and other disruptions will also result in a loss of the participation mark on the same scale as absences.
Participation grades will be determined based on: (a) attendance and attention level and (b) active
participation that (i) displays awareness of the subject (ii) contributes to the flow of conversation (iii)
shows knowledge of the readings (iv) offers critical analysis of the readings and topic.

Each student will give one short (5 minute) presentation over the semester. This may take one of two
forms. The first is a news analysis. This will consist of an analytical briefing of an important current
event in the region, based on news sources. This emulates a briefing that an area-studies expert would
give to a politician, minister, NGO director etc. The second form will be to present an “artefact”—e.g. a
song, image of a monument, map, short video clip—and briefly discuss its importance. Students will
sign up for individual weeks.

The short and medium discussion papers will analyze the readings for individual weeks (only one paper
may be handed in for each week). They will discuss the authors’ arguments and pinpoint major issues
within the selected theme. Samples will be posted on the course website. The medium papers are
expected to be structured around a thesis, supported with evidence from the readings (further details in
class). Papers will be due on the day of discussion, or one week later; in the latter case, the student will
not receive credit for ideas discussed in class. Papers may be handed in on any week, BUT the first
short/medium paper must be handed in ON OR BEFORE Sep 28, the second, Oct 12, third, Nov 2,
fourth, Nov 16.

***Students may, with permission of the instructor, substitute a short (10 minute) oral presentation on
the topic of their choice (related to the week’s themes) in place of a medium paper.

The long paper will be an original piece of research using at least eight sources. The topic will be
developed in consultation with the instructor, but can cover any region or theme within Central Eurasia
from the nineteenth century to the present. Papers will be graded on effectiveness of writing as well as
analysis. Further details will be posted on the course website in advance of the deadline for the
proposal and bibliography. Students will be commenting on “mini-drafts” of one-two pages in mid-
November.

Do NOT cite wikipedia in your written work, and be very careful of websites not included on the list at
the end of the syllabus.

Late papers will be penalized one letter grade (i.e. A- to B+) per day late. No work will be accepted after
the end of classes.

Assignments sent electronically will not be accepted without prior consent of the instructor. It is not
acceptable to hand in the same assignment for two or more courses. To obtain credit in a course,
students must meet ALL the course requirements for attendance, term work, and examinations.

Note: no laptops/ tablets/ phones will be allowed for use in class, except as needed during news or
oral reports.

Class Schedule
(I reserve the right to make minor changes to the schedule/ readings over the course of the semester)
Sep 7: Introduction

Sep 14: Central Eurasia in the World and Early History

International Context
Marlene Laruelle, “The US Silk Road: Geopolitical Imaginary or the Repackaging of Strategic Interests” Eurasian Geography and Economics 56, no. 4 (2015): 360-75

Imperial Histories
Ania Loomba, Colonialism/ Postcolonialism, 1-12
Adeeb Khalid, Islam after Communism (2007), 8-11
Jeff Sahadeo, “Tashkent before the Russians and the Dynamics of Conquest” Russian Colonial Society in Tashkent, 1865-1923 (2007), 22-31
Adeeb Khalid “Representations of Russia in Central Asian Jadid Discourse” Daniel R. Brower and Edward Lazzerini, Russia’s Orient: Imperial Peoples and Borderlands, 1700-1917, 188-202

Sep 21: Central Asia in the Soviet Union
Madeleine Reeves, “A Weekend in Osh” London Review of Books 8 July 2010
Marianne Kamp, “The Wedding Feast: Living the New Uzbek Life in the 1930s” Everyday Life in Central Asia, 103-114
Jeff Sahadeo, “History and Memory: Implications for Pluralism in Kyrgyzstan and the Ferghana Valley” Global Centre for Pluralism, April 2015 (READ 1-9, 12-17)

Sep 28: Identities and Politics in Central Asia
Greta Uehling, “Dinner with Akhmet” Everyday Life in Central Asia, 127-140
Madeleine Reeves, “Travels in the Margins of the State: Everyday Geography in the Ferghana Valley Borderlands” Everyday Life in Central Asia, 279-293

Oct 5: NO CLASS: Professor attending conference
Assignment: WATCH “Bride Kidnapping in Kyrgyzstan”
https://www.youtube.com/watch?v=DKAusMNTNnk
You may also do your own background research.

Then POST a ~300-500 word reaction to the CULearn forum (and you may react to others’ posts also). We will begin the Oct 12 class with discussion of this phenomenon.

Oct 12: Social Issues and Gender in Central Asia
Morgan Liu, “A Central Asian Tale of Two Cities: Locating Lives and Aspirations in a Shifting Post-Soviet Cityscape” Everyday Life in Central Asia, 66-84
Madeleine Reeves “Clean Fake: Authenticating Documents and Persons in Migrant Moscow” American Ethnologist 40 no. 3 (2013): 508-524

Oct 19: Islam and Central Asia
David Abramson and Elyor Karimov, Sacred Sites, Profane Ideologies: Religious Pilgrimage and the Uzbek State, Everyday Life in Central Asia, 317-336

OCTOBER 26: NO CLASS- FALL BREAK

Nov 2: Afghanistan: Legacies from Empire to the Taliban
Thomas Barfield, “Afghanistan is not the Balkans: Ethnicity and Its Political Consequences in Comparative Perspective” Central Eurasian Studies Review 4, no. 1 (2005): 2-8 (READ 5-8)
Ahmed Rashid, Taliban: Militant Islam, Fundamentalism, and Oil in Central Asia (2000) 1-7, 17-30, 82-8, 128-40,
Jonathan Goodhand, “Corrupting or Consolidating the Peace: The Drugs Economy and Post-Conflict Peacebuilding in Afghanistan” International Peacekeeping 15, no. 3 (2008): 405-423
Nov 9: Debate: The Future of Afghanistan
*Details to be announced
*Current news sources, including:
- Afghan Analysts Network https://www.afghanistan-analysts.org/
- Eurasianet: http://www.eurasianet.org/resource/afghanistan
Afghan Research and Evaluation Unit
*Supplementary Readings will be posted on CULearn

Nov 16: NO CLASS: (Professor attending conference)
ASSIGNMENT: Meet in small groups to discuss “mini-drafts” of student essays. Each student will submit a 2-3pp section of her/his essay to the group and present it in an informal meeting. Students will post a short (150 word) reaction to their colleagues’ drafts and then to what they learned from feedback received

Nov 23: Xinjiang/ East Turkestan: China’s Muslims

Nov 30: The Political Economy and the Environment of Central Asia
Svetlana Ancker and Bernd Rechel, “‘Donors are Not Interested in Reality:’ The Interplay between International Donors and Local NGOs in Kyrgyzstan HIV/AIDS Sector” Central Asian Survey 34, no. 4 (2015): 516-30

Dec 7: Central Asia: Power- Violence- Terror?


**Websites to Consult**

**Current news sources**

Eurasianet: Sponsored by George Soros’ Open Society Institute, Eurasianet publishes a broad range of news from the entire former Soviet Union, has special reporting and ongoing research projects on Central Asia, and covers some more unusual topics such as arts and culture in some depth.

Ferghana.ru Information Agency

A Moscow-based site publishing reporting by Central Asian correspondents. Articles are available in both English and Russian, but the Russian coverage is usually better (the English articles are sometimes awkwardly translated from the Russian).

Institute for War and Peace Reporting - Central Asia

IWPR is a non-profit international organization that publishes fairly in-depth reports by local journalists.

Radio Free Europe/Radio Liberty (RFE/RL)

Excellent reporting and in-depth coverage of Central Asia. US-funded organization uses local stringers in reporting.

Transitions Online - Central Asia and Mongolia

An online news magazine covering the former communist world.

Afghanistan news.net

Aggregates various news sources on Afghanistan

IRIN news Asia

United International Integrated Regional Information Network: some news on Afghanistan

AKI Press

Independent News Agency covering Central Asia

**Research and Analysis**

[www.centralasiaprogram.org](http://www.centralasiaprogram.org)

New website; policy briefs, forum- an excellent starting point

Central Asia Caucasus Analyst

Analytical reporting on Central Asia and the Caucasus, mostly from a security perspective.

Human Rights Watch - Europe and Central Asia

International Crisis Group - Central Asia

In-depth journalistic reporting on key regional issues, aimed at policy makers and the broader public

Shanghai Cooperation Organization

Official Website

[World Bank: Europe and Central Asia Research](http://www.worldbank.org)

Central Asian Regional Economic Cooperation (Asian Development Bank)

Research and Policy Briefs: OSCE Academy, Bishkek

Economist Intelligence Unit See Individual Country Reports
Institute for Public Policy (Bishkek, Kyrgyzstan)
Silk Road Studies Program: Central Asia-Caucasus Institute
Caucasian Review for International Affairs:
Afghan analysts network
Afghan Research and Evaluation Unit

Blogs
New Eurasia
Registan.net
Exeter Central Asian Studies Network

Journals
Ab Imperio
Anthropology of East Europe Review
Caucasian Review for International Affairs (online only)
Central Asian Survey
Central Asia and the Caucasus (online only)
Central Asia-Caucasus Analyst (online only)
Communist and Post-Communist Studies
Demokratizatsiia
Eurasian Geography and Economics
Europe-Asia Studies
Nationalities Papers
Journal of Eurasian Studies
Journal of Muslim Minority Affairs
Slavic Review
China and Eurasia Forum Quarterly
Post-Soviet Affairs
Problems of Post-Communism

Article Databases
Scopus
Historical Abstracts
Social Sciences Fulltext
Ingenta Connect
J-Stor

Academic Accommodations:
The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at
613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

**Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

**Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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 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:
Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructors. For written assignments not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

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<th>Percentage</th>
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<td>67-69</td>
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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 E-mail Accounts: All email communication to students from the Institute of European, Russian and Eurasian Studies will be via official Carleton university e-mail accounts and/or cuLearn. As important course and university information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

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