

Carleton University
 Department of Political Science
<https://carleton.ca/polisci>

Fall 2021

PSCI 3209 Reconstruction and Transformation in Europe and Eurasia

Fall 2021

Thursdays, 8:35-11:25 a.m. (Check location on Carleton Central)

Professor Andrea Chandler
 Department of Political Science
 Carleton University

E-mail: andrea.chandler@carleton.ca

Telephone: (613) 520-2600 ext 1418

Office hours: Thursdays, 1:15 – 3:15 p.m. Virtual office hours (see Brightspace for details); or by appointment at other times. If public health conditions permit, in-person one-on-one meetings may be arranged by appointment.

Course description:

This course examines selected political problems related to regime upheaval, institution-building, conflict and identity in postcommunist states; the scope of the course includes selected cases from states of the former Soviet Union. The Soviet Union, which collapsed in 1991, included fifteen republics (among them, Russia) which became the independent states that are the primary focus of this course. To a limited extent, some cases from Central and East European politics will be included as well.

The region of study provides an excellent subject for exploring contemporary themes in comparative politics. While the countries share some common institutional features based on a shared membership in a former powerful state, they have pursued different political directions and embraced their own interpretations of national identity. Interpretations of the Soviet past continue to frame many contemporary political problems, so as a result, this course includes a thorough examination of the historical context.

At the time of writing of this course outline, the course has been scheduled for in-person teaching, however the situation regarding COVID-19 continues to evolve. Students should be aware that public health recommendations may require adjustments in course delivery that are beyond the professor's control, in which case the professor will endeavour to minimize disruption and maintain continuity in the overall workload. Students with concerns about meeting course requirements should feel free to contact the professor.

Learning Objectives. The goals of the course are: 1) to gain a nuanced understanding of the politics of the countries of this region, 2) to analyze and reflect upon theoretical and scholarly debates that are especially relevant to this region, 3) to develop research skills appropriate to the third-year level of study, including analysis of primary source documents, 4) to encourage students to engage in peer-to-peer interaction to enhance each other's learning, recognizing the limits of such interaction within an asynchronous online format.

Continue to next page for required readings and course components: →

Textbook and Required Readings:

Katherine Graney, *Russia, the former Soviet Republics and Europe since 1989: Transformation and Tragedy*. New York: Oxford University Press, 2019.

→ *This textbook contains required reading. Students may need to purchase this textbook, which is available in paperback and has been ordered from the University bookstore.*

Additional required readings are available electronically on Library Reserve. On the Brightspace page, find the Tools menu, click on “Ares Reserves,” then click on “View Item” for the article you need.

Course requirements:

The table provides a short list of requirements and their percentages of the final grade. Details of each component are provided below the table. For all written work, see Statement on Written Work which follows on page 3 of this course outline.

Written Assignment 1, due October 7	10%
Forum Post on Written Assignment 1, due October 7	5%
Participation in class dialogue, written and/or online, details below	15%
Written Assignment 2, due December 2	30%
Final Examination, to be held during the scheduled examination period (December 11-23)	40%

Written Assignment 1: 10%. Due October 7, to be submitted to the designated online dropbox in pdf or Word. Students will be expected to complete a worksheet with specific assigned questions to answer, which will require research using specific online sources. Use complete sentences. The goal is to develop skills and knowledge essential for completing Written Assignment 2 due later in the term. The worksheet and accompanying instructions will be posted by the first week of classes.

Forum Post: 5% Due October 7. This forum post (150-200 words) is due the same day as Assignment 1, and is based on Assignment 1; the instructions for the post will be stated in the worksheet posted for Assignment 1. Students will post their response separately from the first assignment, in the designated online forum section of Brightspace; students’ posts will be visible to their peers in the class, so please keep them concise, constructive and tactful.

Participation in class dialogue, 15%. For weeks 3, 4, 6, 7, 8, 10, and 11, the professor will post a question a week in advance related to the course material for the following week. Each student is expected to choose three of these questions and prepare a response that shows thoughtful preparation of the reading assigned for that week. For each question chosen, the student may either verbally present their answer to the class for which it is assigned (please speak conversationally and maintain eye contact rather than simply reading), OR b) post a response to the online forum by 5:00 p.m. the day before the class for which the reading is

assigned (on the understanding that students will be able to see your post and your post may be discussed in class. *Students are encouraged to reflect upon weekly questions even if they do not present or post, as they will provide the basis for a portion of class discussion.*

Written Assignment 2: Due December 2, to be submitted to the designated online dropbox in pdf or Word. Suggested length: 12-15 pages, typed and double-spaced. This assignment is a research paper that requires students to explore in depth a particular primary source document (instructions will be posted to Brightspace early in the term), to provide an original analysis, and to relate the issues raised by that document to relevant theoretical questions and scholarly debates covered in the course. The paper should demonstrate consideration and reflection on a minimum of eight peer-reviewed sources; this is not a quota to be fulfilled, but an essential minimum – as part of the assignment, students are expected to determine how much research is appropriate for their particular topic and approach.

Final Examination 40%. An in-person exam will be requested, scheduled for the formal exam period (December 11-23), assuming public health conditions permit. Students will be expected to demonstrate understanding of all course material covered throughout the term, including lectures/class discussions, and all assigned readings.

STATEMENT ON WRITTEN WORK:

When students submit papers on time, it facilitates the timely marking of papers for all students. The professor will consider an extension if warranted, but otherwise late penalties may apply. Written assignments should follow the posted instructions and develop a clear argument, providing facts and evidence to support statements. Papers should analyze, rather than simply describe, the issues and events discussed. All sources should be properly referenced, and a bibliography provided. Please use a recognized referencing style consistently, MLA style is recommended. References should be complete and accurate, and provided as appropriate whenever you have referred to another author's idea, argument, or research. Quotations from secondary sources are to be avoided, as are quotations of more than fifty words in length from any one source. If you do choose to quote directly from a source, the citation should be indicated clearly with quotation marks and referenced. If you are unsure about referencing, please contact the professor well in advance of the due date.

CONSULTATIONS WITH THE PROFESSOR: Professor Chandler is available for virtual consultations using Big Blue Button, which is a tool within Brightspace, by telephone, or Zoom. Students may use email to contact the professor; please note that the professor uses email for very short replies, so a virtual conversation or phone conversation might be more suitable for a question that requires a detailed answer. The professor typically reads work email Monday-Friday during daytime hours. See contact information on page 1 of this document.

Schedule of Lectures and Readings:

As lectures are cumulative, students are advised to keep up with these lectures on a weekly basis.

Week 1 (September 9): Introduction; ethnic and linguistic diversity

Week 2 (September 16): Historical and Institutional Context: the Soviet Union; the Warsaw Pact

Required reading:

Graney, *Russia, the former Soviet Republics and Europe since 1989: Transformation and Tragedy*. New York: Oxford University Press, 2019: chapters 1-2

Ronald Grigor Suny, "The Empire that Dared not Speak its Name: Making Nations in the Soviet State." *Current History*, vol. 116, no. 792, October 2017, pp. 251-57.

Week 3 (September 23): Post-Soviet Statebuilding: Collapse and Conflict.Required Reading:

Graney, chapter 3.

Vaclav Havel and Paul Wilson. "The Power of the Powerless." *East European Politics and Societies and Cultures*, vol. 32, no. 2, May 2018, pp. 353–408.

Week 4 (September 30): Post-communist Regimes and ReformRequired Reading:

Graney, Chapter 6.

Diana Panke, "The European Court of Human Rights under scrutiny: explaining variation in non-compliance judgments." *Comparative European Politics*, vol. 18 (April 2020), pp. 151–170.

Week 5 (October 7): Identity, Language, CultureRequired Reading:

Graney, chapters 5 and 7

Alessandra Russo and Andrea Gawrich. "Overlap with Contestation? Comparing Norms and Policies of Regional Organizations in the Post-Soviet Space." *Central Asian Survey*, vol. 36, no. 3, July 2017, pp. 331–352.

Kathleen E. Smith, "A Monument for Our Times? Commemorating Victims of Repression in Putin's Russia." *Europe-Asia Studies*, vol. 71, no. 8, Oct. 2019, pp. 1314–1344.

Week 6 (October 14) The Research Paper; the Colour Revolutions, Part IRequired Reading:

Graney, chapters 4 and 8.

Week 7 (October 21): The Colour Revolutions, Part IIRequired Reading:

Ellen Carnaghan, "From Balcony to Barricade: Nationalism and Popular Mobilization in Georgia, Ukraine and Russia." *Europe-Asia Studies*, vol. 68, no. 9, November 2016, pp. 1579-1607.

Graney, chapter 9.

Week 8 (November 4). 21st century conflicts: Georgia, Ukraine, Nagorno-KarabakhRequired Reading:

Maria Popova, "Why the Orange Revolution was Short and Peaceful and the Euromaidan Long and Violent," *Problems of Post-Communism*, vol. 61, no. 6, November-December 2014, pp. 64-70.

Daniel Treisman, "Why Putin Took Crimea," *Foreign Affairs*, vol. 95, no. 3, 2016, pp. 47-54.

Ghaith Abdul-Ahad, "The War over Nagorno-Karabakh," *London Review of Books*, vol. 43, no. 12, 17 June 2021, pp. 15-20.

Week 9 (November 11). Authoritarianism (***) In light of Remembrance Day, there will be no scheduled in-person lecture; instead the professor will post an online content activity to be viewed at the student's convenience during the week. Please do the required reading as usual).

Required Reading:

Graney, chapter 10.

Alina Polyakova, "The Kremlin's Plot against Democracy: How Russia Updated its 2016 Playbook for 2020." *Foreign Affairs*, vol. 99, no. 5, Sept/Oct 2020, pp. 140-49.

Hansbury, Paul. "Friends in Need: Belarusian Alliance Commitments to Russia and the Ukraine War." *The Journal of Slavic Military Studies*, vol. 33, no. 4, Oct. 2020, pp. 542-555

Week 10 (November 18). Populism and Nationalism

Required Reading:

Hanson, Stephen E., and Jeffrey S. Kopstein. "Understanding the Global Patrimonial Wave." *Perspectives on Politics*, 2021, pp. 1-13. First View: 2 July 2021.
doi:10.1017/S1537592721001195.

Ivan Krastev and Leonard Benardo, "How can Nations atone for their sins?" *Prospect*, 14 July 2020, <https://www.prospectmagazine.co.uk/magazine/how-can-nations-atone-for-their-sins-germany-russia-nazism-soviet-union>

David Paternotte and Roman Kuhar, "Disentangling and Locating the 'Global Right': Anti-Gender Campaigns in Europe." *Politics and Governance*, vol. 6, no. 3, 2018, 6-19.

Week 11 (November 25). The International Environment

Required Reading:

Graney, chapter 11

Kimberly Marten, "NATO Enlargement: Evaluating its Consequences in Russia." *International Politics*, vol. 57, no. 3, June 2020, pp. 401-26.

Dmitry (Dima) Adamsky, "Christ-Loving Warriors: Ecclesiastical Dimension of the Russian Military Campaign in Syria." *Problems of Post-Communism*, vol. 67, no. 6, Nov. 2020, pp. 433-445

Week 12 (December 2). Leadership and Civil Society

Required Reading:

Bohdan Harasymiw, "Civil Society as an Anti-Corruption Actor in Post-Euromaidan Ukraine." *Canadian Slavonic Papers/Revue Canadienne Des Slavistes*, vol. 61, no. 3, Jan. 2019, pp. 288-320.

Nelly Bekus, "Echo of 1989? Protest Imaginaries and Identity Dilemmas in Belarus." *Slavic Review*, vol. 80, no. 1, spring 2021, pp. 4-14.

Paulina Pospieszna and Aleksandra Galus. "'Liberation Technology' or 'Net Delusion'? Civic Activists' Perceptions of Social Media as a Platform for Civic Activism in Belarus and Ukraine." *Europe-Asia Studies*, vol. 71, no. 10, Dec. 2019, pp. 1664-1684.

Week 13 (December 9). Conclusion

Required Reading

Timothy Frye, “Russia’s Weak Strongman.” *Foreign Affairs*, vol. 100, no. 3, May 2021, pp. 116–127.

Mitchell Orenstein, “COVID and Economic Well-being in Eastern Europe and Eurasia,” 12 July 2021. Foreign Policy Research Institute, *Analysis*, <https://www.fpri.org/article/2021/07/covid-and-economic-well-being-in-eastern-europe-and-eurasia/>

Judy Twigg and Lillian Posner. “Why aren’t Russians getting Vaccinated?” *Think Global Health*, 26 July 2021, <https://www.thinkglobalhealth.org/article/why-arent-russians-getting-vaccinated>

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 accommodation: 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 accommodation: 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.

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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 engage in student activities 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.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions,

chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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 and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. 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 E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.