



School of Public & International Affairs UNIVERSITY OF GEORGIA

INTL 4340 POST-COMMUNIST POLITICAL SYSTEMS

Term: Spring 2024
8 January – 7 May 2024
MWF 1:50pm – 2:40pm
MLC 253

Professor: B. Bryan Barber, Ph.D.
Email: bryan.barber@uga.edu

Student Hours:
Wed 10:00am – 11:00am @ Baldwin 1F Lobby
Fri 12:30pm – 1:30pm @ Law School Courtyard
- Use [Calendly](#) to make appointment

Course Description

When single-party, Communist political systems with centrally planned economies were established in the twentieth century, no one anticipated that, one day, they would become “post”-Communist states. How to account for this unexpected transition? Why did it happen? What are the characteristics of states which have undergone this difficult transition? Decades later, what factors are shared among their diverse political trajectories? This course explores in depth a state and its society’s experience of creating and enacting a Communist system, then the subsequent challenges of democratization, economic reforms, political reforms, international institutional pressures on domestic politics, and nationalism and ethnic conflict after the system was dismantled. The primary objective of this course is that students grasp the challenges that continue to confront post-Communist states. The course begins by focusing on communism in theory and in practice, why it collapsed, and the political, economic, and social outcomes. While emphasis is placed on the former Soviet Union, as an ideological forerunner, the course analyzes the post-Communist experience inclusive of states throughout not only Europe and Asia, but also Africa and Latin America. It also explores the existence of post-Communist “survivors”: the handful of states which are, officially, still controlled by a Communist party, and how they function in a “post-Communist world”...or, is it?

Student Learning Outcomes

Every aspect of this course is designed by me to help you successfully achieve the learning outcomes. Upon completion of this course:

1. understand and discuss the policies and policy orientations of post-Communist states;
2. assess the role of historical patterns of political, economic, and societal developments in post-Communist states;
3. evaluate to what degree the descriptor, “post-Communist,” is still an important determinant of politics in states which have experienced a Communist system;
4. comprehend and discuss the different ways institutions structure power and influence representation;
5. apply the theoretical and analytical tools learned to examine the politics of any state.

Course Materials

This is a **no cost course**, meaning you are not required to purchase any books or other instructional materials. Instead, we use eLC for required reading materials as well as announcements, the course calendar, and presentations. You will also use eLC to submit assignments and to take assessments. It is essential that you monitor its content regularly.

Kolejka

Last year, I requested that the UGA Library keep a copy of the Polish boardgame, *Kolejka* ("Queue"), which replicates the hardships of daily life under late Communism. We will play the game in class for our third simulation, but in the meantime, please know that *Kolejka* is on course reserve for us at the library for the entire semester, which means only you can check it out. To check it out, just ask the 1F Circulation Desk, telling them it is for INTL 4340, and they'll get it for you. To reserve it online, log in to the UGA Library homepage, click on "Books & More," type in "Kolejka," and it will be under "Realia." It can be checked out for one day. After the semester ends, it will still be available at the library, but no longer on course reserve for us.

Course Structure

The course will focus on providing an atmosphere for active engagement. Generally, classes will be divided among interactive lectures, group activities, and structured simulations. In this class, you will play a more active role by contributing your thoughts, analysis, and questions.

Communication

Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email "Dr. Barber," "Dear Dr. Barber," or "Dear Professor Barber" for initial contact. I will not answer emails that use an improper salutation.
2. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
3. For questions about groupwork assignments, always CC all group members.
4. I prefer corresponding via @uga.edu email rather than eLC email.
5. **Always ensure your question is not already addressed in this syllabus before emailing me.**

Student Hours

I do not keep "office hours"; rather, I keep "student hours," because this time is dedicated to you. While I do have an office (Candler 304), student hours are spent elsewhere on campus. Please make a 15-minute appointment time here: <https://calendly.com/bbryanbarber/student-hours> . If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, email me and I will work with you to arrange that.

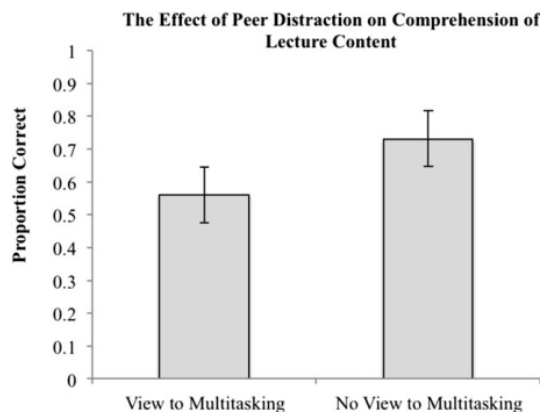
eLC

****Please register for Announcement Notifications!*****

I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

Prohibited Electronic Devices

This course requires you to occasionally use your laptop or tablet during class time. Please know, however, that research suggests that (a) the human brain is not as excellent at multitasking as we think it is, and (b) taking notes by hand is [more effective](#) than doing so with a laptop. These may be no surprise, but more alarmingly, further research shows that (c) a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (I will share this article with the class, but see the graph below)! Please be respectful of your peers and restrict your use of electronic devices to course content only.



Sana, Weston, and Cepeda, "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers," *Computers & Education* 62 (2013), p. 27.

If I see that you or your neighbors are distracted by what is seen on (or heard from) your electronic device, I will ask you to leave the class and you will forfeit your ability to earn attendance or participation credit for that day. There will be times when you have completed your work, but your peers have not. I ask that you assist your peers when appropriate, or use the time to review your notes while you wait. You will learn more if you put away your electronic device and concentrate on the course while you are here, and your peers will thank you for not impeding their ability to learn.

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will definitely be asked to leave, and you will forfeit your ability to earn attendance or participation credit for that day.

Assessment

Simulation Policy Briefs (20%)

There are three simulations throughout the course whereby you work in groups or pairs and prepare policy briefs for the actor you are roleplaying in the simulation. You must: (1) draft a Policy Proposal together with your groupmate(s); (2) participate in the simulation in class; then, finally, (3) write your Policy Briefs, individually, with the purpose of crafting sound recommendations for real-world actors concerning the issues these actors are facing. You must take into consideration what worked and did not work from your Policy Proposal's stated objectives. Also, you must take into consideration the reaction of other groups to your ideas, and the tenor of the simulation when crafting their Policy Brief. The content of these briefs should take into account all that was planned and negotiated (i.e., in lectures, in preparation for the simulation, during the simulation, and in the debrief session). The format for these briefs will be discussed before the first one is due (see schedule below for more details). Policy Briefs will be graded using a consistent rubric available on eLC and covered in class in-depth. These briefs are graded on quality, applicability, and contextual awareness for the recommendations made.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without doublechecking does not give you permission

to submit your assignment late. Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available, until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Reading Annotations (20%)

As a way for the whole class to engage together with the readings, Reading Annotations are completed weekly using Perusall. For each reading, you must write at least three critical statements or questions about the reading content, and at least two responses to your peers' statements/questions, for a total of at least five comments in total. The following are some examples of critical responses you could write: questioning the author's analysis or research, adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class, pointing out how it relates to other academic material, agreeing or disagreeing with a peer and why you are doing so, or critiquing arguments. I want to see evidence you have thought deeply about the author's arguments, and your peers' comments.

In a typical week, your first two posts will be due on Mondays at class time (by 1:50pm), with the last three due on Wednesdays at class time (by 1:50pm). The staggered deadlines give your peers time to read and think about your earlier comments. Late attempts of reading annotations are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not contribute to the reading annotations for the entire availability period (and not just the final day, for example). Without said documentation, please do not contact me with a request for late comments. It is advised that you work well ahead of these deadlines. Contributions to the reading annotations must be completed in your own time. Reading annotations made during class, as recorded in Perusall, are an automatic zero, as this is an inappropriate use of class time.

Exams (40% = 2 @ 20% ea.)

The exams in this course follow the format of "two-stage exams": the first stage is completed individually in a standard exam format, and the second stage is completed in a small group which comes to a consensus on the suitable responses. "Two-stage exams" are utilized because not only do they assess your comprehension of course material, but they also significantly improve comprehension and longer-term retention of content. The two exams cover material in both lectures and readings, and include short essay questions. Exams are taken in class, without access to course materials. Early and Make-up exams will not be considered, except with appropriate documentation (it must clearly indicate the student will be/was unable to sit the exam specifically at the scheduled time). Please see below under "Absences" for details on what qualified and does not qualify for excusals.

Class Contribution (20%)

Contribution = participation ($\frac{1}{2}$) + attendance ($\frac{1}{2}$).

Participation (10%)

You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. On Fridays, we will have a discussion classes, where students lead the discussion. You are expected to ask critical questions and respond to questions throughout the class based upon that week's lectures and readings.

The participation grade is assessed on a scale from 10 to 0 based upon the quality and quantity of student engagement in the classes for the week. Among the three class days in a week, participation grades are distributed at a ratio of 2:2:6, meaning that Mondays and Wednesdays are each worth 2 of the 10 points in a typical three-class week, while Friday discussion classes count for 6 of the 10 weekly participation points. If you attend all three classes in the week, but do not ask or respond to questions, you will earn a 0 of 10 for participation that week.

Each of you will lead Friday discussions one or more times throughout the semester. As discussion leaders, you will need to prepare a brief 10-minute summary of the themes from the reading and lectures, then have some critical

questions prepared for class discussion. Each time served as discussion leader is equivalent to one week's participation grade.

For simulation weeks, participation is also assessed on the same scale from 10 to 0 by: (1) an evaluation of each *group's* contribution to class simulations; (2) an evaluation of each *individual's* contribution within the group.

Attendance (10%)

You will record your own attendance through a shared link during each class, and attendance is recorded in a binary 0 for absent and 1 for present. I reserve the right to change your attendance grade if you are not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session. If you arrive late or leave class early, you cannot earn "present" for the attendance grade. If you were present, but forgot to record your attendance through the shared link during class, you will be recorded absent. Subsequently asking me to change your absence to presence in such a scenario will be denied. Note that poor attendance will also be detrimental to your grades in group assessments. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual, and to prepare everyone for the "real world," **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

Absences can be excused only under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead will be needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, approval in advance is required);
6. The wedding or funeral of a *close relative* (defined as abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

Excusal requests for absences will not be accepted any later than one week (seven days) from when the absence took place. When possible, I greatly appreciate receiving excusal requests prior to the date in question.

Do not ask about having an absence excused without any of the aforementioned documentation which must include your full name and the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but SCO is clear that their notification to faculty does not excuse absences. Official documentation, as outlined above, is still necessary for excusal.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are **not** grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;

- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including before/after Spring Break, and the final class meeting before the summer**).

Assessment	Graded Points	Percent of Final Grade
Simulation Policy Briefs (3)	100, ea.	20%
Reading Discussions (weekly)	10, ea.	20%
Midterm Exam	100	20%
Final Exam	100	20%
Class Contribution (attendance and participation)	10, ea.	20%
Total		100%

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.0%	Excellent
Grade = A-	92.9 - 90.0%	Excellent
Grade = B+	89.9 - 87.0%	Good
Grade = B	86.9 - 83.0%	Good
Grade = B-	82.9 - 80.0%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.9 - 77.0%	Satisfactory
Grade = C	76.9 - 73.0%	Satisfactory
Grade = C-	72.9 - 70.0%	Satisfactory
Grade = D	69.9 - 60.0%	Poor
Grade = F	59.9 - 0%	Fail

There is no rounding of grades beyond the **basis point** (1/100th of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, “What is my current grade in the course?” or “How much do I need to score on x in order to earn y in the course?” refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examine your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

Mercy Day

Sometimes things happen which prevent you from completing an assignment on time, or to the quality you expect of yourself. Therefore, May 3 is Mercy Day for this course. Students are permitted to submit late any **one** missed assignment, or resubmit any **one** assignment poorly performed, and I will (re)assess and accept it with no questions asked. Again, each student is allowed **only one** for the entire course, and it must be submitted by Mercy

Day 11:59PM. Only a Reading Annotation and Simulation Policy Brief grade may be permitted for Mercy Day submissions (a Policy Proposal is also permitted, but considered as a separate grade from the Policy Brief).

Extra Credit

Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced receiving emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across universities nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is **NOT** subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you *earn* is the grade you will receive. **The sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

The minimum penalty for any type of plagiarism or cheating will be an “F” on the assignment. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

Plagiarism is using another’s work as your own without correct citations. Examples include, but are not limited to:

- i. Directly quoting another’s written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else’s original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*
- vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

The bottom line:

- If it’s not your writing, thought, creation, or composition, cite it.*
- If it is your previous work, make sure you are allowed to use it.*
- If you had someone create or do this work on your behalf (paid or not), then it’s contract cheating.*

Additionally, while generative artificial intelligence-based technologies, such as ChatGPT, have recently made huge strides in producing written work replicable of students' efforts, overall the quality remains subpar, and is stuffed with "filler" content. Nevertheless, discussions about these technologies are crucial, yet have not sufficiently taken place among technologists, liberal arts scholars, and university administrators, not just at UGA, but universities the world over. For the time being, any use of artificial intelligence software or word mixing software to write your paper or disguise plagiarized work is also strictly categorized as a form of plagiarism.

As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university's code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.

Copyright on Course Materials

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- Will use the records only for personal academic use during the specific course;
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way;
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study;
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings, and also that you will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;
- Will erase/delete all recordings at the end of the semester;
- Understand that violation of these terms may subject you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this is achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.
- You are encouraged to use technology in the classroom for the explicit purpose of engaging more fully with the course materials.

There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to "call in" when mistakes (intentional or not) occur, rather than "call out" or "cancel" so that we may learn from each other.

Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Accessibility Note

If you plan to request accommodations for a disability, please register with the Disability Resource Center by the first week of class. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

Letters of Recommendation Policy

It is very important to me that students who work hard and develop in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully;
- Earned good grades (B or higher) in at least one of my courses;
- Make initial request for the letter at least two weeks prior to the deadline.

If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Date	Topic
Week 1: Jan 8, 10, 12	Introduction to the Course <input type="checkbox"/> carefully read through your syllabus! <input type="checkbox"/> turn eLC notifications on for course <input type="checkbox"/> Vachudova article W1 Reading Annotations due by Friday class time
Date	Topic
Week 2: Jan 17, 19	Communism in Theory <input type="checkbox"/> Holmes Ch. 1 <input type="checkbox"/> Marx & Engels, <i>Communist Manifesto</i> <input type="checkbox"/> Brown Ch. 6 <input type="checkbox"/> Wheen piece W2 Reading Annotations due by Wed/Fri class time
Date	Topic
Week 3: Jan 22, 24, 26	Communism in Practice <input type="checkbox"/> White Chs. 2-3 <input type="checkbox"/> Young, pp. 17-27 (Baciu trans. & repub.) & pp. 298-306 <input type="checkbox"/> RFE/RL piece <input type="checkbox"/> Davies article <input type="checkbox"/> Documentary - The lost world of communism part 1/3 (East Germany) https://www.youtube.com/watch?v=znb_X48WXUg <input type="checkbox"/> Documentary - The lost world of communism part 2/3 (Czechoslovakia) https://www.youtube.com/watch?v=sUVro3TKjow <input type="checkbox"/> Documentary - The lost world of communism part 3/3 (Romania) https://www.youtube.com/watch?v=TzmmaskkuKIM W3 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 4: Ja 29, 31, Fe 2	The Collapse of Communism <input type="checkbox"/> Brown, Ch.24 & 29 <input type="checkbox"/> Gorbachev & Thatcher Conversation, 1989 <input type="checkbox"/> Scorpions – “Wind of Change” (Official Music Video) https://www.youtube.com/watch?v=n4RjKxsamQ <input type="checkbox"/> Collapse of USSR - Three days that shook the world in August 1991 https://www.youtube.com/watch?v=VAPk7z5Yzrw <input type="checkbox"/> “I fought for USSR, but failed”: RT talks to Mikhail Gorbachev https://www.youtube.com/watch?v=WGo5B83HqU8 <input type="checkbox"/> Why Did the Soviet Union Collapse? https://www.youtube.com/watch?v=eKb87H2g6CM&feature=youtu.be

	W4 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 5: Feb 5, 7, 9	Simulation I: Collapse of the People's Republic of Ruritania
Date	Topic
Week 6: Feb 12, 14, 16	Political Transitions <input type="checkbox"/> Fukuyama article (excepts) <input type="checkbox"/> Bunce & Wolchik, Ch.5 <input type="checkbox"/> Magyar & Madlovics, pp. 185-92 W6 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 7: Feb 19, 21, 23	<p style="text-align: center;">***MIDTERM EXAM*** February 21 & 23</p>
Date	Topic
Week 8: Fe 26, 28, Ma 1	Film: <i>Goodbye, Lenin!</i> (2003) <input type="checkbox"/> Barney article <input type="checkbox"/> Wike (excerpts) W8 Reading Annotations due by Mon/Wed class time
Date	Topic
Mar 4 – 8	***SPRING BREAK***
Date	Topic
Week 9: Mar 11, 13, 15	Economic Transitions <input type="checkbox"/> Braguinsky, Ch. 10 <input type="checkbox"/> Myant & Drahokoupil, Chs.5 & 6 W9 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 10: Mar 18, 20, 22	Societal Transitions <input type="checkbox"/> Myant & Drahokoupil, Ch 10 <input type="checkbox"/> Ghodsee, Chs. 11, & 1 W10 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 11: Mar 25, 27, 29	Simulation II: Applying for an IMF Loan
Date	Topic
Week 12: Apr 1, 3, 5	International Integration <input type="checkbox"/> Buzan & Wæver, pp. 349-50, Ch.13, & pp. 437-39 <input type="checkbox"/> Putin's Road to War: Julia Ioffe (interview)

	https://www.youtube.com/watch?v=kSNo2FPQDQw W12 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 13: Apr 8, 10, 12	Ethnic Conflicts <input type="checkbox"/> Kaufman, "The Seven Rules of Nationalism" <input type="checkbox"/> Fowkes, Chs. 1 & 7 <input type="checkbox"/> Marsh article W13 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 14: Apr 15, 17, 19	Simulation III: <i>Kolejka</i> Boardgame
Date	Topic
Week 15: Apr 22, 24, 26	Communist Political Systems Today <input type="checkbox"/> Shleifer & Treisman article <input type="checkbox"/> Pearson, Ch. 12 <input type="checkbox"/> Kagarlitsky article <input type="checkbox"/> Slavoj Žižek: The Relevance of The Communist Manifesto https://www.youtube.com/watch?v=OpW2t_RFgQw W15 Reading Annotations due by Mon/Wed class time
Date	Topic
Week 16: Apr 29 (M)	Closing Thoughts & Debrief
May 1 (W)	***FINAL EXAM*** noon – 3:00 pm
May 3 (F)	***MERCY DAY***

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EST until 10 March, EDT thereafter). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

NOTE: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.