



# School of Public & International Affairs UNIVERSITY OF GEORGIA

## INTL 4780 SPECIAL TOPICS IN COMPARATIVE POLITICS: POLITICS OF CENTRAL ASIA

Term: Spring 2024  
MWF 9:10am – 10:00am  
Baldwin Hall 264

**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

In the early decades of the twentieth century, geopolitical theorist Sir Halford Mackinder argued there exists on the Eurasian continent a “geographical pivot of history.” Mackinder’s summed up his “Heartland Thesis” with the famed quote: “who rules the Heartland commands the World-Island; who rules the World-Island commands the world.” Ever since then – but especially in the wake of the Soviet collapse – political analysts, strategists, and policymakers in Washington, Moscow, Beijing, and beyond, have shown that Mackinder’s claim is a crucial foundation to their global strategies, and his so-called “Heartland” today lies in Central Asia. Yet, very little is understood about the societies which make up this space at the center of the “World-Island.”

In the narrowest sense, Central Asia is a region made up exclusively of the five post-Soviet republics, or “the -Stans”: Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan. In reality, however, Central Asia is much more extensive, and areas all around “the -Stans” somehow have functional ties to the societies within these five republics politically, economically, and culturally. In this course, we delve into the politics of this fascinating region at the center of twenty-first century great power competitions, yet scarcely understood.

### Prerequisite Requirements

Successful completion of INTL 3200 or INTL 3300 is required for enrollment in this course.

### 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, you will be able to:

1. Understand and discuss the policies and policy orientations of the five post-Soviet states in Central Asia;
2. Assess the role of historical and geographical factors on patterns of political, economic, and societal developments in Central Asian states;
3. Comprehend and discuss the different ways institutions structure power and influence representations in Central Asian states;
4. Apply the theoretical and analytical tools learned to examine the politics of states in other regions of the world.

## 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.

## 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.

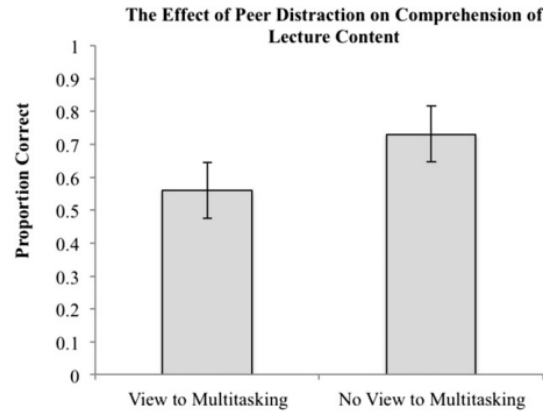
### eLC

**\*\*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 classmates 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

### Policy Briefs (30%)

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.

### Research Paper (25%)

The research paper is the culmination of your study in this course. Research papers are on a topic relating to: (1) a comparative study of a political issue in two or more Central Asian states; (2) relations between two or more

Central Asian states; or (3) relations between one or more Central Asian states and an outside power (China, Russia, etc.) or region. The research paper is designed to give you an opportunity to study a case in depth, on your own initiative, and come up with a unique, well-considered, and convincing argument. The research paper is graded on synthesis of class information, clarity, and critical thinking. Further details are forthcoming.

Note that due dates for the Research Paper correlate with due dates for the SPIA Undergraduate Research Colloquium. This is because I want to encourage all of you to submit your abstract to this special event. It is an excellent way to practice developing your research and presentation skills, and something you can add to your résumé!

### **Reading Annotations (15%)**

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, with the last three due on Wednesdays at class time. 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.

### **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 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.

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.

### **Discussion Lead (5%)**

Each of you will lead Friday discussions throughout the semester. Ideally, each student will take the role of discussion leader twice, likely working with another student both times. As discussion leaders, you 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.

### Quizzes (5%)

We will have a few in-classes quizzes on essential information about Central Asia, in which clear mastery is needed prior to proceeding with in-depth study. These are not “pop-quizzes,” and you will be notified of quiz dates ahead of time.

### Attendance (5%)

Until I have everyone’s names down, you will record your own attendance through a shared link during each class; after which, I will record on my own. 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 the Monday before Thanksgiving Break, and the final class meetings before Winter Break**).

Assessment	Graded Points	Percent of Final Grade
Simulation Policy Briefs	50, ea.	30%
Research Paper	100	25%
Reading Annotations	10, ea.	15%
Participation	10, ea.	15%
Discussion Lead	10, ea.	5%
Quizzes	10, ea.	5%
Attendance	1, ea.	5%
<b>Total</b>		<b>100%</b>

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.00%	Excellent
Grade = A-	92.99 - 90.00%	Excellent
Grade = B+	89.99 - 87.00%	Good
Grade = B	86.99 - 83.00%	Good
Grade = B-	82.99 - 80.00%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.99 - 77.00%	Satisfactory
Grade = C	76.99 - 73.00%	Satisfactory
Grade = C-	72.99 - 70.00%	Satisfactory
Grade = D	69.99 - 60.00%	Poor
Grade = F	59.99 - 0.00%	Fail

There is no rounding of grades beyond the **basis point** (1/100<sup>th</sup> 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. Participation, Discussion Lead, and Attendance grades cannot be permitted for Mercy Day submissions. While the Research Paper can be permitted for Mercy Day, preliminary submissions, such as the proposal, outline, and draft are considered separate submissions.

### **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 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 university campuses 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](http://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.

## **Note on Central Asian Nomenclature**

It is widely accepted among scholars of Central Asian studies that linguistic conventions are a nightmare. The languages of Central Asia have been written in multiple versions of the Perso-Arabic, Latin, and Cyrillic alphabets. More than three decades after the collapse of the Soviet Union, Uzbekistan, Turkmenistan, and Kazakhstan each use mixed, and still evolving, Latin and Cyrillic alphabets while Kyrgyzstan and Tajikistan use different Cyrillic alphabets. In class, any spelling that is recognizably “in the ballpark” will do. I attempt to use the Library of Congress system for transliterating from Russian. For Central Asian languages I attempt to use the American standard or most accessible spelling available, rather than the most historically accurate. Hence “Kazakh” as the standard rendering of “Qozoq”; “Kyrgyz” for what could be written as “Kirghiz,” “Kirgiz,” or “Qyrgyz”; and “Kokand” for the city that is spelling “Khoqand” in pre-Soviet manuscripts and “Qo‘qon” in Uzbekistan’s current Latin alphabet.

Not just spellings, but names, have also frequently changed. Until 1925, Russians called the Kazakhs “Kirgiz,” and the Kyrgyz “Kara-Kirgiz” (Black Kirgiz). Astana, the capital of Kazakhstan, is in the Guinness Book of World Records for the most name changes. Originally Akmoly, it was Russified into Akmolinsk in 1832, until 1961 when it became Tselinograd. In 1991 it was renamed Akmola, and in 1998 it became Astana. In 2019, it was renamed Nur-Sultan, but in 2022, changed back to Astana. Hang in there, because many Central Asian cities, regions, and geographical features have gone through multiple name changes, and may even have multiple names today based on which language is being spoken or written.

Lastly, keep straight the terminology for ethno-nations and state citizens. Kazakhs are people who identify with the ethno-nation, while Kazakhstanis are citizens of Kazakhstan (nearly a third of whom are *not* Kazakhs). Uzbeks are people who identify with the ethno-nation, while Uzbekistanis are citizens of Uzbekistan. Tajiks are an ethno-nation; Tajikistanis are citizens of Tajikistan. In English, the distinction is less often made for Turkmen/Turkmenistani and Kyrgyz/Kyrgyzstani, but this can be a sensitive topic for some, so let’s practice using the proper address.

## **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	
Module I: History & Geography	
Week 1	
Jan 8, 10, 12	<b>Geography &amp; Geopolitics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> carefully read through your syllabus</li> <li><input type="checkbox"/> turn eLC notifications on for course</li> <li><input type="checkbox"/> Cummings, Ch2</li> <li><input type="checkbox"/> The Land of “Stans”: Geography of Central Asia  <a href="https://www.youtube.com/watch?v=UCuttMQZrGY">https://www.youtube.com/watch?v=UCuttMQZrGY</a></li> <li><input type="checkbox"/> Kazakhstan - Largest country in Central Asia   Travel Documentary  <a href="https://www.youtube.com/watch?v=8t5ZkVdXjrE">https://www.youtube.com/watch?v=8t5ZkVdXjrE</a></li> <li><input type="checkbox"/> Uzbekistan - Future Power of Central Asia?  <a href="https://www.youtube.com/watch?v=sWtMu_KEglw">https://www.youtube.com/watch?v=sWtMu_KEglw</a></li> <li><input type="checkbox"/> Kyrgyzstan - The Last Soviet Corner in Central Asia  <a href="https://www.youtube.com/watch?v=IHZF8S6Gqeo">https://www.youtube.com/watch?v=IHZF8S6Gqeo</a></li> <li><input type="checkbox"/> Turkmenistan – The North Korea of Central Asia  <a href="https://www.youtube.com/watch?v=4sEEETVvK2E">https://www.youtube.com/watch?v=4sEEETVvK2E</a></li> <li><input type="checkbox"/> Tajiks – Iranians of the East  <a href="https://www.youtube.com/watch?v=eN9NiBWOWWs">https://www.youtube.com/watch?v=eN9NiBWOWWs</a></li> <li><input type="checkbox"/> Tajikistan: Everything You Need to Know  <a href="https://www.youtube.com/watch?v=FTlwzW6ZHqY&amp;t=16s">https://www.youtube.com/watch?v=FTlwzW6ZHqY&amp;t=16s</a></li> </ul> <b>W1 Reading Annotations due Friday class time</b>
Week 2	
Jan 15	<b>***MLK Day – No Class***</b>
Jan 17, 19	<b>Silk Roads &amp; Empires</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Khalid, Ch1</li> <li><input type="checkbox"/> Buranelli</li> <li><input type="checkbox"/> Modu Chanyu and the Xiongnu Empire  <a href="https://www.youtube.com/watch?v=cubsSWp3RYY">https://www.youtube.com/watch?v=cubsSWp3RYY</a></li> <li><input type="checkbox"/> <i>The Legend of Tomiris</i> (2019) – Kazakhstani historical epic film  <a href="https://www.youtube.com/watch?v=Abmmo5gHxvU">https://www.youtube.com/watch?v=Abmmo5gHxvU</a></li> <li><input type="checkbox"/> <i>Myn Bala</i> (2011) – Kazakhstani historical epic film  <a href="https://www.youtube.com/watch?v=kJIYHdsteDA">https://www.youtube.com/watch?v=kJIYHdsteDA</a></li> </ul> <b>W2 Reading Annotations due Wed/Fri class time</b>
Week 3	
Jan 22, 24, 26	<b>Russian Expansion &amp; the Great Game</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Khalid, Chs. 5-6</li> <li><input type="checkbox"/> Hamm</li> <li><input type="checkbox"/> The Great Game: Anglo-Russian Rivalry in Central Asia by Major JGH Corrigan</li> </ul>

	<p>MBE <a href="https://www.youtube.com/watch?v=9HvYJaZ27pE">https://www.youtube.com/watch?v=9HvYJaZ27pE</a></p> <p>□ The Russian Conquest of Central Asia and the Myth of the "Great Game"</p> <p><a href="https://www.youtube.com/watch?v=n3XN42x_rc">https://www.youtube.com/watch?v=n3XN42x_rc</a></p> <p><b>W3 Reading Annotations due Mon/Wed class time</b></p>
<b>Week 4</b>	
<b>Ja 29, 31, Fe 2</b>	<p><b>Bolshevism &amp; USSR</b></p> <p>□ Cummings, Ch3</p> <p>□ Shayakhmetov, Ch21</p> <p>□ McMann, Ch15</p> <p>□ Guzeva (Photo Essay)</p> <p>□ Russian Civil War in Central Asia (Documentary)</p> <p><a href="https://www.youtube.com/watch?v=6FYEGAmPW5E">https://www.youtube.com/watch?v=6FYEGAmPW5E</a></p> <p>□ Khrushchev's Virgin Lands Campaign &amp; Food Security in the USSR</p> <p><a href="https://www.youtube.com/watch?v=Mtt5YgLwUS4">https://www.youtube.com/watch?v=Mtt5YgLwUS4</a></p> <p><b>W4 Reading Annotations due Mon/Wed class time</b></p> <p><b>Research Paper Proposal due Friday class time</b></p>
<b>Week 5</b>	
<b>Feb 5, 7, 9</b>	<p><b>Soviet Collapse &amp; Independence</b></p> <p>□ Jelen, pp. 139-154</p> <p>□ Khalid, Ch21</p> <p>□ Laruelle, Conc.</p> <p><b>W5 Reading Annotations due Mon/Wed class time</b></p>
<b>Week 6</b>	
<b>Feb 12, 14, 16</b>	<b>Simulation I</b>
<b>Module II: Contemporary Issues</b>	
<b>Week 7</b>	
<b>Feb 19, 21, 23</b>	<p><b>Political Institutions</b></p> <p>□ Schatz, Intro, Ch5, &amp; Ch6</p> <p><b>W7 Reading Annotations due Mon/Wed class time</b></p> <p><b>Research Paper Outline due Friday class time</b></p>
<b>Week 8</b>	
<b>Fe 26, 28, Ma 1</b>	<p><b>Authoritarianism</b></p> <p>□ Jelen, pp. 279-86 &amp; pp. 314-21</p> <p>□ Cooley, Ch2</p> <p>□ Cooley &amp; Heathershaw, Ch1</p> <p>□ Rathbone</p> <p>□ "Exploring Central Asia's Present &amp; Future," <i>Majlis</i> Podcast (6 Aug 2023)</p> <p><a href="https://podcasts.apple.com/us/podcast/majlis/id1086142112?i=1000623574058">https://podcasts.apple.com/us/podcast/majlis/id1086142112?i=1000623574058</a></p> <p>□ Gurbanguly Berdimuhamedov, <i>Last Week Tonight with John Oliver</i></p>

	<a href="https://www.youtube.com/watch?v=-9QYu8LtH2E&amp;t=15s">https://www.youtube.com/watch?v=-9QYu8LtH2E&amp;t=15s</a> <b>W8 Reading Annotations due Mon/Wed class time</b>
<b>Spring Break</b>	
<b>Mar 4 – 8</b>	<b>***No Class***</b>
<b>Week 9</b>	
<b>Mar 11, 13, 15</b>	<b>Islam, Identity, &amp; Security</b> <input type="checkbox"/> Mesbahi <input type="checkbox"/> Hanks, Ch2 <input type="checkbox"/> Thibault, Ch8 <input type="checkbox"/> <i>The Economist</i> <input type="checkbox"/> Laruelle, Ch5 (optional) <b>W9 Reading Annotations due Mon/Wed class time</b>
<b>Week 10</b>	
<b>Mar 18, 20, 22</b>	<b>Borders &amp; Ethnic Conflict</b> <input type="checkbox"/> Baizakova <input type="checkbox"/> Smith, Ch11 <input type="checkbox"/> Terzyan <input type="checkbox"/> <i>The Economist</i> <b>W10 Reading Annotations due Mon/Wed class time</b>
<b>Week 11</b>	
<b>Mar 25, 27, 29</b>	<b>Simulation II</b>
<b>Week 12</b>	
<b>Apr 1, 3, 5</b>	<b>Environmental Politics</b> <input type="checkbox"/> Penati, Ch4 <input type="checkbox"/> Boyle, Ch16 <input type="checkbox"/> Wæhler & Dietrichs <input type="checkbox"/> O'Donnell <input type="checkbox"/> Podguzov <input type="checkbox"/> NASA: World of Change: Aral Sea <a href="https://earthobservatory.nasa.gov/world-of-change/AralSea">https://earthobservatory.nasa.gov/world-of-change/AralSea</a> <input type="checkbox"/> Aral Sea: The sea that dried up in 40 years - BBC News- Feb 28, 2015 <a href="https://www.youtube.com/watch?v=5N-69cWyKo">https://www.youtube.com/watch?v=5N-69cWyKo</a> <input type="checkbox"/> The Story of the Aral Sea's Disappearance <a href="https://www.youtube.com/watch?v=DsUYt9tIsos">https://www.youtube.com/watch?v=DsUYt9tIsos</a> <b>W12 Reading Annotations due Mon/Wed class time</b> <b>Research Paper Draft due Friday class time</b>
<b>Week 13</b>	
<b>Apr 8, 10, 12</b>	<b>Petropolitics and Resource Development</b> <input type="checkbox"/> Piet, Ch8

	<input type="checkbox"/> McLean, Ch7 <input type="checkbox"/> Gyene <input type="checkbox"/> "Kazakhstan's Oil Export Routes" – <i>TVP World</i> <a href="https://www.youtube.com/watch?v=vvLBAH4lWoE">https://www.youtube.com/watch?v=vvLBAH4lWoE</a> <b>W13 Reading Annotations due Mon/Wed class time</b> <b>Research Paper due Friday class time</b>
<b>Week 14</b>	
<b>Apr 15, 17, 19</b>	<b>A New Great Game: Relations with Russia &amp; China</b> <input type="checkbox"/> Usman, Ch3 & Ch5 <input type="checkbox"/> Koseoglu <input type="checkbox"/> "China's Belt And Road In Central Asia: A Decade On" – <i>CNA Insider</i> <a href="https://www.youtube.com/watch?v=o-m4JueFtg">https://www.youtube.com/watch?v=o-m4JueFtg</a> <b>W14 Reading Annotations due Mon/Wed class time</b>
<b>Week 15</b>	
<b>Apr 22, 24, 26</b>	<b>A New Great Game: Local &amp; Global Contexts</b> <input type="checkbox"/> Usman, Ch2 <input type="checkbox"/> Cooley Ch9 <input type="checkbox"/> Akchurina & Dolidze <input type="checkbox"/> Audio: Alexander Cooley, "Locating Central Asian Geopolitics" <a href="https://www.amerikaovozi.com/a/3009101.html">https://www.amerikaovozi.com/a/3009101.html</a> <b>W15 Reading Annotations due Mon/Wed class time</b>
<b>Week 16</b>	
<b>Apr 29 (M)</b>	<b>Simulation III</b>  <b>Mercy Day: any 1 (re)submission accepted Fri (May 3) 11:59PM</b>
<b>Finals Week</b>	
<b>May 6 (M) 8AM – 11AM</b>	<b>Simulation III (cont.)</b>

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.