



**School of Public &  
International Affairs**  
**UNIVERSITY OF GEORGIA**

**INTL 4340H**  
**POST-COMMUNIST POLITICAL SYSTEMS**  
**Honors Section**

Term: Spring 2025  
6 January – 2 May 2024  
MWF 9:10am – 10:00am  
Candler Hall 214

<b>General Information</b>			
<b>Instructor</b>	Dr. B. Bryan Barber <a href="mailto:bryan.barber@uga.edu">bryan.barber@uga.edu</a>	<b>Instructor's Student Hours</b>	Wed & Fri 12:30pm – 1:30pm Candler Hall 217 Use <a href="#">Calendly</a> to make appointment
<b>Peer Learning Assistant (PLA)</b>	<p>The PLA program is a university-wide initiative that provides selected courses with quality students who have previously completed the course to serve as leaders and mentors throughout the semester. PLAs improve student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. Please see <a href="#">this recent article</a> to learn more.</p> <p>For this course, our PLA is <a href="#">Alex Rau</a>. Alex is a top-notch student in International Affairs who has completed this course with distinction. Please get to know him throughout the semester!</p>		

**Course Description**

When party-dominated, 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? Decades later, what factors remain shared among these states’ 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*

*Kolejka* ("Queue") is a Polish boardgame 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 focuses 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 improper salutation.
2. I teach multiple courses, so please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. 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.
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! Please make a 15-minute appointment time here: <https://calendly.com/bryanbarber/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, contact me and I will work with you to arrange that.

## eLC

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

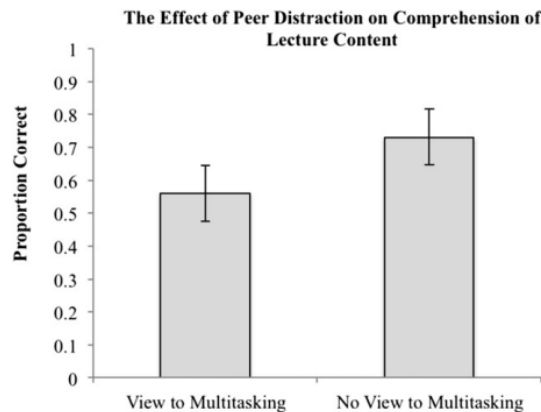
I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

# Prohibited Electronic Devices

## Laptops

Laptops are **not** welcome in class unless I instruct you to use one. Your laptop should stay off your desk. Now, allow me to explain why.

A [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.<sup>1</sup> The same study also concluded that students with high grade point averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices!<sup>2</sup> Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.<sup>3</sup> Further research also suggests that 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 (see the graph below)!<sup>4</sup>



I am committed to your academic success throughout this course (and thereafter), so given the abundance of evidence in the abovementioned studies, **laptops are not welcome in class unless I instruct you to bring one**. This rule can be waived only under the following circumstances:

- (1) you provide proper documentation from UGA’s Disability Resource Center (DRC), stating that the use of a laptop is required;

<sup>1</sup> Carter, S.P., Greenberg, K., and Walker, M.S. 2017. “Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning.” *Education Next*, 17(4), p. 73. Access: [https://www.educationnext.org/wp-content/uploads/2022/02/ednext\\_xvii\\_4\\_carter\\_etal.pdf](https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf)

<sup>2</sup> Ibid.

<sup>3</sup> Mueller, P.A., and Oppenheimer, D.M. (2014). “The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking.” *Psychological Science*, pp. 1-10.

<sup>4</sup> Sana, F., Weston, T., and Cepeda, N.J. (2013). “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers.” *Computers and Education* 62, p. 27.

- (2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

### **Phone**

Similarly, the use of phones and other electronic communication devices are not permitted in this class, unless I give you specific permission to do so. Repeated unnecessary use of such devices will negatively affect your grade, and I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

### **Earbuds and Earphones**

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 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 prepare policy briefs for the actor you are roleplaying in the simulation. You must: (1) draft a Policy Proposal; (2) participate in the simulation in class; then, finally, (3) write your Policy Brief 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 others to your ideas and the tenor of the simulation when crafting your 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 are assessed using a consistent rubric available on eLC and covered in class. 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 double-checking 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 to equip you with the necessary information to engage in class with the reading material, Reading Annotations are assigned using Perusall. For each week's readings (except Week 1), 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: (a) questioning the author's analysis or research; (b) adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class; (c) pointing out how it

relates to other academic material; or (d) agreeing or disagreeing with a peer and justifying why you are doing so. All annotations must be your own thoughts! I want to see evidence you have thought deeply about the author's arguments and your peers' comments. **To ensure you can earn full credit, make sure your annotations are personalized, unique, with substance, and not in the poor fluff style typical of AI writing.** If I suspect one or more annotations are not your own thoughts, I will request you discuss it/them with me individually to determine whether credit can be earned.

Reading annotations are due when class begins. 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 on 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 two exams cover material in both lectures and readings, and include: (a) essay questions completed individually (40%); (b) multiple choice questions completed individually (40%); and (c) the same multiple choice questions completed in a small group (20%). If your (c) multiple choice group stage grade ends up lower than your (b) multiple choice individual stage grade, it is not recorded and your (b) individual stage grade will account for both (60%). An exception to this rule is an incomplete, or no participation in the group stage, in which case (c) remains 20% of your exam grade. Having two stages to the multiple choice portion of the exam is utilized because not only do they assess your comprehension of course material, but they also significantly improve comprehension and longer-term retention of content. Students who arrive late to class unexcused, after the group stage has begun, may join a group, but are not permitted to attempt the individual stage already completed, and must take a zero for that portion of the exam. Make-up exams are only considered if the absence is excused in accordance with the attendance excusal policy below. Do not ask to make-up an exam if your absence cannot be considered for excusal. Given the unlikelihood a group of your classmates can be formed for a make-up exam, expect make-up exams to include only the individual stage (in which case, for full credit). Exams are taken in class without access to course materials. The only exception is the (a) essay question section which is take-home for the Midterm (but not for the Final Exam).

### **Class Contribution (20%)**

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

#### Participation (10%)

Being an active-learning course, active participation from all students is essential. 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 most 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.

For weeks with a Friday discussion, 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 the 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 standard three-class week, while Friday discussion classes count for 6 of the 10 weekly participation points. For weeks without a Friday discussion, the participation grade is assessed on a scale from 5 to 0 based upon the same criteria, but with an even distribution for each day. If you attend all three classes in the week, but do not ask or respond to questions, you will earn a zero for participation that week.

Each of you will lead Friday group discussions multiple times throughout the semester. As discussion leaders, you will need to prepare a brief five-minute summary of the main themes from the readings and lectures, then have some critical questions prepared for the group discussion. Each time served as discussion leader is equivalent to one 10-point week's participation grade.

For simulation weeks, participation is also assessed on the same scale from 10 to 0 by an evaluation of your contribution to the class simulation.

#### Attendance (10%)

Attendance is recorded in a binary 0 for absent and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a “present” attendance grade. If you arrive late or leave class early, you cannot earn “present” for the attendance grade. If you receive an absence for a class meeting which you believe you earned “present,” notify me within 24 hours of the grade posting in eLC, else it cannot be disputed. To put this attendance grade in context, for each marked absence throughout semester, this is a loss of approximately 0.225 percent of your final grade. However, bear in mind that the Participation grade is also affected by each absence. **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 is 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, in accordance with [UGA’s Religious Holidays Attendance Policy](#), approval of such absences can only be granted if I receive written notice from you at least one week [seven days] in advance of the religious holiday);
6. The wedding or funeral of a *close relative* (defined as the 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 are not 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: (a) your first and last name and (b) 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.

Many live without health insurance, and many who have it still cannot afford a doctor’s visit for routine illnesses. Know that if you are a full-time student at UGA, then you are paying a \$206 health fee which allows you to use the University Health Center with no out-of-pocket costs for appointments to see a doctor. Also, know that many

uninsured students qualify for the new Georgia Pathways to Coverage program. Georgia Pathways offers no-cost Medicaid coverage to eligible Georgians who meet the qualifying activities threshold. *Enrollment in higher education is one of these qualifying activities.* If you do not currently have health insurance, please visit here to learn more: <https://dch.georgia.gov/georgiapathways>.

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;
- Joining in a peaceful protest;
- 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 Spring Break and the final class meeting before Summer Break**).

Assessment	Graded Points	Percent of Final Grade
Simulation Policy Briefs (3)	50, ea.	20%
Reading Annotations (11)	5-to-10, ea.	20%
Midterm Exam (1)	100	20%
Final Exam (1)	100	20%
Attendance (daily)	1, ea.	10%
Participation (weekly)	5-to-10, ea.	10%
<b>Total</b>		<b>100%</b>

Honors Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 95.0%	Excellent
Grade = A-	94.9 - 92.0%	Excellent
Grade = B+	91.9 - 89.0%	Good
Grade = B	88.9 - 85.0%	Good
Grade = B-	84.9 - 82.0%	Good

Honors Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	81.9 - 79.0%	Satisfactory
Grade = C	78.9 - 75.0%	Satisfactory
Grade = C-	74.9 - 72.0%	Satisfactory
Grade = D	71.9 - 65.0%	Poor
Grade = F	64.9 - 0%	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 attaining the quality of work you expect of yourself. Therefore, **May 2 is Mercy Day for this course.** You are permitted to submit late any one missed Policy Brief submission *or* resubmit any one Policy Brief submission poorly performed, and I will (re)assess and accept it with no questions asked. Again, you are allowed only one for the entire course, and it must be submitted by Mercy Day 11:59PM. Note that only Policy Briefs are accepted for Mercy Day 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 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](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.*

**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.**

### **AI Policy**

Be advised that any use of artificial intelligence software, or word mixing software to attempt disguising plagiarized work, is prohibited in this course. All submissions are scanned with AI detection software. Suspected unauthorized use of AI will be directly reported to the Office of Academic Honesty. I already have the unpleasant experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do terrible damage to their academic careers (to which I take no joy whatsoever!). Also, are you aware that AI is rapidly accelerating the loss of the world's scarcest natural resource, fresh water? It is estimated that with each string of AI text prompted, approximately [16 ounces of water](#) is consumed by data centers which house these AI systems.

*What about false positives on AI detectors?*

There are a number of proactive measures you can take to build a case for yourself if a wrongful accusation is made against you regarding us of AI:

1. Save a pdf of all your sources and be ready to share them right away.
2. Save working versions of your draft and be ready to share them right away.
3. Recover your document version history which shows your revisions, deletions, and additions over time.
4. Even saving just random screenshots of the paper partially written can help.
5. While I would never ask anyone to do this, sharing your browser history would certainly help defend against false positives on AI detectors.
6. Not as controversial, but would also help: you can share your UGA Library search history (it is under your name on the top right when you log in).
7. Lastly, if ever you are called in to discuss a paper due to false positives, just know that defending it should not be difficult. Given you just recently wrote the thing, no one knows the paper better than you, so be confident, if it ever came to this.

## **Copyright on Course Materials**

If you are reading the syllabus this closely, you are a very conscientious student who deserves an extra point on your Attendance Grade (one day's credit). Send me an email between January 12 and January 14 with your name and course number in the subject line and in one sentence share what is your favorite national flag, and why. Early and late submissions will not be accepted. Mums the word! 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.
- 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, register **within the first two weeks of class** with the Disability Resource Center (DRC) *and then* make an appointment with me to discuss the accommodation. According to DRC accommodations cannot be retroactively applied for lapsed course work, so act promptly. DRC 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 their 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.

<b>CLASS SCHEDULE</b>	
Date	Week 1
Jan 6, 8, 10	<b>Introduction to the Course</b> <input type="checkbox"/> carefully read through your syllabus! <input type="checkbox"/> turn eLC notifications on for course <input type="checkbox"/> Vachudova article <b>W1 Reading Annotations due by Friday class time</b>
Date	Week 2
Jan 13, 15, 17	<b>Communism in Theory</b> <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 <b>W2 Reading Annotations due by Mon/Wed class time</b>
Date	Week 3
Jan 20	***MLK Day – No Class***
Jan 22 & 24	<b>Communism in Practice</b> <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) <a href="https://www.youtube.com/watch?v=znb_X48WXUg">https://www.youtube.com/watch?v=znb_X48WXUg</a> (rec.) <input type="checkbox"/> Documentary - The lost world of communism part 2/3 (Czechoslovakia) <a href="https://www.youtube.com/watch?v=sUVro3TKjow">https://www.youtube.com/watch?v=sUVro3TKjow</a> (rec.) <input type="checkbox"/> Documentary - The lost world of communism part 3/3 (Romania) <a href="https://www.youtube.com/watch?v=TzmmskkuKIM">https://www.youtube.com/watch?v=TzmmskkuKIM</a> (rec.) <b>W3 Reading Annotations due by Wed/Fri class time</b>
Date	Week 4
Jan 27, 29, 31	<b>The Collapse of Communism</b> <input type="checkbox"/> Brown, Ch. 24 & 29 <input type="checkbox"/> Gorbachev & Thatcher Conversation, 1989

	<input type="checkbox"/> Scorpions – “Wind of Change” (Official Music Video) <a href="https://www.youtube.com/watch?v=n4RjJKxsamQ">https://www.youtube.com/watch?v=n4RjJKxsamQ</a> (rec.) <input type="checkbox"/> Collapse of USSR - Three days that shook the world in August 1991 <a href="https://www.youtube.com/watch?v=VAPk7z5Yzrw">https://www.youtube.com/watch?v=VAPk7z5Yzrw</a> (rec.) <input type="checkbox"/> “I fought for USSR, but failed”: RT talks to Mikhail Gorbachev <a href="https://www.youtube.com/watch?v=WGo5B83HgU8">https://www.youtube.com/watch?v=WGo5B83HgU8</a> (rec.) <input type="checkbox"/> Why Did the Soviet Union Collapse? <a href="https://www.youtube.com/watch?v=eKb87H2g6CM&amp;feature=youtu.be">https://www.youtube.com/watch?v=eKb87H2g6CM&amp;feature=youtu.be</a> (rec.) <b>W4 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 5</b>
<b>Feb 3, 5, 7</b>	<b>Simulation I: Collapse of the People’s Republic of Ruritania</b>
<b>Date</b>	<b>Week 6</b>
<b>Feb 10, 12, 14</b>	<b>Political Transitions</b> <input type="checkbox"/> Fukuyama article (excerpts) <input type="checkbox"/> Bunce & Wolchik, Ch. 5 <input type="checkbox"/> Magyar & Madlovics, pp. 185-92 <b>W6 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 7</b>
<b>Feb 17, 19, 21</b>	<b>***MIDTERM EXAM***</b>
<b>Date</b>	<b>Week 8</b>
<b>Feb 24, 26, 28</b>	<b>Film: <i>Goodbye, Lenin!</i> (2003)</b> <input type="checkbox"/> Barney article <input type="checkbox"/> Wike (excerpts) <b>W8 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Spring Break</b>
<b>Mar 3, 5, 7</b>	<b>***No Class***</b>
<b>Date</b>	<b>Week 9</b>
<b>Mar 10, 12, 14</b>	<b>Economic Transitions</b> <input type="checkbox"/> Braguinsky, Ch. 10 <input type="checkbox"/> Myant & Drahokoupil, Chs. 5 & 6 <b>W9 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 10</b>
<b>Mar 17, 19, 21</b>	<b>Simulation II: Cuba Applies for an IMF Loan</b>
<b>Date</b>	<b>Week 11</b>
<b>Mar 24, 26, 28</b>	<b>From Disillusion to Dissolution: Reunifications, Separations, and Identity</b> <input type="checkbox"/> Dale <input type="checkbox"/> Sakwa & Pavković, Ch. 8 <input type="checkbox"/> Kaufman, “The Seven Rules of Nationalism” <input type="checkbox"/> Fowkes, Ch. 7 <b>W11 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 12</b>
<b>Ma 31, Ap 2, 4</b>	<b>Social Transitions</b>

	<input type="checkbox"/> Myant & Drahokoupil, Ch 10 <input type="checkbox"/> Ghodsee, Chs. 11, & 1 <input type="checkbox"/> Ghodsee, Ch. 8 (rec.) <b>W12 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 13</b>
<b>Apr 7, 9, 11</b>	<b>International (Re)Integration</b> <input type="checkbox"/> Buzan & Wæver, pp. 349-50, Ch.13, & pp. 437-39 <input type="checkbox"/> Putin's Road to War: Julia Ioffe (interview) <a href="https://www.youtube.com/watch?v=kSNo2FPQDQw">https://www.youtube.com/watch?v=kSNo2FPQDQw</a> (rec.) <b>W13 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 14</b>
<b>Apr 14, 16, 18</b>	<b>Simulation III: <i>Kolejka</i> Boardgame</b>
<b>Date</b>	<b>Week 15</b>
<b>Apr 21, 23, 25</b>	<b>Communist Political Systems Today</b> <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 <a href="https://www.youtube.com/watch?v=OpW2t_RFgQw">https://www.youtube.com/watch?v=OpW2t_RFgQw</a> (rec.) <b>W15 Reading Annotations due by Mon/Wed class time</b>
<b>Date</b>	<b>Week 16</b>
<b>Apr 28 (M)</b>	<b>Closing Thoughts &amp; Debrief</b>
<b>Apr 30 (W)</b>	<b>***FINAL EXAM*** 8:00 – 11:00 pm</b>
<b>May 2 (F)</b>	<b>***MERCY DAY***</b>

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EST until 9 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.

## Additional Resources

(I welcome any additions or updates for free accessibility to these materials)

*Cold War* documentary: a thorough 24-part documentary series on the history, evolution, and end to the Cold War which aired on CNN in 1998

<https://www.youtube.com/playlist?list=PL8hNHC9nbLlzb4miGp5pZPYCk9Zw0dGke>

*The Cold War TV*: an informative YouTube channel with loads of content on a variety of topics which it always relates back to the Cold War

<https://www.youtube.com/@TheColdWarTV>

### Films on Communism and Post-Communism

*Burnt by the Sun* (1994): Russian film about Stalin's Great Terror

On Alexander Street. Use UGA credentials to log in: <https://video-alexanderstreet-com.us1.proxy.openathens.net/watch/burnt-by-the-sun#channel:academic-video-online>

*Dear Comrades!* (2020): Russian film about a massacre of unarmed civilians by the Soviet army in 1962

On Tubi: <https://tubitv.com/movies/100015808/dear-comrades>

*The Death of Stalin* (2017): American dark comedy

On Pluto: [https://pluto.tv/on-demand/movies/634def53e5e19d001374dc79?utm\\_source=plutov&utm\\_medium=share&utm\\_campaign=1000201&utm\\_content=1000735&utm\\_content\\_description=pluto\\_share&referrer=copy-link](https://pluto.tv/on-demand/movies/634def53e5e19d001374dc79?utm_source=plutov&utm_medium=share&utm_campaign=1000201&utm_content=1000735&utm_content_description=pluto_share&referrer=copy-link)

*Dr. Zhivago* (1965): an epic film set during the Russian Revolution

On DVD at the UGA Library Media Desk

*The Killing Fields* (1984): a true story about the Khmer Rouge regime told from the firsthand account of an American journalist

On Tubi: <https://tubitv.com/movies/100028553/the-killing-fields>

*The Lives of Others* (2006): award-winning German film about the Stasi

On DVD at the UGA Library Media Desk

*Mao's Last Dancer* (2009): a true story about a Chinese ballet dancer who joined the Houston Ballet

On YouTube: <https://www.youtube.com/watch?v=uoDikmSoox4>