Fall 2018

Eastern European and Post-Soviet Politics

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Course Description

This course provides a systematic introduction to the main issues in Soviet, post-Soviet and post Soviet-Bloc politics. Some of the topics to be considered are the following: (1) the legacy of Soviet nationality policies and the Soviet planned economy system on the creation and development of new political systems in the former Soviet republics; (2) the political and economic diversity which emerged within the “Soviet Bloc” starting in the 1950’s, and its effects on the development of new political systems after the fall of Communism; (3) the causes and consequences of ethnic conflicts in some of the countries of the area; and (5) the development of new political, social and economic institutions in the former Soviet and “Soviet Bloc” states after the fall of the Berlin Wall and these countries’ attempts to integrate themselves into the new international system.

Student learning objectives for this course include:

1. Fostering knowledge and understanding of
   a. The interaction between politics and economics in the international system;
   b. Prevailing global issues, such as international conflict, global health, and environmental challenges
   c. An in-depth knowledge of a particular functional area and/or region of the world

2. Providing and supporting the development of the following skills:
   a) Collect, sort, and evaluate information
   b) Analyze complex situations and synthesize information
   c) Integrate different fields of study in analysis of a complex world
   d) Communicate effectively in oral and written form

Official University-wide policies covering this course:
Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>
It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes:
Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing coursework within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an “FI” (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Papers should utilize the following Chicago Manual of Style citation format: Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Required books:

Recommended books and materials:
Michael Isikoff and David Corn, Russian Roulette: The Inside Story of Putin’s War on America and the Election of Donald Trump (New York: Twelve, 2018)
The Rachel Maddow Show, current segments on the Russian investigation
Unless noted, journal articles listed in the syllabus are available through the SHU e-journal portal, and/or Blackboard. Please download, print, and bring to class in printed form.

COURSE POLICIES
Late assignments policy. It is essential that assignments are submitted on time; I am unable to grant extensions. If you cannot come to campus to bring the hard copy, please mail it
with sufficient time to reach me by the deadline. Due to the large number of students, we are unable to accept submissions by fax. **Late assignments will be subjected to a 20% penalty (1st day), plus 10% for each subsequent day.** (For example, an assignment that merits a 95 (“A”) grade will get 75 points if submitted a day late.) Late penalties are prorated for electronic/hard copy submissions: if an assignment is not turned in in hard copy form but only in electronic form, the penalty will be 10% per first day late (5% for each subsequent day); if it is not turned in in electronic copy form but only in hard form, the penalty will be 10% per first day late (plus 5% for each subsequent day). Assignments submitted >45 minutes after the due time are counted a day late. The deadline ensures the instructor enough time to read and comment on assignments.

**No-screen policy: Use of laptops, phones, and digital devices in class** While the use of computer resources is an important part of your experience at SHU, for our 130 minutes of classroom interaction, we will follow the following principles:

**Closed laptops, open minds**

**130 minutes of electronic device-free dialogue** Let’s give each other a chance to interact, not via Facebook, but through the real face-book: talking face-to-face and reading each others’ faces like a book – communicating with words, images, expressions, and subtle gestures. This is a crucial skill in diplomacy and negotiation!

**No distractions, focused interaction** Before class can start, kindly fully **turn off** and **put away** your phone and other digital devices.

**Better understanding through retyping and re-organizing class notes** For best results, take notes by hand during the class meeting (printed outline provided). After class, go over your class notes as well as your notes from the readings, and retype the class notes **connecting them with concrete examples or concepts found in the readings and additional searched information** (maps, etc.).

**E-mail communications:**

Please submit electronic versions of course assignments at the same time as the hard copy; both copies must be identical. Please label electronic copies as noted above.

To assure efficient e-mail communications, please keep in mind to:

1. **Include class # and a clear and fully self-explanatory subject line, including any action requested.** Examples of self-explanatory subject lines are: “Special appointment needed to discuss draft due October 30,” “Cannot make meeting September 15, special appointment requested,” etc. Missing or unclear subject lines such “Class” are not useful and will delay getting an answer.

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1 For regular mail: must be post-marked three business days before the deadline; for FedEx overnight deliveries: must be post-marked one business day before the deadline, but before the FedEx cutoff time.
2. Include an appropriate professional greetings: Only “Dear Dr. Balmaceda,” “Dear Prof. Balmaceda” and “Dear Professor Balmaceda” are appropriate professional greetings. My Spam program will deletes e-mails lacking an appropriate professional greeting.

3. Use your Seton Hall e-mail account. My Spam program will delete e-mails from unknown (non-Seton Hall) accounts.

4. e-mails from will normally be answered in three batches: late Monday evenings, late Wednesday evenings and late Friday evenings.

If I have more than one e-mail from you waiting in my inbox, please incorporate into it any relevant information from other e-mails you may have sent during this period. If you need to discuss a complex topic, personal discussions are recommended.

Grading:

Class attendance and participation: 20%
News Presentation 10%
Map Quiz 10%
Class Presentation(s) 20%
Mid-term examination 20%
Take-home Final examination 20%

Class Requirements and assignments:

1. Class attendance and participation.

Class participation will be judged on the quality of verbal communications during the class, as well as your contribution to the creation of a positive learning and discussion environment in the classroom. Creating and maintaining a positive learning and discussion environment requires that no private conversations or activities not directly related to that day’s class be allowed. (No bubble gum, eating of noisy, smelly or distracting food, “manspreading” or cell phones or beepers.)

Active participation requires attendance. For each unexcused absence, 5 points (5%) will be subtracted from the “class attendance and participation” portion of the grade. (For example, a person with 10 unexcused absences will not be able to get more than 50 in that portion of the grade.) Students arriving more than 30 minutes late or leaving more than 30 minutes early will not receive attendance credit for that particular class.

The class participation grade also includes client-related work (see below) as well as other class activities.

The participation grade also covers the following assignments: introducing “guest news” segments; special assignments.

2. Completing all required readings (and movie-viewing where applicable) before the session for which they have been assigned, and being ready to discuss them in class. I have tried to keep required readings to a maximum of 50-60 pages per week. However, some (but not all) of these materials are highly theoretical, requiring focused concentration and ample time for note-taking and re-reading as needed. You should budget 6 to 9 hours per week for completing the readings for this class.
3. One (two if less than nine students in class) 10-minute news presentation on last week's main news from Russia, the former USSR and Eastern Europe, using up to date sources. Include what/when where for the actual event covered. Be ready to discuss why your chosen items are the most important, and the significance of these concrete news for the broader topics discussed in this course. Your presentation should be divided in four clearly distinct parts and include at least two news items of significance from each a) Russia not including ethnoterritorial units b) Ethnoterritorial units with the Russian Federation (including the North Caucasus area (Chechnya, Dagestan, Ingushetia, North Ossetia), as well as other ethnoterritorial units within the RF), c) other post Soviet states and d) Eastern Europe. Please prepare a power-point presentation including appropriate maps. Please update your presentation briefly before class (even if power-point cannot be upgraded) in case there is any major news breakthrough up to Tuesday 8:00 am.

4. One (two if less than nine students in class) 15-minute presentation on a particular reading in the syllabus labeled as “Readings for student presentations.” Sign-up for presentations will take place during the first and second class meetings and will be done on a first-come, first-served basis. All sign-ups for class presentations should be completed by Tuesday, September 4. “Readings for student presentations” are listed for each class. Please note:

- The written portion of the presentation is due by 5:00 on the day preceding the date of the presentation as stated in the syllabus. Even in case we may be behind the syllabus, the written portion of the presentation is due on the date stated in the syllabus for that reading. The fact that the class may be behind the syllabus does not mean you do not need to submit the written portion of your presentation by the date stated on the syllabus.
- Of the total grade for the presentation, half comes from the written presentation, half from the oral presentation. In other words, since each presentation’s grade constitutes 20% of the class grade, its written portion constitutes 10% of the class grade, and the oral portion also 10%.
- The oral presentation should be didactic and able to draw students into the issue and its discussion. It should be delivered as a colorful power-point presentation, if possible involving interactive elements.
- If you choose a presentation noted by “TBA” (and where there is no reading), you should propose a presentation reading (related to the topic of that week) to be approved by the instructor at least three weeks in advance of the presentation date – please start your search early. Your presentation can be based on several related articles, or several chapters of a book, or one substantial academic article. Inter-Library-Loan (ILL) materials must be ordered by the student at least three weeks before the date needed.
- Written presentations are due by 5:00 pm a day before the date noted in the syllabus for that reading (regardless of whether the class may be behind.)

The presentations should concentrate on the particular reading chosen, yet should also draw on and make connections with the rest of the materials assigned for the class. No later than 5:00 pm on the day before your assigned presentation date, you should submit the following (to the instructor’s mailbox and by e-mail):
a) a two-page (max. 700 words) typed summary of your presentation arguments in essay form (i.e. using complete sentences, not an outline.) Please include:
   1. your name, date and full class information (class number and section, semester, instructor’s name) on top of first page
   2. full citation of material for presentation on the top of the first page
   3. a summary of the material
   4. a summary of the author’s arguments
   5. how it relates to other class readings. Does it support, or contradict them?
   6. your own personal assessment
   7. a list of five or more questions for class discussion based on that reading.

b) It is your responsibility to remember the date of your presentation. Students who do not turn in their typed summary the day before the presentation will have their presentation grade reduced by a full letter grade (for example, from A to B). Further delays accrue a penalty of 10% of the current grade per day.

c) in addition, you should also distribute an short outline/handout to the class at the time of the presentation. This should be a pedagogically-oriented handout, and, thus, different from the written presentation.

5. A Map Quiz on the second week of classes covering the entire Former USSR, its neighboring states, and COMECON/CMEA member states. It includes locating key countries and regions named in the syllabus and their neighboring states, main rivers and mountain systems.

6. A mid-term examination: on Tuesday, October 16.
7. A take-home final examination, due Wednesday, December 11. The submission should be properly labeled and paginated. Key information that must be included in the top of the first page includes: your name, date, and full class information (class number and section, semester, instructor’s name etc.).
8. All your written work will be judged on the basis of content and clarity. All students should proof-read and spell-check their work carefully.

PART I: INTRODUCTION AND MAIN CONCEPTS

Session 1: Tuesday, August 28

[1] INTRODUCTION

*** SIGN-UP FOR READING AND NEWS PRESENTATIONS***
Session 2  Tuesday, September 4


[3] The October Revolution and the Formation of the USSR as a multi-national state
Stalin’s Rise to Power

*** FINISH SIGN-UP FOR PRESENTATIONS & OTHER CLASS ASSIGNMENTS ***

*** Sign up for make-up session Oct 24-25 ***

***"CLIENT" EXERCISE AND SIGN UP ***

**** MAP QUIZ ****

Readings (read in this order):
Remington (2012), ch. 2, pp. 31-38 and ch. 5, pp. 117-121

Readings to choose from for Students Presentations (on [3] The October Revolution)

- Selected chapters from Gregory Massell, The Surrogate Proletariat (available in SHU Library HQ172.C45 M33 (chapters concentrating on the 1917-1929 period) [recommended- first choice]
- Selected chapters from Stephen F. Cohen, Bukharin and the Bolshevik Revolution dealing with the economic debates of the 1920’s and their role in the onset of collectivization (available in SHU Library DK268.B76 C631 1980) [second choice]

Session 3:  Tuesday, September 11

[4] From the 1930’s to WWII to the Building of an Empire in Eastern Europe
[5] De-Stalinization and various Eastern and Central European Responses

[4] From the 1930’s to WWII to the Building of an Empire in Eastern Europe
Jerry F. Hough, How the Soviet Union is Governed, chapter 5
See esp. pp. 153 (last paragraph), 158-164, 168 mid-175, 178-183.
Gati, The Bloc that Failed, ch. 1

Readings to choose from for Student Presentations (for [4] From the 1930’s ...)


[5] WWII and its domestic effects on the USSR and CEE

- other readings TBA

Session 4: Tuesday, September 18

*** SPECIAL ASSIGNMENT ON STALINISM ***

Session 5: Tuesday, September 25

[6] De-Stalinization and various Eastern and Central European Responses
Jerry F. Hough, How the Soviet Union is Governed, ch. 6 (skim pp. 192-212, read pp. 213-236)
Gati, The Bloc that Failed, ch. 2, 29-55

Readings to choose from for Student's Presentations (on [6] De-Stalinization...)
- TBA presentation on the 1956 Hungarian Revolution (please emphasize changes in the regime in the aftermath of the revolution)


Gati, ch. 1 (reread)

Readings to choose from for Student's Presentations (on [7] A Crisis in the building of a new relationship with Eastern Europe)

PART II: CASE STUDIES FROM THE FORMER FSU

Session 6: Tuesday, October 2

[8] Introduction to the Former USSR Cases: How the Soviet System Functioned in the 'Good Old Times' Before Perestroika

[8] Introduction to the Former USSR Cases: How the Soviet System Functioned in the 'Good Old Times' Before Perestroika


Slezkin, “The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism,” in Becoming National, pp. 203-238. (Blackboard)

Readings to choose from for Student Presentations (on [8] [Introduction to the Former USSR Cases: How the Soviet System Functioned …)
• TBA presentation on the role played by women and “inter-generational solidarity” in daily life and the survival of the Soviet regime

White, chs. 1 (pp. 1-28) and 4 (pp. 107-122)

Readings to choose from for Student Presentations (on [9] Tensions in the Soviet System)

[Monday-Tuesday Oct 8-9: Fall break]

Session 7 Tuesday, October 16
*** MID-TERM EXAMINATION ***

Session 8: Tuesday, October 23

[10] Perestroika and the End of Perestroika

[10] Perestroika and the End of Perestroika
Remington (2012), ch. 2, pp. 47-55, and ch. 4, pp. 98-103; first pages of section on “Surge ch. 5, pp. 150-154)
White, ch. 1 (pp. 28-33); ch. 3 (pp. 72-78); ch. 4 (107-122); ch. 5 (213-220) ch. 8 (255-268)
Readings to choose from for Student Presentations (on [10] Perestroika)

- Selected chapters from Valerie Bunce, Subversive Institutions: The Design and the Destruction of Socialism and the State (Cambridge: Cambridge University Press, 1999) [Inter-Library Loan]

Remington (2012), ch. 5, pp. 140-143
Ormrod, "The North Caucasus: confederation in conflict," in Bremmer & Taras, 96-139


- Anatol Lieven, Chechnya: Tombstone of Russian Power (New Haven: Yale, 1999); add updates
- Selected chapters from Mikhail A. Alexseev (Editor) Center-Periphery Conflict in Post-Soviet Russia: A Federation Imperiled (New York: St. Martin's Press; 1999)
- For Chechen-learning students: TBA presentation on the transformation of family and gender law and practices under president Kadyrov, and what this means in terms of Chechnia's role in the Russian Federation. [To ease into the topic, first listen to and (simultaneously) "read" the transcript for the following radio program from RFE/RF Liberty/ Radio Marshno: “Кадыров Рамзан: Орсийчоына дикаста луш баш нойчий,” available (transcript and recording) @ https://www.radiomarshno.com/a/26361944.html

Session 9: (make-up class) TBAWed/Thur Oct 24-25
[12] Central Asia: state and nation building after the collapse of the USSR

[12] Central Asia: state and nation building after the collapse of the USSR

Wilson, “The Post-Soviet States and the Nationalities Question,” in Smith, pp. 23-44
White, ch. 7 (pp. 239-249)

Nissman, "Turkmenistan: just like old times." in Bremmer and Taras, pp. 635-654


E. Wayne Merry, “The Politics of Central Asia: National in Form, Soviet in Content,” in Burghart and Sabonis-Helf, In the Tracks of Tamerlane (...), pp. 25-42
Gregory Gleason, “Political Reform Strategies: Early Starters, Late Starters, and Non-Starters” in Burghart and Sabonis-Helf, *In the Tracks of Tamerlane* (...), pp. 43-64

Stephen Sabol, “Turkmenbashi,” in *Problems of Post-Communism* Vol. 50 No. 5 (September-October 2003), pp. 48-57. [SHU e-journals]


**Readings to choose from for Student’s Presentations (on [12]): Central Asia: state and nation building after the collapse of the USSR**


[14] Energy and Politics in the former Soviet World- part I: Russia

Remington, pp. 149-167 and 235-247


**Readings to choose from for student presentations (on [14] Energy and Politics in the former Soviet World- part I: Russia)**

- Selected chapters from Thane Gustafson, *Wheel of Fortune* (Belknap/Harvard University Press, 2012), two or more chapters on post-1991 period
- TBA presentation on the restructuring of the Russian electricity market and its political consequences
- **For Russian-reading students:** Mikhail Berger and Olga Proskurina, *Крепост Чубайса: заказное самоубийство РАО "ЭС", крупнейший госмонополий России* (The ordered suicide of Russia’s largest state monopoly) Krest Chubaisa: zakaznoe samoubiystvo RAO "EES", krupnepishat gosmonopoly Rossii (Moscow: KoLibri, 2008). [ILL; also available at NY Public Library, Brooklin Public Library etc.] and update on Chubais and RAO EES.
- **For French-reading students:** Murien Boselli, *L’Énigme Marguerie Broché* (Paris, 2016) [about the strange death of the French company Total CoE in Russia; available on amazon.fr paper or kindle version]

Remington (2012), all ch. 9 ("Russia and the International Community"), paying special attention to section on "Energy as an Instrument of Power."


Stephen Fortescue, Russia’s Oil Barons and Metal Magnates: Oligarchs and the State in Transition (Basingstoke, Hampshire: Palgrave MacMillan, 2007) [Inter-Library Loan] (please emphasize metals sector issues)

[for Bulgarian-reading students: selected chapters from Ivan Tchalakov, Ivo Hristov, Tihomir Mitev (Иван Чъльков et al) Черните дупки на българската енергетика [Black Holes of Bulgarian Electricity] (София, Игот-Запад, 2011). [Available for purchase at http://www.bgbook.dir.bg/book.php?id=33696; summary of first chapter available in English in Prof. Tchalakov’s website. Author’s e-mail tchalakov@sociology.bas.bg or tchalakov@policy.bg] and Константин Пашев, Асен Долгеров and Georgi Kassiev, "Енергетиката – отрасъл с висок корупционен риск," in Анализ, доклади - Корупцията при обществените поръчки в България: анализ на политиката (София, 2006), pp. 35-54. In the presentation, discuss energy issues within a broader political and foreign policy context.]

**Session 10: Tuesday, October 30**

[16] Ukraine: from 1991 to 2014 (please read in this order:)
[17] Belarus and Moldova

[16] Ukraine: from 1991 to 2014 (please read in this order:)

Motyl and Krawchenko, "Ukraine: from Empire to statehood," in Bremmer and Taras, pp. 235-275


Adrian Karatnycky, “Ukraine’s Orange Revolution,” Foreign Affairs March/April 2005 Vol. 84, Issue 2, pp. 35-52

Readings to choose from for Student Presentations (on topic [16]: Ukraine: from 1991 to 2014)

- Paul D’Anieri, Understanding Ukrainian politics: power, politics, and institutional design (Armonk,
Belarus and Moldova

Zaprudnik and Urban, "Belarus: from statehood to empire?," in Bremmer and Taras, pp. 276-315


Readings to choose from for student presentations (on 17 Belarus and Moldova)

- Svetlana Alekseevich, Voices from Chernobyl (2000) [ILL] (Book is also available in Russian under the title Chernobyl’skaya molitva) and additional materials [first choice]
- Balmaceda, Living the High Life in Minsk: Russian Energy Rents, Domestic Populism and Belarus’ Impending Crisis (Budapest: Central European University Press, 2014)

Session 11: Tuesday, November 6

[18] The Transcaucasia: Georgia, Armenia, Azerbaijan
[19] De facto states: Transnistria, South Ossetia, Nagorno-Karabakh, Abkhasia

[18] The Transcaucasia: Georgia, Armenia, Azerbaijan


Materials to choose from for student Presentations (on [18] The Transcaucasia: Georgia, Armenia, Azerbaijan)

- TBA presentation on energy and politics in Georgia – the case of the Inguri Dam
• Jones, “Georgia: the trauma of statehood,” in Bremner and Taras, pp. 471-504 and additional materials

[19] De de-facto states: Transnistria, South Ossetia, Nagorno-Karabakh, Abkhasia


Readings to choose from for student presentations (on [19] De de-facto states)

• TBA presentation on Nagorno-Karabakh and Azerbaijani policy

Session 12: Tuesday, November 13

[20] Between Russia and the EU: the Baltic States (Lithuania, Latvia and Estonia)
[21] Between Russia and the EU: Poland and Hungary

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2 Program is in Russian, but contains terminology uniquely used in Abkhazia and North Ossetia.
[20] The Baltic States (Lithuania, Latvia and Estonia)

Chapter on Lithuania in Bremmer and Taras
Helen M. Morris, “President, party and nationality policy in Latvia, 1991-1999,” in
Europe-Asia Studies Vol. 56 No. 4 (June 2004), pp. 543-569
3 (May-June 2005), pp. 16-24.
Kattel and Raudla, “The Baltic Republics and the Crisis of

Readings to choose from for Student Presentations (on [20] The Baltic States)

- TBA presentation on citizenship issues, comparing policies in the three Baltic States. Use Ole Nørgaard (Editor), The Baltic States After Independence (1999) [ILL]; Davis J. Smith, Artis Pabriks, Aldis Puru and Thomas Lane, The Baltic States: Estonia, Latvia and Lithuania (Routledge, 2002) [ILL], other
- TBA presentation on the Lithuanian social and family policies 2006-2018, including policies on out-of-wedlock children and institutionalized homophobia, and its effects on relations with the EU. Compare with Russia, and, if appropriate, Latvia and Estonia.

[21] Between Russia and the EU: Poland and Hungary

Readings TBA

To choose from for Student Presentations (on [21] Poland and Hungary)

- TBA presentation on Russia’s support of extreme right movements in Europe
- TBA presentation on Russia and the Brexit vote

Session 13: Tuesday, November 20

[22] The Russian Federation: Russian Nation State, Empire, Or Multi-Ethnic Federation?
[23] The Georgian, Ukrainian and Kyrgyz ‘Revolutions: An Assessment
[24] Russia and Ukraine after Russia’s 2014 military intervention
[25] Putin’s domestic control and its foreign impact: The most successful intelligence operation of the XX Century?

[22] The Russian Federation: Russian Nation State, Empire, Or Multi-Ethnic Federation?

Readings TBA

Readings to choose from for Student Presentations:

- Three chapters (selection must be approved by the Instructor) from Oleh Protsyk and Benedikt Harzl, eds. Managing Ethnic Diversity in Russia (Routledge 2013) [ILL]
- TBA presentation on the Chuvash Republic, Mordovia or Tatarstan
- Selected chapters from Fiona Hill and Clifford Gaddy, Siberian Curse: How Communist Planners Left Russia Out in the Cold (Brookings, 2003) [Inter-Library Loan]
• Selected chapters from Sue Davis, *The Russian Far East: The Last Frontier* (Routledge, 2002) [ILL]
• TBA presentation on gas, oil and Russian federalism.

[23] *The Georgian, Ukrainian and Kyrgyz ‘Revolutions: An Assessment*

Lincoln Mitchell, “Georgia’s Rose Revolution,” in *Current History* No. 639 (October 2004), pp. 342-349


Graeme P. Herd, “Colorful Revolutions and the CIS,” *Problems of Post-Communism* vol. 52 No. 2 (March/April 2004), pp. 3-17


To choose from for Student Presentations (on [23] Georgian, Ukrainian and Kyrgyz ‘Revolutions’

• TBA presentation on developments in Kyrgyzstan after the March 2005 “Revolution”
• TBA presentation on political changes in Ukraine’s Eastern regions (Donetsk and/or Dnipropetrovsk) after 2004

[24] Russia and Ukraine after Russia’s 2014 military intervention

Readings TBA

[25] Putin’s domestic control and its foreign impact: The most successful intelligence operation of the XX Century?

Michael Isikoff and David Corn, *Russian Roulette: The Inside Story of Putin’s War on America and the Election of Donald Trump* (New York: Twelve, 2018), pages TBA

Other readings TBA

Session 14: Tuesday, December 4

[26] Conclusion and trends

*** FINAL EXAM DISTRIBUTED IN CLASS ***

*** TAKE-HOME FINAL EXAM DUE WEDNESDAY, DEC. 11 AT 7:35 PM BY HARD COPY AND E-MAIL. ***

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