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School of Diplomacy and International  
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Spring 2024

## **DIPL 4193 NA Eastern European and Post-Soviet Politics**

Margarita M. Balmaceda PhD

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**DIPL 4193 NA**  
**Eastern European and Post-Soviet Politics**  
**School of Diplomacy and International Relations**  
**Seton Hall University**  
**SPRING 2024**

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[Margarita.Balmaceda@shu.edu](mailto:Margarita.Balmaceda@shu.edu)

Class: Muscarelle Hall 208 (SH 208)  
Wed 2:00-4:30pm  
Student hrs Tue 2:00-4:00 and by appt  
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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 after 1991; (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

### **Required books:**

Thomas F. Remington, *Politics in Russia* (Seventh Edition) (New York: Routledge Longman, 2012) [must be 7<sup>th</sup> edition] **[will be placed on reserve]**

Available used starting at \$6.00 from Amazon.com, thriftbooks.com, or other online sellers, or rent it from Amazon.com for \$15.00., or at <https://www.ebay.com/str/oneplanetbooks>

Margarita M. Balmaceda: *Russian Energy Chains: The Remaking of Technopolitics from Siberia to Ukraine to the European Union*. New York: Columbia U. Press.

**You may buy this book in paperback for \$28.00 (after a 20% discount) from Columbia U. Press. <https://cup.columbia.edu/book/russian-energy-chains/9780231197496> Use discount code CUP20 at checkout. May also be purchased at Amazon.com or other online sellers. [book is on reserve; book chapters also available electronically through the SHU library]**

### **Required materials for group project;**

For the group project on *Molecules, Nodes & Pipelines Game*, students will need supplies to build their board game. Several “Create your own board game” kits are available from Amazon (\$24.99), such as [this](#) . [this](#) or equivalent) Alternatively, the team may buy materials (cardboard, markers, index cards, dice, etc.) to build the board game. These materials will be shared by all students in each team, so it is not necessary for each student to but a set. (Each team may want to practice on cheaper materials and once a prototype is made, transfer to the actual board game set; each team may want to have a backup set if needed).

### **Other recommended sources**

[The New York Times](#), [The Washington Post](#), [Financial Times](#), [rferl.org](#).

**Unless noted, journal articles listed in the syllabus are available through the SHU e-journal portal.**

## **UNIVERSITY POLICIES**

### **Important Notes:**

Disability Services Statement: 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 accommodation 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](mailto: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 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 course work 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.

Academic Integrity & Dishonesty: 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: <https://www.shu.edu/documents/Student-Code-of-Conduct.pdf> and <https://www.shu.edu/diplomacy/academic-conduct.cfm>.

Resources for academic integrity are on the course Canvas page.

Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation.

Citation Formats: Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Canvas page.

CAPS: As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>

## **COURSE POLICIES**

**Late assignments policy.** It is essential that assignments are submitted on time. Unless an extension has been agreed to in writing in advance, late assignments will be subjected to a 20% penalty (1<sup>st</sup> day), plus 10% for each subsequent day. (Late penalties will be calculated at the end of the semester). Assignments submitted >45 minutes after the due time are counted a day late.

Submission of assignments:

**Unless otherwise noted, assignments are due on or before 4:30 pm. of the deadline date on Blackboard (unless otherwise noted)**

Please make sure each assignment includes full class, assignment, date and name information in the first page, as well as a "header" on each page with your name and short assignment name, as well as page numbers. Please use 1" margins and 12-point fonts, with 10 pts. for footnotes.

Files submitted by e-mail should be labeled clearly, using the following format:  
Lastname\_DIPL4193\_SHORTASSIGNMENTNAME\_dd.mm.year.doc  
So, for example: Edwards\_DIPL4193\_PRESENTATION\_18.01.2024.doc  
Files not labeled correctly may be subject to a 2% grade decrease.

**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 try to follow the following principles: ***Closed laptops, open minds; No distractions, focused interaction*** 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! Before class can start, kindly fully *turn off* and *put away* your phone and other digital devices.

E-mail communications:

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

1. **include class # (DIPL4193) 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.

2. Include appropriate professional greetings

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

**Grading:**

Class attendance and participation:	10%
News Presentation	5%
Map Quiz	5%
Assignment #1 (indiv): Character study for play	10%
Readings Presentation	10%
Molecules, Nodes & Pipelines Game group project:	
Assignment #2 (group): game rationale paper	10%
Assignment #3(group): Actual game/instructions	10%
Mid-term examination #1	20%
Mid-term examination #2	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, 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 participation grade also covers** work with *news characters* [by January 24, each student will sign up for a character (from a list provided by the instructor) through whose eyes he or she will be assessing the impact of regional news and trends (not to be confused with the play character for the North Caucasus play). In addition, work on "guest news" segments; any other special assignments, and North Caucasus play (April 24 performance) will be part of the participation grade.

2. Completing all required readings (and video-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 of these materials are require 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 5-10-minute power-point news presentation (depending on how many students doing news presentations that week) on last week's main news. The entire news presentation (which may be divided between two students, TBA) will have four segments: a) Russia in general b) ethno-territorial units within the Russian Federation, c) other former Soviet republics; d) former European Warsaw Pact/COMECON states ("Central-East Europe"), in that order. For each segments, and at least two *current* news items should be included, using up to date, reputable sources. **Slides should include what/when where for the actual event covered, as well as full citation of the source you are using.** Include maps and images as appropriate. The items presented should be chosen based on their importance and relevance (i.e., the *most important and relevant* current news items should take precedence over *less important and less relevant* ones] 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.
4. One 10-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 Wednesday, January 24.** "Readings for student presentations" are listed for each class, starting on January 31. Please note:

- The written portion of the presentation is due by 4:30 pm 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 10% of the class grade, its written portion constitutes 5% of the class grade, and the oral portion also 5%.
- 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 and maps.
- 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 4:30 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 4:30 pm on the day before your assigned presentation date, you should submit the following (to the instructor's 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, in a single document:
  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 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 a printed 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 **January 31** 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 first mid-term examination: on **Wednesday, February 28.**
7. A second mid-term examination: on **Wednesday, May 1.**
8. **Project #1: Group project: Molecules, Nodes & Pipelines Game** - Let's build a board game exercise based on the "Three molecules on the Way from Siberia to Germany." [see also in "how to create your own board game" in internet ) Game will focus on the three molecules covered in the *Russian Energy Chains* textbook, or may add a fourth. Should be able to be played by 3 players or more. One (or more) of the class meetings will be devoted to groups working on this. Instructor will be available on/connected on Teams during these sessions to answer any questions. Game must include nodes, some "chance events" that will be decided by dice, and others. Four teams will be formed, which will work in secret from each other, until the games are unveiled on April 24. Final product must include players instructions as well as a *Guide to terms used in the game*. **Game rationale paper due March 27 2024, 4:30 pm.**
9. **Project #2: North Caucasus/Dagestan play.** In addition to the actual play on April 24, each student must write a character study for their character. **Play character sign up will be on February 7. Character Study short paper for their character is due, February 21, 2024, 1:00 pm. (Play character not to be confused with**
10. 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. All files and electronic submissions should be clearly identified with students name, course, semester, date, as well as page numbers.

## **PART I: INTRODUCTION AND MAIN CONCEPTS**

**Session 1: Wednesday, January 17**

**[1] INTRODUCTION**

**Session 2: Wednesday, January 24**



[2] **The Diversity of the Russian/Soviet Empire**

[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, NEWS,  
NEWS CHARACTERS AND GAME TEAMS \*\*\***

**\*\*\* NORTH CAUCASUS PLAY: CHOOSE DIRECTOR & STAGE MANAGER \*\*\***

Play director job description: <https://askinglot.com/what-are-the-roles-and-responsibilities-of-a-theatre-director>

Stage manager job description: <https://getintothetheatre.org/blog/what-does-a-stage-manager-do-theatre>

**Readings (read in this order):**

Khodarkovsky, M. (1999). Of Christianity, Enlightenment, and Colonialism: Russia in the North Caucasus, 1550–1800. *The Journal of Modern History*, 71(2), 394-430 [SHU journals]

Horváth, Csaba (2011). Ethno Demographic Changes in the Caucasus 1860-1960. *South-East Europe–International Relations Quarterly*, 2(6), 1-20. [Canvas]

Jerry F. Hough, How the Soviet Union is Governed, chapter 4 see esp. pp. 124-125, 127, 128 (second paragraph), 133-140, 142-143, 146, 148-151. [Canvas]

Remington (2012), ch. 2, pp. 31-38 and ch. 5, pp. 117-121

**Session 3: Wednesday, January 31**

[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**

**\*\*\* MAP QUIZ\*\*\***

Jerry F. Hough, How the Soviet Union is Governed, chapter 5

See esp. pp. 153 (last paragraph), 158-164, 168 mid-175, 178-183). [Canvas]

Dykman, J. T. (2016). WWII Soviet Experience. *The Eisenhower Institute.*) [http://www.eisenhowerinstitute.org/about/living\\_history/wwii\\_soviet\\_experience](http://www.eisenhowerinstitute.org/about/living_history/wwii_soviet_experience)

Timothy Snyder, “Holocaust: the Ignored Reality,” *New York Review of Books* Vol. 56 No. 12, July 16, 2009 (available at <http://www.nybooks.com/articles/22875>); read also his comment

“The Expulsion of the Germans from the East” in the same issue.

Gati, The Bloc that Failed, ch. 1 [Canvas]

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

- Selected chapters from Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin* (New York: Basic Books 2010 ) (available in SHU Library [DJK49 .S69 2010](#)) [Andreas]
- Selected chapters from Gregory Massell, The Surrogate Proletariat Moslem Women and Revolutionary Strategies in Soviet Central Asia: 1919-1929 (available in SHU Library [HQ1774.C45 M33](#)) [on Soviet policies towards women in newly-Soviet Central Asia]
- [for students interested in literature] Guzel Yakhina, *A Volga Tale: A Novel* (New York: Europa Editions. 2023). [On Germans in the Volga under Stalin and

beyond]

- Selected chapters from Stephen Kotkin, Magnetic Mountain: Stalinism as Civilization (U. of California Press, 1997) (Available in SHU library [DK651.M159 .K675 1995](#))
- Selected chapters from Terry Martin, The Affirmative Action Empire (Cornell U. Press, 2001), chs. 1, 8, 9, and 11) (Available in SHU library [JN6520.M5 M27 2001](#) or as e-book]
- [for Spanish-reading students: Edgardo Cozarinsky. *El rufián moldavo* [short (145 pages) novel about a 1930s real-life mafia style organization which recruited young Jewish women from Russia, Galicia, and other parts of Eastern Europe to be prostitutes throughout Argentina] Also available in English as *The Moldavian Pimp* [available on Amazon.com used & kindle from \$5.99 and Inter-Library Loan]

#### Session 4: Wednesday, February 7

[6] De-Stalinization and various Eastern and Central European Responses

[7] Crisis in the building of a new relationship with Eastern Europe: the Hungarian Revolution and the Prague Spring. Diversity in Communist World.

\*\*\* CHOOSE PLAY CHARACTERS (IN CLASS) \*\*\*

\*\*\*[Assignment #1: 1-page character summary for your chosen character for North Caucasus play due by 1:00 pm on February 21\*\*\*

→Read as background for play: Pohl, M. (2007). Anna Politkovskaya and Ramzan Kadyrov: Exposing the Kadyrov Syndrome. *Problems of Post-Communism*, 54(5), 30-39. [Canvas] ←  
Jerry F. Hough, How the Soviet Union is Governed, ch. 6 (skim pp. 192-212, read pp. 213-236) [Canvas]  
Gati, The Bloc that Failed, ch. 2, 29-55 [Canvas]

Readings to choose from for Student's Presentations (on [6] De-Stalinization...)

- Alexander Solzhenitsyn, one day in the life of Ivan Denisovich (1962)
- Charles Gati, Failed Illusions: Moscow, Washington, Budapest, and the 1956 Hungarian Revolt (Stanford U. Press, 2006) ((Available in SHU library [DB957.G36 2006](#))
- TBA presentation on the 1956 Hungarian Revolution [please emphasize changes the regime in the aftermath of the revolution]
- Scott Brown, "Prelude to a Divorce? The Prague Spring as Dress Rehearsal for Czechoslovakia's 'Velvet Divorce'." *Europe-Asia Studies*, Dec 2008, Vol. 60 Issue 10, p1783-1804 [preferred]
- [Novel (540 pages) on Albanian-Chinese-(Soviet) relations in the 1970s: Ismail Kadare, *The Concert* (W. Morrow and Co, 1994). Available on ILL. Originally published in Albanian as *Koncert në fund të dimrit* (Tirana: *Shtëpia Botuese "Naim Frashëri, 1988*). Available via ILL.

#### Session 5: Wednesday, February 14

[8] How the Soviet System Functioned in the 'Good Old Times' Before Perestroika

[9] Tensions in the Soviet System and the Pressure for Change

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

Remington (2012), ch. 2, pp. 37-47 and ch. 4, pp. 92-98 (section on “Participation and Recruitment Under the Soviet Regime”), 106-107 (“Political Recruitment, Old and New”), 111-112, ch. 5, pp. 127-132 (“Soviet Political Socialization”), 134-135 (introduction to section on “Influences”)

Slezkine, Yuri. "The USSR as a communal apartment, or how a socialist state promoted ethnic particularism." *Slavic review* 53, no. 2 (1994): 414-452. **[SHU e-journals]**

**Optional:** Smith, “The Soviet State and Nationalities Policy,” in Smith (ed.), *The Nationalities Question*, 2-22

### **Readings to choose from for Student Presentations (on [8] [Introduction to Former USSR Cases: How the Soviet System Functioned ...])**

- Selected issues from Janos Kornai, *The Socialist System* (Princeton: Princeton University Press, 1992) (chapters 1 (skim), 3, 6, 11, 12, 13), **[ILL]** complemented by Paul Gregory and Robert C. Stuart, *Russian and Soviet Economic Performance and Structure* (Harper Collins 1998) (chapters 6, 7, 8) **[ILL]**
- A. Ledeneva, *Russia's Economy of Favours: Blat, Networking and Informal Exchanges* (Cambridge: Cambridge U. Press, 1998) (Introduction and chapters 1, 2, 3, 4 and 5) (available in SHU library: *HF5387.L436 1998*)
- Wilson, N. (2021). Young and socialist at Moscow State University: Dissident subjectivities in the last Soviet generation. *Cahiers du monde russe*, 62(1), 77-102. **[Available electronically at SHU library]**
- TBA presentation on the role played by women and “inter-generational solidarity” in daily life and the survival of the Soviet regime

### **Readings to choose from for Student Presentations (on [9] Tensions in the Soviet System and the Pressure for Change)**

- Selected chapters from Thane Gustafson, *Crisis Amid Plenty: The Politics of Soviet Energy under Brezhnev and Gorbachev* (Princeton, N.J.: Princeton University Press, 1989) **[SHU e-book]**
- [for students interested in cycling expeditions & in life in Siberia during perestroika:] Mark Jenkins, *Off the Map: Bicycling Across Siberia* (2008) **[available used on Amazon.com or via Inter-Library Loan]** (selected chapters). [If you present on this, please also briefly compare this journey to that of the *Russian Energy Chains* molecules through Siberia]
- **[For Spanish-reading students]** On the USSR's support of Argentina's military regime in exchange for grain imports to feed its population:] Isidoro Gilbert. *El oro de Moscú: Historia secreta de la diplomacia, el comercio y la inteligencia soviética en la Argentina* (Penguin Random House Grupo Editorial Argentina, 2011). **[Inter-Library Loan]**
- **[For Spanish-reading students]** On the life of foreign students in the USSR before perestroika: Eugenia Martín Moreno "Conspiraciones de la memoria: una mirada autoetnográfica a mi vida de estudiante en la URSS." *Investigación Cualitativa* 3, no. 2 (2018): 13-20. Available on Google scholar. [If you choose this article, need to find and add additional resources]

## PART II: CASE STUDIES FROM THE FORMER FSU

### Session 6: Wednesday, February 21

**\*\*\*Assignment #1: 1-page character summary for your chosen character for North Caucasus play due at 1:00 pm, February 21\*\*\***

→ Read as background for play: Pohl, M. (2007). Anna Politkovskaya and Ramzan Kadyrov: Exposing the Kadyrov Syndrome. *Problems of Post-Communism*, 54(5), 30-39. [Canvas] ←

### [10] Perestroika and the End of Perestroika

### [11] The National Question in the Russian Federation and Beyond

### [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)

### [11] The National Question in the Russian Federation (with an emphasis on the North Caucasus and Chechnia)

Remington (2012), ch. 5, pp. 140-143

Sharafutdinova, “Chechnia vs. Tatarstan,” *Problems of Post-Communism* 47/2 (2000)

Ormrod, “The North Caucasus: confederation in conflict,” in Bremmer & Taras, 96-139

John Russel, “Kadyrov’s Chechnya,” *Europe-Asia Studies* 63(3) (2011), pp. 509-528

**For North Caucasus context on Chechnya:** Edward C. Holland, “Economic Development and Subsidies in the North Caucasus,” *Problems of Post-Communism*, vol. 63: 50–61 (2016) [SHU e-journals]

### Readings to choose from for Student Presentations (on [10] Perestroika)

- Svetlana Alekseevitch, Zink Boys
- Selected chapters from Steven L. Solnick, Stealing the State: Control and Collapse in Soviet Institutions (Cambridge: Harvard U. Press, 1998) (SHU Library HB99.5 .S64 1998)

### Readings to choose from for Student Presentations (on [11] The National Question)

- Anatol Lieven, Chechnya: Tombstone of Russian Power (New Haven: Yale, 1999); add updates
- Kimikata Matsuzato and Magomed-Rasul Ibragimov, “Islamic Politics at the Sub-Regional Level in Dagestan: Tariqa Brotherhoods, Ethnicities, Localism and the Spiritual Board,” Europe-Asia Studies Vol. 57 No. 5 (July 2005), pp. 753-779.
- Selected chapters from Mikhail A. Alexseev (Editor) Center-Periphery Conflict in Post-Soviet Russia: A Federation Imperiled (New York: St. Martin's Press; 1999)
- Busygina, Irina, and Mikhail Filippov. *Non-Democratic Federalism and Decentralization in Post-Soviet States*. Taylor & Francis, 2023. [chapters 1, 5 (on Russia), and 9] [available on Inter-Library Loan]
- [on LGBT issues:] Brock, Maria, and Emil Edenborg. ““You Cannot Oppress Those Who Do Not Exist” Gay Persecution in Chechnya and the Politics of In/visibility.” *GLQ: A Journal of Lesbian and Gay Studies* 26, no. 4 (2020): 673-700.

- **[For Chechen-learning-interested students already familiar with the Cyrillic alphabet:** TBA presentation on the transformation of family and gender law and practices under president Kadyrov, and what this means in terms of Chechnya’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/Radio Liberty/ Radio Marshno: “Кадыров Рамзан: Оьрсийчоьнах Дакъаста лууш бац нохчий,” available (transcript and recording) @ recording: <https://www.radiomarsho.com/a/26361944.html> transcript: <https://www.radiomarsho.com/a/chechnya-government-kadyrov-grozny-independency-/25086683.html>
- **[For Russian-reading students]:** ““Пробует Кремль на зуб”? Рунет о вседозволенности Рамзана Кадырова,” Radio Svoboda, January 25, 2022. Available at <https://www.svoboda.org/a/probuet-kremlj-na-zub-runet-o-vsedomozvolennosti-ramzana-kadyrova/31670101.html> Using this and additional materials, please assess the statement by Leonid Volkov: We have to accept it: few people have contributed as much to the ‘de-sacralization’ of Putin’s power as Ramzan Kadyrov (““Надо признать: мало кто сделал столько для десакарализации Путина и его власти, как Рамзан Кадыров”)
- **[for students interested in MMA (Mixed Martial Arts)]** Karim Zidan, “How Ramzan Kadyrov Uses MMA Fighting To Cement His Power,” *New Lines Magazine*, April 19, 2023, available at <https://newlinesmag.com/reportage/how-ramzan-kadyrov-uses-mma-fighting-to-cement-his-power/> **and additional materials, in particular about female MMA fighters in the region].**
- Horvath, Csaba: Ethno demographic changes in the Caucasus 1860-1960. *Délkelet Európa – South-East Europe International Relations Quarterly*, Vol. 2. No. 6. (Summer 2011) pp 1-20 [http://www.southeast-europe.org/pdf/06/DKE\\_06\\_A\\_K\\_HORVATH\\_CSABA.pdf](http://www.southeast-europe.org/pdf/06/DKE_06_A_K_HORVATH_CSABA.pdf)

### Session 7: Wednesday, February 28

\*\*\* MID-TERM EXAMINATION #1\*\*\*  
 \*\*\* (synchronous online) \*\*\*

[Monday-Saturday March 2 - 9: Spring Break]

### Session 8: Wednesday, March 13

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

[13] The Yeltsin Period: Rise of New Economic Actors

[14] Energy and Politics in the former Soviet World (introduction)

[15] Energy and Politics in the former Soviet World- part II: impact on the post-Soviet states and beyond

[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) [Canvas]

Theresa Sabonis-Helf (eds.), In the Tracks of Tamerlane: Central Asia’s Path to the 21<sup>st</sup> Century (Washington, D.C.: National Defense University, 2004), pp. available online at

<http://ndupress.ndu.edu/Portals/68/Documents/Books/CTBSP-Exports/Tracks-of-Tamerlane.pdf?ver=2017-06-16-124058-293>, especially

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

### **[13] The Yeltsin Period: Economic Reform and the Rise of New Economic Actors in Russia and Beyond**

Remington (2012), ch. 3, pp. 56-64, and ch. 4, “Close Up 4.1” box on Yeltsyn, pp. 100-101, ch. 6, pp. 154-157 (section on “Toward Pluralism”), ch. 7, pp. 191-208.

Hellman, Joel S. "Winners Take all: The Politics of Partial Reform in Postcommunist Transitions." *World Politics* 50, no. 2 (1998): 203-234

### **[14] Energy and Politics in the former Soviet World- part I: Russia and Ukraine after Putin’s rise to power in 2000**

Remington, pp. 149-167 and 235-247

Ray Leonard. Field Notes: “Khodorkovsky, Yukos, and Putin: The Achievement of Khodorkovsky, Why It Was Destroyed, and the Consequences,” *Problems of Post-Communism*, vol. 63: 121–126 (2016) [SHU e-journals]

*Russian Energy Chains*, ch. 1 (Note: focus on Ukraine), ch. 4, pp. 77-108; ch. 5 pp. 121-150; ch. 6 pp. 164-198. (Note: focus on Russia and Ukraine and their natural gas, oil and coal industries in chapters 4, 5 and 6, respectively; consult Appendixes A, B and C (pp. 251-284) as needed.

### **[15] Energy and Politics in the former Soviet World- part II: impact on the post-Soviet states and beyond**

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

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

- TBA presentation on life in Atyrau, Kazakhstan’s “city of oilmen,” on the Caspian, and how this relates to the economic situation and relations with Chiua (including clashes between Kazakh and Chinese workers and anti-Chinese investment protests)
- Rico Isaacs, “*Nur Otan*, Informal Networks and the Countering of Elite Instability in Kazakhstan: Bringing the ‘Formal’ Back In,” *Europe-Asia Studies* [Volume 65, Issue 6](#), 2013
- Richard Pomfret, “Kazakhstan’s Economy since Independence: Does the Oil Boom Offer a Second Chance for Sustainable Development?,” *Europe-Asia Studies* Vol. 57 No. 6 (September 2005), pp. 859-76, and update to 2023.

**Readings to choose from for student presentations on [13] The Yeltsin Period: Economic Reform and the Rise of New Economic Actors in Russia and Beyond**

- **[on 1990's Albania]:** selected chapters from Musaraj, Smoki, *Tales from Albarado: Ponzi Logics of Accumulation in Postsocialist Albania* (Cornell University Press, 2020) **[available in SHU library as e-book]**

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

- **[For Switzerland-interested students:]** TBA presentation on the city of Zug, Switzerland, as headquarters of Russian and Ukrainian energy intermediaries starting in the 1990s. Start by reading the sections on these intermediaries in Balmaceda, *Energy Dependency, Politics and Corruption* (2007 book), Balmaceda, *The Politics of Energy Dependency* (2013 book) and others; then do specific research on Zug as a center for these companies.
- **[On 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 French-reading students]:** Muriel Boselli, *L'Énigme Margerie Broché* (Paris, 2016) [about the strange death of the French company Total CoE in Russia; available on amazon.fr paper or kindle version]

**Readings for student presentations on [15] Energy and Politics in the former Soviet World: impact on the post-Soviet states and beyond)**

- Balmaceda, ch. 7 in *Energy Dependency, Politics and Corruption in the Former Soviet Union: Russia's Power, Oligarch's Profits and Ukraine's Missing Energy Policy, 1995-2006* (London and New York: Routledge, 2008). [SHU library]
- 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)

**Session 9: Wednesday, March 20**

**[16] Ukraine: from 1991 to 2014**

**[17] Belarus and Moldova**

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

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

**[17] Belarus and Moldova**

Balmaceda, "Belarus: Between Russia and the West, and at the Very Core of the Soviet System" (historical overview – read first)," *Living the High Life in Minsk*, pp. 19-32 **[available at the SHU library]**

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

Grigory Ioffe, "Understanding Belarus: Economy and Political Landscape," Europe-Asia Studies Vol. 56 No. 1 (January 2004), pp. 85-118

Margarita M. Balmaceda, "Belarus: Turning Dependency into Power?," chapter 5 in Ibid, *The Politics of Energy Dependency: Ukraine, Belarus and Lithuania Between Domestic Oligarchs and Russian Pressure* (University of Toronto Press, 2013) [SHU HD9502.E832 B34 2013]

Steven Woehrel, "Moldova: Background and US Policy," (2014) (10 pages). PDF available at <http://www.fas.org/sgp/crs/row/RS21981.pdf> or

Paul D. Quinlan, "Back to the Future: An Overview of Moldova Under Voronin" *Democratizatsia* Vol. 12 No. 4 (Fall 2004), pp. 485-503

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

- Selected chapters from Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, 2023. [Inter-Library Loan]
- Rosaria Puglisi, "The Rise of the Ukrainian Oligarchy," Democratization Vol. 10 No. 3 2003 [ILL or e-journals]

**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 Chernobylskaya molitva) and additional materials [first choice]
- **For French-reading students:** Alexandra Goujon, *Revolutions politiques et identitaires en Ukraine et Bielorussie (1998–2008)*. Paris: Belin, 2009 [ILL]
- Balmaceda, *Living the High Life in Minsk: Russian Energy Rents, Domestic Populism and Belarus' Impending Crisis* (Budapest: Central European University Press, 2014), selected chapters.

**Session 10: Wednesday, March 27**

**(NO REGULAR CLASS MEETING)**

**\*\*\*GAME DEVELOPERS' MEETING #1 \*\*\***

**\*\*\* EACH TEAM MEETS SEPARATELY on (or before) March 27 \*\*\***

**Readings (before meeting!):** *Russian Energy Chains*, chs 1 and 2 (pay special attention to the discussion of nodes on p. 33-35); and the first 2-3 pages of each chapters 4, 5 and 6 up to and including the maps figures 4.1, 5.1, 6.1).

**Assignment #2: By 4:30 pm, each group should submit a 500-600 word paper answering the questions below (using evidence and full references from appropriate course readings).**

1. How does your group interpret the concept of "nodes" discussed in *Russian Energy Chains*?
2. How does your group think the nodes and the physical chains shown in the maps may



**be incorporated into a board game?**

**Session 11: Wednesday, April 3**

**[18] The Transcaucasus: Georgia, Armenia. Azerbaijan**

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

**[18] The Transcaucasus: Georgia, Armenia. Azerbaijan**

Hunter, "Azerbaijan: searching for new neighbors;," in Bremmer and Taras, pp. 437-470

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

King, C. (2001). "The Benefits of Ethnic War: Understanding Eurasia's Unrecognized States." *World Politics* 53 (4), 524-552.

Kolsto, P. and H. Blackkistrud , 2008. "Living with non-recognition: State and Nation- building in south Caucasian Quasi-States." *Europe-Asia Studies* 60 (3), 483–509 [SHU e-journals]

Chamberlain-Creanga, Rebecca and Lyndon K. Allin (2010). "Acquiring Assets, Debts and Citizens: Russia and the Micro-Foundations of Transnistria's Stalemated Conflict," *Demokratizatsiya*, Fall 2010: 329-356.

**Readings to choose from for student Presentations (on [18] The Transcaucasus: Georgia, Armenia. Azerbaijan)**

- TBA presentation on energy and politics in Georgia – the case of the Inguri Dam
- **[For students interested in literature, especially Georgian literature]** Nino Haratischvili, *The Eighth Life (for Brilka)* (NY: Scribe US, 2020) (originally written in German; published in Georgian (pdf available) as მერვე სიცოცხლე (ბრილკას). [Focus on the interfaces between Georgian elites and the Soviet system, and its cultural ramifications; need to have completed at least 50% of book by time of presentation]
- Jones, "Georgia: the trauma of statehood," in Bremmer and Taras, pp. 471-504 and additional materials

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

- TBA presentation on Nagorno-Karabakh, Azerbaijani policy, and the 2023 war
- TBA presentation linking daily life in Nagorno-Karabakh with relations with Armenia and Azerbaijan. Use the article "Amid Ethnic Conflict in Nagorno-Karabakh, an Oasis Thrives," *The New York Times*, April 18, 2016 (<https://www.nytimes.com/2016/04/19/world/europe/amid-ethnic-conflicts-war-zone-a-livable-oasis-flourishes.html?searchResultPosition=2> ) and additional materials, especially discussing how this "livable oasis" has changed since 2020 and, especially 2023
- Conroy, K. M. (2015). Semi-Recognized States and Ambiguous Churches: The Orthodox Church in South Ossetia and Abkhazia. *Journal of Church and State*, 57(4), 621-639. [available in SHU journals]
- Blakkistrud, H. & Kolsto, P. (2011). "From Secessionist Conflict to a Functioning State: Processes of State and Nation-Building in Transnistria." *Post-Soviet Affairs* 27 (2), 178-210.

- **[For Russian-reading students:]** TBA presentation on North Ossetian “statehood” five years after the Russia-Georgia war. In addition to Toal and O’Loughin, “Inside South Ossetia: A Survey of Attitudes in a de-facto State,” *Post-Soviet Affairs* (2012) (available at <http://www.colorado.edu/ibs/pec/johnno/pub/PSA2013.pdf>) and other materials, please use the following interview from RFE/RL North Caucasus program in Russian ““Получилось некое государство” (“Some kind of state took shape”) August 26, 2013, available at <http://www.ekhokavkaza.com/content/article/25086810.html>] **[this later material is in Russian; contains terminology uniquely used in Abkhazia and South Ossetia after their de-facto secession from Georgia]**

## Session 12: Wednesday, April 10

**[20] Between a Soviet past and the EU: the Baltic States (Lithuania, Latvia and Estonia)**

**[21] Between Soviet-bloc past and the EU: Poland and Hungary (and comparison with Serbia)**

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

**[20] Between a Soviet past and the EU: the Baltic States (Lithuania, Latvia and Estonia)**

**Optional:** Chapter on Lithuania in Bremmer and Taras

**Optional:** Balmaceda, “Lithuania: Energy Policy between Domestic Interests, Russia, and the EU,” in *The Politics of Energy Dependency: Ukraine, Belarus and Lithuania Between Domestic Oligarchs and Russian Pressure* (U. of Toronto Press, 2013), 208-260.

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

Lamour, Christian. 2023. “Orbán Placed in Europe: Ukraine, Russia and the Radical-Right Populist Heartland.” *Geopolitics.*, 1–27. **[available electronically in SHU library]**

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

Sharafutdinova, Gulnaz. "Chechnya versus Tatarstan: Understanding ethnopolitics in post-communist Russia." *Problems of Post-Communism* 47, no. 2 (2000): 13-22.

Balmaceda, *Russian Energy Chains*, carefully reread pages on Bashkorkostan and Tatarstan (pp. 134-138, 211), including explanatory footnotes referring to Bashkorkostan and Tatarstan, Bashneft and Tatneft.

Other readings TBA.

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

- Presentation on citizenship issues, comparing policies in the three Baltic States. Use Ole Nrgaard (Editor), *The Baltic States After Independence* (1999) [ILL]; Davis J. Smith, Artis Pabriks, Aldis Purs and Thomas Lane, *The Baltic States: Estonia, Latvia and Lithuania* (Routledge, 2002) [ILL], other

- TBA presentation on the Lithuanian social and family policies 2006-2024, including policies on out-of wedlock children, institutionalized homophobia, and its effects on relations with the EU. Compare with Russia, and, if appropriate, Latvia and Estonia.
- TBA presentation on "Lithuania: the cost of rubbing China the wrong way" on the economic and political consequences at the Lithuanian and EU level of dispute on Lithuania's relationship with Taiwan started in 2021.

**Readings to choose from for Student Presentations (on [21] Poland and Hungary**

- Varga, M., & Buzogány, A. (2021). The foreign policy of populists in power: Contesting liberalism in Poland and Hungary. *Geopolitics*, 26(5), 1442-1463. [Available electronically in SHU library]
- TBA presentation on "Poland's "LGBT-free Zones" and relations with the EU"
- TBA presentation on Russia's support of extreme right movements in Europe
- TBA presentation on Russia and the Brexit vote

**Readings to choose from for Student Presentations (on [22] The Russian Fed..)**

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

**Session 13: Wednesday, April 17**

**[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 impacts**

**[26] Russia’s War Against Ukraine and its International Consequences**

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

Theodor Tudoroiu, “Rose, Orange, and Tulip: The failed post-Soviet revolutions,” *Communist and Post-Communist Studies* 40 (2007) 315-342 [SHU e-journals]

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

Ukraine wants to be the cryptocurrency capital of the world,” *New York Times*, November 21, 2022, available at <https://www.nytimes.com/2021/11/14/business/crypto-ukraine.html>

Other readings TBA

**[25] Putin’s domestic control and its foreign impact**

\* Margarita Balmaceda, ““Recreating Identity After the Homo Sovieticus: Language and the Definition of a New Pan-Russianness" in Mark Denham and Karen Slawner (eds.), *Citizenship After Liberalism* (New York: Peter Lang, 1998), pp. 167-184. [Canvas]

Other Readings TBA

**[26] Russia’s War Against Ukraine and its International Consequences**

Opinion: As Arctic ice melts, a new Russia-China threat looms  
Opinion by Frida Ghitis, CNN, December 21, 2023 <https://www.cnn.com/2023/12/20/opinions/arctic-geopolitical-tensions-nato-west-russia-china-ghitis/index.html>

Kuzio, T. (2023). Imperial nationalism as the driver behind Russia's invasion of Ukraine. *Nations and Nationalism*, 29(1), 30-38.

Ash, T. G., Krastev, I., & Leonard, M. (2023). United West, divided from the rest: Global public opinion one year into Russia's war on Ukraine. *European Council on Foreign Relations*, February 24. Available at [https://ecfr.eu/wp-content/uploads/2023/02/United-West-divided-from-the-rest\\_Leonard-Garton-Ash-Krastev.pdf](https://ecfr.eu/wp-content/uploads/2023/02/United-West-divided-from-the-rest_Leonard-Garton-Ash-Krastev.pdf)

“The War Has Reined In Ukraine’s Oligarchs, at Least for Now,” *New York Times*, January 16, 2024, available at <https://www.nytimes.com/2024/01/15/world/europe/ukraine-oligarchs-crackdown.html> and SHU library newspaper database

**Readings to choose from for student presentations on [24: Russia and Ukraine...]**

- TBA presentation on Ukraine’s steel industry after 2014 and 2022
- **[for Ukrainian-understanding students interested in gender issues and life in small-town countryside Ukraine]**, presentation on the Season 4 show 12 (October 2015) program in the series Хата на тата, Сезон 4. Выпуск 12 от 09.11.15 (“Khata na Tata”), available at. (<https://youtu.be/IVM56rFzyCg?si=-MCcY-N1ljTRD4QD> unabridged is 1:55 hrs (read also comments, mainly in Russian); use additional materials as well.
- **[for Spanish-reading students]** Echegaray, L. F. (2020). Gestación por sustitución: españoles atrapados en Ucrania. *Revista de Derecho de la UNED (RDUNED)*, (26), 153-194. **[on Ukraine and surrogate births as an industry; use additional materials as needed]** Available at: <http://revistas.uned.es/index.php/RDUNED/article/view/29170>.
- **[for Spanish-reading students]** Bonet, Pilar, *Náufragos del imperio: Apuntes fronterizos* (Barcelona: Galaxia Gutemberg, 2023) focus on section on Crimea (“Apuntes de Crimea”) or Donbas (“Apuntes de Donbass”)

**Readings to choose from for student presentations on [25] Putin’s domestic control and its foreign impact:**

- **[For gender and LGBT-issues interested students]** On Putin and “masculinity” as political strategy: Valerie Sperling, *Sex, Politics, and Putin*. (New York: Oxford University Press, 2014), selected chapters. **[available as e-book in SHU library]**
- Michael Isikoff and David Corn, *Russian Roulette: The Inside Story of Putin’s War on America and the Election of Donald Trump* (New York, 2018), pages TBA
- Other options TBA

**Readings to choose from for student presentations on [26]**

- **[for students interested in deep personal memoirs]** Olesya Khromeychuk, *A Loss: The Story of A Dead Soldier Told by His Sister* (Ibidem, 2022)

**Session 14: Wednesday, April 24**

\*\*\* NORTH CAUCASUS PLAY \*\*\*

\*\*\* GAME NIGHT \*\*\*

\*\*\*Assignment #3(group): game instructions due 1:00 pm\*\*\*

**Session 15: Wednesday, May 1**

\*\*\* MID-TERM EXAMINATION #2\*\*\*

<b>DIPL 4293 NA</b> <b>SPRING 2024</b> <b>SUMMARY OF CLASS MEETINGS</b>		
<b>1</b>	<b>Wed, Jan 17</b>	<b>Intro- Regular class #1</b> <b>Preliminary sign-in for news/reading press</b>
<b>2</b>	<b>Wed, 24 Jan</b>	<b>Regular class #2</b> <b>News presentation #1</b> <b>Finalize Sign-up for news, reading presentations, game teams</b>
<b>3</b>	<b>Wed, 31 Jan</b>	<b>Regular class #3</b> <b>News presentation #2</b>
<b>4</b>	<b>Wed, 7 Feb</b>	<b>Regular class #4</b> <b>News presentation #3</b>
<b>5</b>	<b>Wed, 14 Feb</b>	<b>Regular class #5</b> <b>News presentation #4</b>
<b>6</b>	<b>Wed, 21 Feb</b>	<b>***Assignment #1 due at 1:00 pm (individual assignment)***</b> <b>Regular class #6</b> <b>News presentation #5</b>
<b>7</b>	<b>Wed, 28 Feb</b>	<b>MID-TERM EXAM #1</b>
<b>*** Spring break Saturday March 2- Sat March 9 ***</b>		
<b>8</b>	<b>Wed, 13 March</b>	<b>Regular class #7</b> <b>News presentation #6</b>
<b>9</b>	<b>Wed, 20 March</b>	<b>Regular class#8</b> <b>News presentation #7</b>
<b>10</b>	<b>Wed, 27 March</b>	<b>GAMING TEAM CHALLENGE – TEAM MEETING</b> <b>***Assignment #2 due at 4:30 pm (team assignment)***</b>
<b>*** Easter break Thursday, March 28-Monday April 1 ***</b>		
<b>11</b>	<b>Wed, 3 April</b>	<b>Regular class #9</b> <b>News presentation #8</b>
<b>12</b>	<b>Wed, 10 April</b>	<b>Regular class #10</b> <b>News presentation #9</b>
<b>13</b>	<b>Wed, 17 April</b>	<b>Regular class #11</b> <b>News presentation #10 [may need to be rescheduled]</b> <b>+ Play rehearsal</b> <b>+ GAMING TEAM CHALLENGE –</b> <b>TEAMS MEET TO FINALIZE GAME-BUILDING</b>
<b>14</b>	<b>Wed, 24 April</b>	<b>Conclusion</b> <b>North Caucasus Play</b> <b>Game Night Team Challenge</b> <b>*** Assignment #3 due at 1:00 pm ***</b>
<b>15</b>	<b>Wed, May 1</b>	<b>MID-TERM EXAM #2</b>