

Department of Political Science  
University of Colorado  
Ketchum Hall

**Democracies of Eastern Europe**  
**PSCI 2028, Section 1**  
**MWF, 10-10:50 am, GRAP classroom (CHEY CHESS)**  
**Prof. Sarah Wilson Sokhey**

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“This was the year communism in Eastern Europe died.  
1949-1989 R.I.P.  
And the epitaph might be:  
*Nothing in his life  
Became him like the leaving it*”  
~ Timothy Garton Ash, 1990 ~

## **Course Description & Objectives**

The collapse of communism in the early 1990s was one of the most significant political events in recent history. While other regions of the world have become current “hot topics,” the experiences of Eastern European countries are relevant in today’s changing geopolitical environment and provide us with an opportunity to study many of the enduring questions in the social sciences. We might ask ourselves, for instance, why non-democratic systems fell in Eastern Europe (and Russia and Central Asia), while authoritarian regimes appear to be quite stable in countries like Iran and China.

Over the course of the semester, we will discuss questions such as: What was communism as a political and economic system? What was life like under communism? How did different Eastern European countries develop under communism? Does the shared history of the region mean these countries have more in common, or are do the countries of Eastern Europe vary widely in their political systems? Why did communism collapse? How did the post-communist countries of Eastern Europe undergo the dual transition to democratic governments and market-based economies? What are the social consequences of the collapse of communism? What is necessary for democracy to survive? What are the political and social consequences of the collapse of communism?

This course is designed as a seminar intended to stimulate an informed discussion among students about political and economic transformations. Many of the questions do not have clear answers, but require rigorous analytical thinking. This course has two primary goals: 1) to provide you with greater knowledge of political developments in the region, and 2) to provide students with a more analytical approach to studying important questions in the social sciences.

Given these goals, diligent reading and regular attendance are essential to be successful in this course. This class is based on the idea that we can only have productive and interesting discussions if we have something to talk about. This means you will need to read before each class and be prepared to discuss what you think. I see this course as a joint endeavor to better understand the politics of a particular region of the world and, in doing so, to grapple with enduring questions in the social sciences.

## Requirements

Your course grade will be based on the following criteria:

3 Response Papers	30% (worth 10% each)
In-Class Reading Quizzes	20%
Midterm #1	20%
Midterm #2	20%
Final	5%
Geography Quiz	5%
Extra Credit	See more information below

## Response Papers (30% total)

You are required to submit 3 response papers over the course of the semester. These response papers should reflect on the course readings. Your response paper should do the following:

1. Consider one of the questions listed in the topics & reading assignments (see pages 7-14). How do the readings address this question? In relation to this question, what important political or economic lessons can we learn from the East European cases?
2. In what ways do the readings fail to adequately address this question? Do you have any reaction or criticism to the readings? Would you modify the explanation offered by the authors in any way?

Each response paper is worth 10% of your final grade. The due dates for response papers have been marked on the syllabus. Each response paper should be 3-4 pages in length, Times New Roman (black), 12 point font, double-spaced with 1" margins on all sides. **No late response papers will be accepted under any circumstances.** All response papers should be submitted in class, not by e-mail.

You have the option to submit a 4<sup>th</sup> response paper which can replace the score on a previous response paper. If you choose to do this, please note that the 4<sup>th</sup> optional response paper is due in class on Friday, April 29<sup>th</sup>.

## In-Class Reading Quizzes (20%)

There will be regular reading quizzes which make up 20 percent of your final grade. The purpose of these quizzes is to reward students who regularly attend and are prepared by having done the assigned reading. I do not announce in advance when there will be a reading quiz. We will have a minimum of 12 reading quizzes over the course of the semester. I will not count your two lowest reading quizzes against you.

There is no attendance grade for this class because the reading quizzes are intended to evaluate both attendance and preparation. As a result, **there are no make-up reading quizzes under any circumstances whatsoever.**

### **Exams (2 midterms worth 20% each and a final worth 5%)**

There will be two midterm exams and a final exam. The midterm exams will consist of multiple choice, short-answer questions. The final exam will consist of one essay question. I will provide more information in class on what you should expect on the exams.

### **Geography Quiz (5%)**

There will be a geography quiz at the end of week 3 which tests your knowledge of the location and capitals of the East European countries on which we focus in the course.

### **Extra Credit**

There is one opportunity for extra credit in this course. On the course rubric below, you will notice that there are occasionally recommended readings. These readings are not mandatory, but are interesting additional sources which are available if you are interested and may be helpful for your course paper.

To receive extra credit, you should complete a recommended reading and write a two-page summary which: 1) briefly summarizes the content of the reading, and 2) gives your reaction & thoughts about the reading. Your response paper should tie into what we are covering in the course. You may complete TWO recommended readings for extra credit. Each recommended reading response you complete is worth 2 points on your final grade. I reserve the right to assign only 1 extra credit points, or no extra credit if the assignment is not done correctly.

If you are especially interested in a topic on the syllabus for which there are not recommended readings, please let me know and I may be able to recommend readings for extra credit.

### **Required Books**

- 1) Michael Roskin, *The Rebirth of Eastern Europe*, 4<sup>th</sup> edition, 2002 (Prentice Hall, ISBN: 0130341207)
- 2) Timothy Garton Ash, *The Magic Lantern*, 1990 (Random House, ISBN: 0394588843)
- 3) Slavenka Drakulic, *How We Survived Communism and Even Laughed*, 1990 (W.W. Norton, ISBN: 0393030768)
- 4) Maria Krenz, *Made in Hungary: A Life Forged by History*, 2009 (Donner Publishing, ISBN: 9780982539309)

Additional required readings will be available through <http://culearn.colorado.edu>

### **Recommended:**

\* These books are not required for purchase. They are interesting and useful sources to obtain more information and may be helpful in writing your course paper.

- Andrew Janos, *East Central Europe in the Modern World*, (Stanford University Press, 2000).
- Karen Dawisha and Bruce Parrot, *Democratization and Authoritarianism in Post-Communist Societies*, volumes 1-4, Cambridge University Press, 1996

- Ian Bremmer and Ray Taras, *New States, New Politics: Building the Post-Soviet Nations*, Cambridge University Press, 1997
- Alfred Stepan and Juan Linz, *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*, Johns Hopkins University Press, 1996
- Dave Weimer, ed., *The Political Economy of Property Rights: Institutional Change and Credibility in the Reform of Centrally-Planned Economies*, Cambridge University Press, 1997

Background reading:

- David Remnick, *Lenin's Tomb* (Provides a summary of the Gorbachev era; Remnick has a number of other good books on Russian politics)
- Chrystia Freeland (correspondent for the New York Times who has several good books on the region including *Sale of the Century*)
- Mary McAuley, *Soviet Politics*
- Geoffrey Hosking, *The First Socialist Society*

## Contacting Instructor

I am available Mondays and Wednesdays from 11am-12pm for office hours. I am also happy to make arrangements to meet with you at a time that is more convenient for your schedule.

*A note about e-mail (READ THIS!!!)*

E-mail is the quickest and easiest way to contact me outside of class and I always make an effort to respond promptly. Although e-mail is an easy and convenient form of correspondence, you should think of e-mails to any of your instructors as professional correspondence. This means that your message should adhere to norms of academic writing including the use of proper punctuation. You should also avoid IM style language or excessive use of abbreviations. The better I can understand your e-mail, the better I am able to help you in a constructive manner. Some questions are best answered in class or in person during office hours; in these cases, I will let you know that I will address your question in class or that we should arrange a time to talk.

## Disabilities

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>. Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

## Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please note, however, that requests for special accommodations need to be presented in a timely manner: at least one week prior to scheduled exams/assignments. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

## Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. 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 the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at <http://www.colorado.edu/studentaffairs/judicialaffairs/code.html>-student code

## Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

## Academic Honesty & Student Conduct

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: <http://www.colorado.edu/policies/honor.html> and at: <http://www.colorado.edu/academics/honorcode/>

All of the work you do in this course is expected to be your own and should not be work you have submitted in any other course. No cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and will be submitted to the Honor Code Council **without exception**. **The penalty for plagiarism in this course is failure of the course. If you plagiarize, you will fail the course.** Plagiarism does not only include lifting text verbatim from another source and using it as your own, but includes (among other things) paraphrasing a work and not properly citing it in your paper.

When considering whether or not to plagiarize, consider whether you are willing to fail the course and possibly face other university sanctions for doing so. If you are having difficulty completing

course assignments, consider alternatives to cheating including contacting me (or your other instructors) for help. The consequences of turning in a poorly done assignment or even not turning in an assignment at all are always much less severe than being caught plagiarizing.

## Extensions & Make-ups

As a general rule, I will not grant any extensions or make-ups. All deadlines have been clearly marked on the course schedule and you should make note of them. In case of extreme emergency (such as serious illness), extensions and make-ups must be discussed with the instructor individually and will be arranged on a case-by-case basis contingent on proper documentation of any incident preventing the student from meeting the deadline.

\*\*\*IMPORTANT NOTE: Assignments should be submitted in class, not via e-mail or left in my mailbox in the political science department. If extenuating circumstances require you to submit your assignment by e-mail or by leaving it in my mailbox, it is your responsibility to make sure I get it. You should be sure to get confirmation that I have received your assignment in this case.

## Grading

I will use the following scale in assessing grades:

A	94+	C+	77-79	F	59 and below
A-	90-93	C	74-76		
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D-	60-66		



## Course Schedule

**Note:** Readings that are not available from the books required for purchase will be posted on <http://culearn.colorado.edu> in PDF or Word format. Please let me know prior to class if you have difficulty accessing any of the readings. The italicized questions in the table below are those you should keep in mind while reading as we will discuss them in class.

I reserve the right to make adjustments to the schedule & readings as necessary. I may occasionally alert you to supplementary materials available on <http://culearn.colorado.edu>.

Readings that are listed as “recommended” are not mandatory reading. These are readings you can complete for extra credit (see more information above). Check with me before watching a movie as an extra credit option.

	Date	Topic & Reading Assignment	Deadlines
<b>Week 1</b>	Mon, Jan. 10	<b>Introduction &amp; Preliminaries</b> <i>Why is it important to study the countries of Eastern Europe? What is unique about the region? How are the region's experiences relevant in regards to major world problems today?</i>	
	Wed, Jan. 12	<b>Eastern Europe in Historical Perspective: The Dark Ages of Europe through the Interwar Period (i.e., several hundred years of history in 2 classes)</b> <i>What is the political history of Eastern Europe, and how might this history affect political development in the region? Why should we study Eastern Europe as a region?</i>  <u>Reading:</u> Roskin, Introduction and Chapter 1: Caught Between Empires, pages 1-25	
	Fri, Jan. 14	<u>Reading:</u> 1) Roskin, Chapter 2: Flunking Democracy: The Interwar Years, pages 26-47 2) Maria Krenz, <i>Made in Hungary</i> , 2009, “Preface” and “My Holocaust.” pages 1-26 *For more background information on Maria Krenz and her book, <i>Made in Hungary</i> , see: <a href="http://madeinhungary.wordpress.com/">http://madeinhungary.wordpress.com/</a>	
<b>Week 2</b>	Mon, Jan 17	No Class (Martin Luther King Jr. Holiday)	
	Wed, Jan. 19	<b>Spread of Communism to Eastern Europe</b> <i>What is communism? How did communism spread to Eastern Europe?</i> <u>Reading:</u> 1) Roskin, Chapter 3: East Europe and World War II, pages 48-63 2) Maria Krenz, <i>Made in Hungary</i> , 2009, “How Did We Get Here?” pages 27-43	

	Fri, Jan. 21	<u>Reading:</u> 1) Roskin, Chapter 4: The Communist Takeovers, pp. 64-79 2) Maria Krenz, <i>Made in Hungary</i> , 2009, "First Years" and "Growth and Loss" and "From Liberation to Communism", pages 45-98	
Week 3	Mon, Jan. 24	<b>Communist Political Systems</b> <i>What were the political systems like in Eastern Europe? How did citizens in these countries react to changes?</i> <u>Reading:</u> 1) Roskin, Chapter 5: The Hated Regimes, pages 80-98 2) Maria Krenz, <i>Made in Hungary</i> , 2009, "Life Without Father" and "The Worst Years of Communism" pages 99-142  <u>Recommended:</u> 1) "The Purge Trials" in <i>From Stalinism to Pluralism</i> , pp. 66-77 2) Vaclav Havel, <i>Disturbing the Peace</i> (Havel was active in the 1968 Prague Spring and later leads the "Velvet Revolution," becoming the first freely elected president of post-communist Czechoslovakia.)	
	Wed, Jan. 26	<i>Communism in Hungary</i> <u>Reading:</u> 1) Maria Krenz, <i>Made in Hungary</i> , 2009, "Taking Over" and "New Discoveries," pages 143-196	
	Fri, Jan. 28	<i>The Tragedy of Central Europe</i> <u>Reading:</u> 1) Kundera book chapter, "The Tragedy of Central Europe" in <i>From Stalinism to Pluralism</i> , pp. 217-223 2) Maria Krenz, <i>Made in Hungary</i> , 2009, "Fresh Air" and "Revolution," pages 197-234; "Leaving" and Epilogue, pages 235-253	Geography Quiz
Week 4	Mon, Jan. 31	<b>Communist Economic Systems</b> <i>How does a communist economic system function? How is it different from a capitalist system?</i> <u>Reading:</u> 1) Janos Kornai, pp. 3-15 and 19-20, <i>The Socialist System</i> (Section on System Prototypes) 2) Richard Ericson, <i>The Journal of Economic Perspectives</i> , Vol. 5, No. 4 "The Classical Soviet-Type Economy"	
	Wed, Feb. 2	Communist Economic Systems (Cont.)	



	Fri, Feb. 4	<p><b>The Fall of Communism: 1989 and beyond</b>  <i>How and why did communist countries change in the 1980s? What precipitated the fall of communism?</i></p> <p><u>Readings:</u>            1) Roskin, Chapter 6: The Decay of Communism, pp. 99-119            2) Slavenka Drakulic, <i>How We Survived Communism and Even Laughed</i>, New York: Harper Perennial, 1991.                a. Introduction (pp. xi-xvii)                b. "A Chat with My Censor" (pp. 76-81)                c. "Our Little Stasi" (pp. 93-102)                d. "A Communist Eye, or What Did I See in New York?" (pp.113-121)</p> <p><u>Recommended:</u>            1) Other chapters from the Drakulic book            2) Janos Kornai, <i>Economics of Shortage</i>, Amsterdam: North-Holland Publishing Company, 1980.            *Kornai is a Hungarian economist whose Ph.D. thesis, written when he was a student at the Institute of Economics at the Hungarian Academy of Sciences in the late 1950s, criticized the "overcentralization" of communist economies. He later became a professor at Harvard University. <i>Economics of Shortage</i> is his best known work which criticizes centrally-planned communist economies. See a short biography of Kornai at:  <a href="http://www.economics.harvard.edu/faculty/kornai/cv/bio.pdf">http://www.economics.harvard.edu/faculty/kornai/cv/bio.pdf</a></p>	
<b>Week 5</b>	Mon, Feb. 7	<p><u>Reading:</u>            Roskin, Chapter 7, "1989: The Gorbachev Factor," pages 120-141</p> <p><u>Recommended:</u>  <i>Time</i> magazine, Interview with Gorbachev, 9 September, 1985  <a href="http://www.time.com/time/magazine/article/0,9171,959753,00.html">http://www.time.com/time/magazine/article/0,9171,959753,00.html</a> (CU Learn)</p>	
	Wed, Feb. 9	<p><u>Readings:</u>            1) Garton Ash, <i>The Magic Lantern</i>, Introduction and Conclusion, "The Year of Truth"            2) Garton Ash, "Warsaw: The First Election"</p> <p>*This book is a first-hand account of the fall of communism in four different countries by one of the preeminent scholars studying the region. I recommend completing the readings in the order listed above, meaning you should read the introduction and conclusion first and then the chapter on Warsaw. For more background on Garton Ash, see:  <a href="http://www.timothygartonash.com/biography.html">http://www.timothygartonash.com/biography.html</a></p>	
	Fri, Feb. 11	<p><u>Reading:</u>            Garton Ash, "Budapest: The Last Funeral," and "Berlin: Wall's End"</p>	

<b>Week 6</b>	Mon, Feb. 14	<u>Reading:</u> 1) Garton Ash, "Prague: Inside the Magic Lantern"  <u>Recommended:</u> 1) Milan Svec, 1988, "The Prague Spring: 20 Years Later," <i>Foreign Affairs</i> 66 (5): 981-1001. *The Svec article was written in 1988 by a former deputy chief of the Czechoslovak embassy in Washington DC who was granted asylum in the US in 1985. The last two pages are particularly significant.	
	Wed, Feb. 16		<b>First Response Paper Due</b>
	Fri, Feb. 18		<b>Exam #1</b>
<b>Week 7</b>	Mon, Feb. 21	<b>Post-Communist Democratization</b> <i>How did democratization occur in Eastern Europe? Did these countries successfully democratize? What is necessary for the establishment of a well-functioning democracy? Do the experiences of Eastern Europe apply to countries today?</i> <u>Readings:</u> 1) Roskin, Chapter 8: The Struggle for Democracy, pp. 142-162	
	Wed, Feb. 23	<u>Readings:</u> 1) Jan Zielonka, "New Institutions in the Old East Bloc," in <i>The Global Resurgence in Democracy</i> , 207-244  <u>Recommended:</u> Grzegorz Ekiert and Stephen Hanson, <i>Capitalism and Democracy in Central and Eastern Europe</i>	
	Fri, Feb. 25	<u>Readings:</u> 1) Grzegorz Ekiert, Jan Kubik, Milada Anna Vachudova, "Democracy in the Post-Communist World: An Unending Quest?" <i>East European Politics &amp; Societies</i> , Vol. 21, No. 1, March 2007, pp. 7-30  <u>Recommended:</u> Debra Javeline and Vanessa Baird, "Who Sues the Government? Evidence from the Moscow Theater Hostage Crisis," <i>Comparative Political Studies</i> , 20:10, pp. 1-28 (*This articles presents an original survey of the victims of the Nord-Ost hostage crisis and was written by one of CU's own political science professors.)	
<b>Week 8</b>	Mon, Feb. 28	<b>The Former Yugoslavia</b> <u>Reading:</u> Roskin, Chapter 9: The Horrors of Yugoslavia, pages 163-180	

	Wed., Mar. 2	<p><i>Border Disputes &amp; Democracy</i></p> <p><u>Reading:</u> Douglas Gibler and Jaroslav Tir, "Settled Borders and Regime Type: Democratic Transitions as Consequences of Peaceful Territorial Transfers," <i>American Journal of Political Science</i>, Vol. 54, No. 4 (October), 2010.</p>	
	Fri, Mar. 4	<p><i>Montenegro and Kosovo</i></p> <p><u>Reading:</u> 1) Srdjan Darmanovic, "Montenegro: The Dilemmas of a Small Republic," <i>Journal of Democracy</i>, Vol. 14, No. 1 (January), 2003 2) Charles Kupchan, "Yielding to a Balkan Reality," <i>Foreign Affairs</i>, Vol. 84, Issue 6, pp. 14-20</p>	
<b>Week 9</b>	Mon, Mar. 7	<p><b>Post-Communist Economic Transitions</b></p> <p><i>What is the dual transition? What is the connection between political and economic reforms? Is democratization necessary for economic reforms to succeed? Can democracy endure if economic progress fails?</i></p> <p><u>Readings:</u> 1) Adam Przeworski, <i>Democracy and the Market</i>, Chapter 4: The political dynamics of economic reform, pp. 136-139 (just read the introduction section to the chapter) and Conclusion, pp. 188-191 2) Joel Hellman, "Winners Take All: The Politics of Partial Reform in Post-communist Transition," <i>World Politics</i>, Vol. 50, No. 2, pp. 203-234</p>	
	Wed, Mar. 9	<p><u>Readings:</u> 1) European Bank for Reconstruction and Development (EBRD) Report, Chapter 5: The Politics of Economic Reform, 1999</p>	
	Fri, Mar. 11	<p><u>Readings:</u> 1) Mitchell Orenstein, 2009, "What Happened in East European (Political) Economies? A Balance Sheet for Neoliberal Reform," <i>East European Politics and Societies</i> 23 (4): 479-490.</p> <p><u>Recommended:</u> Timothy Frye, "The Perils of Polarization: Economic Performance in the Post-Communist World," <i>World Politics</i>, 54:3 (April) 2002</p>	
<b>Week 10</b>	Mon, Mar. 14	<p><b>Corruption</b></p> <p><i>Who is responsible when economic reforms fail? What role does the government play in regulating economic activity in post-communist countries? How did countries like Poland and Russia differ in this regard?</i></p> <p><u>Reading:</u> 1) Venelin Ganev, "Ballots, Bribes, and State Building in Bulgaria," <i>Journal of Democracy</i>, Vol. 17, No. 1 (January), 2006.</p>	

	Wed., Mar. 16	<u>Reading:</u> 1) Timothy Frye and Andrei Shleifer, "The Invisible Hand and the Grabbing Hand," <i>The American Economic Review</i> , Vol. 87, No. 2, 1997  <u>Recommended:</u> 1) Chrystia Freeland, <i>Sale of the Century</i> , Chapter 3 (CU Learn) 2) Roger Schoenman, "Captains or Pirates? State-Business Relations in Post-Socialist Poland," <i>East European Politics &amp; Societies</i> , Vol. 19, No. 1, 2005, pp. 40-75	
	Fri, Mar. 18		<b>Second Response Paper Due</b>
<b>Week 11</b>	Mon, Mar. 21	***No Class (Spring Break)***	
	Wed., Mar. 23	***No Class (Spring Break)***	
	Fri, Mar. 25	***No Class (Spring Break)***	
<b>Week 12</b>	Mon, Mar. 28	<i>Discussion of Course Papers &amp; Feedback on Paper Topics, Abstracts, &amp; Bibliography</i> *** This is a very important day of class! ***  <u>Reading (required!):</u> William Zinsser, <i>On Writing Well</i> , pp.1-32	
	Wed, Mar. 30	<b>Social Problems After Communism's Collapse</b>  <b><i>Ethnicity &amp; Nationalism</i></b> <i>How did the collapse of communism influence thinking about ethnic minorities &amp; nationalism in Eastern European countries?</i> <u>Reading:</u> 1) Stephen Deets, "Reimagining the Boundaries of the Nation: Politics and the Development of Ideas on Minority Rights," <i>East European Politics &amp; Societies</i> , Vol. 20, No. 3, 2006, pp. 419-466  <u>Recommended:</u> Valerie Bunce, "The National Idea: Imperial Legacies and Post-Communist Pathways in East Europe," <i>East European Politics &amp; Societies</i> , Vol. 19, No. 3, 2005, pp. 406-442.	
	Fri, Apr. 1		

<b>Week 13</b>	Mon, Apr. 4	<b><i>Marginalized Groups</i></b> <i>How were marginalized groups treated after the fall of communism? What is the dark side of the collapse of communism? Why did these problems arise, and how could they be avoided?</i> <u>Reading:</u> 1) Gail Kligman & Stephanie Limoncelli, "Trafficking Women After Socialism: To, Through, and From Eastern Europe," <i>Social Politics</i> , Vol. 12, No. 1, Spring 2005, pp. 118-140	
	Wed, Apr. 6	<u>Reading:</u> Zoltan Barany, "The Socio-Economic Impact of Regime Change in Eastern Europe: Gypsy Marginality in the 1990s," <i>East European Politics &amp; Societies</i> , Vol. 15, No. 1, pp. 64-113	
	Fri, Apr. 8	Movie: <i>Goodbye, Lenin!</i> (2003, Wolfgang Becker) *This movie follows the story of a woman who goes into a coma just before the collapse of the Berlin wall. When she awakens from her coma, her son attempts to recreate East German life for her in their apartment. The movie is mandatory and questions from it will appear on the second midterm exam.  <u>Recommended:</u> Movie: <i>The Lives of Others</i> (2006, Florian Henckel vonDonnersmarck)	
<b>Week 14</b>	Mon, Apr. 11	Movie: <i>Goodbye, Lenin!</i> (2003, Wolfgang Becker)	
	Wed, Apr. 13	Movie: <i>Goodbye, Lenin!</i> (2003, Wolfgang Becker)	<b>Third Response Paper Due</b>
	Fri, Apr. 15		<b>Midterm Exam #2</b>
<b>Week 15</b>	Mon, Apr. 18	<b><i>Becoming Part of Europe Again</i></b> <i>How does the European Union affect democracy in Eastern Europe?</i> <u>Reading:</u> 1) John O'Brennan, <i>The Eastern Enlargement of the European Union</i> , (New York and London: Routledge, 2006) 2) European Commission, <i>Panorama of the European Union</i>	
	Wed, Apr. 20	<u>Readings:</u> 1) Jan Zielonka, "The Quality of Democracy After Joining the European Union," <i>East European Politics &amp; Societies</i> , Vol. 21, No. 1, 2007, pp. 162-180  <u>Recommended:</u> Christian Haerpfer, <i>Democracy and Enlargement in Post-Communist Europe</i> , (London: Routledge, 2002), pp. 109-141.	
	Fri, Apr. 22		

<b>Week 16</b>	Mon, Apr. 25	<i>Review for Final Exam</i>	
	Wed, Apr. 27	<b>The Future of Eastern Europe</b> <u>Reading:</u> 1) Roskin, Chapter 10: Lessons, Hopes, & Fears, pp. 181-196	
	Fri, Apr. 29	<u>Reading:</u> 1) F. Stephen Larrabee, "Danger and Opportunity in Eastern Europe," <i>Foreign Affairs</i> , Vol. 17, November/December, 2006, pp. 117-131. 2) To Be Determined  <u>Recommended:</u> Juan Linz & Alfred Stepan, <i>Problems of Democratic Transition and Consolidation</i> , (Baltimore and London: Johns Hopkins University Press, 1996), Chapter 21: Post-Communist Europe: Concluding Comparative Reflections , pp. 434-457	<b>Last Day to Submit Extra Credit; Optional Fourth Response Paper Due</b>
<b>Final Exam</b>		<b>Saturday, April 30<sup>th</sup>, 7:30-10pm</b>	<b>Final Exam</b>