

East European Politics

PSCI 4062-001, Spring 2017

MWF, 10:00-10:50am, Ketchum 1B-71

Professor Sokhey

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Eastern Europe has long been a region caught between competing powers. We will be studying a group of countries that share important historical legacies and similar challenges, but which are also vastly different in many ways. These countries' experiences can teach us a great deal about war and peace, democratization, how countries navigate difficult economic times, ethnic and minority politics, and a wide variety of important social issues including human trafficking.

We will start with the rise & fall of Communism in the region and work our way through a number of increasingly important questions and topics including: Why are people concerned about the rise far right in countries like Hungary & Slovakia? What happened in Ukraine and why did Russia annex Crimea? What does the Syrian refugee crisis look like in this region? Why are Chinese people one of the largest migrant groups in Eastern Europe? What role does Russia play in the region? What is NATO's role in Eastern Europe? Does the European Union still matter?



Top Right: 2013 Maidan protest movement in Ukraine, Bottom right: Downtown Warsaw in Poland today

This course is designed as a seminar intended to stimulate an informed and critical discussion among students about political and economic transformations. Many of the questions we address 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 you with a more critical and analytical approach to studying important questions in the social sciences. 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:

2 Midterm Exams	60% (30% each)
Final Exam	15%
Geography Quiz	10%
Participation	10%
On-line (D2L) discussion of current events	5%
Optional Research Paper	worth 20% and each midterm will be worth 20%
Extra Credit	see more information below

Exams (75% of your total grade)

There will be 2 midterm exams and 1 final exam. The two midterm exams will consist of multiple choice, identification, and short answer questions. I will provide more information in class on what you should expect on the exams. The midterm exams are not cumulative. On the final exam, you will be asked to answer 1 long essay question. This question will focus on the big questions we have focused on from week 12 onwards, but will also ask you to draw on information from the first part of the course.

Geography Quiz (10%)

There will be a geography quiz at the end of week 2 which tests your knowledge of the relevant countries, country capitals, and major geographic features

Participation: Reading Quizzes & In-class Assignments (10%)

Your participation grade will be based on reading quizzes and in-class assignments. There will be at least 10 reading quizzes or in-class assignments over the course of the semester (meaning a quiz most weeks in which there is no exam).

On-line (D2L) Discussion of Current Events (5%)

Keeping up with current events is an important part of our class. I will post 2-3 articles on D2L by (nearly) every Thursday morning with relevant news about the region from the current week. A discussion board will be created on D2L. You are required to: 1) make 1 relevant comment about the articles, and 2) respond to 1 comment from someone else. Your comments should be relevant and reflect that you have read the articles.

I would also recommend the “Europe” web page of the *BBC* for news on Eastern European countries which can be found at: <http://www.bbc.co.uk/news/world/europe/>.

Optional Research Paper

You have the option to submit an 8-10 page research paper. If you are interested in this option, come talk to me and I will provide you with more detailed information. If you choose to write a research paper, your research paper will be worth 20% of your final grade and each midterm will be worth 20% of your final grade. You will be asked to submit your paper on D2L. You should keep in mind that **the penalty for plagiarism in this course is failing the course. Don't plagiarize.**

Extra Credit

There is one opportunity for extra credit in this course. On the course schedule 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. 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. Some optional extra credit readings will be available on D2L.

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 relate to what we are covering in the course. You may complete 2 recommended readings for extra credit. Each recommended reading response you complete is worth 2 points on your final grade. You may only receive 1 extra credit point if the response paper does not summarize the reading correctly or does not give your reaction to the reading. To receive extra credit, you must submit an extra credit response paper on D2L by the final day of class.

Required Books

- 1) Timothy Garton Ash, *The Magic Lantern*, 1990 (Random House, ISBN: 0394588843)
- 2) Maria Krenz, *Made in Hungary: A Life Forged by History*, 2009 (Donner Publishing, ISBN: 9780982539309)

All additional required readings will be available through D2L at <http://learn.colorado.edu>. Other recommended reading (not required, but good sources for extra credit readings):

- Joseph Rothschild and Nancy Wingfield, *Return to Diversity*, 4th edition, 2008, (Oxford University Press, ISBN: 978-0-19-533475-3)
- Slavenka Drakulic, *How We Survived Communism and Even Laughed*, 1990 (W.W. Norton, ISBN: 0393030768)
- 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

Contacting Professor

I am available Mondays and Wednesdays from 11-12:30pm for office hours. I am also happy to make arrangements to meet with you at a time that is more convenient for your schedule. My office is in Ketchum Hall, office 133 (in the west wing of the building just down the hall from the main Political Science office)

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. You should think of e-mails to any of your instructors as professional correspondence. This means that “Dear Professor Sokhey” is a great way to start an email to me; “Hey Sarah” is not a great way to start an email to me.

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 your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at [303-492-8671](tel:303-492-8671) or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) (<http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions>) under the Quick Links at the [Disability Services website](http://www.colorado.edu/disabilityservices) (<http://www.colorado.edu/disabilityservices>) and discuss your needs with me.

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, requests for special accommodations need to be presented in a timely manner meaning at least one week prior to scheduled exams/assignments. Although I will always try to accommodate requests, I reserve the right to deny requests for accommodations that are requested less than a week before the assignment or exam, or which are made after an assignment or exam.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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. For more information, see the [policies on classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) (<http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>) and [the student code](http://www.colorado.edu/osc/sites/default/files/attached-files/studentconductcode_15-16.pdf) (http://www.colorado.edu/osc/sites/default/files/attached-files/studentconductcode_15-16.pdf).

Discrimination and Harassment

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political

philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at [303-492-2127](tel:303-492-2127). Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://www.colorado.edu/institutionalequity) (<http://www.colorado.edu/institutionalequity>).

Academic Honesty & Student Conduct

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) (<http://www.colorado.edu/policies/academic-integrity-policy>) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; [303-735-2273](tel:303-735-2273)). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at <http://honorcode.colorado.edu>.

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 reported to the Committee on Academic Misconduct. **If I find that you have plagiarized, you will fail the course.** Plagiarism does not only include lifting text verbatim from another source and using it as your own, but includes paraphrasing a work and not properly citing it in your paper (i.e., using an idea or argument without proper attribution).

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 not turning in an assignment at all, are much less severe than 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 an 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 D2L (<https://learn.colorado.edu>).

	Date	Topic & Reading Assignment	Deadlines
Week 1	Jan. 16	No Class – Martin Luther King, Jr. Day	
	Jan. 18	Introduction <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>	
	Jan. 20	Why Study Eastern Europe? <i>What is going on in Eastern Europe today? Why should we study Eastern Europe as a region? Should we refer to the region as Eastern Europe at all?</i> <u>Reading:</u> 1) <i>The Economist</i> , “Wrongly Labeled,” January 7, 2010 2) <i>The Economist</i> , “Time to scrap ‘Eastern Europe’,” July 13, 2012, Watch this video clip at: http://www.economist.com/blogs/easternapproaches/2012/07/%E2%80%9Cceast%E2%80%9D-dead	
Week 2	Jan. 23	Some Historical Context: The Spread of Communism to Eastern Europe <u>Reading</u> 1) Joseph Rothschild & Nancy Wingfield, <i>Return to Diversity: A Political History of East Central Europe</i> (4 th edition), Chapter 3, sections 1-4 (pages 61-83) (D2L)	
	Jan. 25	<u>Reading:</u> 1) Maria Krenz, <i>Made in Hungary</i> , 2009, “Preface” and “My Holocaust,” pages 1-26	
	Jan. 27	<u>Reading:</u> 1) Current Events: Contribute to the D2L Discussion 2) Maria Krenz, <i>Made in Hungary</i> , 2009, “How Did We Get Here?” (pages 27-44), “The Worst Years of Communism” (pages 127-142), and “Taking Over” (pages 143-165) <u>Recommended:</u> Other chapters in Krenz book Wittenberg, Jason and Jeffrey S. Kopstein. 2003. “Who Voted Communist? Reconsidering the Social Bases of Radicalism in Interwar Poland” <i>Slavic Review</i> , Vol. 62, No. 1 (Spring), pp. 87-109. (D2L)	Geography Quiz

Week 3	Jan. 30	Communist Political Systems <i>What were the long-term consequences of communism for Eastern Europe? In class, we will discuss differences and similarities across Communist countries. How was Communism different in Hungary (about which Krenz writes) and Czechoslovakia (where Kundera is from)? What was similar about Communist countries?</i> <u>Reading:</u> 1) Milan Kundera, "The Tragedy of Central Europe" in <i>From Stalinism to Pluralism</i> , pp. 217-223. (D2L) 2) Maria Krenz, <i>Made in Hungary</i> , 2009, "Fresh Air" and "Revolution" (pages 197-234); "Leaving" and "Epilogue" (pages 235-253)	
	Feb. 1	Communist Economic Systems <i>How does a communist economic system function? How is it different from a capitalist system?</i> <u>Reading:</u> 1) Richard Ericson, <i>The Journal of Economic Perspectives</i> , Vol. 5, No. 4 "The Classical Soviet-Type Economy" (D2L) <u>Recommended:</u> Janos Kornai. 1986. "The Hungarian Reform Process: Visions, Hopes and Realities," <i>Journal of Economic Literature</i> , December, pages 1687-1737. (D2L) Maria Krenz, "Life Without Father" (pages 99-126)	
	Feb. 3	<u>Reading:</u> 1) Current Events: Contribute to D2L Discussion 2) <i>How We Survived Communism and Even Laughed</i> , New York: Harper Perennial, 1991, "A Communist Eye, or What Did I See in New York?" (pp.113-121) (D2L)	
Week 4	Feb. 6	The Fall of Communism: 1989 and beyond <i>Poland</i> <u>Readings:</u> 1) Garton Ash, <i>The Magic Lantern</i> , Introduction and Conclusion 2) Garton Ash, "Warsaw: The First Election" (Polish case) *The Garton-Ash book is a first-hand account of the fall of communism in four different countries by one of the preeminent scholars studying the region. For more background on Garton Ash, see: http://www.timothygartonash.com/biography.html <u>Recommended:</u> 1) Rothschild & Wingfield, Chapter 7, sections 1 and 2, pages 181-187 2) <i>Time</i> magazine, Interview with Gorbachev, 9 September, 1985 (http://www.time.com/time/magazine/article/0,9171,959753,00.html) (D2L)	

	Feb. 8	<i>Hungary, East Germany, & Czechoslovakia</i> <u>Reading:</u> 1) Garton Ash, “Budapest: The Last Funeral” (Hungarian case) <u>Recommended:</u> 3) 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 an ex-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.	
	Feb. 10	<u>Reading:</u> 1) Current Events: Contribute to D2L Discussion 2) Garton Ash, “Berlin: Wall’s End” (East German case)	
Week 5	Feb. 13	<u>Reading:</u> 1) Garton Ash, “Prague: Inside the Magic Lantern” (Czechoslovak case)	
	Feb. 15	Review for Exam #1	
	Feb. 17		Exam #1
Week 6	Feb. 20	Post-Communist Democratization <u>Reading</u> 1) Andrew Roberts. 2010. Chapter 8, “Assessing the Quality of Democracy” in <i>The Quality of Democracy in Eastern Europe</i> , p. 169-186. (D2L) <u>Recommended:</u> 1) Grzegorz Ekiert, Jan Kubik, Milada Anna Vachudova, “Democracy in the Post-Communist World: An Unending Quest?” <i>East European Politics & Societies</i> , Vol. 21, No. 1, March 2007, pp. 7-30	
	Feb. 22	<u>Reading:</u> 1) Anna Gryzmala-Busse. 2002. “The Pragmatic Turnaround of Communist Successor Parties in East Central Europe, 1989-1998,” <i>Communist and Post-Communist Studies</i> (March). (D2L)	
	Feb. 24	<i>The European Union</i> <u>Reading</u> 1) Current Events: Contribute to D2L Discussion 2) Ulrich Sedelmeier. 2014. “Europe after the Eastern Enlargement of the European Union: 2004-2014,” European Commission Report. 3) Hannah Thoburn, July 19, 2016, “The EU spurred democracy and prosperity in Eastern Europe. After Brexit, is that over?” <i>Vox</i> .	

Week 7	Feb. 27	The Former Yugoslavia <u>Reading:</u> 1) Joseph Rothschild & Nancy Wingfield, <i>Return to Diversity: A Political History of East Central Europe</i> (4 th edition), Chapter 7, section 8, pages 205-209 (D2L) <u>Recommended Reading:</u> Douglas Gibling and Jaroslav Tír, “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. (D2L)	
	Mar. 1	<u>Reading:</u> 1) Rothschild & Wingfield, Chapter 8, section 8, pages 234-242 (D2L)	
	Mar. 3	<u>Reading:</u> 1) Current Events: Contribute to D2L Discussion <u>Recommended Reading (on Montenegro and Kosovo)</u> 1) Srdjan Darmanovic, “Montenegro: The Dilemmas of a Small Republic,” <i>Journal of Democracy</i> , Vol. 14, No. 1 (January), 2003. (D2L) 2) Charles Kupchan, “Yielding to a Balkan Reality,” <i>Foreign Affairs</i> , Vol. 84, Issue 6, pp. 14-20. (D2L)	
Week 8	Mar. 6	Defying Authoritarian Leaders: The Color Revolutions <i>Yugoslavia</i> <u>Reading:</u> Valerie Bunce and Sharon Wolchik. 2011. “Defeating a Dictator at the Polls and in the Streets: The 2000 Yugoslav Elections,” in <i>Defeating Authoritarian Leaders in Post-communist Countries</i> , Cambridge University Press, pages 97-113. (D2L)	
	Mar. 8	<i>Ukraine: Orange Revolution</i> Valerie Bunce and Sharon Wolchik. 2011. “Ukraine: The Orange Revolution,” in <i>Defeating Authoritarian Leaders in Post-communist Countries</i> , Cambridge University Press, pages 114-147. (D2L)	
	Mar. 10	<i>Ukraine: 2013-present</i> 1) Current Events: Contribute to D2L Discussion 2) Ukrainian crisis timeline on BBC: http://www.bbc.com/news/world-middle-east-26248275 3) United States Institute of Peace. 2015. “The Ukraine-Russia Conflict: Signals and Scenarios for the Broader Region”	

Week 9	Mar. 13	Revolutions & Authoritarian Regimes: What Can we Learn from Eastern Europe? <i>Middle East & North Africa</i> <u>Reading:</u> 1) Evan Bellin. 2004. "The Robustness of Authoritarianism in the Middle East: Exceptionalism in Comparative Perspective," <i>Comparative Politics</i> , Vol. 36, No. 2 (Jan.), pages 139-157. (D2L)	
	Mar. 15	<u>Reading:</u> 1) Courtney Brooks and Milos Teodorovic. February 21, 2011. "Exporting Non-violent Revolution from Eastern Europe to the Middle East," <i>Radio Free Europe, Radio Liberty</i> (D2L) 2) Erik Voeten. 2011. "Similarities and Differences Between Eastern Europe in 1989 and the Middle East in 2011," blog post on <i>The Monkey Cage</i> (D2L) <u>Recommended Reading:</u> 2) Stephen Walt. November 2000. "Fads, Fevers, and Firestorms," <i>Foreign Policy</i> (D2L) 3) Stephen Walt. January 2011. "Why the Tunisian Revolution Won't Spread," <i>Foreign Policy</i> . (D2L)	
	Mar. 17	<u>Reading:</u> 1) Current Events: Contribute to D2L Discussion	
Week 10	Mar. 20	Documentary: <i>Ukraine on Fire</i> (2015) <u>Reading</u> 1) Katya Kalandadze and Mitchel Orenstein. 2009. "Electoral Protests and Democratization: Beyond the Color Revolutions," <i>Comparative Political Studies</i> , Vol. 42, No. 11. (D2L)	
	Mar. 22	Review for Exam #2	
	Mar. 24		Exam #2
Week 11	March 27-31	SPRING BREAK – NO CLASSES	
Week 12	Apr. 3	The Dark Side of Post-Communism <i>Corruption</i> <u>Reading</u> 1) Venelin Ganev, "Ballots, Bribes, and State Building in Bulgaria," <i>Journal of Democracy</i> , Vol. 17, No. 1 (January), 2006. (D2L) <u>Recommended</u> Timothy Frye and Andrei Shleifer, "The Invisible Hand and the Grabbing Hand," <i>The American Economic Review</i> , Vol. 87, No. 2, 1997. (D2L)	

	Apr. 5	<p><i>Human Trafficking</i></p> <p><u>Reading</u></p> <p>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. (D2L)</p> <p><u>Recommended:</u></p> <p>1) Documentary on trafficking of women in the post-communist era: Mimi Chakarova, <i>The Price of Sex</i>, 2011.</p>	
	Apr. 7	<p><i>Law Enforcement & Trafficking</i></p> <p><u>Reading:</u></p> <p>1) Lauren McCarthy. 2010. "Beyond Corruption: An Assessment of Russian Law Enforcement's Fight Against Human Trafficking," <i>Demokratizatsiya</i>, 18(1): 1-27. (D2L)</p> <p>2) Current Events: Contribute to D2L Discussion</p> <p><u>Recommended:</u></p> <p>1) Documentary: <i>Children Underground</i> (Edet Belzberg, 2001); about orphan's living in the subway in Bucharest, Romania</p> <p>2) Mukesh Chawla, Gordon Betcherman, and Arup Banerji, <i>From Red to Gray</i>, World Bank, 2007, pp. 1-13 (overview), 22-34 (sections on pensions and healthcare); about demographic challenges of ageing populations (available on D2L)</p>	
Week 13	Apr. 10	<p><i>The Far Right in Eastern Europe</i></p> <p><i>European Trends</i></p> <p><u>Reading:</u></p> <p>1) <i>New York Times</i>, "Europe's Rising Far Right: A Guide to the Most Prominent Parties," Updated on December 4, 2016, available at: http://www.nytimes.com/interactive/2016/world/europe/europe-far-right-political-parties-listy.html</p> <p>2) Jen Rydgren. 2011. "A legacy of 'uncivicness'? Social capital and radical right-wing populist voting in Eastern Europe," <i>Acta Politica</i> 46(2). (D2L)</p> <p><u>Recommended:</u></p> <p>1) Gregor Aisch, Adam Pearce, and Bryant Rousseau, "How Far is Europe Swinging to the Right?" <i>New York Times</i>, Updated on December 5, 2016, available at: http://www.nytimes.com/interactive/2016/05/22/world/europe/europe-right-wing-austria-hungary.html?_r=0</p>	
	Apr. 11	<p><i>Jobbik in Hungary</i></p> <p><u>Reading</u></p> <p>1) Mihai Varga. 2014. "Hungary's 'anti-capitalist' far-right: Jobbik and the Hungarian Guard," <i>Nationalities Papers</i>, Vol. 24, No. 5, pp. 791-807. (D2L)</p>	

	Apr. 13	<i>People's Party-Our Slovakia</i> <u>Reading</u> 1) Marek Hlavac, "Performance of political parties in the 2016 parliamentary election in Slovakia: regional comparisons and district-level determinants," <i>Regional & Federal Studies</i> , 26:3, pp.433-443. (D2L)	
Week 14	Apr. 17	The Syrian Refugee Crisis in Eastern Europe <u>Reading</u> 1) BBC, March 4, 2016, "Migrant crisis: Migration to Europe explained in 7 charts," http://www.bbc.com/news/world-europe-34131911	
	Apr. 19	1) Maria Hoel, "The European Union's response to the Syrian refugee crisis," Master's thesis in European Studies, Norwegian University of Science and Technology, pages 1-12, Hungarian sections: pages 29-31, 40-41	
	Apr. 21	<u>Reading:</u> 1) Current Events: Contribute to D2L Discussion	
Week 15	Apr. 24	Migrants in Eastern Europe <i>Migration: Theory</i> <u>Reading:</u> 1) David Leblang, Jennifer Fitzgerald, and Jessica Teets, "The Political Economy of International Labor Migration," <i>World Politics</i> , forthcoming. (D2L) <u>Recommended:</u> David Leblang, "Familiarity Breeds Investment: Diaspora Networks and International Investment," <i>American Political Science Review</i> , Vol. 104, No. 3, pp. 584-600. (D2L)	
	Apr. 26	<i>Chinese Migration into Eastern Europe</i> <u>Reading:</u> 1) Amy H. Liu. 2017. "The Isolation of Chinese Migrants in Eastern Europe: Survey Data from Bulgaria, Croatia, and Hungary." <i>Journal of Chinese Overseas</i> . (D2L)	
	Apr. 28	<i>Chinese Foreign Direct Investments in Eastern Europe</i> <u>Reading:</u> 1) Current Events: Contribute to D2L Discussion 2) Wade Jacoby, "Different Cases, Different Faces: Chinese Investment in Central and Eastern Europe," <i>Working Paper</i> . (D2L)	

Week 16	May 1	Russia & Eastern Europe <u>Reading</u> 1) Geoff Brumfiel, "Russia Seen Moving New Missiles to Eastern Europe," <i>NPR</i> , December 8, 2016. 2) John Walcott and Areen Strobel, "Russia has playbook for covert influence in Eastern Europe: study," <i>Reuters</i> , October 13, 2016 3) James Masters, "NATO bolsters presence in Eastern Europe as Russia tension rises," <i>CNN</i> , October 27, 2016.	Optional Research Papers Due (submit on D2L)
	May 3	<u>Reading</u> To Be Determined	
	May 5	Review for Final Exam	Last Day to Submit Extra Credit on D2L
Final Exam		Final Exam is Monday, May 8th, 1:30-4pm, held in our regular classroom	