

Course Syllabus “Transformations of Post-Soviet Space: Politics, Societies, Economies”

Adopted by
Protocol №

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Number of credits	4
Contact Hours	56
Self-study hours	96
Course	2nd
Educational format	Seminars and group work; Without the online-based part of the course

1. Content of the course:

The post-Soviet/Eurasian space is a great natural experiment for social sciences. Studying its transformation makes possible to explore a wide range of topical issues: democratic transitions and authoritarian backlashes, state-building and nation-building, the transformation of single political institutions and political regimes in general. The fundamental question of the course is what social sciences can learn from post-Soviet states transformation?

This course is an introduction to the topic of post-Soviet/Eurasian studies. The central scope of the course is newly-emerged polities and its transformation from different angles. Social aspect uncovers the idea of ‘homo soveticus’ as a unique phenomenon. It helps to contemplate how social engineering of a new type of human beings was implemented and affected a wide range of social attitudes. Economic aspect deals with approaches to the transitional economy. These topic embraces not only members of the former USSR but covers all post-communist regimes that followed different economic tracks switching from a planned economy to free market. And the last but not least aspect touches political processes. It unearths the causes of transformation the former USSR republics into a variety of political regimes from full democracies (Baltic states) to hybrids and tough autocracies (Turkmenistan and Karimov’s Uzbekistan). This provides a good basis for profound comparative studies. The course gives firm ground to elaborate on the topic of post-Soviet/Eurasian studies and to amplify perspectives.

2.1. Learning objectives

The main objective of the course is to acquaint students with the main social, economic and political processes which occur in the countries of the former USSR from the moment of its collapse to the present day. Transformation of the post-Soviet countries shows how newly-emerged political entities develop.

The present course is designed:

- to make students familiar with the major concepts, theories, and debates in post-Soviet/Eurasian studies from the angle of fundamental social, economic and political approaches;

- to develop and/or foster the ability to critically review published research outcomes, which are based on contemporary research and global best practices in post-Soviet/Eurasian studies;
- to cultivate students' ability to prepare reports in the proper academic form on topics related to ongoing research activities.

2.2. Learning outcomes

Completing the course students will be able to operate basic ideas, concepts and theories concerning post-Soviet space. The listeners of the course will beef up their knowledge about post-Soviet space in particular and about fundamental social, economic and political spheres in general. The students will be disposed to propose their original views and contribute to the developing discussions on the topic. They will have enough for introducing their knowledge and presenting own arguments in oral and written forms.

3. Content of the course:

Theme 1. Introduction. Crisis of expertise in the 2000s. Why the post-Soviet area is urgent again?

The general crisis of science in post-Soviet countries. Brain drain. Military and secret services expertise vs expertise for civil and business purposes. The non-prestigious area for the scholars and disregard of the decision-makers. The 'first calls' of the emerging expertise crisis in Russia: the 'Rose' revolution in Georgia, the 'Orange' revolution in Ukraine and other cases. The failure of the policy towards Ukraine in 2013-onwards. New challenges for Russia: Armenia, Kazakhstan, Belarus. The post-soviet area as the core of the greater Eurasia. The upcoming prospects: integration projects (Western one vs Chinese one).

Theme 2. the USSR collapse and post-Soviet states emergence: state-building and nation-building.

Post-communist trilemma: state-building, democratization and liberalization of the economy. What is the first? The problem of consequencing. Crash of hierarchies. Monopoly for legitimate violence: state vs criminals. States without nations: problems of nation-building. Soviet background of artificial nation-building. Migration. Diasporas.

Theme 3. Separatist movements.

Soviet roots of separatist movements. Administrative and territorial structure of the USSR. Socialist federalism and nations self-determination. Causes of separatism. Why some movements were successful (Transnistria, Nagorno-Karabakh/ Artsakh, Abkhazia, South Ossetia, Luhansk and Donetsk republics), and some not (Karakalpakstan, Gagauzia, Ichkeria)? Are new separatism movements looming? Non-recognized and partly-recognized polities: strategies of survival and approaches to break the deadlock (comparing with Northern Cyprus, Kosovo, Somaliland and the others)?

Theme 4. Democratization, hybridity and autocracies.

Part 1.

Trajectories of democratization. Is democratization possible in post-Soviet autocracies? Hybrid regimes: electoral autocracy, sovereign democracy, managed democracy etc. Can revolution bring democracy? 'Colour revolutions': causes, techniques, outcomes, consequences. Problems of post-crisis consolidation. Civil societies, NGOs, GONGOs.

Political regimes of the Baltic countries. Political regimes of Russia and Belarus. Political regimes of Ukraine and Moldova. Political regimes of Transcaucasia. Political regimes of Central Asia. Regional aspect. The problem of power transfer in hybrid regimes and autocracies. Prospects of post-Soviet regimes transformation.

Theme 5. Economies in transition.

The centrally planned economy in the USSR and satellite-states ('Goulash communism' in Hungary, the economic model of communist Poland). The economy of favours ('blat'). Liberalization and shock therapy. Legal and institutional reforms. Privatization and its political implications. Did any countries succeed? Yegor Gaidar reforms in Russia. '500 Days Programm' of Yavlinsky and Shatalin. Mikheil Saakashvili reforms in Georgia: how it did become possible? E-government and libertarian economy in Estonia. Putinomics: is an alternative? Early Putin vs Putin 2.0 (state-capitalism) and Putin 3.0 (other types).

Theme 6. Sociology of post-Soviet states: understanding the 'homo soveticus'.

Part 1.

Is 'homo soveticus' a common type for all post-Soviet countries? Its peculiarities and features. Is it reproduces nowadays? Is 'homo soveticus' a collectivist or an individualist, a paternalist or a self-made person? Soviet and post-Soviet lifestyle. Consumerist ideal in the USSR. 'Homo soveticus' and politics: political culture and electoral behaviour.

Part 2.

Identity. Ethnicity. Gender.

Theme 7. Church and power in post-Soviet countries.

The Bolshevik regime and anti-religious policy. The Great Patriotic War and the revival of religious organisations. Post-war clergy-authority relations. The Russian Orthodox Church as an actor of influence (within Russia and abroad). Ukrainian autocephaly and its consequences for Russia-Ukrain relations. The role of clergy in Georgia and Armenia. Islam in post-Soviet states: why clergy failed?. Radical Islam movements. Buddhism. Judaism. Minor confessions.

Theme 8. Post-Soviet/ Eurasian integration project.

The Commonwealth of Independent States (CIS): more dead than alive? Macroregional initiatives: the Eastern Partnership of the EU, the conception 'Europe from Lisbon to Vladivostok'. Post-Soviet states and 'One road, one belt'. EU vs China. Pluses and minuses of these integration projects. Local initiatives: EAC, GUAM, OCAC, Baltic Assembly, Union State of Russia and Belarus.

4. Grading:

Total grade = 40% * grade for the activity at the seminars + 30% * grade for the presentation + 30% * grade for the essay

Activity at the seminars implies regular participation in discussions of the topics and home reading.

Public presentation should be delivered at the seminar and should concern one of the topics.

Essay criteria are the follows:

Criteria	Max points
<p>In the case of plagiarism, the essay is not assessed, and the student scores '0' as a final grade for this component</p> <ul style="list-style-type: none"> - up to 15% of borrowings are acceptable in case of proper citing; - incorrect citing is not the excuse 	0
<p>Text composition</p> <ul style="list-style-type: none"> - logic, coherence, cohesion; - ideas should be delivered clearly; - statements should be backed up with arguments and empirical data; - alternative positions should be provided 	2
<p>Usage of the course materials and literature</p> <ul style="list-style-type: none"> - it is not mandatory to agree with all views and opinions given in the recommended literature; criticising it is still an appropriate and promising option 	1
<p>Correct usage of terms and notions</p> <ul style="list-style-type: none"> - key terms should be defined clearly 	1
<p>Correct and accurate editing and presentation of the text</p> <ul style="list-style-type: none"> - academic style of writing; - compliance with grammar rules; - correct footnotes, references and links; - correct bibliography and list of sources 	2
<p>Author's personal contribution to the analysis, expression own views and original ideas</p>	4

5. Reading List:

5.1. Basic literature

№	Title

1.	<p>Snyder, J. (1993). Nationalism and the crisis of the post- Soviet state. <i>Survival</i>, 35(1), 5-26.(HSE e-library). Access mode: https://www.tandfonline.com/doi/pdf/10.1080/00396339308442671?casa_token=JJSTijHEiwAAAAAA:yM3lPaEUL2U7o7GGxnUdQoBpXTUkMS9SmhM8TpgoznCVAi74Jqm2GKP M8aROO4ofBZ9rGg3t8amCKg</p>
2.	<p>King, C. (2001). The benefits of ethnic war: understanding Eurasia's unrecognized states. <i>World politics</i>, 53(4), 524-552. (HSE e-library). Access mode: https://www.jstor.org/stable/pdf/25054164.pdf?casa_token=jDLb6qTXp2IAAAAA:NFUtAE m9INcqcOE3-qJwRxTaCSTTB9lJdvY-wU-uZi9evzOCiffVjk5sddHlt0kWZWLcyDhQXauzcY99Coy-xQcKmxFCaXsg8fWppnvM5mPiVDDXfd5</p>
3.	<p>Kemp, S. (2016). Was Communism Doomed?: Human Nature, Psychology and the Communist Economy. Springer. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1007/978-3-319-32780-8</p>
4.	<p>Melville, A., Stukal, D., & Mironyuk, M. (2013). Trajectories of regime transformation and types of stateness in post-communist countries. <i>Perspectives on European politics and society</i>, 14(4), 431-459. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2116/doi/full/10.1080/15705854.2013.772749</p>
5.	<p>Melville, A., Stukal, D., & Mironiuk, M. (2014). " King of the Mountain," or Why Postcommunist Autocracies Have Bad Institutions. <i>Russian Politics & Law</i>, 52(2), 7-29. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2116/doi/abs/10.2753/RUP1061-1940520201</p>
6.	<p>Melville, A., & Stukal, D. (2012). (Re-) Building the Ship of State at Sea? State Capacity and Regime Dynamics in Post-Communist Countries. <i>State Capacity and Regime Dynamics in Post-Communist Countries</i> (December 21, 2012). Higher School of Economics Research Paper Series: Political Science WP BRP, 7. HSE web-site. Access mode: https://wp.hse.ru/data/2012/12/21/1303579793/07PS2012.pdf</p>

7.	Cameron, D. R., & Orenstein, M. A. (2012). Post-Soviet Authoritarianism: The Influence of Russia in Its "Near Abroad". <i>Post-Soviet Affairs</i> , 28(1), 1-44. (HSE e-library). Access mode: https://www.tandfonline.com/doi/pdf/10.2747/1060-586X.28.1.1?casa_token=2fi5H0bhkzMAAAAA:Ch5UQKSwl_r7C6OYQGNArvtdsy7OCzRROVkpPfJecuuJNTdvU4b2kkm9yYPxATJgQNBbv6fRI7cTkIA
8.	Tyszka, K. (2009). Homo Sovieticus two decades later. <i>Polish Sociological Review</i> , 168(4), 507-522. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2158/stable/pdf/41275122.pdf?ab_segments=0%252F12b_100k_with_tbsub%252Fcontrol&refreqid=excelsior%3A9fcde164573017e07b86b9203d8737a4
9.	Shiller, R. J., Boycko, M., Korobov, V., Winter, S. G., & Schelling, T. (1992). Hunting for Homo Sovieticus: situational versus attitudinal factors in economic behavior. <i>Brookings Papers on Economic Activity</i> , 1992(1), 127-194. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2158/stable/pdf/2534558.pdf?ab_segments=0%2F12b_100k_with_tbsub%2Fcontrol&refreqid=search%3Ac7c5b9dffcd68337c56ffcea5e627296

5.2. Additional literature

	Title
	Gryzmala-Busse, A., & Luong, P. J. The Peculiarities of Post-Communist State Development. In <i>The Oxford Handbook of Transformations of the State</i> . (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199691586.001.0001/oxfordhb-9780199691586-e-31?rskey=4ZZcJC&result=20
	Grzymala-Busse, A., & Luong, P. J. (2006). Democratization: Post-communist implications. <i>The Oxford Handbook of Political Economy</i> . (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199548477.001.0001/oxfordhb-9780199548477-e-036?rskey=4ZZcJC&result=17

	<p>Taylor B.D. The Transformation of the Russian State. Leibfried, S., Huber, E., Lange, M., Levy, J. D., Nullmeier, F., & Stephens, J. D. (Eds.). (2015). <i>The Oxford handbook of transformations of the state</i>. Oxford University Press, USA. (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199691586.001.0001/oxfordhb-9780199691586-e-34?rskey=yvr3vT&result=14</p>
	<p>Balmaceda, M., & Heinrich, A. The Energy Politics of Russia and Eurasia. In <i>The Oxford Handbook of Energy Politics</i>. (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780190861360.001.0001/oxfordhb-9780190861360-e-18?rskey=VyaU9W&result=14</p>
	<p>Hancock, K., & Libman, A. (2016). Eurasia. In <i>The Oxford Handbook of Comparative Regionalism</i>. (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199682300.001.0001/oxfordhb-9780199682300-e-11?rskey=4ZZcJC&result=10</p>
	<p>Buscaneanu, S. (2017). <i>Regime Dynamics in EU's Eastern Neighbourhood: EU Democracy Promotion, International Influences, and Domestic Contexts</i>. Springer. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1057/978-1-137-56326-2</p>
	<p>Luehrmann, S. (2016). Soviet Atheism and Its Aftermath. In <i>The Oxford Handbook of Secularism</i>. Oxford University Press. (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780199988457.001.0001/oxfordhb-9780199988457-e-15?rskey=ivfO6o&result=1</p>
	<p>Krawchuk, A., & Bremer, T. (Eds.). (2016). <i>Churches in the Ukrainian crisis</i>. Springer International Publishing. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1007/978-3-319-34144-6</p>
	<p>Cheloukhine, S. (2017). <i>Policing in Russia: Combating Corruption Since the 2009 Police Reforms</i>. Springer. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1007/978-3-319-61100-6</p>
	<p>March, L. (2017). Populism in the Post-Soviet States. <i>The Oxford Handbook of Populism</i>, 214. (HSE e-library). Access mode: https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780198803560.001.0001/oxfordhb-</p>

	9780198803560-e-9?rskey=KOASp7&result=1
	Attwood, L., Schimpfössl, E., & Yusupova, M. (Eds.). (2018). <i>Gender and Choice After Socialism</i> . Palgrave Macmillan. (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1007/978-3-319-73661-7#toc
	Morris, J. (2016). <i>Everyday Post-Socialism. Working-Class Communities in the Russian Margins, London: Plagrave Macmillan</i> . (HSE e-library). Access mode: https://proxylibrary.hse.ru:2084/book/10.1057/978-1-349-95089-8#toc

5.3. Профессиональные базы данных, информационные справочные системы, интернет-ресурсы (электронные образовательные ресурсы)

	Title	Access
	<i>Online resources</i>	
1.	Electronic sources of HSE e-library	URL: http://www.library.hse.ru/

6. Material and Technical Support

Classrooms for lectures are equipped to allow for presentations of textual descriptions, figures, and data corresponding to the program for the course and include:

- PC with Internet access (operating system, office software, antivirus software);
- Multimedia projectors with remote control (at the classrooms).