

Professor David L. Fisk
Summer Session II 2018
Class Schedule: 2:00-4:50pm MW
Class Location: Solis 109
Office: Social Sciences Building 325
Office Hours: 12:30-1:30 MW
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Teaching Assistant:
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POLI 126AB: POLITICS AND ECONOMICS IN CENTRAL EASTERN EUROPE

Course Catalog Description: This course explores the interrelationship of politics and economics in Central Eastern Europe, analyzing the historic evolution of the area, the socialist period, and contemporary political and economic change there

Course Objectives: This course is designed to expose students to the economic, institutional, and cultural factors shaping modern states in Central and Eastern Europe. We will pay particular attention to how the consequences of Nazi and Soviet occupation, the revolutions of 1989, and the subsequent economic liberalization and democratization processes shape modern politics within the region.

Learning Objectives: At the end of this course, students will be able to:

1. Understand what is meant by the term “Central and Eastern Europe”.
2. Detail the extent to which Nazi and Soviet occupation shaped states in the region.
3. Analyze the political and economic effects of a planned economy.
4. Evaluate the factors which shaped “the revolutions of 1989”.
5. Recognize similarities/differences in how executive, legislative, and judicial politics is structured within states in the region.
6. Investigate similarities/differences in party politics across states within the region.
7. Become more discerning consumers of political media.
8. Improve written and oral communication skills.

Course Assignments/Grading: The grade for this course will be determined as follows:

Participation: 10%
Midterm Examination: 45%
Final Examination: 45%

Peer Instruction: The academic literature on teaching and learning has documented a strong causal relationship between active participation, course content discussion, and student learning, but structuring active discussion can be difficult in large lecture courses. To facilitate active participation and discussion, I will use a relatively new pedagogy, Peer Instruction, which, together with clicker technology, can assist in the facilitation of both small and large group discussions which research suggests promotes student learning gains. Subsequently, each student is required to have a clicker and to bring it to every lecture. **We will begin “practicing” with Peer Instruction and clickers during the first week of class, with clicker participation factoring into your participation grade beginning week two.** If you do not already have a clicker, this will allow you

time to find, borrow, or purchase one. Please note that if you buy your clicker online, purchase the I-clicker brand, which is what UCSD's infrastructure supports. Additionally, if you want to sell the clicker back to the UCSD bookstore, you should purchase the I-clicker 2, because although the I-clicker 1 works for the class, the UCSD Bookstore will not buy back I-clicker 1 remotes at the end of the quarter. **Please remember to register your clicker on TritonEd, because participation points will not register to your course participation grade if your clicker is not registered.**

Clicker Question Expectations: Peer Instruction questions will be geared toward enhancing your understanding of course readings, current events, and lecture material and will help you prepare for course examinations. In general, I will ask two different types of clicker questions. One type of question (reading/application) will focus on a central point from your readings/lectures and may test your ability to apply theoretical concepts learned in the readings or lectures towards explaining current events. Pedagogically, reading/application questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood. A second type of question (discussion) will be a "polling" question, asking you to take a stand on an issue related to European integration. Pedagogically, these questions are designed to hone critical thinking skills and, specifically, the ability to articulate persuasive arguments to support positions, based on logic and compelling evidence.

Current Events Discussion: I will open each lecture with a discussion of relevant news topics, followed by a reading/application question which will ask you to identify key concepts in the reading and/or how current events reflect theoretical discussions reflected in the reading or from lecture. For reading/application questions, you will receive full credit (1 pt.) for getting the question correct and half credit (.5 pt.) simply for participating. To ensure that you can build connections between theoretical material and current events, keeping up with course readings (and current events) will be useful. In order to apply theoretical discussions to the analysis of political phenomenon, students should become familiar with various news resources providing extensive coverage of international politics. The following is a list of websites which may be of interest:

New York Times Online (<http://www.nytimes.com>)

Economist Online (<http://www.economist.com>)

BBC News (<http://news.bbc.co.uk>)

Financial Times (<http://www.ft.com>)

Vox Europ (<http://voxeurop.eu/en>)

Politico Europe (<http://www.politico.eu>)

Lecture Discussion: In addition to current events discussions, I may also ask clicker questions throughout lecture. Reading/application questions posed during lecture will be scored in the same manner listed above (i.e., full credit for giving the correct answer, half credit for participating). I may also ask discussion questions during lecture, which will ask you to discuss/debate pressing issues in European politics. For discussion questions, you will receive full credit (1 pt.) for participating.

Grading Participation: In assessing your grade for the participation component of the course, 20% of the total clicker points during the official counting period can be missed without penalty. Approximately 3-5 clicker questions will be asked per class period, so if you miss a session or forget your clicker, that should not negatively impact your participation grade. **Failure to click in on more than 20% of the clicker questions will, however, negatively impact your participation grade and lost participation credit cannot be "made up"**. Subsequently, as this course requires regular attendance and active participation, you should keep these responsibilities in mind as you decide whether to remain in this course.

Midterm and Final Examinations: The topic and due dates for the midterm and the final examination will be discussed in lecture. Please be advised that both course examinations build on material discussed in lecture and course readings. **Both examinations will be 6-8 pages in length and require an electronic submission to turnitin.com PRIOR TO THE DEADLINE.**

Late Assignments: For both examinations, we require an electronic copy submitted to turnitin.com prior to the due date and **barring emergencies accompanied by valid documentation, no late assignments will be accepted.** Students should notify us prior to an assignment's deadline of any emergency which may preclude them from submitting an assignment on time (i.e., we will **NOT** typically entertain any emergency requests received after the paper is due). **Please be aware that unless TritonEd and/or Academic Computing Services officially indicates that Turnitin.com is out of service, an inability to upload to Turnitin.com prior to the deadline (e.g., slow connection, forgetting to click submit, etc.) does not constitute a valid emergency.** Subsequently, you are strongly encouraged to save and keep a receipt of your Turnitin.com submission for your records. Additionally, please be aware that if you upload the wrong paper to Turnitin.com, due to issues of fairness, **we cannot "clear the submission" and allow you to re-submit once the due date has passed. If the "wrong paper" is submitted after the due date has passed, it will not receive credit.**

Academic Integrity: While issues of plagiarism are not expected, course assignments are to be completed on an individual basis. Incidents of plagiarism will be dealt with according to department and university procedures. Please be advised that under no circumstances will credit be given for any assignment which is deemed to violate UCSD's policies on academic integrity, subsequently, if either examination is found to violate UCSD's policies on academic integrity, no credit will be given for the assignment and a grade of "F" will be posted for the course. Additionally, "clicking in" on behalf of another student is a violation of Academic Integrity and will be dealt with according to university procedures regarding academic integrity, subsequently, any student found responsible for violating UCSD policies on academic integrity related to clicker participation will receive a grade of "0" for the course participation component of the course.

Students with Disabilities: If you are a student with a documented disability who will be requesting accommodations, please make sure you are registered with the Office for Students with Disabilities and provide me with documentation outlining your accommodations.

Reading Schedule: Given that this is an upper division course being taught over the summer session, there is a heavy reading load (although it is nothing compared to what you will see in graduate programs). While we recognize that students have a variety of responsibilities, we expect students to attend lecture prepared to actively discuss the course readings as you cannot succeed in this course without doing the readings. Please keep this in mind while planning for the session as course assignments will require students to show understanding of course readings. **Strategies for tackling academic readings can be found at:** <http://www.si.umich.edu/~pne/PDF/howtoread.pdf>.

Required Books:

Garton Ash. The Magic Lantern. Vintage.

Grzymala-Busse. Rebuilding Leviathan. Cambridge UP.

Rothschild and Wingfield. Return to Diversity. 4th Edition. Oxford UP.

Stokes. And the Walls Came Tumbling Down. 2nd Edition. Oxford UP.

White, Lewis and Batt. Developments in Central and East European Politics 5. Duke UP.

Course Schedule:

WEEK ONE (6-8 August):

What Is Central and Eastern Europe?

White et al. CH 1

Kundera (The Tragedy of Central Europe)*

Stokes Introduction

The Interwar Era to World War II: Setting the Stage

Rothschild and Wingfield CH 1-2

Gross (Social Consequences of War)*

WEEK TWO (13-15 August):

The Transition to Communism: Politics

Rothschild and Wingfield CH 3-4

The Transition to Communism: Economics

Eichengreen (Eastern Europe and the Planned Economy)*

Verdery pgs. 19-30 (What Was Socialism and Why Did it Fail?)*

Protests: From Budapest to Prague to Gdansk

Rothschild and Wingfield CH 5-6

Stokes CH 1-4

Ekiert (State Against Society)*

WEEK THREE (20-22 August):

Revolutions of 1989

Stokes CH 5

Rothschild and Wingfield CH 7

Ash (Magic Lantern)

Fall of the Soviet Union

Stokes CH 7

White et al. CH 7

Preparing New Regimes

White et al. CH 2-4

Zielonka (New Institutions)*

Gryzmala-Busse CH 1-2

MIDTERM DISTRIBUTED

WEEK FOUR (27-29 August):

Crafting the Executive Branch

White et al. CH 8

Gryzmala-Busse CH 3-4

Crafting the Legislative Branch

White et al. CH 10

Crafting Electoral Systems and Political Parties

White et al. CH 9 and 11

Gryzmala-Busse CH 5

Transitioning to Market Economies

Stokes CH 8-9

White CH 13-14

MIDTERM DUE

FINAL DISTRIBUTED

WEEK FIVE (3-5 September):

The EU, NATO, and Central/Eastern Europe

White et al. CH 6

Prospects/U-Turns?

Gryzmala-Busse Conclusions

Stokes Epilogue

White et al. CH 15

Ash Afterword

NO LECTURE 3 SEPTEMBER: LABOR DAY

FINAL DUE: 3:00-5:59pm on 7 SEPTEMBER 2018

Disclaimer: This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made in lecture.