Instructor: Mehrigiul Ablezova, MA in Sociology   E-mail: mehrigiul@gmail.com
Class hours: T., Th.: 10:50, Rooms 324 and 403   ID: 01767, Credits: 3.0
Office phone: 661119 / ext. 226   Office hours: by appointment

Course Description

This course provides a critical examination of the economic, political, social, and cultural dimensions of post-Communist transformation. It will examine different theories of systems of collapse, systemic change, and dimensions of transition, invite comparative analysis of different transformation paths, and explore various aspects of the processes of change, such as the impact of state collapse on state-society relations, ethnic, religious, and gender identities, and patterns of adaptation. Examples will be drawn from a wide variety of post-Communist countries, yet, students will be encouraged throughout the course to examine current policy dilemmas in Kyrgyzstan and other Central Asian countries in their broader comparative and theoretical contexts.

Texts

The required readings will be distributed one week prior the deadline. Supplementary readings will be available on Reserve in the Main Library.

Balcerowicz, L. (1995). Socialism, Capitalism, Transformation. Budapest: Central European University Press.
Gal, S. & Kligman, G. (2000). The Politics of Gender after Socialism. Princeton, NJ: Princeton University Press.
Holmes, L. (1997). Post-Communism: An Introduction. Cambridge: Polity Press.
Luong, P. J. (Ed.). (2004). The Transformation of Central Asia: States and Societies from Soviet Rule to Independence. Ithaca and London: Cornel University Press.
Outhwaite, W. & Ray, L. (2005). Social Theory and Postcommunism. Oxford: Blackwell Publishing.
Smith, G. (Ed.). (1996). The Nationalities Question in the Post-Soviet States. London and New York: Longman.
Yurchak, A. (2006). Everything Was Forever, Until It Was No More. Princeton and Oxford: Princeton University Press.

Assessment Rationale

1.   Attendance and Participation (30% of the total grade)

The theoretical and policy issues at the heart of this course remain subject to debate and disagreement in academia, in the mass media, and in the public domain. It is therefore a course in which class debate, and the constructive exchange of ideas is central to its (and your own) success. Students are expected actively to participate in class: that is, to come to class having done the assigned readings and ready to discuss them with your colleagues. Students should be attentive and polite towards their colleagues. Although activity is appreciated, simple statement of opinion not supported by valid argument will not lead to receiving a high participation grade. Merely sitting passively in class does not count as participation, and is unlikely to earn you a high grade on the course! Attendance will be taken each time we meet, and students missing more than four classes without good reason, will have their grade penalized at the rate of 5 points per subsequent class missed. Students who are clearly making no effort to pay attention in a given class (or who leave the room for excessively lengthy periods or play/use electronic devices, i.e. cell phones, in class) will be counted as absent for it.

Guidelines for Evaluating Participation *The guidelines have been adopted from Prof. Tyler syllabus (http://brown.edu/Administration/Sheridan_Center/docs/Class_Particip.pdf).*

'A' – Outstanding Contributor: Ideas offered are always substantive, provide one or more major insights as well as direction for the discussion. Challenges are well substantiated and persuasively presented. If this student were not a member of the class, the quality of discussion would be diminished markedly.
'B' – Good Contributor: Ideas offered are usually substantive, provide good insights and sometimes direction for the discussion. Challenges are well substantiated and often persuasive. If this student were not a member of the class, the quality of discussion would be diminished.
'C' – Adequate Contributor: Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this student were not a member of the class, the quality of discussion would be diminished.
'D' – Unsatisfactory Contributor: Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the discussion. Integrative comments and effective challenges are absent. If this student were not a member of the class, valuable air-time would be saved.

'F' – Non-Participant: This person says little or nothing during discussion. Hence, there is not an adequate basis for evaluation. If this student were not a member of the class, the quality of discussion would not be changed.

2. Two AQCIs (2*10%=20% of the total grade)

An "AQCI" is a short (2-3 pages), *structured* and *critical* response to a particular text or texts which are set for that section of the course. Writing AQCIs is intended to help you to do three things:

a) to read, comprehend and analyze the texts
b) to begin to identify the connections (and contradictions) between different texts within and between different sections of the course
c) to connect what you read to your own experience, and to your studies in other classes at AUCA.

Timely completion of AQCIs is essential: your grade will be penalized if they are late – 5% for each day after the deadline.

AQCI stands for **Argument**, **Question**, **Connections**, and **Implications**. It is a structured response to one of the readings set for the particular section of the course. Each AQCI should be structured so as to include the following six elements:

1. CENTRAL QUOTATION. Quote a sentence (or excerpts from linked sentences) from the text (or texts) that you think is central to the author's (or authors') argument(s). Always cite the text and page from which you are quoting.
2. ARGUMENT. In a few (perhaps 3-4) sentences, state what you understand the author's (or authors') implicit or explicit argument to be in the text that you are referring to. You should state both what you think the author is arguing for, and what s/he is arguing against.
3. QUESTION. Raise a question which you think is not fully or satisfactorily answered by the text. This should be a question of interpretation, rather than just one of fact.
4. EMPIRICAL CONNECTION, LOGICAL COHERENCE. In a few sentences, say how the argument that you have mentioned is confirmed or contradicted by your own experience or common sense. In your experience, is the author's argument plausible or problematic, and why? Does the author's argument make logical sense? Are there flaws or omissions in the argumentation? Are there areas where it over-simplifies, over-generalized or draws implausible conclusions on the basis of the evidence presented?
5. TEXTUAL CONNECTION. How does the argument of the text(s) you are referring to connect with, support, contradict or undermine the observation or argument of some other text which you have come across in this, or any other AUCA course. If you can, present a quote from the other text (citing it properly) and explain how, in your opinion, the present text's argument contradicts with, confirms, clarifies, elaborates or in some way interacts with the other text's argument or point.
6. IMPLICATIONS. In a few sentences, discuss what you think are the implications of this argument are for our understanding of some aspect of the social world. In what way does the argument shed light on ways we can improve relations between individuals and groups; on current policy dilemmas facing post-Communist states; or on the political, social and cultural systems that shape and are shaped by "transition"?

You may find it helpful (at least initially), to lay out your answer as six separate elements. When you feel more confident, you might want to try linking the six elements of the answer into a single, continuous response. So long as your AQCI is comprehensible, faults of English grammar and style will not be penalized in the assessment. It is much better that you attempt to express your ideas than that you produce a text that is grammatically sound, but thoroughly unoriginal.

3. Presentation of the article and moderation of the class discussion (20% of the total grade)

Each student will be asked to introduce the seminar discussion at least once during the course. You are to give just a brief discussion of the debates and ideas raised by the text(s) in question (since everyone in the class should be familiar with them). This overview is supposed to be a brief starting point for class discussion on the text. You should therefore focus on thinking about the broader questions raised by the texts, on making the connections between the general and the supplementary readings, etc.

4. Research paper (30% of the total grade)

Students will conduct research project on the topic of their own choosing.
The research paper should contain the following sections:
1. Statement of Problem / Introduction

The research topic should address different dimension of transformation that took place in post-socialist counters. Describe what precisely you intend to investigate and why it is important to study this question. This section should grab attention of the audience and introduce them to the topic. To "hook" your reader you can use catching, interesting facts, cases. However, remember that you are working on a scholarly piece of work therefore you should avoid overgeneralization and strive to be value-free.

2. Review of Literature

In this section you should synthesize the relevant previous research and weave the arguments of other scholars to your own arguments. Make sure to demonstrate what theoretical perspective you are using and to define all concepts.

3. Methods

Describe the methods, measurement and sampling designs employed in your study. You can collect empirical data yourself or analyze secondary data.

4. Findings

In this section you should present the research results. You can use tables, diagrams, excerpts from interviews, etc.

5. Conclusion

Since this is too often the only part of a paper that some individuals read it is important to reiterate what you intended to discover and what, in fact, you found.

6. References

At the end of your paper include (alphabetically by first authors' last names) all materials cited in your paper. The papers will be written in APA style

Assessment Criteria

Criteria	%
Attendance and participation	30%
Two AQCIs	20%
Presentation of the article and moderation of the class discussion	20%
Research paper	30%
TOTAL (possible points)	100%

Grades will be assigned based on the following ranges:

Grade	Percent
A	Over 95%
A-	90 – 94%
B+	85 – 89%
B	80 – 84%
B-	75 – 79%
C+	70 – 74%
C	65 – 69%
C-	60 – 64%
D	55 – 59%
F	Under 54%

Academic Integrity

Academic integrity is the pursuit of scholarly activity free of fraud and deception and is an educational objective of the American University of Central Asia. It includes, but not limited to, cheating, plagiarism, fabrication of information and citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of another student, and lying to the instructor.

Schedule of Classes*

*This schedule is subject to changes. You are responsible for any changes announced during lectures/seminars despite your absences.

Week	Dates	Topic	Reading
WK1	Jan 14	Introduction to the content of the course. Course objectives, structure, requirements, grading system, academic writing guidelines.	
	Jan 16		
I. Introduction: Theorizing transition			
WK2	Jan 21	What was Communism and why did it collapse?	Outhwaite, W. and Ray, L. (eds) (2005) Theory after the Fall, in Social Theory and Postcommunism. (pp. 7-24). Oxford, UK: Blackwell Publishing Ltd,
	Jan 23	*Perestroika* and the end of the Soviet Union: competing interpretations	Hale, H. (1999). The Strange Death of the Soviet Union: Nationalism, Democratization, and Leadership (PONARIS Working Paper Series No12). Retrieved January 12, 2014, from http://csis.org/files/media/csis/pubs/ruseur_wp_012.pdf
WK3	Jan 28		Holmes, L. (1997). Theories of the Collapse of Communist Power. Cambridge, UK: Polity Press
	Jan 30	Transition(s) to what?	Kuzio, T. (2001). Transition in Post-Communist States: Triple or Quadriple? *Politics, 21(3)*, 168-177
II. Surviving the Drop: the Social Legacy of Economic Reform			
WK4	Feb 4	A macro-economic approach: case study of Central Asian "shock therapy"	McMann, K. (2007). The shrinking of the Welfare State: Central Asians' Assessment of Soviet and Post-Soviet Governance. In J. Sahadeo & R. Zanca (Eds.) *Everyday Life in Central Asia* (pp. 233-247). Bloomington and Indianapolis, US: Indiana University Press
	Feb 6		Luong, P. (2004). Economic "Decentralization" in Kazakhstan: Causes and Consequences. In Luong, P. (Ed.). *The Transformation of Central Asia* (pp. 182-210). Ithaca and London, UK: Cornell University Press
WK5	Feb 11	Dealing with economic collapse: household coping strategies and social networks	Kamp, M. (2004). Between Women and the State: Mahalla Committees and Social welfare in Uzbekistan. In Luong, P. (Ed.). *The Transformation of Central Asia* (pp. 29-58). Ithaca and London, UK: Cornell University Press
	Feb 13		Reevs, M. (2007). Travels in the Margins of the State: Everyday Geography in The Fergana valley Borderlands. In J. Sahadeo & R. Zanca (Eds.) *Everyday Life in Central Asia* (pp. 233-247). Bloomington and Indianapolis, US: Indiana University Press
AQCI 1 is due on the 15th of February			
III. Governing through Crime: the Social Context of Corruption and Crime			
WK6	Feb 18	The Social Context of Crime	**Brother** (Russian: Брат, translit. Brat) is a 1997 Russian crime film directed by Aleksei Balabanov
	Feb 20	Organized Crime, Political Transitions and State Formation in Post-Soviet Eurasia	Kupatadze, A. (2012). *Organized Crime, Political Transitions and State Formation in Post-Soviet Eurasia*. (pp. 46-89). New York, NY: Palgrave Macmillan
WK7	Feb 25		Kupatadze, A. (2012). *Organized Crime, Political Transitions and State Formation in Post-Soviet Eurasia*. (pp. 153-180). New York, NY: Palgrave Macmillan
IV. Institutional Change and Political Continuity			
	Feb 27	Institutional Change and Political Continuity	Luong P. (2008). Institutional Change and Political Continuity in Post-Soviet Central Asia. (pp. 189-212). New York, NY: Cambridge University Press
WK8	Mar 4		Collins, K. (2003). The Political Role of Clans in Central Asia. *Comparative Politics, 35* (2), 171-190
	Mar 6		Werner, C. (2000). Gifts, Bribes, and Development in Post-Soviet Kazakhstan. *Human Organization, 59*(1), 11-22.
WK9	Mar 11	Spring break	
	Mar 13		

		V. IDENTITIES IN TRANSITION	
WK10	Mar 18	Culture and Language	Adams, L. (2004). Cultural Elites in Uzbekistan: Ideological Production and the State. In Luong, P. (Ed.). *The Transformation of Central Asia* (pp. 39-119). Ithaca and London, UK: Cornell University Press .
	Mar 20		Dave, B. (2004). Language Policy and Implementation in Kazakhstan and Kyrgyzstan. In Luong, P. (Ed.). *The Transformation of Central Asia* (pp. 120-155). Ithaca and London, UK: Cornell University Press
WK11	Mar 25	Youth in transition	Krimse S. (2010). In the marketplace for styles and identities: globalization and youth culture in southern Kyrgyzstan. *Central Asian Survey, 29* (4), 389-403
	Mar 27		Roche S. (2010). From youth bulge to conflict: the case of Tajikistan. *Central Asian Survey, 29* (4), 405-419
WK12	Apr1	Gender and gender violence	Werner, C. (2004). Women, Marriage and the Nation State: The Rise of the Nonconsensual Bride Kidnapping in Post-Soviet Kazakhstan. In Luong, P. (Ed.). *The Transformation of Central Asia* (pp. 59-89). Ithaca and London, UK: Cornell University Press
	Apr 3		Fathi, H. (2011). Female mullahs, healers, and leaders of Central Asian Islam: gendering the old and new roles in post-Communist societies. In Canfield, R. & Rasuly-Paleczek, G. Ethnicity, Authority, and Power in Central Asia: New Games Great and Small. (pp. 174-195). New York, NY: Routledge
WK13	Apr 8	Sexuality in transition	Moldosheva, A. 2012. Moderately passionate, well trained": discourse on sexuality in Kyrgyzstan. Norwegian Institute of International Affairs (NUPI) and Regional Competence-Building for Think-Tanks in the South Caucasus and Central Asia
	Apr 11		Wilkinson, C. & Kirey, A. (2010). What's in a name? The personal and political meaning of "LGBT" for non-heterosexual and transgender youth in Kyrgyzstan. *Central Asian Survey, 29* (4), 485-499
WK14	Apr 15	Religion Recovering faith: the revival and re-working of religious identities	Roberts, S. (2007). Everyday Negotiations of Islam in Central Asia: Practicing Religion in the Uyghur Neighborhood of Zarya Vostoka in Almaty, Kazakhstan. In J. Sahadeo & R. Zanca (Eds.) *Everyday Life in Central Asia* (pp. 339-354). Bloomington and Indianapolis, US: Indiana University Press
	Apr 17		Hann, C. & Pelkmans, M. (2009). Realigning Religion and Power in Central Asia: Islam, Nation-State and (Post) Socialism. *Europe-Asia Studies, 61* (9), 1517-1541
AQCI 2 is due on the 18th of April			
WK15	Apr 22	Communities	Liu, M. (2007). A Central Asian Tale of Two Cities: Locating Lives and Aspirations in a Shifting Post-Soviet Cityscape. In J. Sahadeo & R. Zanca (Eds.) *Everyday Life in Central Asia* (pp.66-84). Bloomington and Indianapolis, US: Indiana University Press
		VI. Civil society and political participation	
	Apr 24		Buxton Charles. 2011. *The Struggle for Civil Society in Central Asia*. Sterling, VA: Kumarian Press (pp. 25-46)
WK16	Apr 29		Buxton Charles. 2011. *The Struggle for Civil Society in Central Asia*. Sterling, VA: Kumarian Press (pp. 127-152)
	May 1	No classes	
Finals week: The final paper is due on the 8th of May			