Instructors: Dina Moulioukova-Fernandez and Roger E. Kanet

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Course Objectives:

Many in the West, including former Secretary of State Hillary Clinton, have seen the emerging Eurasian Union as nothing more than a Russian attempt to reassemble as much of former Soviet territory into a bloc controlled by Moscow. They see it as a sophisticated attempt by Russian president Vladimir Putin to reestablish Russian dominance across much of Eurasia. Yet, a more careful examination of the history of the region indicates that ever since its emergence as a state more than a thousand years ago, and especially after the Mongol conquest of the thirteenth century, the population of Russia was increasingly multiethnic and included Scandinavian and Finnic peoples, as well as the predominant Slavs, and increasingly Turkic and Asian populations. In the most recent census of the Russian Federation about 80 percent of the population identified itself as ethnic Russian [116 million of a total of 145 million].

The purpose of this course is to provide a detailed analysis of the theoretical foundation and policy evolution behind integration in Eurasia. The course will combine four objectives: 1) to provide an introduction to the historical development and relations among civilizations in Eurasia; 2) to study integration processes in Eurasia with a focus on the formation of the Tsarist Russian state, the Soviet Union and the Soviet bloc; 3) to analyze the importance of the disintegration processes in Eurasia after the dissolution of the Soviet Union; and 4) to reflect on current trends and policies in Eurasian integration with a focus on integration in post-Soviet space (the CIS, the CSTO, the Eurasian Union, etc.), including those processes in which China is involved, and the opportunities and challenges that integration presents.

A. Reading assignments are listed in the course outline. Since the course will be conducted in a manner to encourage student involvement, students will be expected to have read the reading assignments prior to class sessions. This will enable them to follow and engage in the discussion.

B. Two papers, which are due in class on OCTOBER 22 and in Dina Moulioukova’s mailbox by noon. on MONDAY, DECEMBER 16 (late papers will be downgraded), should be ten to twelve typewritten pages in length (double-spaced) [twelve-fifteen pages for those receiving honors credit]. Digital copies of both papers should also be sent as e-mail attachments to both instructors at the time that they are due. Each student should write papers that deal with some aspect of Eurasian Integration – with an emphasis on theory, geopolitical, security and ideational aspects of integration, conflicting integration projects, and related topics. Regardless of the topic selected, the student should deal with the issue analytically, not merely descriptively. This means that papers should address a specific question and develop and support an argument. They should draw upon and cite the relevant literature [including that available in languages other than English to which they have access].
Papers must be submitted in standard research paper format -- i.e. title page, notes either at the bottom of the page or at the end of the paper, and a bibliography. Use the format given below for both notes and bibliography. It is assumed that due attention will be given to such concerns as spelling, grammar, appropriate word selection and neatness! Although primary consideration in evaluating the paper will be placed on content, logic of the argumentation, and evidence, stylistic concerns (i.e. spelling, grammar, syntax, etc.) will also be taken into account.

As part of the paper project, students will be required to submit a one-page proposal concerning the first paper in class on 1 October 2013 and the second paper on 18 November 2014. The proposal should identify the topic, outline the key issues to be treated, indicate how those issues relate to central concerns of theoretical importance, and indicate the most relevant source materials already consulted for the project.

C. Grading: Fifty percent of the grade for the course will be determined by a combination of class attendance and class participation; thus, class attendance is an integral part of the course requirements. Fifty percent of the grade for the course will be based on the two research papers, including the proposals. All papers are due on the dates listed and will be downgraded, if late.

D. Course Rules and Honor Code:

1. Academic honesty: All work for this course must be the student’s own. Please refer to the Student Handbook for the University of Miami Undergraduate Honor Code. That Code binds all students. By enrolling in this course you pledge to abide by the ethical academic standards listed in the above document. Anyone guilty of academic dishonesty will fail the course. One of the most common sources of problems arises in the failure to indicate sources used in completing requirements. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be referred to the University Honor Code. In short, all ideas that are not your own or are not part of “common wisdom” should be footnoted. A general rule is that, if the information cannot be found in three or more commonly available sources, it should be referenced. All direct quotations must be placed in quotation marks. These guidelines will be enforced. If you are unsure whether or not to footnote, err on the side of caution and footnote. For additional information on this and related matters see the guidelines on writing that follow the syllabus timetable.

2. Arrive in class and be seated BEFORE 2:00 o’clock!

3. In the classroom please turn off cell-phones and beepers and remove your hats.

4. Only in the most serious of circumstances [serious personal illness, family emergency, travel for unavoidable university business] will the instructors grant permission – which must be obtained in advance – to delay the due date for an assignment. This is especially true of examinations.

5. Students may request the instructor to reassess exam questions that they believe have been inaccurately evaluated. Requests for re-evaluation must be submitted to the instructor in writing [including via e-mail] within a week after the examinations are returned to students. The written statement must suggest and defend the grade that the student believes he/she deserves. The instructor reserves the right to reassess the entire examination, not merely a single question, in such a situation.

6. The course instructors are interested in helping students master the course materials. Your comments and questions in class are strongly encouraged. Also, you are encouraged to take advantage of office hours to raise questions about materials covered in the course or about other matters. Also, e-mail is a wonderful way to pose questions and share materials; please be sure that you provide your current e-mail address.

7. Copies of the syllabus, digital copies of required and recommended readings, and on occasion other materials related to the course will be available on Blackboard.
E. Required Reading Assignments

Reserve copies of the books listed below will be available at the undergraduate reserve desk in Richter Library. They will also be available for purchase at the University of Miami Bookstore. Students may also wish to purchase copies of the books online. For example, Barnes and Noble [www.bn.com] and Amazon [www.amazon.com], usually deliver materials within a week of ordering. Usually one or other of these on-line stores has used copies of books at substantially reduced cost. Note that for orders of new books valued at more than $25.00 neither Barnes and Noble nor Amazon charges a delivery fee on these books. Another location that usually provides information about lower prices for books is Textbookland [http://www.textbookland.com/]. It will probably be easiest to find books on the Textbookland website using the ISBN number, which we have included below for each book. Both Barnes and Noble and Amazon also have used books available – usually at greatly reduced prices even with the delivery charge of ca. $3.00 per book charged on used books. Delivery of these books usually takes about 10-12 days. Note that several of the titles are out of print and available only as used books.

In addition to these books, a large number of additional readings will be available on electronic reserve through Blackboard.

Books on Reserve and Available for Purchase at the UM Bookstore


Students with a limited background on early Russian history may find volume 1 of the History Channel’s documentary Russia. Land of the Tsars of interest. The documentary runs 1 hour 31 minutes and covers the period from the emergence of the first Russian state in the ninth century to Peter the Great at the beginning of the 18th century. The DVD is available at the Reserve Desk.

Materials on Electronic Reserve via Blackboard are listed below in the reading assignments [noted by BB].

F. Course Outline

Topic I: Introduction to the course (theoretical framework)

27, 29 Aug.: Introduction to the course. The Concept of Eurasia: Geography & Sociology

Guest Lecturer – Dr. Diana Ter-Ghazaryan, Department of Geography, on 29 August

Readings:

Timeline of Russian History (BB)


Recommended:
OPOLITICS_OF RUSSIAN_IDENTITY.pdf (BB)
• Moulioukova-Fernandez, Dina (2012)“Europe as Idea, Model and Reality,” in Roger E. Kanet and Maria
Raquel Freire, eds., Competing for Influence: The EU in Post-Soviet Eurasia. Dordrecht: Republic of
Letters Publishing. (BB)

3, 5 Sep: Theories of regional integration. Holding Together Integration (HTI)
Readings:
46, annual review issue, 29-49 (BB)
Affairs 80, 429-446 (BB)
http://www.chathamhouse.org/sites/default/files/public/International%20Affairs/Blanket%20File%20Imp
ort/inta_391.pdf (BB)
• Hameiri, Shahar “Theorising regions through changes in statehood: rethinking the theory and method of
comparative regionalism”, Review of International Studies, Volume 39, Issue 02, April 2013 , pp. 313-335
(BB)
• Libman, Alexander and Evgeny Vinokurov (2012) Holding Together Regionalism: Twenty Years of Post-
Soviet Integration. Houndmills, UK: Palgrave Macmillan. Ch. 1, 2 (BB)

Recommended:
• Börzel, Tanja A. (2011) “Comparative Regionalism A New Research Agenda”, KFG, No. 28, August 2011,
• Laursen, Finn, “Introduction: theoretical perspectives on comparative regional integration” in Comparative
Regional Integration, London: Ashgate, 2003, pp. 3-22 (BB)

Topic II: Complexities of Eurasian Integration: Historical context and Spatial Dimension

10, 12 Sep.: East & West: From Kievan Rus’ to the Mongol Invasion and 2.5 Centuries of Mongol Domination
Readings:
• Trenin, Dmitri. The End of Eurasia, Ch. 1
• Poe, Marshall, Russian Moment in World History Ch. 2
• Pipes, Richard. “Russia under the Old Regime” Ch.2 skim for main arguments (BB)
• Weatherford, Jack, Genghis Khan and the making of the Modern World” New York: Crows Publications,
2004. Introduction, Ch. 6, Ch.9, Ch.10 skim for main arguments (BB)
• Timeline of Russian History (BB)

Recommended:
• Hedlund, Stefan (2005) Russian Path Dependence: A People with a Troubled History. Abingdon, UK:
Routledge. Ch. 4, 5 (BB)

17, 19 Sep.: Standard Security Approach: from Muscovy to the Russian Empire: six centuries of Russian
expansion
Readings:
• Poe, Marshall Russian Moment in World History Ch. 3, 4
• Khodarkovsky, Michael (2002) Russia’s Steppe Frontier the Making of the Colonial Empire Introduction, Ch. 1, 2,

24, 26 Sep.: Russian Statehood and the Contradictions of Integration
Readings:
• Pipes, Richard. Russia under the Old Regime Ch.3, 4 (BB)
• Poe, Marshall Russian Moment in World History Ch. 6
• Khodarkovsky, Michael (2002) Russia’s Steppe Frontier the Making of the Colonial Empire. Ch. 5

Recommended:
• Hedlund, Stefan (2005), Russian Path Dependence: A People with a Troubled History. Routledge Ch. 6 (BB)

Topic III: Ideology & integration: Supranational project and Soviet period

1, 3 Oct.: The Soviet Revolution and Integration: Building of Multi-Ethnic State
Readings:

Recommended:

1 October One-page paper proposal due in class

8, 10 Oct: Expanding the Model, Extensive Integration
Readings:
• Lavigne, Marie (1991) International Political Economy and Socialism Cambridge: Cambridge University Press. Introduction, Ch. 2 skim (BB)
15 Oct: Disintegration of Integration: the dissolution of the Soviet Union

Readings:
- Trenin, Dmitri (2002) *The End of Eurasia*, Ch. 2

Recommended:
- Birgerson, Susanne (2002) “After the Breakup of Multi-Ethnic Empire” Ch. 2

17-20 OCTOBER – FALL RECESS

Topic IV: The rise of new states in Eurasia and Their International Orientation

22 Oct: FIRST PAPER IS DUE IN CLASS [and send digital copies as e-mail attachments to both instructors]

22, 24 Oct.: New Rise of New States in Eurasia
(Guest Speaker Arsen Gaspanyan)

Readings:
- Trenin, Dmitri *The End of Eurasia*, Ch.3,4 skim

Recommended:

29 Oct.: Authoritarianism in Eurasia.

Readings:

31 Oct.: How exportable is the Russian Political model? Russia as a network state
Readings:

5 Nov.: Democratic development and the color revolutions:
Readings:

Recommended:

Topic V: Issues in Eurasia and their impact on integration in Eurasia

7 Nov.: The issue of Energy
Readings:
• Gustafson, Thane (2012) «Putin's petroleum problem: how oil is holding Russia back--and how it could save it» Foreign Affairs, Nov. 2012, Volume 91, Issue 6. (BB)
• Absametova, Aigul “Integration processes in the Electric power Sectors of the EDB Member States” Eurasian Yearbook 2012, Ch. 11. pp. 186-217

Recommended:
• Ziegler, Charles (2012) «Energy Pipeline Networks and Trust: The European Union and Russia in Comparative Perspective» International Relations, 27 (1)

12, 14 Nov.: Addressing Common Issues: Ethnic conflict and Migration (Speaker Lilya?)

Readings:
• Tishkov, Valery (1994) “Perspectives on ethnic Accord in Post-Soviet Space”, Cultural Survival Quarterly, ISSN Volume 18, Issue 2,3, p. 52 (BB)

Recommended:


**Topic VI: Current integration in Eurasia**

**19 Nov, 3 Dec.: International Rivalries in Eurasia. Competing Integration Projects**

**Readings:**


**Recommended:**

- Kembayev, Zhenis (2009) *Legal Aspects of the Regional Integration Processes in the Post-Soviet Area.* Springer. Ch. 4
- Mesbahi, Mohiaddin (2010) “ Eurasia between Russia, Turkey and Iran” in *Key Players and Regional Dynamics in Eurasia the Return of the “Great Game”* edited by Maria Raquel Freire and Roger E. Kanet Houndmills, UK: Palgrave Macmillan. (BB)

- **24-30 November  Thanksgiving Recess**

- **3 December  one-page paper proposal due in class**
5, 10 Dec. Current Russia’s integration projects: neo-imperial or post-imperial, post-Soviet identity and integration. Ideas behind and institutions

Readings:


12 Dec.: Conclusion and Simulation Exercise (materials will be distributed)

16 Dec: SECOND PAPER IS DUE BY 12:00 PM
PLEASE PLACE YOUR PAPER AT DINA MOULIOUKOVA’S MAIL BOX AT INS DEPARTMENT [and send digital copies as e-mail attachments to both instructors]

G. Guidelines for Research Paper

The papers should deal with different aspects of Eurasian Integration covered in class. Regardless of the topic selected, the student should deal with it analytically, not merely descriptively. This means that the paper should address a specific question and develop and support an argument. It should draw upon and cite the relevant literature.

1. Format of the Paper

The paper should stay within the page limits listed above [12-point type with standard margins]; it should be formatted in standard research paper form -- i.e. including reference notes (either at the bottom of the page or at the end of the paper -- not "scientific notation") and a bibliography. The format listed below should be used for both notes and bibliography.

2. Essay/Paper Style Sheet

Writing clear and concise English is a skill that will benefit you throughout life. I do take good writing seriously and enjoy reading papers written in clear, correct English. It is a joy to read clear sentences that have both subjects and

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1 Note that the “Guidelines for Written Papers” are based on a document [available at http://arapaho.nsuok.edu/~alexa001/STYLE02.pdf ] prepared by two of Kanet’s former graduate students, James T. Alexander, then of Northeastern State University (Oklahoma) and Brian V. Souders, of the University of Maryland, Baltimore County; it is used here with their permission.
verbs, that do not sprinkle commas around at random, and that realize that English language plural nouns do not use apostrophes. The short amount of time that you take editing your paper will catch most of the mistakes that drive teachers crazy.

Students who have difficulties with rhetoric are encouraged to purchase William Strunk, Jr. and E. B. White, *The Elements of Style*. New York: Macmillan, 1999. 4th edn. To ensure that you understand when and how to provide references for materials used you should consult Gordon Harvey, *Writing with Sources: A Guide for Students*. Indianapolis, IN: Hackett Publishing, 2002, or a similar source. These two guides should prove to be useful throughout your entire career as a student, as well as later in life.

Please note that this style document is briefly and generically written. It neither covers all situations, nor is it intended for just one type of writing assignment. Specifically pay attention to the citation guidelines, for all parts may not apply to a particular assignment.

If you want to avoid some common problems, read the following rules carefully:

1) Never use contractions. If you are going to use ‘don’t’ and ‘can’t,’ you may as well write ‘gonna’ and ‘coulda.’ Contractions are markers of casual speech in written form. Use the forms ‘do not’ and ‘cannot.’

2) Make certain that all sentences have both a subject and a verb. Sentence fragments are sentences that are missing either a subject or a verb. "A man who had traveled all over the country and lived in many states" is not a sentence, since it has no verb. The man is not doing anything, since there is no verb in this sentence. Careful editing will pick up mistakes like this one.

3) Pronouns need antecedents. Never start a paragraph with a sentence such as, "They created a Congress consisting of a Senate and a House of Commons." The reader has no idea who 'they' are. If you use a definite pronoun (he, she, it or they) or indefinite pronouns (this, that, these or those), be certain that these pronouns refer back to some concrete noun.

4) Introductory participial phrases modify the subject of the main clause of the sentence. "Waiting for the train to arrive, it became clear that I was going to be late" is incorrect. In this case the participle “waiting” modifies the subject “it” grammatically. In fact, it is meant to modify an implied “I.” The sentence must be restructured.

5) Word processors have spell check for a reason. Every word processing program has some sort of spell checking system. USE IT; but use it carefully. You might also consider using the grammar check function that many word processing programs now contain. Remember to proofread your final copy, because spell check cannot pick up mistakes like 'tot he' instead of 'to the,' or “two” rather than “to” or “too.” Grammar check may have even a greater risk of error, although it can still be useful. Therefore, be careful, as you use these tools.

6) Use the right form of the word. The English language is filled with dozens of spelling land mines, words that sound the same but are spelled in three or four different ways. These homonyms still cause people problems. The worst offenders that teachers find are:

    there - an adverb denoting place
    their - a possessive adjective for the pronoun ‘they’
    they’re - a contraction for ‘they are,’ which you should not use anyway

    its - a possessive adjective for the pronoun ‘it’
    it’s - a contraction for ‘it is,’ which you should not use anyway Note: its' is not a word in the English language.
7) Punctuation is not for decoration. Commas are not thrown into sentences at random. The English language has rules for the use of commas. Learn these rules and follow them. The same holds true for semi-colons, colons and other forms of punctuation. Any large dictionary and most pocket dictionaries have brief reference sections on the proper use of punctuation.

8) Have someone else read your paper. When you have spent thirty hours working on a paper, the last thing you want to do is look at it one last time to see if everything is spelled correctly. Also, it is hard to identify errors if you have become too involved in the paper. Have someone else look at your paper to pick out any mistakes you may have missed. Failing this, try reading the paper aloud. You can often hear and spot grammar and spelling errors in this fashion.

8) Consistently cite your sources. You must properly cite your source if you use an idea or quote from another's work. For citing sources (footnotes or endnotes) in research papers, I prefer that you use the following style:

9) Wikipedia is NOT an acceptable source. Although convenient and often useful as a guide to primary sources, this is not an acceptable peer-reviewed source.

a. Bibliography:

All entries should be listed in alphabetical order, last name first, using the following format:

1) Periodical article:

Some journals do not employ volume numbers, others do not employ consecutive pagination within an entire volume. This format can be adjusted to the former by excluding the volume number, and presents no problem for the latter situation.

2) Article in an edited book:

3) Authored book:

4) Edited book:

5) Newspaper article:

6) Miscellaneous publication:
Some items do not fit easily into any of the categories listed above. You should adapt the format to fit the item. For example, pamphlets can usually be treated as books.

7) Translated material:
For translated materials, full publication information should be provided for both the original and the translation source: e.g., Pravda, date, p. ?; translated in Current Digest of the Post-Soviet Press, vol. ?, no. ?, date, p. ?.

8) Internet material:
These materials should be treated as publications. Full information concerning the source should be given, so that the reader will be in a position to find it. In the case of “reprinted” materials, both the original and the internet source should be given: e.g., “Yeltsin Administration Upbeat On Outgoing Year,” Moscow, 30 December 1997, Interfax; available on Johnson’s Russia List #1453, 30 December 1997 davidjohnson@erols.com. “Russia, China Sign Nuclear Deal,” RFE/RL Newsline, Vol. 1, No. 187, Part I, 30 December 1997 http://www.rferl.org/newsline. Since you cannot cite pages for internet sources, you should be especially careful to provide proper link information and dates when accessed.

9) Unpublished material:
Specific information should be provided about the source of unpublished material, such as interviews, letters, and other documents. The name of the interviewee, the date and place of the interview should be provided. Letters and other documents should be treated in similar fashion. In all cases information concerning the current location of the material should be provided.