**Course Syllabus**

<table>
<thead>
<tr>
<th>Title of the course</th>
<th>Politics and Society in Central Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Academic Programme</td>
<td>MA Programme “Comparative Politics of Eurasia”</td>
</tr>
<tr>
<td>Type of the course</td>
<td>Elective</td>
</tr>
<tr>
<td>Prerequisites</td>
<td></td>
</tr>
<tr>
<td>ECTS workload</td>
<td>6 ECTS</td>
</tr>
<tr>
<td>Total indicative study hours</td>
<td></td>
</tr>
<tr>
<td>Directed Study</td>
<td>Self-directed study</td>
</tr>
<tr>
<td>48</td>
<td>180</td>
</tr>
</tbody>
</table>

**Course Overview**

This course explores politics and society in contemporary post-Soviet Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan). It will briefly cover Central Asian history in the Russian Empire and the USSR before proceeding with an analysis of its post-Soviet transformation(s). The course aims to provide students with understanding of key issues in political and societal developments in these countries. It covers a number of issues such as Russian/Soviet legacies; post-colonial/post-Soviet identities; state building and state fragility; ethnicity, language, nationhood, nation building and nationalism; (ethnic) conflict and violence; role of gender, family, religion, formal and informal networks and institutions in state-society relations; multiple forms of civil society and ambiguous impact of (external) development/democracy promotion efforts. The course will help students to acquire knowledge on the nature of state, politics and society in Central Asia, and develop critical thinking on variations in and drivers of political, economic, social and cultural transformations in this part of the world.

**Intended Learning Outcomes (ILO)**

The course consists of 11 lectures (22 hours) and 13 interactive tutorials (26 hours) involving discussions of the readings, individual and group assignments. For both lectures and tutorials, students are expected to read materials specified below. These readings will be used as basis for class discussions. Students will be assigned selected readings for individual or group presentations – depending on the size of the group – introducing topics of each tutorial. Students will also develop their analytical and critical writing skills while working on two written assignments: book review and final paper.

I am happy to provide advice and guidance. I can help you plan your work and develop your coursework assignments. I will look at short (i.e. 1 page) final paper plans (not draft papers) and provide guidance. I will also provide feedback on marks for assessed work on this course. Please feel free to contact me by email (address below) to arrange an appointment and come to see me during my office hours during teaching weeks.
## Content and Structure of the Course

<table>
<thead>
<tr>
<th>№</th>
<th>Topic / Course Chapter</th>
<th>Total</th>
<th>Directed Study</th>
<th>Self-directed Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lectures</td>
<td>Tutorials</td>
</tr>
<tr>
<td>1</td>
<td>Central Asia in the Russian Empire. Political transformations and nation-building in the Soviet period</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Independence: experiencing post-colonial and post-Soviet</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Peace-building, nation-building and state-building (I)</td>
<td>24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Peace-building, nation-building and state-building (II)</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Multiple facets of the state</td>
<td>24</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Tradition and informality</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Gender and family</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Islam: beyond radicalization narratives</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Migration</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Multiple forms of civil society: “local” ways and “universal” templates</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Civil society: international involvement and its effects</td>
<td>20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total study hours</strong></td>
<td><strong>228</strong></td>
<td><strong>22</strong></td>
<td><strong>26</strong></td>
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</table>

### General requirements:

- Completion of required readings in advance of the lectures and tutorials;
- Active participation in the discussion with reliance on required readings;
- Presentations based on assigned readings and active involvement in in-class group assignments.

### The final grade for this course consists of:

#### In-class participation: 25%

Assessment will be based on attendance, preparation of readings, participation in class discussion with the focus on qualitative contribution to the discussion, ability to answer questions based on the readings, come up with own interpretations and react to comments made by other students.

#### Presentation: 25%

Each tutorial (starting from the week 2) will commence by a presentation prepared by a small group of students (up to 4 students per group). During the first tutorial, students should propose for approval by the instructor: 1) composition of their groups; 2) topics for their presentations based on the topics/readings for the tutorials; 3) outlines of their
presentations. These presentations will function as basis for further class discussion. Therefore, presenters are supposed to cover mandatory and optional readings and, preferably, use other non-assigned sources for their analysis on the chosen topic in order to make a genuinely original contribution.

**Mid-term book review (1000-1500 words): 25%**
For this mid-term assignment, students need to read a book from the list below (book choice needs to be approved by the instructor by the week 2) and write a short book review (1000-1500 words). The review is due by the tutorial 6.

**Final paper (3000 words): 25%**
The final paper should relate to any aspect of the course. It can be a critical review of the existing literature on a specific topic, or an original piece of research (format and topic need to be approved by the instructor by the week 4). The final paper is due by the tutorial 12.

<table>
<thead>
<tr>
<th>Mandatory</th>
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Readings listed below under the headings corresponding to the topics of course sessions are **required for the tutorials** (in addition to the books indicated above).

**Central Asia in the Russian Empire. Political transformations and nation-building in the Soviet period**


Independence: experiencing post-colonial and post-Soviet


Peace-building, nation-building and state-building (I)


*Peace-building, nation-building and state-building (II)*


*Multiple facets of the state*


*Tradition and informality*


**Gender and family**


**Islam: beyond radicalization narratives**


**Migration**


**Multiple forms of civil society: “local” ways and “universal” templates**


**Civil society: international involvement and its effects**


**Optional**

Readings listed below are essential for fruitful discussions during the tutorials and, therefore, highly recommended for study prior to each tutorial. The instructor may assign additional readings to the seminar optional reading list.
Central Asia in the Russian Empire. Political transformations and nation-building in the Soviet period


Independence: experiencing post-colonial and post-Soviet


Peace-building, nation-building and state-building (I)


Peace-building, nation-building and state-building (II)


Multiple facets of the state


Tradition and informality


Gender and family


Islam: beyond radicalization narratives


Migration


Multiple forms of civil society: “local” ways and “universal” templates


Civil society: international involvement and its effects


Books for the book review (please select one for your analysis):


<table>
<thead>
<tr>
<th>Type</th>
<th>+/-</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td>
<td>+</td>
<td>100</td>
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<tr>
<td>Assignments for seminars / tutorials / labs</td>
<td>+</td>
<td>30</td>
</tr>
<tr>
<td>E-learning / distance learning (MOOC / LMS)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Project work</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other (please specify): writing book review and final paper</td>
<td>+</td>
<td>50</td>
</tr>
<tr>
<td>Preparation for the exam</td>
<td>-</td>
<td></td>
</tr>
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</table>

Academic Support for the Course

Academic support for the course is provided via LMS, where students can
find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.

<table>
<thead>
<tr>
<th>Facilities, Equipment and Software</th>
<th>A class with a laptop, a film projector and a sound system are required for lectures and tutorials.</th>
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</thead>
<tbody>
<tr>
<td>Course Instructor</td>
<td>Dr. Oleg Korneev, Associate Professor (Department of Political Science), <a href="mailto:okorneev@hse.ru">okorneev@hse.ru</a></td>
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</tbody>
</table>
## Intended Learning Outcomes (ILO) Delivering

<table>
<thead>
<tr>
<th>Programme ILO(s)</th>
<th>Course ILO(s)</th>
<th>Teaching and Learning Methods for delivering ILO(s)</th>
<th>Indicative Assessment Methods of Delivered ILO(s)</th>
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</thead>
<tbody>
<tr>
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</table>
## Annex 2

### Assessment Criteria

#### In-class Participation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.</td>
</tr>
<tr>
<td>«Fail» (0-2)</td>
<td>Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.</td>
</tr>
</tbody>
</table>

#### Presentation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>A well-structured, analytical presentation of work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly. Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter highlights key points and responds to follow up questions appropriately. In group presentations, there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.</td>
</tr>
<tr>
<td>«Fail» (0-3)</td>
<td>Fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>

#### Book review paper

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>The paper has a clear argument, which responds effectively to all aspects of the</td>
</tr>
</tbody>
</table>
task. Fully satisfies all the requirements of the task; rare minor errors occur.

«Good» (6-7)  The paper responds to most aspects of the task with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.

«Satisfactory» (4-5)  The paper generally addresses the task; the format may be inappropriate in places; displays little evidence of (depending on the assignment) independent thought and critical judgement; includes a partial superficial coverage of the key issues; lacks critical analysis, may make frequent errors.

«Fail» (0-3)  The paper fails to demonstrate any appropriate knowledge.

**Final paper**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>«Excellent» (8-10)</td>
<td>The final paper has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur.</td>
</tr>
<tr>
<td>«Good» (6-7)</td>
<td>The final paper responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.</td>
</tr>
<tr>
<td>«Satisfactory» (4-5)</td>
<td>The final paper generally addresses the task; the format may be inappropriate in places; displays little evidence of (depending on the assignment) independent thought and critical judgement; includes a partial superficial coverage of the key issues; lacks critical analysis, may make frequent errors.</td>
</tr>
<tr>
<td>«Fail» (0-3)</td>
<td>The final paper fails to demonstrate any appropriate knowledge.</td>
</tr>
</tbody>
</table>
Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Final paper structure:
1. *Introduction and formulation of a research question.*
2. *Main part* including theoretical framework and/or description of conducted fieldwork as well as presentation of main arguments, their discussion and, potentially, methodological reflections.
3. *Conclusion:* summary of the main arguments, limitations and possibilities for further research.
Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.

2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.

3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.