

**ECONOMIC & POLITICAL DEVELOPMENT
IN EASTERN CENTRAL EUROPE: ECO/POL 313**

Spring 2012 - Tues./Thurs. 11:00 – 12:15
232 Cornell Hall

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COURSE OBJECTIVES

This course examines economic and political development in Central Eastern Europe with particular attention to the legacy of communism as these countries merge politically and economically within Europe and the wider global economy today. Our analysis targets three broad eras, the communist era after WW II, transition stages in the 1990s, and expansion into the European Union the past decade. More specifically, we incorporate historical background to the Soviet and East European economies between 1950-1990; institutional features of Soviet type economies (balanced planning, pricing, success indicators, etc); patterns of economic performance under communism; conceptual approaches to transformation and elements in the process of transformation; development of capital markets; foreign investment; EU enlargement; case studies of national strategies and outcomes; the impact of the current world economic crisis on the Central East European countries (henceforth CEECs) and the various measures deployed by governments to contain it. An exciting field study concludes the course in May with appointments in Austria, Czech Republic, and Slovak Republic.

REQUIRED TEXTS

The following required texts and materials are available at the Rollins College Bookstore or the reserve desk at Olin Library:

Ash, Tomothy. *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. Vintage, 1993.

Drakulic, Slavenka. *How We Survived Communism and Even Laughed*. New York: Harper Perennial, 1991.

Janos, Andrew. *East Central Europe in the Modern World: The Politics of the Borderlands from Pre- to Post-Communism*. Stanford: Stanford University Press, 2002.

Lavigne, Marie. *The Economics of Transition: From Socialist Economy to Market Economy*, 2nd ed. New York: Palgrave Macmillan, 1999.

Rosenberg, Tina. *The Haunted Land: Facing Europe's Ghosts after Communism*. Vintage, 1996. (required for ECO/POL 313F field study)

Schwimmer, Walter. *The European Dream*. New York: Continuum, 2004.

ADDITIONAL REQUIRED READING

In addition to the above texts, this class requires you to stay abreast of current events in Eastern and Central Europe for the purpose of weekly discussions and your own required oral reports (more to follow on this later). For reputable international reporting in the states, we recommend the international sections of national daily newspapers such as [*The New York Times*](#), [*The Washington Post*](#), or [*The Wall Street Journal*](#). In addition to the online versions noted above, the Olin Library and Cornell Campus Center hold daily paper copies of *The Wall Street Journal* and *The New York Times*, and Olin holds the Sunday edition of *The Washington Post*. A few other recommended national US papers you may wish to consult are [*The Christian Science Monitor*](#), [*The Boston Globe*](#), [*The Chicago Tribune*](#), [*The Miami Herald*](#), and [*The Los Angeles Times*](#). Perhaps most importantly, outside the states, see the Trade Development Alliance of Seattle for a thorough list of English-language [international newspapers](#). In particular, you will want to follow [*The Prague Post*](#), [*The Slovak Spectator*](#), and [*Austrian Times*](#). As always, see us if you have questions about other potential sources you would like to have approved for your presentation.

COURSE EXPECTATIONS

Texts above and other readings noted below were selected to jump start our class discussions. Diligently keeping on schedule with your reading load will allow you to take full advantage of each class meeting. Be sure to come to class prepared as you will be required to actively participate throughout the semester. A complete breakdown on participation grading policy is attached. Please be advised that, while the reading load is fairly consistent from week to week, there are a few exceptions. On average, as your Rollins College Catalogue warns, you should anticipate spending three hours outside of class for every hour spent in class.

There will be several written assignments for our course as well as two essay exams. Of all that you learn in college, writing is easily one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing also helps us learn. It focuses our thoughts and forces us to organize and document them. With this in mind, you are asked to familiarize yourself with the age-old pamphlet by William Strunk and E.B. White, *The Elements of Style* during the first week of classes. Copies are available at the campus bookstore, and the work is also available online at: <http://www.bartleby.com/141/index.html>.

Also all college students should be familiar with the term plagiarism. Any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. The penalty for violating this standard is severe.

Finally, and most importantly, we think of a course as being a contract between teacher and student. Our job is to do my best to help you learn. Your side of the agreement is to do your best to learn. Coming to class prepared (doing the reading *before* class *and* taking notes on that reading) goes a long way in this regard. You are also encouraged to not only ask questions in class but to take advantage of office hours. To facilitate this every student will schedule a time to meet with the professors at least once over the course of the semester.

GRADING POLICY:

Feel free to consult us about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will *not* be

discussed electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is *exceptional in quality and shows keen insight, understanding, and initiative.*

B is given for work that is *consistently superior and shows interest, effort, or originality.*

C is a respectable grade required for graduation; it reflects *consistent daily preparation and satisfactory completion of all work required.*

D- is the *lowest passing grade*; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and above	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F < 60

Unless another due date is announced in class, you are responsible for turning in assignments on time, before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy. For another, you must submit an electronic copy to www.turnitin.com. Our class ID is "4734978" and the class password is "honor." Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper.

Failure to complete both steps, the paper and electronic, by the assigned due date will result in a grade of zero for that assignment. Please take this seriously as it would be a shame for you to not get credit simply for failing to follow directions on this requirement. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 4 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions. After 4 p.m. on the due date, late papers will not be accepted.

Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases the professor ***must be informed prior to the exam or assignment due date.*** Do this in person, by email, or office telephone.

GRADING DISTRIBUTION:

10%	Country Briefing Report & Paper #1
10%	Country Briefing Report & Paper #2
15%	Country PowerPoint Report (12% professor, 3% peer)
20%	Daily Participation
20%	Midterm Exam
25%	Final Exam

TENTATIVE COURSE SCHEDULE

Part I - Central East Europe under Communism

Week 1: Jan. 17/19

Eastern Europe's Fault Lines

Social Science, History and Political Change

Janos: Intro & 1

Week 2: Jan. 24/26

The Bases of Socialist Economic System

Lavigne 1 & 2

Historical Overview

Janos 2

Week 3: Jan.31/Feb. 2

The Reforms: Experiences and Failures

Lavigne 3

Liberalism and the Nation State

Janos 3

Week 4: Feb. 7/9

Reform Performance

Lavigne 4

The Crisis of Liberalism

Janos 4

Week 5: Feb. 14/16

How We Survived Communism

Drakulic 1-6

How We Survived Communism

Continue with Drakulic 7-12

Week 6: Feb. 21/23

International Economic Relations

Lavigne 5

The Imperial Revolution

Janos 5

Week 7: Feb. 28/March 1

Soviet Bloc after Stalin

Janos 6

Midterm

Week 8: Spring Break

Begin Ash if possible

Part II – Central East Europe Transition, 1989-2004

Week 9: March 13/15

Goodbye Lenin

Drakulic 13-19

Ash Intro, Warsaw, Budapest

Revolutions of 1989 (Stokes 9-11)

Ash Berlin, Prague, Conclusion

Week 10: March 20/22

The Economics of Transition

Lavigne 6

Sutela Blackboard readings

After Communism

Janos 7

Week 11: March 27/29

Macroeconomic Stabilization

Lavigne 7

Rosenberg 1

Facing Europe's Ghosts after Communism

Rosenberg 2, 3

Week 12: April 3/5

Privatization and Structural Reforms

Lavigne 8

The European Dream

Schwimmer 1, 2

Part III – The New Europe: European Union Enlargement

Week 13: April 10/12

Reintegrating the World Economy

Gros, D., A. Steinherr (2004) *Economic Transition in Central and Eastern Europe: Planting the Seeds*, Cambridge University Press, Chpts. 9, 10. (available on Blackboard)

The Eastern Enlargement (Wood 7)
Schwimmer 3

Week 14: April 17/19

When is Transition Over
Lavigne 10

Challenges
Schwimmer 6

Part IV - Conclusions

Week 15: April 24/26

Project Presentations: Romania, Hungary, Poland
Skim TBA, [The Budapest Sun](#), and [The Warsaw Voice](#)

Project Presentations: Austria, Czech Republic, Slovak Republic
Skim [The Prague Post](#), [The Slovak Spectator](#), and [Austrian Times](#)

Konviser, Bruce. I. "Czech Government's Plan to Return Church Lands Stirs Resistance," *The New York Times*, 2 April 2012: <http://www.nytimes.com/2012/04/03/world/europe/03iht-czech03.html?pagewanted=all>

Week 16: May 1

Conclusions & Review Luncheon
at [Chef Henri's](#), 1831 West State Rd. 434, Longwood, FL (407) 331-4836
Lavigne Conclusion
Janos Conclusion
Review assignment due 12 am via email (see details online through course web pages)

Final Exam: 8 am Monday, May 7th

* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. Also check for periodic updates on the course website, particularly the online version of the syllabus.

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

DOCUMENTATION & PLAGIARISM

Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn them and practice them:

1. “When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote.”
2. “When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea.”
3. “A plagiarist often merely changes a few words or simply rearranges the words in the source.”

- Source: *Harbrace College Handbook*, p. 407

Plagiarized work will result at the very least in a grade of "0" on the paper assignment, and such an event will be reported to the Dean of Arts & Sciences, as per our college policies.

Disability Services Statement

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu.

Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings. And it reflects my belief that you will learn from one another in this class, just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. You may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
 - A level participation gets 3 or 4 points
 - B level gets 2 points
 - C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for some reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement you are allowed two such excused absences.

Country PowerPoint Report

This 20-minute group presentation of your assigned country represents 15% of your final grade. Using PowerPoint format you, along with one or two colleagues, will critique the current economic and political development of an assigned nation-state. During the first week, we will divide the class into six groups representing Austria, Czech Republic, Hungary, Poland, Romania, and the Slovak Republic. Individually you will then each prepare two 5-minute presentations (and four page papers) over the course of the semester on your country, using current events and class readings. During the final full week of classes your group will then collectively present an overarching analysis. Obviously the key to the group assignment will be to assemble together a concise and clear argument about where your country stands today and why.

For the two individual oral briefings and papers you are also required to email a current event article on your topic to our class by 4 pm the day before your presentation. This can be done through the email lists function on Foxlink. See me or the Rollins College IT department if you have any questions on this. Grades on your paper component will be based upon the ability to integrate the categories noted below, including critical analysis, creativity, and general writing mechanics. The A report successfully employs each of these components, whereas the B report incorporates only three, and the C report only two, etc. Finally remember to fill out the top five lines on each of the following pages and submit that grading sheet the day of your two individual presentations as well as the final group one.

Paper Rubric

1. Clear introduction & concise conclusion
 - tell us why you think your topic is important AND interesting
 - brief summary of the situation at the end...and prospects for its resolution
2. Established knowledge base
 - what are the fundamental facts the rest of the class needs in order to understand your topic
 - remember your time constraints demand a concise approach here
 - the five w's of reporting may serve as your guide: who, what, when, where, and why/how
3. Strong critical analysis of core concepts from class
 - shows imagination and creativity in insights
 - this is often the difference between an A and a B report
 - tell the class how your current event report relates to a concept we have discussed in class
 - your event may either support or challenge an existing theory, but be explicit here
 - what suggestions or predictions do you offer
4. Well-organized, stylistically effective, and mechanically sound (see *The Elements of Style*).

Delivery

I encourage you to incorporate the following delivery suggestions as you prepare your presentation. They will not make a letter grade difference, but instead factor into the +/- scale, i.e. separate an A from an A-. In addition to simply improving your message (because delivery really does count in politics), addressing these items should also make you more comfortable during the actual presentation.

1. The tone of your voice literally and figuratively sets the tone for your topic.
2. Eye contact is important. Notes are a good guide, but avoid reading from your notes for prolonged periods.
3. Gestures and facial expressions can add further emphasis to the words you choose to convey your message.
4. Similarly, the use of silence can often have an important impact.
5. And finally, there is no substitute for enthusiasm. Why should the audience care if even the speaker does not feel this is an interesting topic?

Individual Country Report #1 – fill out top 5 lines yourself

Name & Country:

Topic:

Points of emphasis:

Presentation date:

Emailed Article link to class date:

Content

1. Competence in factual background information

/5

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/25

/20

Total Grade:

Individual Country Report #2 – fill out top 5 lines yourself

Name & Country:

Topic:

Points of emphasis:

Presentation date:

Emailed Article link to class date:

Content

1. Competence in factual background information

/5

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/25

/20

Total Grade:

Group Country Presentation – fill out top 5 lines yourself

Name & Country:

Thesis:

Points of emphasis for your portion of presentation:

Partner Names and Your Assessment of their Contributions:

1.

2.

Content

1. Competence in factual background information

/5

2. Relevance to class, including conceptual orientation and cohesion

/25

3. Critical analysis

/25

4. Presentation effectiveness (introduction/conclusion/delivery/supplementary materials)

/25

/20

Total Grade:

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ECO/POL 313 - Spring 2012**

ROOM: T/R 11:00 A.M. – 12:15 P.M.

I have read and understood the syllabus for ECO/POL 313.

I understand and accept the conditions of participating in this class.

Student Name

Signature and Date