

MODULE SPECIFICATION TEMPLATE

1 The title of the module

PO618 East European Politics

2 The Department which will be responsible for management of the module

Politics and International Relations

3 The Start Date of the Module

Existing module, change from level H to I, to start September 2005

4 The number of students expected to take the module

Circa 40

5 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal

None

6 The level of the module (eg Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])

Intermediate, from Honours

7 The number of credits which the module represents

15

8 Which term(s) the module is to be taught in (or other teaching pattern)

Autumn

9 Prerequisite and co-requisite modules

None

10 The programmes of study to which the module contributes

The module constitutes an option for the various BAs in Politics, Politics and International Relations, Politics and International Relations with Year Abroad, European Studies (Humanities)

- 11 The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes

On successful completion of the module, students will have gained the following specific learning outcomes (or SLO):

SLO1: Understand the reasons for the failure of democracy in inter-war Eastern Europe.

SLO2: Understand the main institutions and political processes of Soviet-type systems.

SLO3: Understand the reasons for the fall of communist power in Eastern Europe.

SLO4: Understand the main challenges facing Eastern Europe after the fall of communism.

SLO5: Be familiar with the main literature and debates about the nature of post-communist transition.

SLO6: Understand the main institutional features of post-communist democracies.

SLO7: Be aware of Eastern Europe's place in the world, including issues relating to EU membership, Nato enlargement and relations with Russia.

These specific learning outcomes contribute to achieving the general aims of our undergraduate programmes, which aim to:

- ensure that students acquire knowledge and understanding of theories and analysis in a supportive and responsive learning environment
- develop students' capacities to think critically about political events, ideas and institutions
- provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
- assist students to develop cognitive and transferable skills relevant to their vocational and personal development

- 12 The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

In addition to the specific outcomes under point 11, the module will also enable students to progress towards achievement of the generic learning outcomes (GLOs) of the department's undergraduate programmes listed below. Students who successfully complete their undergraduate programme in the Department will be able to:

GLO1: engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate

GLO2: examine and evaluate different interpretations of political issues, events and solutions to problems

GLO3: describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

GLO4: develop reasoned arguments, synthesise relevant information and exercise critical judgement

GLO5: reflect on and manage their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills

GLO6: orally communicate ideas effectively and fluently

GLO7: communicate ideas effectively and fluently in writing

GLO8: use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation

GLO9: work independently, demonstrating initiative, self-organisation and time-management

GLO10: collaborate with others and contribute effectively to the achievement of common goals

13 A synopsis of the curriculum

The fall of the communist regimes in Eastern Europe in 1989 and the disintegration of the USSR between 1989 and 1991 allowed the ‘return of history’ not only to the existing states of the region, but also gave birth to new ones. The focus of the module will be on the political challenges facing the emerging states as they establish new democratic institutions and find their place in the world. The course begins with a brief overview of developments since the collapse of the Central European empires in 1918 and the experience of communism between 1945 and 1989. We examine some of the main features of the communist systems in the region, with special attention on the case studies of Poland, Hungary, Czech/Slovakia and (former) Yugoslavia, and the causes of the revolutions of 1989. We then focus on the transition to new economic and political systems, drawing on some theories of comparative democratisation. Topics will include nationalism, the wars in former Yugoslavia and the establishment of international protectorates, state building, and the emergence of a new international order in Eastern Europe in the broader European and global context. In addition to the former Soviet bloc countries of Eastern Europe and the Baltic republics (Estonia, Latvia, Lithuania), we will also look at the problems facing the new lands ‘in between’ (Belarus, Moldova and Ukraine). We will deal with the issues of European Union enlargement, the extension of Nato to the East and the new security challenges facing the region, and end with an examination of the role of political culture and post-communist social changes.

Section 1: Pre-communism, communism and the fall

1. Introduction to Eastern Europe: From pre-communism to post-communism
2. Approaches to state building and democratisation: Empires, nations and war in Eastern Europe
3. The political system of communism in Eastern Europe: The establishment and development of communism; Stalinism; State and civil society.
4. Yugoslavia under Tito and beyond: the third way?
5. Post-Stalin communism - crisis and reform: 1956 and the limits of destalinisation.; 1968 ‘Socialism with a human face’; 1980 and the rise of Solidarity.
6. The fall: the *annus mirabilis* of 1989.

Section 2: The challenges of post-communism

7. Problems of post-communism: General problems of definition and the concept of transition; Third or fourth wave; The triple transition.
8. Democratisation and institutional design: Parliamentary versus presidential systems; Party and electoral systems.
9. Nationalism and the Balkan wars
10. Joining Europe 1: EU enlargement.
11. Joining Europe 2: Nato enlargement and new security configuration
12. Political culture and social change

14 Indicative Reading List

Core books

D. Overviews of communism and its fall

Crampton, R. J., *Eastern Europe in the Twentieth Century*, 2nd edn (London, Routledge, 1997).

Okey, Robin, *The Demise of Communist East Europe* (London, Hodder Arnold, 2004).

Pittaway, Mark, *Eastern Europe: States and Societies 1939-2000* (London, Hodder Arnold, 2004).

Swain, Geoffrey and Nigel Swain, *Eastern Europe since 1945*, third edition (Palgrave, 2003).

Postcommunism general

Brown, J. F., *The Grooves of Change: Eastern Europe at the Turn of the Millennium* (Durham and London, Duke University Press, 2001).

Clark, Terry D., *Beyond Post-Communist Studies: Political Science and the New Democracies of Europe* (New York, M. E. Sharpe, 2002).

Ekiert, Grzegorz and Stephen E. Hanson (eds), *Capitalism and Democracy in Central and Eastern Europe: Assessing the Legacy of Communist Rule* (Cambridge, Cambridge University Press, 2003).

Holmes, Leslie, *Post-Communism: An Introduction* (Cambridge, Polity Press, 1997).

Outhwaite, William and Larry Ray, *Social Theory: Communism and Beyond. A Critical Theory of Post-Communism* (Oxford, Blackwell, 2004).

Sakwa, Richard, *Postcommunism* (Milton Keynes, Open University Press, 1999).

Contemporary problems

White, Stephen, Judy Batt and Paul G. Lewis (eds), *Developments in Central and East European Politics*, third edition (Basingstoke, Palgrave, 2003).

Recommended books

Agh, Attila, *The Politics of Central Europe* (London, Sage, 1998).

Bideleux, Robert and Ian Jeffries, *A History of Eastern Europe: Crisis and Change* (London, Routledge, 1998).

Brown, Jim, *Hopes and Shadows: Eastern Europe after Communism* (Harlow, Longman, 1994).

Crawford, Keith, *East Central European Politics Today* (Manchester University Press, 1996).

Dryzek, John S. and Leslie Holmes, *Post-Communist Democratization: Political Discourses Across Thirteen Countries* (Cambridge, Cambridge University Press, 2002).

Fowkes, Ben, *The Rise and Fall of Communism in Eastern Europe*, 2nd edn (Macmillan, 1995).

Henderson, Karen and Neil Robinson, *Post-Communist Politics: An Introduction* (London, Prentice Hall, 1997).

Kaldor, Mary and Ivan Vejvoda (eds), *Democratization in Central and Eastern Europe* (Aldershot, Ashgate, 2001).

Keane, John (ed.), *Civil Society and the State: New European Perspectives* (London, Verso, 1988).

Keane, John, *Democracy and Civil Society* (London, Verso Books, 1988).

Lane, David, *The Rise and Fall of State Socialism* (Cambridge, Polity, 1996).

Lewis, Paul G., *Central Europe Since 1945* (Harlow, Longman, 1994).

Longworth, Philip, *The Making of Eastern Europe* (London, Macmillan, 1994).

Mason, David S., *Revolution and Transition in East-Central Europe* (Boulder, Westview, 1996).

Mazower, Mark, *Dark Continent: Europe's Twentieth Century* (London, Penguin Books, 1998).

Okey, Robin, *Eastern Europe, 1740-1985*, 2nd edn (London, Routledge, 1986).

Roskin, Michael G., *The Rebirth of East Europe*, 3rd edn (Hemel Hempstead, Prentice Hall, 1997).

Rothschild, Joseph and Nancy M. Wingfield, *Return to Diversity: A Political History of East Central Europe since World War II* 3rd edn (Oxford, OUP, 1999).

Schopflin, George, *Politics in Eastern Europe, 1945-1992* (Oxford, Blackwell, 1993).

Stokes, Gale, *Three Eras of Political Change in Eastern Europe* (Oxford University Press, 1997).

Waller, Michael, *The End of the Communist Power Monopoly* (Manchester, Manchester University Press, 1993).

- 15 Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes

Lectures:

Schedule: **12 contact hours**, one lecture per week for 12 weeks.

Achievement of learning outcomes: Lectures will provide an overview of key aspects of the topic of a given week, in particular introducing relevant theories and concepts and providing a guide to the main issues dealt with in the academic literature and the debates surrounding them. Lectures will also provide historical context and relevant empirical examples to illustrate the various issues raised. Lectures will therefore directly relate to SLO1-6 and GLO1-2 and 4-5.

Seminars:

Schedule: **12 contact hours**, one seminar per week for 12 weeks.

Achievement of learning outcomes: Seminars will be based on discussions of the topics introduced in lectures and the reading done independently by students. They will provide an opportunity to relate the general issues raised in the lectures to specific empirical examples and case-studies to enable students to acquire a deeper knowledge and understanding of the topic. To ensure that the seminars are as student-centred as possible, the topic will be introduced by presentations given by students and all members of the group will be encouraged to contribute actively to the discussion of the issues raised.

Seminars are also intended as a focus point for research, providing a guide to the location and proper usage of all possible sources of information for students’ independent study. Seminars thus contribute to the achievement of all the specific and generic learning outcomes, but most specifically SLO7 and GLO3-8 and 10.

Independent study

Schedule: **126 hours** for 12 weeks hours during which students will read the recommended texts for each seminar, prepare their presentations, research and write their course-work assignments and prepare for the examination.

Achievement of learning outcomes: SLO1-7, GLO 9, augmented by GLO 1-4 and 7-10.

Contact Hours: 150 hours including 24 hours lecture/seminar; 126 study hours

Assessment methods and how these relate to testing achievement of the intended learning outcomes

Formative assessment of both the seminar presentations and written assignments will be given throughout the module in the form of both written and oral feedback. Summative assessment of the module will be based on the following:

Type of assessment	Task	Learning outcomes assessed	Weight towards final mark (%)
Seminar presentation	Students are asked to give a seminar presentation in which they address one question related to the seminar topic.	SLO: 1-5 GLO: 1, 2, 3, 4, 6, 8, 9, 10; in particular 6	Considered a training exercise and preparation for essay writing.

	Presentations last for maximum ten minutes ; students are encouraged to speak from notes rather than reading a written text.		
Essay	Students will write an two essays of approximately 3,500 words , each answering one question related to the topics dealt with in the lectures and seminars; the essay topic to be chosen from an approved list. Essays are required to be word-processed and conforming to scholarly standards, i.e. with a clear introduction, argument and conclusion and supported by appropriate references to the literature.	SLO: 1-7 GLO: 1, 2, 3, 4, 5, 7, 8, 9; in particular 3, 4, 7, 8 & 9	50%
Exam	Student will sit a two-hour examination in which they are asked to answer two questions out of eight . Each question refers to one of the topics dealt with in the lectures and seminars throughout the module.	SLO: 1-5 GLO: 1, 2, 3, 4, 5, 7, 8; in particular 4 & 7	50%

17 Implications for learning resources, including staff, library, IT and space

More copies of core texts will be required as a result of the change in the level of this module. Library, IT and space to be resourced from existing pool.

18 A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities

The above statement is the case.

Statement by the Director of Learning and Teaching: "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching

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Date

Statement by the Head of Department: "I confirm that the Department has approved the introduction of the module and will be responsible for its resourcing"

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Head of Department

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Date

Revised August 2002; Revision 2 in 2003.