

Y200/401 – Politics of Central Asia and Afghanistan
Department of Political Science
Fall 2009

Meeting time: 4:30-5:45 Monday and Wednesday, Classroom Medical 210

Instructor: Brent Hierman (hiermanb@ipfw.edu)

Office: CM211

Office Hours: Tuesday 1:00 – 4:00 (or by appointment)

Course Description:

The geopolitical positioning of Afghanistan and Central Asia (understood here as Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan as well as the Chinese autonomous region of Xinjiang) has long made this region a point of interaction between globally powerful social forces such as world religions, superpowers, and international trade. Currently, major powers such as the US, Russia, China and India have devoted considerable attention and resources to this part of the world. Despite the relative importance of this region for policy makers, however, the majority of Americans remain relatively unaware of political events in Afghanistan and Central Asia.

This course will introduce students to the politics and societies of this important, but little understood, region. By the conclusion of the course, I expect that students will have obtained significant substantive knowledge of the region and its inhabitants. Additionally, in this course students will analytically explore a variety of political and societal phenomena present in the region and beyond. Amongst the phenomena we will examine include: the lingering impact of historical legacies, state-building and nationalism, ethnic politics and secessionism, state collapse and civil war, the relationship between Islam and politics, Islamic fundamentalism, the potential curse of natural resources, democratization and authoritarian state consolidation.

The course will take a broadly comparative approach with the aim of demonstrating similarities and differences in these phenomena both across Central Asia and between Central Asia and other global regions. It is anticipated that, whenever possible, we will seek to understand the causes behind these similarities and differences.

Students are not expected to have any prior knowledge of the region.

Grading Procedure:

The requirements for this course include participation and attendance, a map quiz, a news tracking and analysis project, reading response papers, and a research paper.

Final grades will be distributed in the following manner:

20% Attendance/Participation
5% Map Quiz (8/31)
20% News tracking/analysis project
20% Response Papers
5% Research Paper Proposal (Due 9/30)
25% Research Paper
5% Editing Assignment

Attendance/Participation

Regular attendance is a requirement of this course. Poor attendance will be reflected in the course participation grade. If you have extenuating circumstances that will require you to miss several classes, please arrange a time to meet with me.

Additionally, it is my expectation that everyone in this class will be an active participant. Before each class you are expected to have done the readings and to be prepared to discuss them. To encourage this, you are to complete a very brief assignment on the readings by **10 AM** on the mornings before class. Each reading assignment is worth 6 points and will be very easy if you have spent time with the readings. There are no assignments on days in which a reading response paper is due. These assignments are to be completed on Blackboard. You are also expected to have copies of the readings, or very detailed notes, with you in class. As an additional incentive to encourage preparation, I reserve the right to issue unannounced reading quizzes.

As a courtesy to their classmates, students should strive to contribute to a classroom environment conducive to learning. This includes treating your classmates with respect, arriving on time for class, turning off your cell phone, and participating in class discussions. Students who are disruptive will be asked to leave class.

Cell phones, iPods, Palm Pilots and the like are not permitted to be used while class is in session. I reserve the right to proscribe computer usage in class if I suspect that computers are being used for non-academic purposes. If you want to use your computer to take notes, you must sit in the first two rows.

Make-Up / Late Work/Extra Credit policy

I expect every student to complete the assignments as scheduled. Late response papers and late work on the news tracking/analysis project are not accepted under any circumstance. There is a penalty for late research papers and research paper proposals described below. Only if you speak to me **in advance** about extenuating circumstances that may require you to turn in the assignment late is it possible for you to do so without penalty. No make up map quizzes will be scheduled unless you speak to me **in advance** about your inability to take the quiz on August 31 or unless you have a verifiable emergency that prevents your attendance on this day.

Please, email me if you have any questions or concerns about your inability to complete an assignment. In case of emergencies only you can call me: 812-340-6296.

There will be no extra credit in this course. There are plenty of points to be gained by doing the work.

News Tracking/Analysis Project

This class focuses on a part of the world that does not regularly receive much news media attention in the West. As a result, even generally well-informed individuals can easily miss important news stories and events occurring in the region. However, to become well versed in the political and social circumstances of any region, it is imperative to keep abreast of current events. To encourage you to follow important events occurring in Central Asia, 20% of your grade will come from a news tracking/analysis project.

During the first week of class, the class will be divided into different groups, each responsible for following the news coming out of specific countries. You will work with your assigned group throughout the semester. Using the discussion tab in Blackboard, each individual in the group is to post news stories and analysis related to your countries *as well* as comments on other individuals' postings. We will go through how to use this feature of blackboard together in class. I will also provide you with a list of possible sources.

News postings should 1) briefly summarize the article 2) offer some analysis/interesting questions that come out of the article 3) provide a link to the article. A good post should be around 2-3 paragraphs. Each individual posting is worth up to 3 points. You can receive a maximum of 9 points (9 points = 3 news postings) in this category per grading period.

Comments: To receive full credit comments must be on topic and offer some insight or reflection on the original post. A few sentences should be sufficient. Each response to a posting is worth 1 point. You can receive a maximum of 6 points in this category per grading period.

You will receive a grade on this assignment two times in the semester: **10/16 & 12/11.**

Reading Response Papers:

You are responsible for turning in a set number of response papers during the course of the semester. These response papers will ask you to engage analytically to a question or two related to your readings. They will require you to synthesize the material covered in class and in the readings. At the back of this syllabus, you will find the topics for each reading response paper. This should give you adequate time to write your essay. Each response paper should be between 1 to 3 pages long. There are eight dates (listed below) in which you can turn in a response paper.

Students enrolled in Y200 are required to turn in three response papers.

Students enrolled in Y401 are required to turn in five response papers.

Late reading response papers are not accepted.

Paper proposal:

The written assignment proposal is due at the beginning (**4:30 PM**) of class on **Wednesday, September 30.** Of course, you may hand it in earlier if you choose. It must be double-space

typed in Times New Roman 12 point font with 1 inch margins all around and it must include a bibliography of the sources you are planning to consult for your written assignment.

Before starting this assignment, please read the section below on the written assignment. The paper proposal is designed to achieve two goals. First, it will force you to start thinking about your paper topic for this course relatively early. Second, if there are any problems with your topic or sources, I will be able to point them out to you before you submit the written assignment that counts for 25% of your overall semester grade in this course.

There are four main things you need to do in the paper proposal: 1) identify the two cases that you will compare 2) identify why these two cases are being compared 3) present a potential thesis (of course, this can be changed later) and 4) submit a bibliography of at least 4 relevant sources that you will use in writing your paper.

This should be an easy assignment and everyone should do well on it.

Your proposal will be graded on the basis of the following factors:

- a) following directions – proposals which fail to identify your cases, explain why they were selected, present a potential thesis or include a bibliography of sources will not score well. See below for my late paper policy.
- b) quantity and quality of sources listed in your bibliography – proposals that include at least 4 sources which are closely related to the subject matter of your paper will score better than those which do not. You should have at least 2 sources for each case. I do not expect that you will have read all of these sources by the time you hand in the proposal. Course material DOES NOT count towards your 4 sources.

Final Paper

The written assignment is due by **4:00 PM on Wednesday, December 16**. It must be double-spaced, typed in Times New Roman 12 point font with 1 inch margins all around. It **MUST** be sent to me electronically.

For Y200 students, the paper must be a minimum of 6 pages. For Y401 students the paper must be a minimum of 10 pages in length. No paper should be more than 14 pages in length.

You are to write a comparison of two cases relevant to the course in order to further explore an idea raised in the readings or in class. This is fairly wide-open; so do not be afraid of being creative.

At least one of your cases must come from Central Asia or Afghanistan. It is perfectly acceptable, however, to compare a Central Asian case to a case drawn from another part of the world. For example, a student interested in exploring the colored revolutions could compare the Tulip Revolution in Kyrgyzstan to the Orange Revolution in the Ukraine. Another student interested in the same topic could compare Kyrgyzstan, which experienced a revolution, to Uzbekistan, which did not.

The purpose of this assignment is to get you to think comparatively and critically about ideas we will come across in this course. For this reason, it is important that you pick cases that are different. This will allow you to make an argument to explain the reasons for the differences. For example, if you were interested in state collapse and selected Tajikistan and Kyrgyzstan as your cases, I would expect you to posit reasons for why Tajikistan collapsed into Civil War following the dissolution of the Soviet Union, but Kyrgyzstan did not. You should state your explanation of the differences in a cogent thesis statement of the form: “The most important reasons that the Tajikistani state collapsed in the early 1990s, while the Kyrgyzstani state did not are X and Y.”

Although a good paper will present some degree of summary to demonstrate clear comprehension of the major issues of the cases, summary should not be the bulk of the paper. You are expected to present a clear analysis of your cases and to defend your thesis statement.

I expect you to give each case relatively equal treatment and for you to have at least three sources on each case. Although I expect you to cite course material in the assignment, your bibliography will need to have **six** sources that are not found on the syllabus.

Note: Newspaper articles, World Bank reports, human rights reports (such as those posted by Amnesty International or Human Rights Watch) and academic journal articles downloaded from the Internet are acceptable sources. A speech that somebody gave which is posted on a website, a blog or a short summary of an issue from a website (such as Wikipedia) does not count as a source.

Your written assignment will be graded on the basis of the following factors:

- a) following directions – papers that conform to the above specifications in terms of due date, word length, margins, typestyle, appropriate topics, etc. will score better than those which do not. See below for my late paper policy.
- b) quantity and quality of sources consulted – papers with at least 6 eligible sources will score much better than papers without them. If you are not sure whether or not a source is appropriate, ask ahead of time.
- c) clarity of argument and expression – papers that clearly and succinctly express themselves will score better than papers which do not. This includes having a clear thesis statement that is argued persuasively throughout the paper.
- d) conciseness and brevity – avoid unnecessary repetition.
- e) structure – papers which are well-structured will score better than papers which are poorly organized and jump around between different unconnected points.
- f) ability to identify important points or concepts in your cases – as you have to analyze two separate cases, you must carefully distill what is essential in each case from what is secondary or peripheral to your argument. You must also identify key differences (and potential similarities) between the cases.
- g) depth, specificity, and sophistication of analysis and argument – papers which offer specific, original, innovative, complex and/or incisive analysis and argumentation will score better than papers which do not.

The paper proposal is due at the beginning of class (4:30 PM) on Wednesday, September 30. The paper is due at 4:00 PM on Wednesday, December 16. Papers turned in after 4:00 PM but on the same day the assignment is due will have 5 points deducted from them. You will lose an additional 5 points for each 24-hour calendar period the paper is late. The same penalty applies for the paper proposal.

Editing Assignment:

Every writer, no matter how experienced or talented, must go through multiple drafts in order to produce a finished product. To this end, everyone's final paper must be edited by a classmate before the due date *and* everyone must read someone else's final paper in draft form. When you hand in your final paper on **December 16**, you should attach a previous draft with comments and a legible printed name and signature from the classmate who did the editing. As a courtesy to your classmates you should provide them with a draft in plenty of time for them to edit it. To assist you in this assignment, I am setting aside a class period on **Wednesday, December 2** to allow you to edit one another's drafts.

Cheating, Plagiarism and Academic Misconduct:

In writing your paper, you should at all times avoid plagiarism. Plagiarism is defined by IPFW as "a form of cheating in which the work of someone else is offered as one's own. The language or ideas thus taken from another may range from isolated formula, sentences, or paragraphs, to entire articles copied from printed sources, speeches, software, or the work of other students." Plagiarism can easily be avoided by properly citing all references used in your paper. If you have any questions, please see me during office hours or before or after class to talk about this. Any plagiarism will be penalized. Papers that contain substantial plagiarized sections will automatically receive an F in this course and may lead to disciplinary action by the university.

This course is conducted according to university regulations and expectations regarding academic affairs and academic integrity. Students should familiarize themselves with the "Code of Student Rights, Responsibilities and Conduct", available online at <http://www.ipfw.edu/academics/regulations/code/>. If you are uncertain about the applications of these guidelines to your situation, please feel free to contact me.

A Few General Polices and Recommendations:

- Office hours are very helpful. Come and visit to straighten out any questions. My email response time will vary, plan ahead when possible.
- Participation is key. Engaging in classroom discussion will help not only your grade, but also your understanding of new concepts. Ask questions.
- Politics are often contentious. We will respect the rights of fellow students to be heard in turn. Personal, derogatory remarks will not be tolerated.
- Keep copies of all your work. (i.e. e-mail it to yourself)
- Again, plagiarism and cheating will not be tolerated. You will receive an F in the class and I will report you to the Dean. When in doubt, cite. Using appropriate sources can actually add power to your argument.

- All work handed into me will be graded in a timely manner. Exams and the paper will be returned within one week.

The following scale will be used to determine letter grades.

97-100 A+	77-79 C+
93-96 A	73-76 C
90-92 A-	70-72 C-
87-89 B+	67-69 D+
83-86 B	63-66 D
80-82 B-	60-62 D-
	<59 F

Readings:

There are two required books for this course. The majority of the other readings will be available on blackboard [denoted with * below].

Dorronsoro, Gilles. *Revolution Unending: Afghanistan, 1979 to the Present*, New York: Columbia University Press, 2005. [hereafter Dorronsoro]

Lewis, David. *The Temptations of Tyranny in Central Asia*, New York: Columbia University Press, 2008. [hereafter Lewis]

Semester outline:

Dates	Topic	Evaluation
8/24-9/2	Historical/Geographical Background	Map Quiz ^a , 8/31
9/9-9/14	Empire(s) and New Nations: Tsarist Russia through the early years of the Soviet Union	1 st Response Paper, ^b 9/14
9/16-9/23	Independence and The Politics of Nation-Building in post-Soviet Central Asia	2 nd Response Paper, ^b 9/23
9/28-10/19	Travails of Sovereignty: State Collapse in Tajikistan and Afghanistan/Sovereignty Movements in Xinjiang	3 rd Response Paper, ^b 10/7 4 th Response Paper, ^b 10/19
10/21-11/9	Regime Consolidation in post-Soviet Central Asia	5 th Response Paper, ^b 10/28 6 th Response Paper, ^b 11/9
11/11-11/23	Islam/State Relations	7 th Response Paper, ^b 11/18
11/30-12/7	Economic Transitions in Central Asia	8 th Response Paper, ^b 12/9

a- The Map Quiz is mandatory for all students

b- Students in Y200 must turn in 3 Response Papers; Students in Y401 must turn in 5.

Daily Schedule/Readings

I- Historical/Geographical Background (8/24-9/2)

Readings

Monday, August 24: No readings

Wednesday, August 26:

* McChesney, R. D. *Central Asia--Foundations of Change*. Princeton, N.J.: Darwin Press, 1996. pp 15-37.

*Ewans, M. *Afghanistan: A short history of its people and politics*. New York: HarperCollins, 2002. pp 1-10

Monday, August 31:

* Soucek, Svat. *A History of Inner Asia*. New York; Cambridge University Press, 2000. pp 195-224; 263-274

Map quiz

Wednesday, September 2:

*Barnett Rubin. *The Fragmentation of Afghanistan: State Formation and Collapse in the International System*. Second Edition. New Haven, Connecticut: Yale, 2002. pp 48-73

*Beblawi, Hazem, "The Rentier State in the Arab World," in Luciani, Giacomo (ed.), *The Arab State*. Berkeley and Los Angeles: University of California Press, 1990. pp 85-98.

Monday, September 7: **Labor Day! No class**

II- Empire(s) and New Nations: Tsarist Russia through the early years of the Soviet Union (9/9-9/14)

Wednesday, September 9:

*Brower, Daniel. "Islam and Ethnicity: Russian Colonial Policy in Turkestan" in Daniel R. Brower and Edward J. Lazzerini eds. *Russia's orient: Imperial Borderlands and Peoples, 1700-1917*. Bloomington, IN: Indiana University Press, 1997. pp 115-135.

*Khalid, Adeb. "Nationalizing the Revolution in Central Asia: The Transformation of Jadidism, 1917-1920" in Ronald Grigor Suny and Terry Martin eds. *A State of Nations: Empire and Nation-Making in the Age of Lenin and Stalin*. New York: Oxford University Press, 2001, pp. 145-164

Monday, September 14:

*Edgar, Adrienne Lynn. *Tribal Nation: The Making of Soviet Turkmenistan*. Princeton: Princeton University Press, 2004. pp. 1-14, 70-99.

1st Response Paper

**III- Independence and The Politics of Nation-Building in post-Soviet Central Asia
(9/16-9/23)**

Wednesday, September 16:

*Collins, Kathleen, *Clan Politics and Regime Transition in Central Asia*. New York: Cambridge, 2006. pp. 135-168.

Monday, September 21:

Group A: *Tishkov, Valery. *Ethnicity, Nationalism and Conflict in and after The Soviet Union: The Mind Aflame* London: Sage Publications, 1997. pp 135-154 [20 pages]

Group B: *Schatz, Edward. "Framing Strategies and Non-Conflict in Multi-Ethnic Kazakhstan" *Nationalism and Ethnic Politics* 6(2) 2000: 70-92.

Wednesday, September 23:

Group A: *Ferrando, Olivier. "Manipulating the Census: Ethnic Minorities in the Nationalizing States of Central Asia" *Nationalities Papers*, 1465-3923, 36. 3 (2008): 489 – 520.

Group B: *Werner Cynthia. "Bride Abduction in Post-Soviet Central Asia: Marking a Shift Towards Patriarchy Through Local Discourses of Shame and Tradition." *Journal of the Royal Anthropological Institute*. 15. 2 (2009): 314-331.

2nd Response Paper

IV-Travails of Sovereignty: Sovereignty Movements in Xinjiang, State Collapse in Tajikistan and Counter-Revolution in Afghanistan (9/28-10/19)

Monday, September 28:

*Bovingdon, Gardner. *Autonomy in Xinjiang: Han Nationalist Imperatives and Uyghur Discontent*. Washington, DC: East-West Center Washington, 2004.

Wednesday, September 30:

*Lynch, Dov. "The Tajik Civil War and Peace Process." *Civil Wars*. 4. 4 (2001): 49-72.

Paper Proposal Due

Monday, October 5:

Dorrnsoro 1-22; 61-92; *Recommended* 23-60

Wednesday, October 7:

Dorrnsoro 93-136; *Recommended* 137-172

3rd Response Paper

Monday, October 12:

Fall break! No class

Wednesday, October 14:
Dorrnsoro 173-206

First half of News Tracking/Analysis Project, 10/16

Monday, October 19:
Dorrnsoro 207-256
4th Response Paper

V- Regime Consolidation in post-Soviet Central Asia (10/21-11/9)

Wednesday, October 21:

*Levitsky, Steven and Way, Lucan A., "The Rise of Competitive Authoritarianism," *Journal of Democracy* 13, 2 (2002), pp. 51–65.

*Bratton, Michael, and Nicolas Van de Walle. *Democratic Experiments in Africa: Regime Transitions in Comparative Perspective*. Cambridge, U.K.: Cambridge University Press, 1997. pp 61-77

Monday, October 26:

*Junisbai, Barbara and Azamat Junisbai. "The Democratic Choice of Kazakhstan: A Case Study in Economic Liberalization, Intraelite Cleavage, and Political Opposition." *Demokratizatsiya*_13 (2005): 373-392.

Wednesday, October 28:

Lewis 77-118; 161-182

5th Response Paper

Monday, November 2:

*Ilkhamov, Alisher. "Neopatrimonialism, interest groups and patronage networks: the impasses of the governance system in Uzbekistan." *Central Asian Survey*. 26. 1 (2007): 65-84.

Wednesday, November 4:

Group A: *Hale, Henry E. "Regime Cycles: Democracy, Autocracy, and Revolution in Post-Soviet Eurasia" *World Politics* 58, 1 (2005): 133-165

Group B: *Beissinger, Mark. "Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions." *Perspectives on Politics*. 5. 2 (2007): 259-276.

Monday, November 9:

Lewis: 119-160

Recommended *Alisher Khamidov "Kyrgyzstan's Revolutionary Youth: Between State and Opposition" *SAIS Review*, 26.2 2006 85-93.

6th Response Paper

VI-Islam/State Relations (11/11-11/23)

Wednesday, November 11:

Dorrnsoro 272-311; 329-345

Monday, November 16:

*Cole, Juan. "The Taliban, Women, and the Hegelian Private Sphere" in *The Taliban and the Crisis of Afghanistan* Robert D. Crews and Amin Tarzi ed. Cambridge, Mass: Harvard University Press, 2008.

Wednesday, November 18:

Lewis 183-208

7th Response Paper

Monday, November 23:

Lewis 11-76

Wednesday, November 25: Thanksgiving Break! No class

VII- Economic Transitions in Central Asia (11/30-12/7)

Monday, November 30:

* Jones Luong, Pauline, and Erika Weinthal. "Prelude to the Resource Curse: Explaining Oil and Gas Development Strategies in the Soviet Successor States and Beyond." *Comparative Political Studies*. 34. 4 (2001): 367-399.

Wednesday, December 2:

Editing Day

Monday, December 7:

Kelly M. McMann. "The Shrinking of the Welfare State: Central Asians' Assessments of Soviet and Post-Soviet Governance." In *Everyday Life in Central Asia: Past and Present*, edited by Jeff Sahadeo and Russell G. Zanca, Bloomington: Indiana University Press, 2007. 233-247

Wednesday, December 9:

Kuehnast, Kathleen R., and Nora Dudwick. *Better a Hundred Friends Than a Hundred Rubles?: Social Networks in Transition--the Kyrgyz Republic*. World Bank working paper, no. 39. Washington, DC: World Bank, 2004.

8th Response Paper

Second half of News Tracking/Analysis Project, 12/11

READING RESPONSE TOPICS

September 14

1st Reading Response Paper

React to following statement:

Without Russian/Bolshevik/Soviet intervention, the ethnic groups of Central Asia would be radically different and there may not even be any nations in the territory today.

In your answer, you should reflect on some of the following questions:

What were the differences and similarities between the Russian Empire's policies toward indigenous ethnicities and the Soviet regimes? What explains these differences? Was the Soviet Union's policy ultimately successful? Why or why not?

September 23

2nd Reading Response Paper

React to the following statement:

Nationalism is weak across Central Asia and national identities are largely a function of state manipulation. Ethnic and national categories have little intrinsic meaning to individuals living the region.

In your answer, you should reflect on some of the following questions:

How have the independent Central Asian states followed the legacy of the Soviet Union in regards to ethnicity? How have they broken with this legacy? Why was there not a stronger national liberation movement in the region during the Gorbachev era? What explains the occurrence and non-occurrence of ethnic conflict in Central Asia? For Group A) In what way does the use of the census represent state manipulation? For Group B) How have "national" traditions, such as bride abduction, been re-imagined since 1991?

October 7

3rd Reading Response Paper

Respond to the following statement:

Both the Tajikistani Civil War and the anti-communist uprising in Afghanistan in the late 1970s and 1980s were the direct results of incomplete and weak state institutions. Conversely, the failure of separatist movements in Xinjiang to gain significant momentum is the result of the strong state institutions in China. The relative strengths and weaknesses of state institutions is the most important thing in understanding all three of these events; other much talked about factors such as Islamic mobilization, tribalism/regionalism and ethnic conflict are secondary.

In your answer, you should reflect on some of the following questions:

Which of these conflicts, if any, is over “stateness”? What were the (apparent) motivations of the active parties? What role did solidarity networks play in mobilizing the conflicts? What sparked the conflicts? If you took away this spark, would the event/conflict have occurred?

October 19

4th Reading Response Paper

Respond to the following statement:

The emergence of the Taliban fits with the general development of military organizations in Afghanistan. The Taliban’s success was in large part due to their organization and strategy, rather than their ideology.

In your answer, you should reflect on some of the following questions:

What changes occurred to the war in the late 1980s with the Soviet withdrawal? How did this change access to resources and local governing structures? What caused the state to collapse in 1991? What explains the emergences and military/political success of the Taliban?

October 28

5th Reading Response Paper

Respond to the following statement:

While the states of Tajikistan and Turkmenistan resemble the African neopatrimonial states described by Bratton and Van De Walle, Kazakhstan does not. Instead, Kazakhstan is best understood as a semi-authoritarian state.

In your answer, you should reflect on some of the following questions:

What is the meaning of neopatrimonialism and semi-authoritarianism? What are the identifying features of each of these regimes? What evidence is needed to classify a regime in one category or another? Are these concepts mutually exclusive? That is, can a regime simultaneously be both neopatrimonial and semi-authoritarian? Why or why not?

November 9

6th Reading Response Paper

Respond to the following statement:

The Tulip Revolution was a mass, popular movement amongst the Kyrgyzstani people to democratize the state’s institutions. It was organized by pro-democracy civil society activists and has led to a more democratic and less corrupt regime.

In your answer, you should reflect on some of the following questions:

Who mobilized the protestors and how were they mobilized? Who were the leaders? How was the collective action problem overcome? What role did the patronal president have in instigating the revolution? Was this revolution a modular revolution? Did youth organizations play a central role in the revolution? What, if anything, has been the impact of the revolution on the level of democratization or level of corruption in Kyrgyzstan?

November 18

7th Reading Response Paper

Respond to the following statement:

The threat posed by Islamic radical groups in post-Soviet Central Asia has been exacerbated by heavy-handed and shortsighted policies enacted by the region's regimes. Had the states of the region employed different policies, there would be no serious Islamist challenge. Just as in Afghanistan, Islamic movements in the region gain strength by exploiting mass frustrations and fear of government repression.

In your answer, you should reflect on some of the following questions:

What movements are present in post-Soviet Central Asia? Who has joined the movements? How do these movements compare with the movements in Afghanistan (currently and historically)? What is the relationship between protest and repression?

December 9

8th Reading Response Paper

Respond to the following statement:

In every Central Asian country, with the possible exception of Kazakhstan, capitalism and privatization have failed. This experiment has only enriched government officials. Increasing poverty across the region has led many individuals to rely on social networks and to allow themselves to become beholden to local patrons.

In your answer, you should reflect on some of the following questions:

What led to different approaches to privatization across Central Asia? Who benefited from privatization? How have individuals who were the "losers" in this process attempted to cope with the changes?