

Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Polish
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5195
Course Title Topics in Polish and European Culture
Transcript Abbreviation Topics in Polish
Course Description Topics in Polish and European Culture. Offers an interdisciplinary view into the political, economic, and cultural contexts of Poland, often in comparison with other EU countries and/or neighboring states.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0407
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Goals vary by topic, but generally include the development of understanding of Poland's place within European economic, social, and historical contexts.

Content Topic List

- Content topics vary, but may include topics such as Polish-EU relations, economics, and implications of Polish-EU integration

Sought Concurrence

No

Attachments

- Polish 5195 Syllabus Sample.docx: Syllabus- sample
(Syllabus. Owner: Ernst, Joseph)
- Polish 5194 SP25 Syllabus Final.docx: Syllabus sample
(Syllabus. Owner: Ernst, Joseph)

Comments

- A syllabus from the Spring 2024 Fulbright at the Slavic Department is an example of the type of topics and goals taught in this course

- I have included second syllabus! *(by Ernst, Joseph on 04/17/2024 11:47 AM)*

- - Please remember that when creating a topics course, the subcommittees need to see two sample syllabi (courses).
(by Vankeerbergen, Bernadette Chantal on 04/17/2024 11:43 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst, Joseph	04/16/2024 02:41 PM	Submitted for Approval
Approved	Ernst, Joseph	04/16/2024 02:42 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/17/2024 11:44 AM	College Approval
Submitted	Ernst, Joseph	04/17/2024 11:47 AM	Submitted for Approval
Approved	Ernst, Joseph	04/17/2024 11:48 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/17/2024 12:12 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	04/17/2024 12:12 PM	ASCCAO Approval



POLISH 5195: TOPICS IN POLISH AND EUROPEAN CULTURE

Polish economy, economic policy and relations with the European Union

Spring 2024 (full term)

3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Agnieszka Poczta-Wajda

Email address: poczta-wajda.1@osu.edu

Office hours: Wednesdays 11-12:30

Prerequisites

None

Course description

During the course, students will become familiar with the Polish economy, economic and social policy, relations with the European Union, and the process of economic transformation. In each class, we will first discuss the basic theoretical issues in the field of economics and economic policy, then, based on statistical data, we will analyze how these issues look in the Polish economic reality. Next, we will look for economic and political references in Polish culture (literature, movie, music, social movements, etc), but we will also consider how culture shapes the economy and influenced the process of economic transformation. So the course will combine economic and political issues with a cultural studies perspective.

Course learning outcomes

By the end of this course, students should successfully be able to:

- show basic knowledge and understanding of the theoretical foundations of economics, economic policy and international relations,
- be familiar with information and data on the economic situation and economic policy in Poland,
- be able to explain the role of government in setting economic policy and relations with the EU,
- understand factors influencing the condition of the Polish economy,
- appreciate the role of culture in shaping the economic behavior of Polish society,
- know how the current economic situation is expressed in contemporary Polish culture.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

Poland in the Single Market. Politics, Economics, the Euro. Visvizi A., Matysek- Jędrych A., Mroczek-Dąbrowska K. (New York, Abingdon, 2020) – selected chapters, see detailed course schedule.

Politics, Society and the Economy in the Contemporary Poland. An Introduction. Kasprowicz D., Foryś G., and Murzyn D. (Scholar Publishing House, 2016) - selected chapters, see detailed course schedule.

Europe's Growth Champion: Insights from the Economic Rise of Poland. M. Piatkowski. (Scholar Publishing House, 2018) - selected chapters, see detailed course schedule.

Principles of macroeconomics. (Openstax College 2017), <https://openstax.org/details/books/principles-macroeconomics-2e>, - selected chapters, see detailed course schedule.

Macroeconomics. Acemoglu D., Laibson D., and List J.A. (Pearson Education, 2021) - selected chapters, see detailed course schedule.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Class Participation	10
Class and home assignments	50
Midterm Exam	20
Final Exam	20
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Class Participation

Description: Class participation will take into account the level of engagement in and the quality of students' contribution to the class discussion.

Class and Home Assignments

Description: Take home and in-class course work will include essays, presentations, posters, discussion questions and short quizzes.

Academic integrity and collaboration: No collaboration between students is allowed, unless specified by instructor.

Midterm and Final Exams

Description: Mid-term and final-exam will include open problem and theory-based questions.

Academic integrity and collaboration: No collaboration between students is allowed.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

Grade	Points range
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	60-67
Failed	0-59

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Please contact the SEELC Graduate Studies Chair, Dr. Yana Hashamova, for any advising questions.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity,

understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility \(go.osu.edu/zoom-accessibility\)](https://go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
1	January 8	<p>Poland thirty years after transformation. Introduction to economics</p> <p><u>Readings:</u> Openstax College, (2017), Principles of macroeconomic, https://openstax.org/details/books/principles-macroeconomics-2e, Chapters 1 & 6 Piatkowski M., (2018) Europe's Growth Champion: Insights from the Economic Rise of Poland, Oxford University Press. Chapter 4, pp. 114-158.</p>
2	January 15	<p>Polish transition, transformation and road to the EU</p> <p><u>Readings:</u> Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), Poland in the Single Market. Politics, Economics, the Euro. New York – Abingdon. Chapter 2, pp. 13-32. Kasprowicz D., Foryś G., Murzyn D. (2016), Politics, Society and the Economy in the Contemporary Poland. An Introduction. Scholar Publishing House. Chapter 3.3 & 3.8, pp. 142-147, 187-196. Piatkowski M., (2018) Europe's Growth Champion: Insights from the Economic Rise of Poland, Oxford University Press. Chapter 5, pp. 159-204.</p>
3	January 22	<p>Politics and political system in Poland</p> <p><u>Readings:</u> Kasprowicz D., Foryś G., Murzyn D. (2016), Politics, Society and the Economy in the Contemporary Poland. An Introduction. Scholar Publishing House. Chapter 1, pp. 12-72. Prończuk M. (2019), A short guide to the Polish political scene, NFP, https://notesfrompoland.com/2019/11/13/a-short-guide-to-the-polishpolitical-scene/</p>
4	January 29	<p>Polish society in the process of change</p> <p><u>Readings:</u> Kasprowicz D., Foryś G., Murzyn D. (2016), Politics, Society and the Economy in the Contemporary Poland. An Introduction. Scholar Publishing House. Chapter 2, pp. 74-139. Piatkowski M., (2018) Europe's Growth Champion: Insights from the Economic Rise of Poland, Oxford University Press. Chapter 7, pp. 241-266</p>
5	February 5	<p>Economic growth, development and competitiveness of Polish economy</p> <p><u>Readings:</u> Openstax College, (2017), Principles of macroeconomic, https://openstax.org/details/books/principles-macroeconomics-2e, Chapter 7 Kasprowicz D., Foryś G., Murzyn D. (2016), Politics, Society and the Economy in the Contemporary Poland. An Introduction. Scholar Publishing House. Chapter 3.4, pp. 148-158. Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), Poland in the Single Market. Politics, Economics, the Euro. New York – Abingdon. Chapter 3 & 4, pp. 33-72.</p>
6	February 12	<p>Labour market, unemployment and migrations</p> <p><u>Readings:</u> Openstax College, (2017), Principles of macroeconomic, https://openstax.org/details/books/principles-macroeconomics-2e, chapter 8</p>

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		<p>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), <i>Poland in the Single Market. Politics, Economics, the Euro</i>. New York – Abingdon. Chapter 8, pp. 125-143.</p> <p>Kasprowicz D., Foryś G., Murzyn D. (2016), <i>Politics, Society and the Economy in the Contemporary Poland. An Introduction</i>. Scholar Publishing House. Chapter 3.5, pp. 159-169.</p>
7	February 19	<p style="text-align: center;">Public finances, fiscal policy and the budget</p> <p><u>Readings:</u> Openstax College, (2017), <i>Principles of macroeconomic</i>, https://openstax.org/details/books/principles-macroeconomics-2e, chapters 17&18</p> <p>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), <i>Poland in the Single Market. Politics, Economics, the Euro</i>. New York – Abingdon. Chapter 11, pp. 183-198.</p> <p>Kasprowicz D., Foryś G., Murzyn D. (2016), <i>Politics, Society and the Economy in the Contemporary Poland. An Introduction</i>. Scholar Publishing House. Chapter 3.6, pp. 170-174.</p>
8	February 26	<p style="text-align: center;">Poverty and social policy in Poland</p> <p><u>Readings:</u> Acemoglu D., Laibson D., List J.A. (2021), <i>Macroeconomics</i>, Pearson Education, Chapter 8, pp. 182-204.</p> <p>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), <i>Poland in the Single Market. Politics, Economics, the Euro</i>. New York – Abingdon. Chapter 7, pp. 103-124.</p>
9	March 4	<p style="text-align: center;">Monetary policy, prices and the Euro</p> <p><u>Readings:</u> Openstax College, (2017), <i>Principles of macroeconomic</i>, https://openstax.org/details/books/principles-macroeconomics-2e, chapters 14&15</p> <p>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), <i>Poland in the Single Market. Politics, Economics, the Euro</i>. New York – Abingdon. Chapter 10 & 14, pp. 166-182, 240-262.</p> <p><u>Midterm Exam</u></p>
10	March 18	<p style="text-align: center;">Contemporary economic crises - Polish economic miracle</p> <p><u>Readings:</u> Acemoglu D., Laibson D., List J.A. (2021), <i>Macroeconomics</i>, Pearson Education, Chapter 12, pp. 290-317.</p> <p>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), <i>Poland in the Single Market. Politics, Economics, the Euro</i>. New York – Abingdon. Chapter 9, pp. 144-165.</p>
11	March 25	<p style="text-align: center;">International trade and foreign investments</p> <p><u>Readings:</u> Acemoglu D., Laibson D., List J.A. (2021), <i>Macroeconomics</i>, Pearson Education, Chapter 14, pp. 350-369</p> <p>Kasprowicz D., Foryś G., Murzyn D. (2016), <i>Politics, Society and the Economy in the Contemporary Poland. An Introduction</i>. Scholar Publishing House. Chapter 3.7, pp. 175-186.</p>

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		<i>Wilczek M. (2022) Poland ranked fifth globally for foreign investment in new projects last year, NFP, https://notesfrompoland.com/2021/06/24/polandranded-fifth-globally-for-foreign-investment-in-new-projects-last-year/</i>
12	April 1	<p align="center">Cohesion policy and regional development. Agricultural sector and rural development</p> <p><u>Readings:</u> <i>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), Poland in the Single Market. Politics, Economics, the Euro. New York – Abingdon. Chapter 12, pp. 199-220.</i> <i>Sobczyk-Grygiel S. (23.05.2022), Polish Agriculture: a surprisingly modern sector of the economy, Gazeta Prawna, https://www.gazetaprawna.pl/wiadomosci/kraj/artykuly/8423533,polishagriculture-a-surprisingly-modern-sector-of-the-economy.html</i> <i>Halamska M. (2021), Continuity and change. Rural Poland 1918-2018 Searching for Sources of the Present, Scholar. Chapters 1&2, pp. 21-99.</i></p>
13	April 8	<p align="center">Relations with key European partners – Germany and UK</p> <p><u>Readings:</u> <i>Visvizi A., Matysek-Jędrych A., Mroczek-Dąbrowska K. (2022), Poland in the Single Market. Politics, Economics, the Euro. New York – Abingdon. Chapters 15, 16 &17, pp. 263-313.</i> <i>Mroczek-Dąbrowska, K., & Matysek-Jędrych, A. (2022). Brexit aftermath a lot of fuss over nothing? The perspective of the EU-27 member states. International Journal of Economic Policy in Emerging Economies, 15, 28–45. https://doi.org/10.1504/IJEPEE.2020.10030968</i></p>
14	April 15	<p align="center">Current economic challenges. Covid-19, Ukrainian-Russian war and inflation. Perspectives for growth.</p> <p><u>Readings:</u> <i>Openstax College, (2017), Principles of macroeconomic, https://openstax.org/details/books/principles-macroeconomics-2e, chapter 9.1-9.5</i> <i>Bukowski P., Paczos W. (2021) Why is Poland's economy emerging so strongly from the pandemic? A comparison with the UK, NFP, https://notesfrompoland.com/2021/04/27/why-is-polands-economy-emerging-so-strongly-from-the-pandemic-a-comparison-with-the-uk/</i> <i>Minder R., Dunai M. (2022) Poland's economy contracts as threat of recession across eastern Europe mounts, Financial Times, https://www.ft.com/content/4965bdc7-e77a-45f7-98d1-98da70db1448</i> <i>Piatkowski M., (2018) Europe's Growth Champion: Insights from the Economic Rise of Poland, Oxford University Press. Chapter 8, pp. 267-285.</i></p>
	Finals Week	<u>Final Exam</u>



POLISH/INTL STUDIES 5194

Poland, Central Europe and the Balkans: Identity, Nationalism and Geopolitics

Spring 2024 (full term)

3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Marko Babic

Email address:

Office hours: TBS

Prerequisites

None

Course description

The course is aimed at presenting Polish, Central European and the Balkans contemporary political, social and cultural problems between identity, nationalism and geopolitics. They will be presented and discussed in class along with the analysis of their coverage in selected texts. Interconnectedness between the world of politics, national ideas and identities will also be highlighted as well as reference to the major problems of postmodern world. The course will mostly focus on these issues, however necessary historical context will be provided.

Course learning outcomes

The course focuses on the problems of politics, geopolitics and axiology in Polish, Central European and the Balkans contexts. First two weeks are aimed at introducing students to political, social, historical, and cultural as well as theoretical context. The following weeks are going to be dedicated to the problems of nationalism in the region. Later on, we will focus on various problems of transition and integration processes in the region and relations with the European Union. Finally, several important issues such as geopolitics will be discussed.

The course will incorporate elements of lecture and well as discussion based on assigned reading. Question & Answer section will be a part of each class with a final meeting fully devoted to students' questions regarding the course subject. Students are asked to actively participate during the in-class discussions and to prepare several assignments (details are available in Grading Policy section). Upon completion of the course students will know and understand principal problems of regional politics and geopolitics, how they influence contemporary social and political life as well as European integration. They will also be able to spot and discuss political and axiological issues.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

COURSE MATERIAL (READINGS)

Readings will be mostly available in open access as well as full text databases. Some material will be provided by instructor through the University teaching platform. All texts will be in English.

- Bale, T. (2017) *European Politics: A Comparative Introduction*, Palgrave Macmillan
- - Zsuzsa C., Daina E. (eds.) (2021), *Central and East European Politics Changes and Challenges*, Fifth Edition, Rowman and Littlefield

- - White, S., Batt, J., and Lewis, P. G. (eds.) (2013) *Developments in Central and East European Politics 5*, Basingstoke: Palgrave Macmillan
- - Rothschild, J., and Wingfield, N. M. (1999) *Return to Diversity: A Political History of East Central Europe Since World War II*, Oxford: Oxford University Press
- - *Politics in Central Europe*, an open-access journal (Editors: Ladislav Cabada and Šárka Waisová): <https://www.politicsincentraleurope.eu/>
- - Aslund, Anders (2008), *How capitalism was built: the transformation of Central and Eastern Europe, Russia, and Central Asia*, Cambridge: Cambridge University Press.
- - Beyme, Klaus von (1996), *Transition to Democracy in Eastern Europe*, London: Macmillan Press Ltd.
- - Frentzel-Zagórska, Janina, and Jacek Wasilewski, eds. (2000), *The Second Generation of Democratic Elites in Central and Eastern Europe*, Warsaw: ISP PAN.
- - Higley, John, and György Lengyel, eds. (2000), *Elites After State Socialism. Theories and Analysis*, Oxford: Rowman and Littlefield.
- - Higley, John, and Jan Pakulski, Włodzimierz Wesołowski, eds. (1998), *Postcommunist Elites and Democracy in Eastern Europe*, London: Macmillan Press Ltd.
- - Linz, Juan, and Alfred Stepan (1996), *Problems of democratic transition and consolidation: Southern Europe, South America, and post-communist Europe*, Baltimore: Johns Hopkins University Press.
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Audio visual material

For audi visual materials (movies, music, etc) please refer to Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Class participation	20
Short assignments and quizzes	30
First paper	25
Second paper	25
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Class Participation

Description: Class participation will take into account the level of engagement in and the quality of students' contribution to the class discussion.

Short Assignments and Quizzes

Description: Students are expected to prepare two short assignments and participate to several short

quizzes posted on university teaching platform.

Academic integrity and collaboration: No collaboration between students is allowed, unless specified by instructor.

Papers

Description: Students will be asked to write two papers (up to 2000 words each) covering one of the topics discussed.

Academic integrity and collaboration: No collaboration between students is allowed.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading scale

Grade	Points range
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	60-67
Failed	0-59

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

FOR GRADUATE COURSES: Please contact the SEELC Graduate Studies Chair, Dr. Yana Hashamova, for any advising questions.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I

may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the **Safe and Healthy Buckeyes site** for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at **slds@osu.edu**; 614-292-3307; or **slds.osu.edu**.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: **Religious Holidays, Holy Days and Observances**

Accessibility of course technology

This course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
1	January 6	<p>Week 1: Introduction</p> <p>Class 1: Introduction to Polish, Central European and Balkans context: geographical, cultural and political.</p> <p>Class 2: Ideas, politics and ideologies – theoretical approaches; Ideological shifts in 20th and 21st Century in the European regions – introduction. What is geopolitics? European Perspective.</p> <ul style="list-style-type: none"> • Heywood, Andrew. <i>Political Ideologies: An Introduction</i>. London 2017, pp. 1-18, 266-271. • Cohen, Saul Bernard, <i>Geopolitics, the Geography of International Relations</i> (introduction), Rowman&Littlefield 2019
2	January 13	<p>Week 2: Between Identity and Nationalism</p> <p>Class 3: National identity and society.</p> <p>Class 4: Tradition and nationalism.</p> <ul style="list-style-type: none"> • Tierney, Stephen. <i>Constitutional Law and National Pluralism</i>, Oxford 2005, pp. 20- 45 (chap. <i>Theories of Nationalism and National Identity</i>).
3	January 20	<p>Week: 3 Nationalism in Poland</p> <p>Class 5: Polish nationalism in the Central European context.</p> <ul style="list-style-type: none"> • Jajecznik, Konrad, “The Nationalist Movement in Poland: the Third Evolution Phase of Polish Nationalism after 1989?” <i>The Transformation of Nationalism in Central and Eastern Europe, Ideas and Structures</i>, edited by Karl Cordel and Konrad Jajecznik, Warsaw 2015, pp. 35-62. <p>Class 6: Nationalism as a source of Euroscepticism in Poland</p> <ul style="list-style-type: none"> • Mrozowicki, Adam, and Justyna Kajta. “Young People, Precarious Employment and Nationalism in Poland: Exploring the (Missing) Links.” <i>European Review</i>, vol. 29, no. 4, 2021, pp. 470–483.
4	January 27	<p>Week 4: Nationalism in the Balkans</p> <p>Class 7: Nationalism and Identity in the Balkans.</p> <ul style="list-style-type: none"> • Thanos, Veremis, “Nationalism and Identity in the Balkans”, [at]: https://classics-at.chs.harvard.edu/classics10-thanos-veremis-nationalism-identity-in-the-balkans/ (access: 10.11.2022).

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		Class 8: Unbreakable bonds between religion and nationalism in the Balkans? • Perica, Vjekoslav. <i>Balkan Idols. Religion and Nationalism in Yugoslav States</i> . New York 2022. (introduction).
5	February 3	<p>Week 5: Un(successful) models of integration in Central Europe</p> Class 9: Models of integration: “German: concept of MittelEurope (19 th /20 th Century); “Polish” Intermarium (20 th century), Three-seas Concept (21 st century) • Hnizdo, Borivoj, “Geopolitical concepts of Central Europe and Current Reality: Language Perspective”, <i>Przegląd Europejski</i> , no.1, 2021, pp. 13-27. Class 10: Regional structures of cooperation: The Visegrad Group and the Wiemar Triangle. <ul style="list-style-type: none"> • Macek Lukas. <i>What is left of the Visegrad Group?</i>. Policy Brief, March 21, Jacques Delors Institute, Paris 2021. • Wiśniewski, Jakub, “30 years of Weimar Triangle: idea from yesterday or concept for tomorrow?”, 18.5.2021, Globsec.org, https://www.globsec.org/what-we-do/publications/30-years-weimar-triangle-idea-yesterday-or-concept-tomorrow (access: 10.11.2022).
6	February 10	<p>Week 6: Transformation challenges in Poland and Central Europe</p> Class 11: Polish Modernization from Socialism to Democracy: historical and theoretical context. <ul style="list-style-type: none"> • Nowicka-Franczak Magdalena, “Was Another Modernisation Possible? Liberal and Leftist Critique of the Transformation in the Public Debate in Poland”, <i>Polish Sociological Review</i>, no. 3, 2018, pp. 321-343. Class 12: Successes and failures of democratic changes in Central Europe. • Wojnicki, Jacek, “Political Transformation in Central and Eastern Europe. Twenty years of experience.” <i>Studia Iuridica et Politica Jaurinensis</i> , 2014, pp. 1-9.
7	February 17	<p>Week 7: Euroscepticism in Poland and a new “-exit”?</p> Class 13: Theories of European integration and disintegration. • Grosse, Tomasz Grzegorz, “Assumptions of the Theory of Regional Disintegration: Suggestions for further Research.” <i>Przegląd Europejski</i> , no. 4, 2016, pp. 10-22 Class 14: Poland and the conflict with the European Union. • Grabbe, Heather, Lehne, Stefan, “Defending EU Values in Poland and Hungary”, <i>Carnegie Europe</i> , September 4, 2017, [at:]

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		https://carnegieeurope.eu/2017/09/04/defending-eu-values-in-poland-and-hungary- pub-72988 (access: 10.11.2022).
8	February 24	<p>Week 8: (Des)integrations in the Balkans in the 20th century</p> <p>Class 15: Yugoslav idea of integration of South Slavs. Why has it failed?</p> <ul style="list-style-type: none"> • Ivezic, Tomaz, “The Yugoslav National Idea Under Socialism: What Happens when a Soft Nation-Building Project is Abandoned?”, Cambridge University Press (version on-line), March 24, 2020. (access: 11.11. 2022) <p>Class 16. Language as a political tool of disintegration.</p> <ul style="list-style-type: none"> • Babić, Marko, “Language and political destruction: the case of Yugoslavia.” <p><i>Intercultural Europe: Arenas of Difference, Communication and Mediation</i>, edited by Barbara Lewandowska-Tomaszczyk and Hanna Pułaczewska, Stuttgart 2010, pp. 234-248.</p>
9	March 3	<p>Week 9: Islam in the Balkans. Two case studies.</p> <p>Class 17: Influence of Salafists in the Balkans. A threat or a challenge?</p> <ul style="list-style-type: none"> • Babić, Marko, “Muslims and Islamic Fundamentalism in Macedonia.” <i>Politeja</i>, no. 30 (Macedonia in 20th and 21st Century), 2014, pp. 387-398. • Babić, Marko, “Salafism in Bosnia and Herzegovina.” <i>IEMeD, Mediteranean Yearbook</i> 2017, pp. 183-187. <p>Class 18: Specificities of Islam in the Balkans.</p> <ul style="list-style-type: none"> • Babić, Marko, “Two Faces of Islam in the Western Balkans: Between Political Ideology and Islamist Radicalization.” <i>The Perseverance of Terrorism: Focus on Leaders</i>, NATO Science for Peace and Security Series, Amsterdam 2014, pp. 126-137.
10	March 17	<p>Week 10: Geopolitical rivalry in the Balkans</p> <p>Class 19: In changing Europe one of the biggest issues still is the stereotyped accepting of “the Other”. “Old” Europe still has its difficulties to understand this “New” part of itself.</p> <ul style="list-style-type: none"> • Vaskopoulos, George, “Western Europe and the Balkans: A Geo-Cultural Approach of International Relations?”, <i>Perspectives</i>, no. 17, 2001(2002), pp. 30-42.

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		Class 20: Four Geopolitical concepts in the Balkans. Is the region still a powder keg? • Liotta, Peter, “The Geopolitics of the Balkans: Outcomes and Possibilities.” <i>New Balkans Politics</i> , no. 7/8, 2004, pp. 25-36.
11	March 24	Week 11: Roots of political extremism. Two case studies. Class 21: The case of Serbia: traditionalism as anti-liberalism? • Babić, Marko, “Defining Political Extremism in the Balkans. The Case of Serbia”, <i>International Studies: Interdisciplinary Political and Cultural Journal</i> , vol. 17, no. 1, 2015, pp. 73-90. Class 22: The case of Poland: where is the radical nationalist ideology today? • Pankowski Rafał, “Right-wing Extremism in Poland”, <i>International Policy Paper</i> , Friedrich Ebert Stiftung, 2012, pp. 1-11.
12	March 31	Week 12: Security problems in the Central Europe and the Balkans Class 23: Russia, Ukraine and the Central Europe A.D. 2022. • Bornio, Jakub, “Russian Invasion Triggers Changes in the Security Architecture in Central and Eastern Europe”, <i>Institute of Central Europe Commentary</i> 60, 2022 [at:] https://ies.lublin.pl/en/comments/russian-invasion-triggers-changes-in-the-security-architecture-in-central-and-eastern-europe/ (access: 10.11.2023). Class 24: War in Ukraine in the Balkans context. • Krisafi, Ledion, “Security in the Western Balkans in the context of the war in Ukraine”, <i>Visegrad Insight</i> , April 14, 2022, [at:] https://visegradinsight.eu/security-in-the-western-balkans/ (access: 10.11.2023).
13	April 7	Week 13: The Decline of Democracy in Central Europe and the Balkans? Class 25: History and contemporary politics: an “unhealthy relationship?”

Week	Dates (Week of)	Topics, Readings, Assignments, Deadlines
		<p>Agh, Attila, "Cultural War and Reinventing the Past in Poland and Hungary: The Politics and Historical Memory in East-Central Europe." <i>Polish Political Science Yearbook</i>, vol. 45, 2016, pp. 32-44.</p> <p>Class 26: Explaining Democratic Stagnation in the Balkans.</p> <ul style="list-style-type: none"> • Bieber, Florian, "The Rise (and Fall) of Balkan Stabilitocracies." <i>Horizons: Journal of International Relations and Sustainable Development</i>, no. 10, 2018, pp. 176-185.
14	April 14	
15	April 21	<p>Week 15: Perspectives</p> <p>Class 29: The Balkans, Russia and European Integrations</p> <ul style="list-style-type: none"> • Stronski, Pawel, "Russia in the Balkans after Ukraine: A Troubling Actor", Carnegie Endowment for International Peace, 20.09.2022, [at:] https://carnegieendowment.org/politika/87959. <p>Babic, Marko; DOB: 07/01/1972; ID: 391559167</p> <p>Class 30: Q&A Session</p>