This course provides a graduate level exploration of intra- and inter-regional developmental divergence for students interested in the broad sociological and political economy issues of development in any parts of the world, using the example of social and political developments in Central and Eastern Europe (CEE). The goal of the course is to discuss different approaches to the study of developmental pathways in CEE in a broad historical perspective drawing on various approaches from political science, sociology and economic history. Students participating in the seminars will get an overview on the various approaches to explaining divergence in political, social and economic developments between the Eastern and Western parts of Europe, and within the region. The course wants to establish a dialogue between three types of scholarships: one dealing with the pre-regime change developmental pathways in the region, another dealing with factors that could account for persistent post-communist and post-enlargement developmental divergence and a third one that deals with issues of backwardness and core-periphery relations in transnational and global perspective.

The course starts with the discussion of broad historical perspectives on East-West divergence in Europe. The second bloc deals with the various great transformations in the region: the remaking of states, polities and economies. The third bloc is devoted to the discussion of the transnationalization of states and economies in the region. Finally, the forth bloc deals with hybrid regimes and problems of democratic backsliding in the region.

Requirements: Participants of the course are required to read and engage collectively with the assigned readings and prepare short position papers on the readings in advance of the class (the first week excepted). Position papers should be just a 1-1.5-page summaries of the key point(s) of the readings highlighting the key point(s) of the readings, telling what their strengths and weaknesses are, asking questions for clarifications and suggesting issues to be discussed in class. Each student will guide the discussion on at least one seminar either on his or her own or – depending on the class size – together with another student. The student has to introduce the theme of the seminar based on positioning the mandatory reading(s) of the week in the broader literature and by asking questions for discussion for group work and commenting, and if possible, summarizing the discussion.

EVALUATION
1. Participation: 15%
2. Position papers 15% (brief, up to 1-1.5 pages long critical summaries of the key point(s) of the mandatory readings for each week with questions/comments that you would like to see discussed during the class

3. Leading a discussion in one session 25%
   Each student will guide the discussion on at least one seminar either on his or her own or – depending on the class size – together with another student. The student should introduce the theme of the seminar based on positioning the mandatory reading(s) of the week in the broader literature and by asking questions for discussion for group work and commenting, and if possible, summarizing the discussion.

4. Research paper 45% 3000 words

I. Broad historical perspectives on East-West divergence(s) in Europe

1. The three historical regions of Europe


2 The Politics of Backwardness


II. Great Transformations in Eastern and Central Europe

3 The Triple Transition


4. Historical Legacies and Post-Communist Politics


5. Dominating Policy Paradigms


6 Transforming states


7 Transforming economies


III. Transnationalizing Economies

8 European Integration of CEE Economies


9 Dependent Market Economies


10 Dependent Development in the Eastern Peripheries of Europe


Dorothee Bohle (2018) European Integration, Capitalist Diversity and Crises Trajectories on Europe’s Eastern Periphery, New Political Economy, 23:2, 239-253,


IV. Democratic Backsliding I.

11 Democratic backsliding II.


12 Summary – General Discussion – Student Presentation