

**PROGRAMME HANDBOOK
INTERNATIONAL
BA PROGRAMME
IN POLITICAL SCIENCE
AND WORLD POLITICS**



**NATIONAL RESEARCH
UNIVERSITY
SAINT PETERSBURG**



**HSE UNIVERSITY
SAINT PETERSBURG**

PROGRAMME HANDBOOK

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1. Background to the Programme

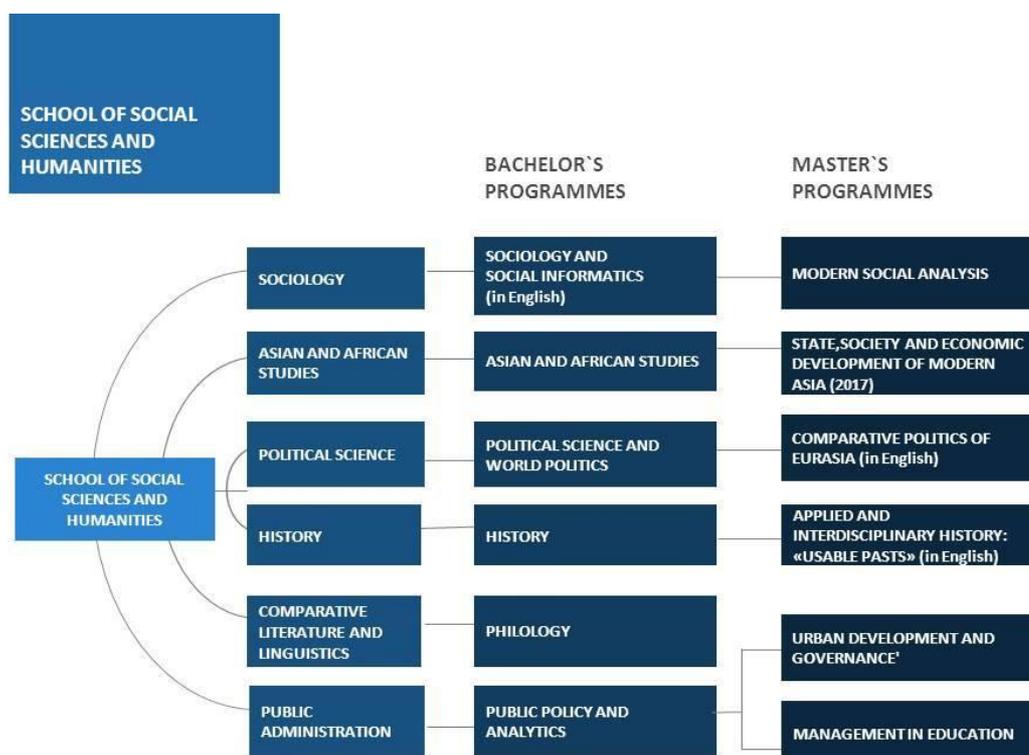
1.1. Institutional Context

National Research University Higher School of Economics (HSE), founded in 1992, is one of the top Russian research universities in the social sciences and management. The university comprises a unique, linked network of campuses spread across the country: Moscow, St.Petersburg, Nizhny Novgorod and Perm. The research and educational expertise of HSE professors has been widely recognized internationally as well as domestically. HSE is placed in the 411-420 position according to the 2016 QS World University Rankings. It is also in the top 200 in several QS Subject Rankings including those in Economics & Econometrics (101-150), Business & Management 151-200, and Accounting & Finance (151-200). In Economics and Business it has now also risen to 83 in the latest THE rankings.

The Higher School of Economics - St. Petersburg (HSE University St. Petersburg) was founded in 1997 and enrolled its first students in 1998. The internationalization of education and research is a strategic goal of the St. Petersburg campus and is reflected in its research and learning and teaching activities. Similarly, the campus has a strong commitment to promoting inter- and multidisciplinary approaches in both education and research.

The **HSE St. Petersburg School of Social Sciences and Humanities (SPbSSSH)** was established in 2014. The mission of the School is to prepare students for lifelong learning and provide a fundamental training, as well as quality research in the humanities and social sciences. The School maintains high international academic standards. Our approach combines acquiring in-depth theoretical knowledge of contemporary research methods with practically oriented courses and project activity to give graduates the best opportunity for professional success in both academic and applied fields.

The School offers the wide selection of undergraduate and master's programmes in 6 academic fields:



The School has 7 research centers and laboratories that create social research environment:

- Laboratory for Comparative Social Research (Led by Prof. Eduard Ponarin, HSE University St. Petersburg) ;
- Laboratory of Sociology in Education and Science (Led by Prof. Daniil A. Alexandrov, HSE University St. Petersburg);
- Internet Studies Lab (Led by Associate Professor Olessia Koltsova, HSE University St. Petersburg);
- Laboratory for Urban Studies (Led by Prof. Leonid E. Limonov, HSE University St. Petersburg);
- Center for Youth Studies (Led by Prof. Elena L. Omelchenko, HSE University St. Petersburg);
- Centre for Asian and African Studies (Led by Prof. Evgeny Zelenev, HSE University St. Petersburg) ;
- Centre for Historical Research (Led by Prof. Alexander Semyonov, HSE University St. Petersburg) _with Laboratory for Environmental and Technological History (Led by Prof. Julia Lajus HSE University St. Petersburg).

These centers and laboratories provide effective and encouraging support for students and early-career researchers and engage them in research activity to solve real social problems. It is a perfect occasion for students to be involved in internships, summer and winter schools and other research-related events.

1.2. Professional Context

The Higher School of Economics' international programme in Political Science and World Politics has been based on the following understanding of the current professional context.

Traditionally, graduates of the programmes in Political Science (PolSci) make their careers in three professional fields – political and governmental organizations, non-commercial and non-governmental projects and analytics (science, journalism, expertise). These spheres demand to have a set of soft skills essential for successful activity in the modern society. They necessarily include analytical, writing, presentation and communication skills. Around the world, PolSci programmes are well-known leaders in training this important component of professionalism.

In Recent fifty years, PolSci has enjoyed dramatic transformation from description of political processes and phenomena in particular countries to comparative analysis of them as well as from concentration on politics as the main focus of political research to the attention to policy processes as an important part of the content of political science. Consequently, a modern specialist – graduate of the PolSci programme has to possess the unique set of competences that include the knowledge of two or three foreign languages and particularities of public administration and political processes in countries from different parts of the world; the ability to competently conduct research based on in-depth study of a specific country and/or cross-national analysis to offer recommendations for governmental, non-governmental and commercial organizations, and the competence in designing and developing projects significant for the society.

1.3. Relevance of the programme to the Institutional Mission

The programme presents main features of the HSE – St Petersburg's approach to undergraduate education. First, it creates perfect international environment that would be open for students from all countries. The main working language is English, but we are glad to develop other

languages in the classes and beyond them. Second, we combine theoretic and practical (even applied) knowledge thus contributing to educating professionals who know how the modern world is arranged and who are able to change it for the better. Finally, we are sure that undergraduate education should bridge together fundamentality of the Russian system of university education with the principals of the liberal schools. Students form their learning strategies themselves selecting elective courses (at least 40% of all the programmes disciplines) as well as subjects of their research and practical projects.

2. Programme Overview

Awarding Institution	National Research University Higher School of Economics
Teaching Institution and location of delivery	National Research University Higher School of Economics, St. Petersburg campus (HSE University St. Petersburg)
Final Award	Bachelor's degree in Political Science
Programme Title	Political Science and World Politics
Programme Code	41.03.04
Programme Accreditation	Accredited by Russian Ministry of Education and Science
NFQ Level	
Credits (ECTS)	240
Programme Duration	4 years
Modes of attendance	Full-time
Language of instruction	English
Academic Director	Dr. Andrey Starodubtsev (Candidate of Political Science)
Last updated	March 2017
Programme Aim	
<p>The international undergraduate programme in Political Science and World Politics is an English-language programme that combines theoretical knowledge of political science with analysis of regional particularities of political and social processes to prepare graduates for careers in government and policy making, international business and non-governmental organisations, or for further study.</p>	
Programme objectives	
<p>The programme:</p> <ol style="list-style-type: none"> 1. allows students to acquire expertise in the functioning of contemporary governments, and their interactions with civil society and business organisations; 2. enhances their understanding of contemporary modes of international cooperation and global political processes. 3. provides students with hands-on experience of real-life approaches to political and social issues. 	
Programme distinctions	

BA Programme in Political Science and World Politics at the HSE in St. Petersburg is based on an innovative approach to teaching political science to BA students. The programme curriculum is designed to develop both practice-oriented and research skills throughout the four years of studies. This allows our graduates to choose a career path they strive for. While core courses in the field of political science and world politics provide students with general understanding of how politics and international relations work, there are several blocks of courses that help students master specific skills particularly valuable on the marketplace. The first group develops critical and analytical thinking as well as some versatile skills related to the cost-benefit analysis, policy papers preparation, etc, that allow our alumni to work both in governmental bodies and agencies and in private sector. The second block of courses provides students with skills much-valued in the age of rapid technological advancements. These courses help students master different methods of acquiring and processing information, including big data. Students also get acquainted with various software products, including R. This allows students to proceed with academic career and get enrolled to the best MA programmes in the EU Member States and Russia. These skills also help them if they want to choose a practice-oriented career path in the field of data analysis, be it working for some private company or in the third sector. The third group of courses develops student's writing skills, thus making it possible for them to become a political journalist or a political commentator. When it comes to students' career perspectives, the programme's rationale is that today the labour market is too flexible and unpredictable to build the curriculum with a view to just one specific professional development. This is why we build the academic programme in a way that allows our students acquire a wider range of skills that let them choose a career they aspire for.

Programme Partnerships

The programme provides ample opportunity for student mobility. Students are encouraged to participate in study abroad programmes to enhance their expertise both in political science and in international relations, as well as to enrich their language skills. Main partners on this program include Masaryk University (Czech Republic), Institut d'Etudes Politiques de Paris (Sciences Po) (France), Institut d'études politiques d'Aix-en-Provence (University of Provence) (France), LUISS – Libera Università Internazionale degli Studi Sociali Guido Carli (LUISS Guido Carli University) (Italy), leading universities of Germany, China, South Korea, Finland and other countries.

Target Audience

This programme is for secondary schools graduates interested in studying international and domestic politics in Europe and Southeast Asia and who have appropriate level of English to effectively participate in classes, read materials and write texts.

Admission

Bachelor's Degree Admission Requirements for Russian Citizens:

- Submission of High school certificate
- Submission of application before deadline
- Successful passing of programme-specific examinations or submission of the results

of Unified State Examinations in the following subjects: Russian, Social Sciences, History and English Language (for the Russian citizens); History and Russian (for the foreign states' citizens)

- Successful participation in the HSE Olympiad

See full Application and Admissions Guideline on the website: <https://spb.hse.ru/ba>

Bachelor's Degree Admission Requirements for International Applicants:

- High school certificate or equivalent recognized by the Russian Federation and duly legalized, if applicable (if an applicant does not yet have the high school certificate at the time of application, an official high school transcript of records for last 3 school years should be submitted)
- Submission of on-line application before the deadline
- On-line interview with programme's selection committee
- Successful passing of 2 programme-specific entrance examinations (to be specified for the programme)
- Proper submission of enrollment package, incl. the High school certificate in original, notary translated and duly legalized if applicable, to the Admissions Office before August, 30 at the latest

See full Application and Admissions Guideline on the website:

<https://spb.hse.ru/international/undergrad>

Career Prospects

It is typical for our graduates to continue their studies upon graduation, and enroll for various prestigious MA programmes, both in political science and international relations, and in a number of adjacent academic areas. The knowledge and skills provided within the BA programme suffice for an educated and unrestricted choice of the future career, but they also allow for shaping an ongoing education trajectory which may include a change of specialization, if necessary

Another significant group of the graduates gets a job in private and public organizations. They work with public authorities, get hired by, and even organize their own private ventures and NGOs. The programme is designed to provide its graduates with a wide choice of opportunities, and endows them with everything necessary to grasp at those opportunities.

Alignment to national educational and occupational standards and other regulatory documents

The programme's study plans align with the Russian educational standards as well as the Higher School of Economics' standards for political science programmes.

Alignment to international standards and requirements

3. Intended Programme Learning Outcomes

Learning Outcome code	Intended learning outcomes ¹
LO ₁	Student is capable of posing research problems relevant to the study of political phenomena and political processes; setting particular research tasks; and putting together a research design.
LO ₂	Student is capable of choosing research methods appropriate for resolving the professional tasks.
LO ₃	Student is capable of participating in organizing and implementing various management processes, and of achieving the goals set by his/her superiors: - both as a rank-and-file participant and as a low-level manager; - in public administration, in political and business structures alike.
LO ₄	Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field.
LO ₅	Student is capable of participating in organization and implementation of political campaigns in accordance with the goals set by the management of the campaign / the client.
LO ₆	Student is capable of allocating tasks among project participants as part of planning the political projects; student is also capable of processing the respective paperwork, including the performance specifications for each participant.
LO ₇	Student is capable of taking part in information dissemination through various media and information channels (both mass and individual), as well as in information campaigns.
LO ₈	Student is capable of executing applied analysis of the political phenomena and political processes - by using political science methods - and in support of practical decision making process.
LO ₉	Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: - in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter); - and depending on the target audience.

¹ The intended learning outcomes will have the wording prescribed by skill level descriptors.

4. Programme Curriculum

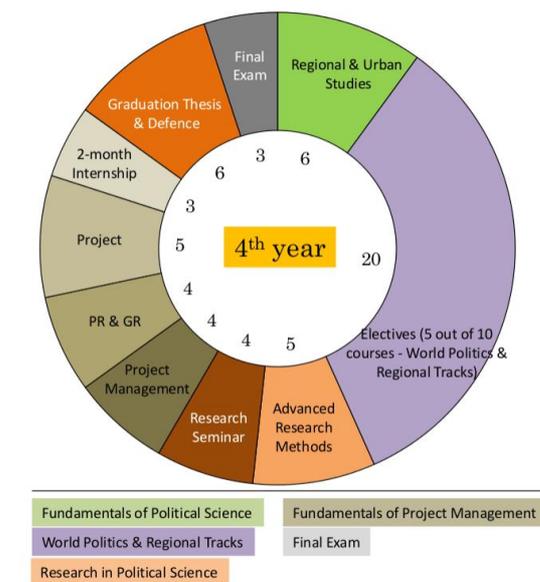
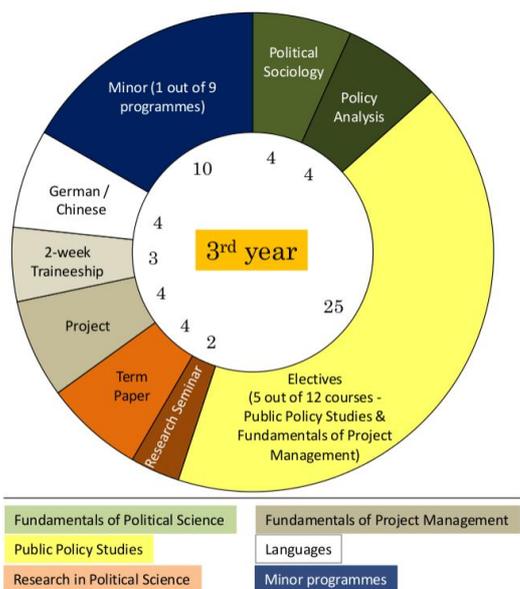
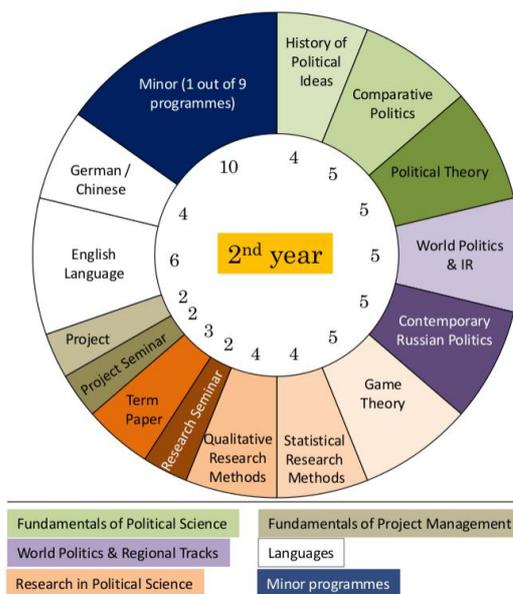
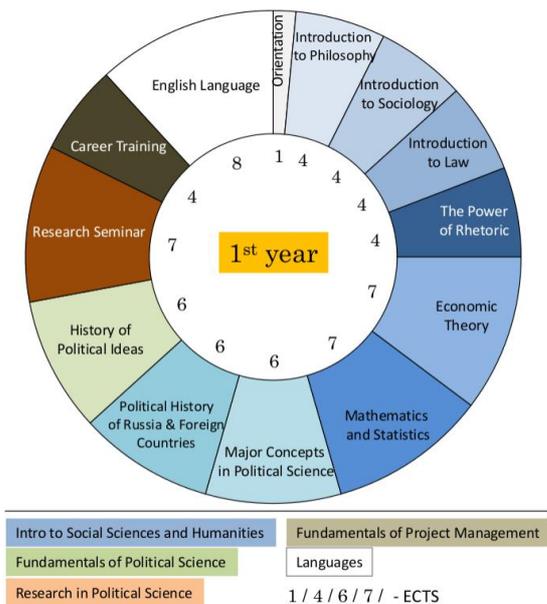
4.1 Proposed Programme Structure

Item number	Item Title	ECTS	C/E (C – core, E – elective)
Introduction to social sciences and humanities			
1	Orientation	1	C
2	Introduction to Philosophy	4	C
3	Introduction to Sociology	4	C
4	Introduction to Law	4	C
5	The Power of Rhetoric	4	C
6	Economic Theory	7	C
7	Mathematics and Statistics	7	C
8	Categories of Political Science	6	C
9	Political History of Russia and Foreign Countries	4	C
10	Political History of Foreign Countries	4	C
Political science			
11	History of Political Ideas	6	C
12	Political Sociology	4	C
13	Comparative Politics	5	C
14	Political Theory	5	C
15	Regional and Urban Studies	5	C
16	Policy Analysis	5	C
World politics			
17	Contemporary Russian Politics	5	C
18	Politics and Society in the European Countries	4	E
19	Politics and Society in the BRICS Counties	4	E
20	European Integration	4	E
21	World Politics and International Relations	5	C
22	International Law	4	E
23	International Security	4	E
24	Foreign Policy Analysis	4	E
25	International Economics	4	E

26	Cross-cultural Communication	4	E
27	German language / Chinese language	8	E
Public policy studies			
28	Social Policy	4	E
29	Economic Policy	4	E
30	Economics of Public Sector	4	E
31	Interest Groups in Decision Making	4	E
32	Human Rights	4	E
33	Migration Policy	4	E
34	Ethnicity, Religion and Politics	4	E
35	Prevention of Corruptions	4	E
Project management			
36	Project Management	4	C
37	Public and Governmental Relations	4	C
38	Political and Social Campaigns	4	E
39	Political Journalism	4	E
40	Project Seminar	5	C
41	Projects	11	C
42	Internship	6	C
Political research			
43	Introduction to Statistical Research Methods	5	C
44	Introduction to Qualitative Research Methods	5	C
45	Game Theory	4	C
46	Research Seminar	15	C
47	Research Papers	10	C
Exit examination			
	Final Exam		
	Public Defense of Final Research Paper		

*Course descriptions are available in...

4.2. Proposed Programme Structure Diagram



5. Teaching Methods

Major approaches which lay the ground for the teaching and learning process are the following:

- *Student-focused approach* which emphasizes the learner's critical role in constructing meaning from new information and prior experience and focuses on skills and practices that enable lifelong learning and independent problem-solving.
- *Active Learning* which encourages to engage students in two aspects – doing things and thinking about the things they are doing. Active learning requires appropriate learning environment which promotes research based and interdisciplinary learning; encourages leadership skills of the students through self-development activities; stimulates collaborative learning for building knowledgeable learning communities; cultivates task based performance by giving student's a realistic practical sense of the subject matter learnt in the classroom.

In the programme teaching and learning tools include lectures, discussion groups, individual and team assignments, library sessions etc.

Students participate in **research and project seminars** which are the mandatory modules of the Programme's curriculum. The research seminar is a 4-year-long course that helps students master the craft of academic research in political science and world politics. The project seminar is aimed at developing students' skills to plan and realize applied projects in the spheres of political and social campaigns, NGOs' activity, public administration etc.

6. Assessment

The Programme team is committed to providing assessment that is timely, fair and corresponds to the learning outcomes attached to the module/unit. The assessment is aligned with the Programme's learning objectives and the LO of each course and provides the reflection of ILO consistency for all the courses.

Contrary to the exam-oriented grading system that is practiced in the overwhelming majority of Russian universities, we pay much more attention to what students do while mastering the course. We grade students for various forms of activities throughout the semester. These include essays and reaction papers, individual and group presentations, project work, midterm tests, in-class participation, etc. Should a student get a mark of 8 or higher by the end of the course, she is excused from taking the exam. This system is called the cumulative grade system since a student has to accumulate her or his course grade throughout studying for it. The system allows for a steady and active learning and helps students plunge into the substance of the course they follow and not stand on the banks till the exam date comes.

HSE University uses the 10-points scale of assessment. The consistency of grades to the European Regulation Framework and Russian traditional grading systems is presented in the table below.

10-point scale	Russian grading framework	ECTS grading scheme	
10	Excellent	A+	Excellent
9	Excellent	A	Very good
8	Excellent	A–	Very good
7	Good	B+	Good
6	Good	B–	Good
5	Satisfactory	C+	Satisfactory
4	Satisfactory	C–	Satisfactory
3	Fail	F	Fail
2	Fail	F	Fail
1	Fail	F	Fail

Students' progression is subject to the University Regulations for Interim and Ongoing Assessment of students of the National Research University Higher School of Economics (HSE Directive № 6.18.1-01/1908-02, dd. 19.08.2014) which define the procedures of formative and summative assessment as well as reassessment opportunities with certain restrictions.

7. Academic Policy

7.1. Management of the Programme

Each programme at HSE is managed at two levels – academic and administrative. At the academic level the programme is coordinated by a Programme Director who is in charge of making all the major decisions concerning the programme and its content, as well as the study track of the students enrolled. The Programme Director is appointed by the rector for the period of 4 years.

In order to enhance the efficiency of academic management, functions and responsibilities of the Programme Director are supplemented by those of the Programme Board that is in charge of developing the content of the programme and academic requirements. The Board is appointed by the Academic Council for the period of 4 years, and its members are selected from teaching staff, external

experts and alumni.

At the administrative level the programme is managed by the Study office led by a Programme coordinator. The Study office supports students in all issues related to their study process, answering all their queries.

The Programme Director is Andrey Starodubtsev, associate professor of the Department of Political Science (<https://www.hse.ru/en/org/persons/27403075>).

The Deputy Programme Director is Anna Dekalchuk, associate professor of the Department of Political Science (<https://www.hse.ru/en/staff/dekalchuk>)

The Programme Coordinator is Elena Chumakova (<https://www.hse.ru/en/org/persons/106407308>)

7.2. Plagiarism Policy

Plagiarism at HSE is defined as using the someone else`s ideas, words, concepts as if they were student`s own without any acknowledgement.

There are two types of plagiarism:

- 1) word-by-word coping someone else`s textual information;
- 2) paraphrasing - a restatement of someone else`s idea using other words.

Plagiarism is considered a serious academic offence and students who plagiarize are imposed to serious penalties.

The University makes routine plagiarism checks on all term papers and final theses.

The control of written home tasks, reports, essays, tests is organized on the instructor`s request. It means that a piece of work will be submitted to an electronic text matching software system – Turnitin (by a student, or by a member of Study Office staff).

Cases of plagiarism are first handled by the course instructor and Programme Director, and then by the Disciplinary Commission of HSE – Saint-Petersburg which considers the case and makes the decision about the kind of penalty to be imposed: from a written warning to the expulsion from the university.

More information may be found online: <https://istudents.hse.ru/copy>

7.3. Personal development of students

HSE University St. Petersburg considers the personal development of students as an integral part of studies. Students are encouraged to participate in a variety of activities and events, which foster personal and professional development. Personal development of students is supported through:

- Student counseling
- Students` projects
- Students` internship in HSE St.Petersburg research centres
- Training seminars
- Company site visits
- Guest lectures by industry practitioners.

8. Resources and Facilities

8.1. E-learning environment

The delivery of programmes at HSE-SPB is supported by the University e-learning environment. It is used to provide access to resources, both print and online, to submit assignments and provide electronic feedback, to develop discussion and debate through discussion posts, to engage in online assessment and practice.

The University e-learning environment is comprised by:

- The Learning Management System (LMS);
- Electronic Information Resources of the HSE library;
- eTimetable

The Learning Management System (LMS) is the HSE's educational space that connects lecturers with the students. Teaching staff uploads course materials, tests and tasks via the LMS for distribution to students. Students, in return, submit their home assignments or questions to lecturers. The LMS supports learning processes at course level and provides access to a wide range of tools for self-directed learning. An electronic grade book is available in the student's personal account in LMS.

Click here for more details: <http://lms.hse.ru>

eTimetable is a service for posting the schedule of classes online. It offers learners access to the schedule of classes and class time updates from any place via any Internet-connected device. A student can find he/her timetable using the following options: on the webpage of the programme, via LMS, via HSE mobile app.

8.2. Library and IT facilities

The Higher School of Economics Library supports the teaching, learning and research activities of the HSE community through the provision of high-quality, international information resources.

The library has a large-scale collection tailored to meet the needs of the programmes and courses delivered at HSE. The majority of the collection relates to the fields of economics, management, and social and political sciences.

Students have full access to all library resources and facilities, and it is possible to order a book to be delivered from another building.

The library is equipped with computers having high-speed Internet access. Students can use a variety of library services: remote access to the electronic resources, photocopying, scanning; a wireless Internet connection (Wi-Fi) is also available.

Electronic Resources

HSE library provides access to the following resources:

- International and Russian Periodical Databases (more than 18,000 full-text periodicals and serial publications);
- eBook Databases (more than 150,000 full-text titles);
- Economic Indicators & Financial Statistics (e.g. World Bank Resources, OECD Resources, IMF Resources);
- Market & country profiles (e.g. Global Market Information Database, MarketLine);
- Reference & Citation databases (Web of Knowledge, Scopus);
- ProQuest Dissertations & Theses (More than 1.2 million dissertations);
- Encyclopedias and Dictionaries (e.g. New Palgrave Dictionary of Economics, Oxford Reference Online Premium).
- Elsevier Books (ScienceDirect) (more than 420,000 peer-reviewed research articles published annually. Elsevier provides [information analytics solutions](#) and digital tools in the areas of [strategic research management](#), [R&D performance](#), [clinical decision support](#), and [professional education](#))
- Springer (more than 2,900 journals and 250,000 books)

- Oxford Scholarship Online; Oxford Handbooks Online; Oxford Reference Online; Oxford English Dictionary, Oxford Art Online (the largest university press in the world, publishing in 70 languages and 190 countries, which makes the highest-quality academic and professional content available around the globe)
- JSTOR (Arts & Sciences: I - XI, Life Sciences) (provides access to more than 10 million academic journal articles, books, and primary sources in 75 disciplines).
- Oxford Journals Full Collection (Oxford University Press).
- Journals Freedom Collection (ScienceDirect) (articles from over 3,800 journals and more than 37,000 book titles).
- EBSCO: Academic Search Premier, Business Source Premier, Master FILE Premier.
- Emerald (the leading multidisciplinary research database, it provides acclaimed full-text journals, magazines and other valuable resources).
- Taylor & Francis Journals (publishes quality peer-reviewed journals, journal is hosted on content platform, where student can browse by subject, drill down to journal level to find the aims, scope and editorial board for each individual title)
- ArtStor Collection (features a wide range of multidisciplinary content from some of the world's top museums, artists, libraries, scholars, and photo archives, including rare collections not accessible anywhere else).

Location of the HSE-SPb Library for BA students: 16 Soyuz Pechatnikov Street and 123 Griboedova Channel.

Printing Services

Multifunctional printers that can be used for copying, printing and scanning are located in all of the campus buildings. You may fill your balance via on-line HSE Payment <https://pay.hse.ru/spb/> or in the Accounting Department located on Soyuz Pechatnikov 16, (office 216).

Email

All enrolled students receive a corporate e-mail address. The address consists of a unique name and domain address "@edu.hse.ru".

All correspondence is automatically stored on the corporate mail server. However, all users may create personal email archives. To set personal archive folders, a user should contact technical support offices which are located in all of the campus buildings.

Mailbox size is limited. It is recommended to delete old emails periodically.

Sending video, music, and executable files (.mpg, .avi, .bat, .cmd, .exe, etc.) via email is prohibited.

Internet

All HSE's computers have Internet access. This service is intended for official purposes. It is not recommended to visit online resources which are not directly related to the performance of official duties.

Wi-Fi

Wireless access to the Internet is available in all the premises of HSE.

Presentation and Multimedia classroom

Many classrooms of the HSE are equipped with projectors, document-cameras, conference systems and other.

Computer labs

Computer labs are located in all of the campus buildings and available for administrative staff and students except when they occupied for training sessions.

8.3. Teaching facilities

HSE-St.Petersburg has 2 lecture rooms seating between 140 and 280 people, 16 seminar classrooms, 4 computer labs. Each lecture room is equipped with a marker board and a projector, microphone, sound-reinforcement system. Seminar rooms have interactive whiteboards. Computer labs contain 57 machines, all equipped with Windows 7 professional x32, Microsoft Office 2010, Kaspersky Endpoint Security 10.

9. Student Support

9.1. Academic Support

Programme Director provides academic support that supplements the support provided by course instructors. Students are encouraged to visit faculty and the Programme Director during office hours, whether or not they are experiencing academic difficulty. The Programme director oversees the education aspects of student life, including giving advice and direction on academic paths and how to meet graduation requirements. The academic director can help with the choice of elective courses and projects, term papers and dissertation themes, etc.

A research supervisor is appointed for every student. The student's research is guided by the supervisor from the initial definition of the area of research to the final drafting of the master's dissertation.

The Study Office provides the support to the students' educational process. It deals with all matters related to the programme dates, structure, courses, and exams. The Study Office also assists students with details about lectures, marks, internships, scholarships etc.

Possible student appeals can be formally submitted in two ways:

Online: <https://www.hse.ru/our/expresspolls/poll/162300245.html>

In the written statement delivered to the Study Office.

9.2. Study Abroad and International Mobility

Issues relating to the opportunities for study abroad and participation in international projects are coordinated by the International office where students can get all the necessary information and guidance.

HSE University St. Petersburg provides ample opportunities for degree students to study abroad in more than 50 partner universities. The call for study abroad applications takes place twice a year. The application for international mobility should be submitted at least a semester before the start of the mobility period. The students are eligible to apply for both university-wide call for applications and network campus-wide call for applications. HSE St. Petersburg Centre for International Cooperation gives advices to students wishing to go abroad and hosts international exchange students.

A number of Erasmus+ scholarships are available for the students.

More information on the international partners and international mobility may be found online:

<https://spb.hse.ru/international/partners>

<https://spb.hse.ru/international/faq/>

9.3. International Students Support

All international students (both degree and exchange ones) are supported with Russian study visa and further necessary immigration procedures upon arrival. More information on immigration process may be found here: <https://spb.hse.ru/international/visa>

Orientation week is an integral part of the academic year and it is organized twice a year, for all international students (degree and exchange ones) in the first week of September and for the exchange students in the second week of January. It's an important event where all relevant information about the university services is provided and where students may meet and get acquainted with each other. HSE local students are happy to become buddies for non-Russian speaking students to ensure a smoother immersion into a new environment.

HSE University - St. Petersburg provides students with lots of relevant facilities in each campus buildings such as [libraries](#) and printing services, cafes and canteens, recreation areas, etc. There are a lot of [extracurricular activities](#) as well. On the website there is always updated information concerning [living costs](#) and [life in Saint Petersburg](#).

9.4. Social support

Office of social work is in charge of housing in university dormitories, catering on university premises and medical services.

HSE – St.Petersburg provides all non-resident students with accommodation. All the questions and suggestions in terms of the housing quality or conflicts with other dormitory residents can be forwarded to the dormitory administration or the staff of the Department of social work.

All HSE locations have canteens offering a wide variety of foods at low prices, also students can have a cup of coffee with delicious cakes in the cafeteria. In every building there are water dispensers, as well as coffee and snacks vending machines.

Medical assistance to foreign students is provided within the voluntary insurance program. Students are expected to purchase the voluntary insurance upon enrollment into the HSE.

Foreign citizens may purchase the insurance plan of their choice in their home country or from any Russian insurance company upon arrival to the Russian Federation. Each foreign citizen should always have an up-to-date medical insurance during the period of stay in the territory of the Russian Federation, in case that authorized police officers can require it upon documents inspection. Should you have any further questions regarding the medical insurance, do not hesitate to contact the Department of social work.

10. Quality Assurance

University level. As one of Russia's elite National Research Universities HSE is not required to comply with Russian National Education Standards though continues to use them as external regulatory guidelines. Alongside HSE has its own Education Standards for all programmes. In addition to this the University has adopted individual quality assurance mechanisms and HSE in St. Petersburg shapes its own QA guidelines within University framework to reflect the specificities of the campus, while respecting the overarching principles. The process is governed by Education Commission. In particular:

1. All new programme proposals pass through a multi-layered, bottom-up process of

programme approval, culminating in approval from HSE Academic Council.

2. All new courses (modules) pass through internal quality controls involving the Academic Programme Board.

3. All courses (modules) are subject to student evaluation. There are additional formal and informal opportunities for students feedback. Student evaluations are reviewed by the Study Office and Education Commission (if the courses are taught in English, also by the International Steering Group) and are used as a tool to maintain and attain best practices of learning and teaching delivery.

4. Student representation on University, School and Programme committees contributes to develop the quality of programmes taking in account student experience.

5. Exam scores and performances are monitored through the Programme Study Office and are reported to the Academic Programme Board and Academic Council periodically.

6. Oral defences are attended by external experts.

7. Programmes are supported in achieving accreditations from professional organisations.

At the **national level**, the University processes for quality are overseen by the external pannel of experts appointed by Russian Accreditation Agency every 6 years. The pannel undertakes mapping of University regulations and procedures to the Russian National Education Standards and makes the conclusion of how well all the resources help students progress and award qualification. The final decision on accreditation for another period or abolition of accreditation is made by the Federal Education and Science Supervision Agency.

11. Key Sources of Information about the Programme

HSE St.Petersburg web page: <https://spb.hse.ru/en/>

General Information about HSE Academic Policy: <https://www.hse.ru/en/studyspravka/>

The Programme's official site <https://spb.hse.ru/en/ba/political/>

12. Course Descriptors

Title of the course	Orientation Course		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	• Basic computer skills		
ECTS	1		
Total indicative study hours	Directed Study	Self-directed study	Total
	20	18	38
Course Overview	<p>The course is aimed at the better orientation in HSE's conditions concerning learning process, academic activity, information resources, students' rights, opportunities and responsibilities. The course includes the following issues:</p> <ul style="list-style-type: none"> • Information environment in HSE: library resources, the structure and rules of library and computer class use; internet resources for HSE students (portal, LMS, corporate e-mail); remote access to electronic information resources, licensing restrictions use of resources. • Students in the academic space of HSE: the rules of the educational process, the normative documents regulating it; the construction of the educational program; the program of academic mobility. • Extracurricular activity: opportunities for personal growth, recreation. • The basic rules of safety in the city and in the University; security measures in emergency situations of natural, social and technic character. 		
Intended Learning Outcomes	<ul style="list-style-type: none"> • Student is capable of participating in organizing and implementing various management processes, including the educational process. • Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving the set goals including successful learning and academic results • Student is capable of taking part in information dissemination through various media and information channels (both mass and individual). • Student demonstrates knowledge of ensuring information and psychological security of a person. • Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted 		
Teaching and Learning Methods	The course is based on the active learning technologies. Teaching and learning methods include lectures, discussion groups, practical classes, group work, home assignments. The written examination (80 minutes, close-booked) contains tests on the main points of the course.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_c) is calculated as an average, based on the following equation:</p> $G_c = 0,6 \cdot G_{hw} + 0,4 \cdot G_{sa}, \text{ where}$ <p><i>O_{hw}</i> – grade for homework projects <i>O_{sa}</i> – grade for students' activities at class</p>		

	<p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,5 \cdot G_C + 0,5 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Indicative Learning Resources	<p>Normative documents of the HSE and HSE campus in St. Petersburg.</p> <p>Internet resources:</p> <p>http://www.hse.ru/ http://spb.hse.ru/ http://spb.hse.ru/obir http://spb.hse.ru/ovr http://library.spb.hse.ru/ http://spb.hse.ru/computercenter/ http://spb.hse.ru/ba/political http://lms.hse.ru/</p> <p>All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via Learning Management System.</p>
Course Instructor	Natalia Galetkina, Candidate of History, Associate professor, Department of Political Science

Title of the course	Introduction to Philosophy		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	Upper Intermediate English		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	112	102
Course Overview	<p>Philosophy asks questions that do not have empirical or formal answers. The course seeks to understand a number of core issues of philosophy including</p> <ul style="list-style-type: none"> - What makes moral judgments true? - What rights and liberties should people have? - What is aesthetic experience? Is it possible to provide a correct definition of art? - How might a meaningful life be possible in a purely physical world? 		
Intended Learning Outcomes	<p>LO₁ Student is capable of posing research problems relevant to the study political phenomena and political processes; setting particular research tasks; and putting together a research design</p> <p>LO₂ Student is capable of choosing research methods appropriate for resolving the set tasks.</p> <p>Also students will be able to:</p> <p>Describe and distinguish key philosophical concepts in the main subfields of philosophy, including concepts such as free will, mind, knowledge, belief, reality, faith, reason, good, etc.</p> <p>Read and comprehend philosophical texts, both classical and contemporary. Discuss core philosophical problems, such as whether there is a god, what does it mean to be conscious, are we free to make choices, what is justice, etc.</p> <p>Explain and defend a position on basic philosophical problems.</p>		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, discussion groups, case studies, group work, home assignments (individual and group projects) as well as a written examination (40 minutes, close-booked) in the end of the course.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,5 \cdot G_{hw} + 0,5 \cdot G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects G_{sa} – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,5 \cdot G_C + 0,5 \cdot G_{EX}, \text{ where}$		

	G_{EX} – grade for the final examination
Indicative Learning Resources	<p>Pritchard, D. (2016). <i>What is this thing called philosophy?</i> London; New York: Routledge, Taylor & Francis Group.</p> <p>Internet resources</p> <ol style="list-style-type: none"> 1. The Internet Encyclopedia of Philosophy – iep.utm.edu 2. The Stanford Encyclopedia of Philosophy – plato.stanford.edu <p>The course lecturer/instructor may offer additional reading for students. All learning materials are available via HSE online library.</p>
Course Instructor	Dr. Sergei Levin, Lecturer, Department of Sociology

Title of the course	Introduction to Sociology		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	No		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>The course is devoted to the scientific study of society and the relationship between society and individuals. During the course you will acquaint yourself with classical and contemporary sociological research and theories that will deal with concepts such as inequality, culture, ethnicity, social structure, gender, and many others. You will learn, using sociological methods, theory and imagination, interpret scientifically everyday situations and phenomena, understand what may underlie human behavior, their interpretation, the functioning of society.</p> <p>Indicative course content: Sociological Imagination. Methods. Socialization and construction of Reality. Groups and networks. Social Control. Stratifications. Race and Ethnicity. Family. Education. Authority and the State. Collective action, social movements, social change.</p>		
Intended Learning Outcomes	<p>LO1, LO2, LO4, LO9</p> <p>One of the course objectives is the development of critical thinking regarding the various issues examined in the framework of sociology. On the one hand, you will learn which topics are focused on, what issues are raised by sociologists and how they respond to them, and, on the other hand, learn a lot of facts and review the results of research in the context of the study of the family, education, the life trajectories of people and social changes. Thus, you will learn: Analyze different events and situations within the framework of various sociological paradigms. For example, indicate the main elements, participants, and conflicts in Russian higher education. Conduct your own research, using different methods. For example, explore the types of extra-curriculum activities of students of HSE and what factors can underlie them.</p>		
Teaching and Learning Methods	<p>Discussion groups are held in the form of a discussion of homework results, group work, followed by the presentation of the results, reports, watch a short videos, which is discussed and commented on, presentations of studies carried out by students. Particular attention is paid to students' independent work, which involves not only a thoughtful reading of the texts and searches of literature sources, but also performing research tasks - students need to conduct mini-research, to answer sociologically some questions that relate to the studied topics, to try to make prognostication.</p>		
Indicative Assessment	<p>The cumulative grade (Gc) is calculated as an average, based on the</p>		

Methods and Strategy	<p>following equation:</p> $G_C = 0,6 \cdot G_{hw} + 0,4 \cdot G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects G_{sa} – grade for students’ activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,7 \cdot G_C + 0,3 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>
Indicative Learning Resources	<p>Conley, Dalton. (2015). You May Ask Yourself: An Introduction to Thinking Like a Sociologist. WW Norton and Company.</p> <p>McIntyre, Lisa J. (2013). The Practical Skeptic: Readings in Sociology. Boston, Mass: McGraw Hill.</p> <p>The course lecturer/instructor will offer additional reading for students. All learning materials will be available in HSE Informational Learning Space (http://lms.hse.ru/).</p>
Course Instructor	Dr. Raisa Akifyeva, senior lecturer, Department of Sociology

Title of the course	Introduction to Law		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of Course	Core		
Prerequisites	No		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>Studying Intro to Law students will learn to reflect in a critical way on the functions and meaning of legal systems and legal institutions. We will discuss relation between law and politics, economy and morality. The course content will cover most common problems in the legal theory and practice to develop a wider comprehension of the nature and working of law.</p> <p>The primary aim of the course is to form a complete understanding of approaches toward research on law and state in comparative perspective and ability to resolve typical legal conflicts and to prepare legal documents.</p> <p>Indicative course content:</p> <ol style="list-style-type: none"> 1. Legal norm. 2. Sources of law. 3. Legal relationship. 4. Wrongdoing and legal accountability. 5. The nature of law. 6. The concept of the Rule of Law. 7. Modern legal systems. 8. Introduction to Constitutional Law. 9. Introduction to Criminal Law. 10. Introduction to Civil Law. 		
Intended Learning Outcomes (ILO)	<p>LO3, LO4,</p> <p>By the end of the course, students will:</p> <ul style="list-style-type: none"> ✓ Understand fundamental terminology; ✓ Explain main legal concepts and ideas; ✓ Know the basic research methods in legal analysis; ✓ Be able to analyse a range of different ways of thinking about the nature of law; ✓ Understand the character and uses of legal reasoning and argument; ✓ Know where and how to find legal acts and courts decisions; ✓ Know and understand core areas of law in different legal systems; ✓ Be able to provide monitoring of law implementation. 		

Teaching and Learning Methods	Discussion groups, cases solving, debates, mini-conferences, critical thinking, student-group reports, role games
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,2 \cdot G_{DG} + 0,4 G_{PA} + 0,4 G_{PA}, \text{ where}$ <p><i>G_{DG}</i> – grade for participation in discussion groups <i>G_{PA}</i> – grade for personal assignment on monitoring of law implementation <i>G_C</i> – grade for colloquium</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Twining W. Law in Context: General Jurisprudence: Understanding Law from a Global Perspective. – Cambridge, NY, Melbourne, Madrid: Cambridge University Press, 2009. – 545 p. Available at ProQuest ebrary: http://site.ebrary.com/lib/hselibrary/detail.action?docID=10297095&p00=jurisprudence.</p> <p>Clarck D. S. (Eds.) Comparative Law and Society. – Cheltenham, UK: Edward Elgar Publishing, 2012. – 480 p. Available at Elgar online: https://proxylibrary.hse.ru:6076/view/9781849803618.xml?rskey=kBZRDH&result=1. DOI: http://dx.doi.org/10.4337/9781781006092.</p>
Course Instructor	Elena Vandysheva, Senior lecturer, Department of Political Science

Title of the course	The Power of Rhetoric		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	English CEFR B2		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	46	106	152
Course Overview	<p>During the course students will be developing key skills in rhetoric as well as raise their understanding and awareness of the key theoretical foundations of rhetoric. Students will improve their skills of speaking and writing via understanding the theory, concepts, and ideas on which rhetorical acts are based. Students will learn to become critical rhetors and develop arguments, using appropriate textual evidence to support these arguments within the disciplinary frame of Political studies.</p> <p>Indicative course content: History of Rhetoric (key theories). Understanding key concepts in rhetoric and their use. Language and discourse. The power of language. Critical reading and writing. Becoming a critical rhetor. Analysis of a rhetorical situation. Contrastive rhetoric (Russian - English, Writer-Reader oriented writing cultures). Developing speaking skills in English. Developing writing skills in English. Linguistic tools for rhetoric (rhetorical grammar). Classroom, Academic and Political Discourses.</p>		
Intended Learning Outcomes	<p>LO₆ (direct contribution) LO₂, LO₃, LO₇, LO₈, LO₁₀ - indirect contribution</p> <p>Students will</p> <ul style="list-style-type: none"> - become familiar with the theoretical foundations and key concepts of Rhetoric, - develop skills of a critical rhetor (rhetorical situation, rhetorical act), - develop speaking and writing skills in a set of rhetorical situations (e.g. classroom rhetoric, research rhetoric, rhetoric of politicians), - develop skills in analysing rhetorical structure of texts (written, oral), - learn to persuade (persuasion techniques) within the disciplinary community of Political studies. 		
Teaching and Learning Methods	Interactive lectures and seminars, peer-review and peer learning, critical thinking and mind mapping, project-based work, technology-enhanced learning, responsible learning approaches, research-based learning.		
Indicative Assessment Methods and Strategy	The cumulative grade (G_{cumulative}) is calculated as an average, based on the following equation:		

	<p>$G_{cumulative} = 0,6 \cdot G_{home\ assignments} + 0,4 \cdot G_{classroom\ assignments}$, where <i>O_{home assignments}</i> - grade for completed homework assignments <i>O_{classroom assignments}</i> - grade for completed classroom assignments (presentations, written tasks, group and pair work)</p> <p>The final grade (G_{final}) is calculated as follows: $G_{final} = 0,6 \cdot G_{cumulative} + 0,4 \cdot G_{exam}$, where <i>G_{exam}</i> - grade for the final examination (written test and essay)</p>
<p>Indicative Learning Resources</p>	<p>Barnet, S., & Bedau, H. (2014). <i>Critical Thinking, Reading, and Writing: A Brief Guide to Argument</i>.</p> <p>Roskelly, H. (2006) What Do Students Need to Know About Rhetoric, in Special Focus in English Language and Composition: Rhetoric, New York: College Board.</p> <p>Herrick, J. (2013). <i>The history and theory of rhetoric</i>.</p> <p>Charteris-Black, J. (2005). <i>Politicians and Rhetoric: The Persuasive Power of Metaphor</i>.</p> <p>Mayberry, K. (2009). <i>Everyday arguments. A guide to writing and reading effective arguments</i>.</p> <p>Kolln, M., & Gray, L. (2013). <i>Rhetorical grammar. Grammatical choices, rhetorical effects</i>. Pearson.</p> <p>Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. <i>Everything's an Argument</i>. 3rd Ed. New York: Bedford, St. Martin's, 2004.</p> <p>Henderson, E. (2011). <i>The Active Reader: Strategies for Academic Reading and Writing</i>.</p> <p>Fulwiler, T. (2002). <i>College writing. A personal approach to academic writing</i>.</p> <p>Fetzer, A. (2013). <i>The pragmatics of pilitical discourse. Explorations across cultures</i>. John Benjamins Publishing Company.</p> <p>Reinking, J., & Ostern, R. (2017). <i>Strategies for Successful Writing. A rhetoric and reader</i>. Pearson.</p> <p>Kirszner, L., & Mandell, S. (2015). <i>Patterns for college writing. A rhetorical reader and guide</i>.</p> <p>Glenn, C. (2008). <i>The Harbrace Guide to Writing, Concise Edition</i>.</p> <p>Internet resources</p> <ol style="list-style-type: none"> 1. The Online Writing Lab (OWL) at Purdue University - https://owl.english.purdue.edu/owl/

	2. Using English for Academic purposes - http://www.uefap.com All learning materials including slides, projects, tutorial layouts, problems, essential and additional readings are available via LMS platform.
Course Instructor	Natalia V. Smirnova, senior lecturer, Department of Foreign Languages

Title of the course	Economic Theory		
Title of the Academic Programme	International BA Programme in Political Sciences and World Politics		
Type of the course	Core		
Prerequisites	Mathematics (high school level) History (high school level)		
ECTS	7		
Total indicative study hours	Directed Study	Self-directed study	Total
	114	152	266
Course Overview	<p>The course's aims are:</p> <ol style="list-style-type: none"> 1. to understand principles and contemporary methods of behavior analysis and choice of the various economic actors (producers, consumers); 2. to study basic schools and theories of macroeconomics, basic macroeconomic models, effects, to be able to apply theoretical knowledge to solve specific problems and analysis of the economic policy; 3. to create a culture of economic thinking, to develop economic decision-making skills, to form competences to be able to explore advanced economics courses. <p>Indicative course content: Ten Principles of Economics. The Market Forces of Supply and Demand. Elasticity and Its Application. Supply, Demand, and Government Policies. Markets and Welfare. The Economics of the Public Sector. Firm Behavior and the Organization of Industry. The Economics of Labor Market. The Theory of Consumer Choice. The Data of Macroeconomics. The Real Economy in the Long Run. Money and Prices in the Long Run. The Macroeconomics of Open Economics. Short-Run Economic Fluctuations.</p>		
Intended Learning Outcomes	<p>LO2, LO4, LO7, LO8</p> <p>Students will be:</p> <p><i>To know</i></p> <p>The overall conceptual framework and tools of economic theory; The substance of the underlying economic phenomena and processes; the theory of supply and demand fundamentals of the public sector, the theory of consumer choice, the theory of production and costs, types of market structures, the foundations of the theory of general equilibrium; The basic concepts of macroeconomics and macroeconomic indicators (GDP, GNP, GDP components and their characteristics, the concepts of unemployment, employment and inflation, the consumer price index, economic growth, the money, the multiplier principle; the essence of the monetary aggregates, interest rates), and the relationship between them;</p>		

	<p>The simple macroeconomic models that describe the economic growth, inflation, unemployment.</p> <p><i>To be able to:</i> Use sources of economic information; Conduct an initial analysis of economic information; Conduct hypotheses using micro and macroeconomic analysis tools; Interpret the results; Solve the problem of calculation and evaluation of micro- and macro-economic indicators in the simple models; Use optimization techniques for solving problems.</p> <p><i>To have skills of:</i> Analytical work in solving common tasks; Simple analysis of micro- and macro-economic situations; Statistical methods in the analysis of macroeconomic data.</p>
Teaching and Learning Methods	<p>The course is based on the active learning technologies. Teaching and learning methods include lectures, tutorials, discussion groups, case studies, group work, home assignments (individual and group projects). The written examination (90 minutes, close-booked) contains tests, problems and case analysis.</p>
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 G_{MT} + 0,2 G_{HW} + 0,4 \cdot G_{sa}, \text{ where}$ <p><i>G_{MT}</i> – grade for midterm <i>G_{HW}</i> – grade for homework projects <i>G_{sa}</i> – grade for students’ tests at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,4 \cdot G_C + 0,6 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Indicative Learning Resources	<p>N. Gregory Mankiw <i>Principles of Economics</i>, Harvard University (any edition) Robert S. Pindyck, Daniel L. Rubinfeld <i>Microeconomics</i> (any edition)</p> <p>Internet resource: The World Bank: http://www.worldbank.org/</p>
Course Instructor	Dr. Margarita Petuhova, Senior lecturer, Department of Economics

Title of the course	Categories of Political Science		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	No		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	<p>The Categories of Political Science is an introductory course, aimed at providing students with basic knowledge on politics as the sphere of social activity and an academic discipline. The key political concepts, institutions and processes are discussed in global comparative perspective, including the world politics issues.</p> <p>Indicative course content: Introduction to Politics and Political Science. Normative and Empirical Political Science. Political Power, Its Types and Legitimacy. Paradigms of Political Science. Political Regime: Democracies, Autocracies and Hybrids. Political Behavior and Civic Participation: Civil Society and Interests Representation. Human Rights. Political Ideologies. Parties, Party and Electoral Systems. Division of Power: Executive and Legislative Institutions. Non-Elective Political Actors: Judicial Institutions, Mass Media and Bureaucracy. Federations and Unitary States. Introduction to World Politics, International Relations and Globalization.</p>		
Intended Learning Outcomes (ILO)	<p>LO7, LO8</p> <p>Students will: Understand the structure of the contemporary global political system Know basic paradigms, theories and terms in political science Understand the current scientific discourse on major problems and trends in politics Capable of participating in discussion on basic issues of political development Demonstrate deep knowledge and critical understanding of theories, principles, concepts and methodologies in political science</p>		
Teaching and Learning Methods	The course comprises of lectures and discussion groups (DG). DGs involve discussion of the recommended literature and debates on course's topics, students' presentations and teamwork, mid-term and final tests, as well as the individual assignment (essay).		
Indicative Assessment Methods and Strategy	<p>Students' progress will be measured by students' activities in class, including midterm and final tests' grades (25% of the final grade) assessment of an individual essay (25%) and a final exam.</p> <p>The final exam will take the form of a 2-hour written test that amounts to</p>		

	50% of the final grade.
Readings / Indicative Learning Resources ²	<p><u>Mandatory</u> Rhodes, R. A., Binder, S. A., & Rockman, B. A. (2008). <i>The Oxford handbook of political institutions</i>. Oxford University Press, USA. Stokes, S. C. (2007). <i>The Oxford handbook of comparative politics</i> (Vol. 4). Oxford University Press, USA.</p> <p><u>Optional</u> Ethridge, M. E., & Handelman, H. (2012). <i>Politics in a changing world</i>. Nelson Education. Grigsby, E. (2008). <i>Analyzing Politics</i>. Cengage Learning. Roskin, M.G. et. al (2012). <i>Political Science: An Introduction</i>. 12th edition. Pearson Education, USA.</p>
Course Instructors	Professor Alexander Sungurov, Department of Political Science Dr. Anna Tarasenko, Associate professor, Department of Political Science Yury Kabanov, Department of Political Science

² Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Title of the course	History of Political Ideas		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	Categories of Political Science, Introduction to Philosophy		
ECTS	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	158	228
Course Overview	<p>The course is aimed at the better understanding of the evolution of Western political ideas from Ancient Greece and Rome until 20th century Europe and USA. It also includes history of Russian political thought, Islamic texts on politics, political philosophy in China and India.</p> <p>The goals of the Course are:</p> <ul style="list-style-type: none"> • to provide students with a grasp of the development of political ideas; • to help them gain the verbal and cognitive tools to comprehend and critically assess academic texts on political theory as well as develop writing skills; • to help students think critically about core themes and conceptions in politics and international relations; <p>student is capable of posing research problems relevant to the study political phenomena and political processes; setting particular research tasks; and putting together a research design.</p>		
Intended Learning Outcomes	<p>LO1, LO4, LO9</p> <p>Students will:</p> <p>Examine the core theoretical literature necessary for understanding of societal and political developments;</p> <p>Know key concepts, ideas and approaches in political and international relations;</p> <p>Gain necessary skills for academic discussion, reading, and writing also doing research design in the field of political theory and philosophy.</p>		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, discussion groups. The written essays on political philosophers and thinkers are mandatory part of the learning process.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,6 \cdot G_{hw} + 0,4 \cdot G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects G_{sa} – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,85 \cdot G_C + 0,15 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>		

<p>Indicative Learning Resources</p>	<p>Strauss, Leo, and Joseph Cropsey, eds. <i>History of political philosophy</i>. University of Chicago Press, 2012.</p> <p>Skinner, Quentin. <i>The Foundations of Modern Political Thought</i>. Cambridge University press. (2 vols.), 1978.</p> <p>Fiala, Andrew, ed. <i>The Bloomsbury Companion to Political Philosophy</i>, New York, 2015.</p> <p>Klosko, George, ed. <i>Oxford Handbook of the History of Political Philosophy</i>. Oxford, 2012.</p> <p>Korab-Karpowicz, W. Julian. <i>On the History of Political Philosophy: Great Political Thinkers from Thucydides to Locke</i>. London: Routledge, 2015.</p> <p>Internet resources</p> <ol style="list-style-type: none"> 1. The Stanford Encyclopedia of Philosophy - https://plato.stanford.edu/ 2. History of Political Thought – http://histroyofpoliticalthought.squarespace.com/ <p>The course lecturer/instructor may offer additional reading for students. All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via LMS directory.</p>
<p>Course Instructor</p>	<p>Professor Sergei Akopov, Department of Political Science</p>

Title of the course	Political Sociology		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ³	Core		
Prerequisites	Political Theory, History of Political Ideas		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	The aim of the course is to acquaint the students with the main paradigms and research methods of political sociology. The course provides knowledge on the social foundations of political institutions and processes.		
Intended Learning Outcomes (ILO) ⁴	LO1, LO2, LO4		
Indicative Course Content	Theoretical approaches in political sociology: functionalism, neo-Marxism, neo-Weberian sociology, post-structuralism, the multiple modernities perspective. Methods of collecting and analyzing sociological information on political institutions and processes. Approaches to the study of political culture. Social movements and NGOs in Russian society.		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, group work, home assignments. The written examination is a mandatory part of the learning process.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{hw} + 0,6 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,7 \cdot G_C + 0,3 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>		
Readings / Indicative Learning Resources ⁵	<p>Alexander, Jeffrey C. (2003). <i>The Meanings of Social Life: A Cultural Sociology</i>. New York: Oxford University Press.</p> <p>Collins R. (1999) <i>Microhistory: Essays in Sociology of the Long Run</i>. Stanford University Press.</p> <p>Lipset M. (1960) <i>Political Man: The Social Bases of Politics</i>. New York: Anchor Books.</p>		
Course Instructor	Professor Mikhail Maslovskiy, Department of Political Science		

Notes:

³ Type of the course - core (mandatory); optional or elective.

⁴ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

⁵ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Title of the course	Comparative Politics		
Title of the Academic Programme	International BA Programme in Political Science and World politics		
Type of the course ⁶	Core		
Prerequisites	Categories of political science Research seminar, History of political ideas		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	84	106	190
Course Overview	<p>The course is the introduction to Comparative politics that is defined as a complex of studies, methodologies and methods aiming at comparatively oriented research of domestic and transnational politics. The course includes two modules. The first one touches the history and variety of methodological approaches in comparative politics as well as the nuts and bolts of comparative research design. The second module considers the central concepts of comparative politics such as political regimes, democratization and regime transitions, party systems, electoral systems, institutional designs (presidentialism and parliamentarism), voting behavior, federalism, political cultures and values.</p> <p>Indicative Course Content:</p> <ul style="list-style-type: none"> • Introduction to Comparative Politics • Why comparison in political research? • Variety of methodologies in comparative politics (structural functionalism, rational choice, (neo)institutionalism) • Political regimes (democracies, autocracies, democratization and regime transitions) • Institutional designs: Presidentialism versus parliamentarism • Political parties • Party systems • Elections and electoral systems • Electoral behavior • Federalism • Political culture and values <p>Case studies</p>		
Intended Learning Outcomes (ILO) ⁷	LO₁, LO₂, LO₃, LO₄		
Teaching and Learning Methods	The course is based on the active learning technologies, mostly case studies. Teaching and learning methods include lectures, seminars, group		

Notes:

⁶ Type of the course - core (mandatory); optional or elective.

⁷ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

	<p>work, home assignments (individual and group projects). The current progress is to be assessed via regular tests and quizzes. The oral examination contains the conversation on one of the topics covered during the course.</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>The cumulative grade (G_c) is calculated as an average based on the following equation:</p> $G_c = 0.5 * G_{hw} + 0.5 * G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects, tests and quizzes</p> <p>G_{sa} - grade for students' activities in classroom</p> <p>The final grade G_F is calculated as follows:</p> $G_F = 0.6 * G_c + 0.4 * G_{EX}$ <p>G_{EX} – grade for the final examination</p>
<p>Readings / Indicative Learning Resources⁸</p>	<p>Textbooks</p> <p><u>Mandatory:</u></p> <p>Caramani D. Comparative Politics. Oxford University Press. Any edition.</p> <p>Juan Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation (Johns Hopkins, 1996)</p> <p>Schmitter and Karl, “What Democracy is...” Ch.4, 49-62</p> <p>Dahl, Robert, Polyarchy: Participation and Opposition, Yale University Press, 1971, Ch.1-3, p.1-47</p> <p>Lijphart, Arend (ed) Parliamentary vs. Presidential Government :Intro (p.1-27)</p> <p><u>Optional:</u></p> <p>Boix C. and S. Stokes (2007). Oxford Handbook of Comparative Politics. Oxford University Press.</p> <p>Della Porta and Keating. Methodologies ???</p> <p>Larry Diamond et. al. (eds.) The Global Resurgence of Democracy 2nd Edition, (Johns Hopkins, 1996)</p> <p>Almond, Powell, Strom and Dalton, Comparative Politics Today (8th Edition), 31-45</p> <p>Shepsle, Kenneth A. and Mark S. Bonchek, Analyzing Politics, Ch.9: 220-259</p>

⁸ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Hirshman, Albert (1970). Exit, Voice, and Loyalty: Response to Decline in Firms, Organizations, and States. Cambridge, Massachusetts, Harvard University Press., Ch. 1-3, p.1-43

Problems of Democratic Transition and Consolidation, Ch 1, 3, 4 (p.3-15, 38-65)

Levitsky, Steven, and Lucan Way. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." Journal of Democracy. 13 (2):51-65.

Nalepa, Monika. 2009. Skeletons in the closet : transitional justice in post-Communist Europe. New York: Cambridge University Press.

Siaroff, Alan. 2003. "Comparative presidencies: The inadequacy of the presidential, semi-presidential and parliamentary distinction." European Journal of Political Research. 42:285-312.

Internet resources

1. DD
<https://sites.google.com/site/joseantoniocheibub/datasets/democracy-and-dictatorship-revisited>
2. Polity IV <http://www.systemicpeace.org/polity/polity4.htm>
3. Pippa Norris's website
<https://sites.google.com/site/pippanorris3/research/data>
4. Freedom House <https://freedomhouse.org/report/freedom-world/freedom-world-2015#.V-eSRpOLRp8>
5. V-Dem <https://www.v-dem.net/en/analysis/analysis/>
6. Geddes et al. (autocracies) <http://dictators.la.psu.edu/>
7. Teorell and Hadenius
<https://sites.google.com/site/authoritarianregimedataset/>
8. Democracy Barometer
http://www.democracybarometer.org/dataset_en.html
9. World Values Survey www.worldvaluesurvey.org
10. Comparative Party Manifesto: <https://manifestoproject.wzb.eu/>

The course lecturer/instructor may offer additional reading for students. All learning materials including slides, projects, cases and additional readings are available via LMS directory.

Course Instructor

Margarita Zavadskaya, senior lecturer, Department of Political Science

Title of the course	Political Theory		
Title of the Academic Programme	International BA Programme in Political Science and World politics		
Type of the course	Core		
Prerequisites	Introduction into Political Science, Philosophy, History of Political Ideas		
ECTS	5		
Total indicative study hours	Directed Study	Self-directed Study	Total
	84	106	190
Course Overview	<p>The main goal of this course is to introduce students to some of the key concepts in what is often referred to as international political theory or international relations theory. This is the political theory about the ‘international realm’ between and beyond the borders of nation-states.</p> <p>The course looks at six concepts. Students will learn about why these concepts matter, why they are contested (i.e. what controversies surround each of them) and what the vigorous debates and disagreements about them reveals about the character of world politics, and the task of international political theory.</p>		
Intended Learning Outcomes	<p>By the end of the course students will have a much better understanding of the ‘international’ dimension of political theory. They will learn about how to do concept analysis, and generally improve their analytical capabilities and their abilities to grasp the essence of abstract ideas. They will also learn how to speak with authority about some of the most influential works in international political theory in the twenty-first century.</p> <p>The goals of the Course are:</p> <ul style="list-style-type: none"> • to provide students with a grasp of the development of political theory; • to help them gain the verbal and cognitive tools to comprehend and critically assess academic texts on political theory as well as develop writing skills; • to help students think critically about core themes and conceptions in normative political theory and international relations; • make student capable of posing research problems relevant to the study political phenomena and political processes; setting particular research tasks; and putting together a research design; <p>equip students with basic skills of scientific research in the field of political normative and international political theory.</p>		
Programme ILO to which Module ILO are mapped	LO1, LO4, LO9		
Teaching and Learning Methods	The course is based on the active learning technologies, mostly at case studies. Teaching and learning methods include lectures, tutorials, seminars, case studies, group work, home assignments (individual and		

	group projects). The written essays on political theories and six concepts (anarchy, sovereignty, power, legitimacy, identity) are mandatory part of the learning process
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,6 \cdot G_{hw} + 0,4 \cdot G_{sa}, \text{ where}$ <p><i>O_{hw}</i> – grade for homework projects <i>O_{sa}</i> – grade for students’ activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,9 \cdot G_C + 0,1 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Indicative Learning Resources	<p>Miller, David. Political Philosophy: A Very Short Introduction. Oxford: University Press, 2003</p> <p>The Oxford Handbook of International Relations by <u>Christian Reus-Smit, Duncan Snidal</u> Oxford, Oxford Univ. Press, 2010.</p> <p>Strauss, Leo, and Joseph Cropsey, eds. <i>History of political philosophy</i>. University of Chicago Press, 2012.</p> <p>Skinner, Quentin. <i>The Foundations of Modern Political Thought</i>. Cambridge University press. (2 vols.), 1978.</p> <p>Dunne Tim, Kurki <u>Milja</u>. International Relations Theories. Oxford Univ. Press, 2013.</p> <p>Internet resources</p> <ol style="list-style-type: none"> 1. The Stanford Encyclopedia of Philosophy - https://plato.stanford.edu/ 2. Political philosophy - http://www.iep.utm.edu/polphil/ <p>The course lecturer/instructor may offer additional reading for students. All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via LMS directory.</p>
Course Instructor	Professor Sergei Akopov, Dr. Iain Ferguson, Department of Political Science

Title of the course	Regional and Urban Studies: Political Science's Perspective		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ⁹	Core		
Prerequisites	Categories of Political Science, Comparative Politics		
ECTS	5		
Total indicative study hours	Directed Study	Self-directed Study	Total
	84	106	190
Course Overview	<p>The course is devoted to discussions of academic and policy debates on political dimension of territorial and spatial development in the world. It covers following issues:</p> <p>Political models of territorial arrangement. Federalism. Decentralization: opportunities and constraints. Strategies of regional development policy. Factors of subnational politics. Politics in city. Problems of urban governance. Globalization's effects.</p>		
Intended Learning Outcomes (ILO) ¹⁰	LO4, LO8, LO9		
Teaching and Learning Methods	The course involves classic lectures as well as discussion groups and group assignments.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,5 \cdot G_{DG} + 0,5 G_{GA}, \text{ where}$ <p>G_{DG} – grade for participation in discussion groups G_{GA} – grade for group assignment and its presentation</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>		
Readings / Indicative Learning Resources ¹¹	<p><u>Primary texts for the course</u></p> <p>Falleti T.G. <i>Decentralization and Subnational Politics in Latin America</i>. Cambridge: Cambridge University Press, 2010.</p>		

Notes:

⁹ Type of the course - core / mandatory/ optional or elective.

¹⁰ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

¹¹ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

	<p>The Oxford Handbook of Local and Regional Democracy in Europe. Ed. by John Loughlin, Frank Hendriks, and Anders Lindstrom. Oxford: Oxford University Press, 2011.</p> <p>Eaton, K. Politics Beyond the Capital. The Design of Subnational Institutions in South America. Stanford: Stanford University Press, 2004.</p> <p>The Politics of Subnational Authoritarianism in Russia. Ed. by Vladimir Gel'man and Cameron Ross. Ashgate, 2010.</p> <p><i>Full details of all the essential and recommended readings for each DG are available in the course syllabus.</i></p>
Course Instructors	Dr. Andrey Starodubtsev, associate professor, Department of Political Science

Title of the course	Policy analysis		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of Course	Core		
Prerequisites	Economic theory		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	84	106	190
Course Overview	<p>The course covers subjects from four major blocks. First part is an introduction to the basic terms and notions used in public policy analysis (e.g. politics, policies, reform and implementation) and a brief review of the instruments used in public policy analysis. The second part deals with the normative theory of policy analysis – the conventional and nonconventional market failures. The third part covers the government failures. Thus, second and third parts answer when the state should interfere with society and social self-organization by introducing new policies; what limitations it faces; and what should the policies be in principle. The fourth part is a discussion of the field of policy studies and introduces students to the major contemporary theories within this field. These are necessary in order to explain why certain policies exist and how they can be changed. An important component of the course is the practical work done by the students to prepare policy papers, which is covered in the seminars.</p>		
Intended Learning Outcomes (ILO)	<p>LO₁, LO₂, LO₃, LO₄, LO₈, LO₉</p> <p>The course should give students a sufficient understanding of policy analysis as a field, and of the practical instruments used therein, as well as provide them with all the skills necessary to prepare policy papers.</p>		
Teaching and Learning Methods	<p>The course consists of lectures and discussion groups. Lectures deal mostly with theoretical issues in policy analysis, whereas the seminars intend to provide students with more practical skills through engaging them in data collection and processing, and then providing an analysis of a real-life policy problem within a policy paper.</p>		
Indicative Assessment Methods and Strategy	<p>Class participation amounts to 20% of the accumulated mark. Another 30% comes from the series of individual data collection tasks (when students have to compile a dossier on specific issue and then write a two page note covering the issue) evaluated by the course instructor.</p>		

	<p>30% of the grade is a team project whereby students analyse a social issue of their choice and put together a policy paper. Finally, another 20% comes from the final test.</p> <p>The final grade consists of 65% of the accumulated mark (as outlined above) and 35% of the oral exam grade. Students whose accumulated grade is 7 and above can be released from taking the exam.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Munger, Michael C. 2000. <i>Analyzing Policy: Choices, Conflicts, and Practice</i>. W. W. Norton & Company.</p> <p>Sabatier, Paul A. 2007. <i>Theories of the Policy Process, Second Edition</i>. 2nd ed. Westview Press.</p> <p>Weimer, David L., and Aidan R. Vining. 2015. <i>Policy Analysis: Concepts and Practice</i>. 5th ed. Routledge.</p> <p>Young, Eóin, and Lisa Quinn. 2002. <i>Writing Effective Public Policy Papers</i>. Budapest: Open Society Institute.</p> <p><u>Optional</u></p> <p>Dye, Thomas R. 2013. <i>Understanding Public Policy</i>. 14th ed. Pearson.</p> <p>Fischer, Frank, and Gerald J. Miller. 2006. <i>Handbook of Public Policy Analysis: Theory, Politics, and Methods</i>. CRC Press.</p> <p>Howlett, Michael, Anthony Perl, and M. Ramesh. 2009. <i>Studying Public Policy: Policy Cycles & Policy Subsystems</i>. 3rd ed. Oxford University Press.</p> <p>MacRae, Duncan, and Dale Whittington. 1997. <i>Expert Advice for Policy Choice: Analysis and Discourse</i>. Georgetown University Press.</p> <p>Moran, Michael, Martin Rein, and Robert E. Goodin, eds. 2008. <i>The Oxford Handbook of Public Policy</i>. Oxford University Press, USA.</p>
Course Instructor	Ivan S. Grigoriev, senior lecturer, Department of Political Science

Title of the course	Contemporary Russian politics
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Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	Categories of Political Science; Comparative Politics.		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	84	106	190
Course Overview	<p>This is a broad introductory course to Russian politics, but it gives a good general understanding of how Russia really works. The course deals with the cursed questions of Russian politics: Why do Russians support autocracy? (Or do they?) Is it good Russia is a presidential republic? What happened to Russian federalism? What about its opposition? Who were those people in the streets in 2011-2012, and what did they want? Where are they now? Why does Russia sometimes support the bad guys internationally? Are Russian courts as bad as they are told, and why? Did the 1990s' reforms fail or succeed? What about the 2000s'? Why do they turn the hot water off at summer? Are oligarchs still politically mighty? How much corruption is there and is it bad for development? In general, what's wrong with Russia? Is it the history? Is it the climate? Is it spoiled by its oil wealth? Maybe, is it in fact a completely normal country?</p>		
Intended Learning Outcomes (ILO)	<p>The course shall constantly bring us back to how Russian politics interacts with Russian society and economy, but by its end students will get a firm grasp of how this triangle works. To achieve that, the course offers a reasonably vast reading of scholarly articles seasoned with ongoing political commentary and media reports. There are no strict prerequisites for the course, though some prior training in social sciences would make it a more rewarding enterprise.</p>		
Teaching and Learning Methods	<p>The course consists of lectures and discussion groups. Each lecture covers an important subject in Russian politics, some of them dealing with certain important episodes in the Russian political history, and some transcending the whole period of 1985-2016 to illustrate certain institutional features or recurrent problems in Russian politics. The seminars are sometimes focused on the reading for the class, and sometimes – on a certain research-related task given to the students in advance. The seminars are therefore more interactive and include weekly discussion of the recent news, discussion of the compulsory reading, group presentations, etc.</p>		

<p>Indicative Assessment Methods and Strategy</p>	<p>While half of the course is lectures, the other half is a seminar which builds mostly on reading, so attendance and participation are essential. Each student is expected to complete all the readings each week and to contribute to the discussion during discussion groups. Class participation amounts to 20% of the final grade. (Note that it's not how often you speak, but what you say, too.) Another 10% comes from the weekly 'news report' where students choose five most interesting and important Russia-related news from the previous week and present those news to the rest of the class in two-to-three people groups. Finally, there is also a team project that amounts to 20% of the grade – the subject of the project might change from year to year, but typically this is a group presentation about one of the established Russian parties. (All of the team members receive the same grade regardless of their contribution.)</p> <p>At the same time, 30% of the grade comes from the reaction paper students write. Reaction paper is a review essay (1000 words or more) covering the readings for one class, criticizing it, etc. The author is expected to answer some basic questions, e.g. what are the central issues in the literature reviewed, which arguments the works put forth, what are the strengths and weaknesses of the papers under review. The important thing about reaction paper is that it should not merely summarize the works that it reviews, but should add something to it – either in criticism, or in some interesting development of the arguments proposed, or both. (A minor, yet noteworthy thing is that the instructor is tough on plagiarism. Consult the HSE plagiarism policies on that.)</p> <p>The last 20% of the accumulated grade comes from the final in class essay students write upon completion of the course on one of the fifteen subjects covered in the course.</p> <p>The final grade consists of 65% of the accumulated mark (as outlined above) and 35% of the oral exam grade. Students whose accumulated grade is 7 and above can be released from taking the exam.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>White, Stephen. 2011. <i>Understanding Russian Politics</i>. New York: Cambridge University Press.</p> <p>White, Stephen, Richard Sakwa, and Henry E. Hale, eds. 2014. <i>Developments in Russian Politics 8</i>. Duke University Press.</p> <p>Gel'man, Vladimir. 2015. <i>Authoritarian Russia: Analyzing Post-Soviet Regime Changes</i>. University of Pittsburgh Press.</p>

Optional

Wegren, Stephen K., ed. 2015. *Putin's Russia: Past Imperfect, Future Uncertain*. 6th ed. Rowman & Littlefield.

Kotkin, Stephen. 2008. *Armageddon Averted: The Soviet Collapse, 1970-2000*. Oxford University Press.

Lynch, Allen C. 2005. *How Russia Is Not Ruled: Reflections on Russian Political Development*. Cambridge University Press.

Ambrosio, Thomas. 2009. *Authoritarian Backlash: Russian Resistance to Democratization in the Former Soviet Union*. Farnham: Ashgate Publishing.

Rose, Richard, William Mishler, and Neil Munro. 2011. *Popular Support for an Undemocratic Regime: The Changing Views of Russians*. Cambridge University Press.

Ledeneva, Alena V. 2013. *Can Russia Modernise?: Sistema, Power Networks and Informal Governance*. Cambridge University Press.

Shleifer, Andrei. 2005. *A Normal Country: Russia after Communism*. Harvard University Press.

Fish, M Steven. 2005. *Democracy Derailed in Russia: The Failure of Open Politics*. Cambridge University Press.

Course Instructor

Ivan S. Grigoriev senior lecturer, Department of Political Science.

Title of the course	SEMINAR “POLITICS AND SOCIETIES IN EUROPEAN COUNTRIES”		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	Categories of Political Science; Political History of Russia; Political History of Foreign Countries; Comparative Politics; World Politics and International Relations; Policy Analysis		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>This area-studies course aims at getting students acquainted with how politics and societies function in the states that are usually considered European (Western, Southern, Central and Eastern Europe). Through analyzing academic articles (written by both political scientists and area studies scholars) students will broaden their knowledge about how the European states and societies live and function: starting with the regime characteristics, through constitutional and territorial arrangements, and separation of powers questions, to peculiarities with regard to how the interaction between the state, business and the third sector are structured in those states. Students would also learn about public opinion and political mobilization in these countries, and about the electoral preferences of the peoples of Europe, which have lately been evolving considerably in response to the process of European integration, migration crises etc. All these issues would be framed the way that helps students place the European states in a comparative perspective.</p>		
Intended Learning Outcomes (ILO)	<p>LO4, LO7, LO8, LO9</p> <p>As the major learning outcome, we expect students to understand how the European states and societies function and to be able to engage with the European partners in those states, should there be a business or non-commercial project to be realized jointly with the European partners.</p>		
Teaching and Learning Methods	The course consists of discussion groups. DGs are interactive and include discussions over compulsory readings, reaction papers’ presentations, etc.		
Indicative Assessment Methods and Strategy	<p>50% of the cumulative grade comes from the students’ reaction paper prepared on a particular topic within the course and presented during the respective DG.</p> <p>Another 50% comes from the students’ work in class during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).</p> <p>Should a student get a cumulative grade of 8 or higher, he or she is excused</p>		

	<p>from taking the exam. The exam is a written test that consists of questions (and a format) similar to the final revision test. The exam adds up to 35% to the final mark. A maximum of 65% comes from the cumulative grade.</p> <p>The final mark for the course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Primary texts for the course</u></p> <p>Bale, Time (2013). <i>European Politics: A Comparative Introduction</i>, Palgrave Macmillan, Basingstoke (3rd ed.), is suggested as a primary text for the course (with another one being Almond, Gabriel A., G. Bingham Powell, Jr., Russel J. Dalton, Kaare Strom (2010). <i>European Politics Today</i>. Pearson Longman, New York (4th ed)).</p> <p><i>Full details of all the essential and recommended readings for each DG are available in the course syllabus.</i></p>
<p>Course Instructor</p>	<p>TBC</p>

Title of the course	EUROPEAN INTEGRATION		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	Major Concepts in Political Science; Political History of Russia; Political History of Foreign Countries; Comparative Politics; World Politics and International Relations; Policy Analysis.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>The course “European Integration” is a comprehensive course that provides students with practical knowledge with regard to how the European Union really functions (institutions-, actors- and policies-wise). The first section (Block 1) introduces students to the history of European integration since the end of the WWII and gives a broad overview of how the EU functions (this can be done if the EU is approached not as a <i>sui generis</i> international organization / would-be-state, but as a political system that features three major elements: polity, politics and policies). We then turn to discussing each of the seven EU institutions attributing them to their place in the political system of the EU, and other EU bodies and actors (such as interest groups).</p> <p>The second section (Block 2) covers the output that the EU produces on a daily basis, that is its policies, and how this output is produced, that is the EU legislative process and the comitology system (implementing and delegated acts). This output includes (1) Internal Market policies, both deregulatory (competition, liberalization of trade in goods and services provision) and reregulatory ones (environmental and social policies), (2) budgetary and expenditure policies (CAP and Cohesion policy included), (3) policies within the Area of Freedom, Security and Justice, and (4) foreign policies of the EU (CCP, CFSP, ESDP, ENP and Enlargement).</p> <p>The teaching format is traditional and innovative at the same time. Students will learn through lectures, and through more intriguing, class-led and lively ways. Most of the intellectual work on this course will be done in interactive discussion groups (hereafter DGs) where students will discuss the assigned readings for the course and present the results of their team work.</p>		
Intended Learning Outcomes (ILO)	<p>LO₂, LO₈, LO₉</p> <p>As the major learning outcome, we expect students to understand how the European Union really functions and to be able to engage with the EU institutions and actors should there be a business or non-commercial project to be realized jointly with European partners.</p>		

Indicative Course Content	Block 1 approaches the EU as a political system and discusses the place each of the EU institutions, bodies and actors, has in this system. Block 2 gets students acquainted with the policy-making process in the EU (comitology included) and the output of this process. It in turn discusses major policies of the EU.
Teaching and Learning Methods	The course consists of lectures and DGs. While lectures present classical <i>ex cathedra</i> lectures supported by Power Point presentations, DGs are interactive and include weekly revision tests, discussions over compulsory readings, group presentations, etc.
Indicative Assessment Methods and Strategy	<p>Every DG starts with a brief 8-minute, 10-question multiple choice test to check if students mastered the compulsory readings for the class. These tests amount for 35% of the cumulative grade for the course.</p> <p>A further 15% comes from the students' work in class during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).</p> <p>The final 50% of the grade comes from a mark for a group presentation devoted to a practical case that sheds light on the way the EU really functions. The list of such cases is provided by the instructor and includes cases related to the EU-Russia relations (for instance, the case of how the Gazprom lobbies the EU institutions; or the case of the Rosneft' case against the UK Treasury that has led to a request of the preliminary ruling by the ECJ, etc).</p> <p>Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a written test that consists of questions (and a format) similar to the final revision test. The exam adds up to 35% to the final mark. A maximum of 65% comes from the cumulative grade.</p> <p>The final mark for the course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.</p>
Readings / Indicative Learning Resources	<p><u>Primary texts for the course</u></p> <p><i>European Union Politics</i> (2016). Ed. by Michelle Cini & Nieves Perez-Solorzano Borragan (5th ed.). Oxford University Press, is suggested as a primary text for the course (with another one being Hix, Simon & Bjorn Hoyland (2011). <i>The Political System of the European Union</i> (3rd ed.). Palgrave Macmillan).</p> <p><i>Full details of all the essential and recommended readings for each DG are available in the course syllabus.</i></p>
Course Instructor	Dr. Anna A. DEKALCHUK, associate professor, Department of Political Science

Title of the course	SEMINAR “POLITICS AND SOCIETIES IN THE BRICS COUNTRIES”		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	Categories of Political Science; Political History of Russia; Political History of Foreign Countries; Comparative Politics; World Politics and International Relations; Policy Analysis		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>This area-studies course aims at getting students acquainted with how politics and societies function in the BRICS states (Brazil, Russia, India, China, and South Africa). Through analyzing academic articles (written by both political scientists and area studies scholars) students will broaden their knowledge about how these states and societies live and function: starting with the regime characteristics, through constitutional and territorial arrangements, and separation of powers questions, to peculiarities with regard to how the interaction between the state, business and the third sector are structured in those states. Students would also learn about public opinion and political mobilization in these countries.</p>		
Intended Learning Outcomes (ILO)	<p>LO4, LO7, LO8, LO9</p> <p>As the major learning outcome, we expect students to understand how the BRICS countries and societies function and to be able to engage with the partners in those states, should there be a business or non-commercial project to be realized jointly with the partners.</p>		
Teaching and Learning Methods	The course consists of discussion groups. DGs are interactive and include discussions over compulsory readings, reaction papers’ presentations, etc.		
Indicative Assessment Methods and Strategy	<p>50% of the cumulative grade comes from the students’ reaction paper prepared on a particular topic within the course and presented during the respective DG.</p> <p>Another 50% comes from the students’ work in class during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).</p> <p>Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a written test that consists of questions (and a format) similar to the final revision test. The exam adds up to 35% to the final mark. A maximum of 65% comes from the cumulative grade.</p>		

	The final mark for the course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.
Readings / Indicative Learning Resources	<u>Primary texts for the course</u> <i>Full details of all the essential and recommended readings for each DG are available in the course syllabus.</i>
Course Instructor	TBC

Title of the course	International Security		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ¹²	Elective		
Prerequisites	World Politics and International Relations		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed Study	Total
	50	102	152
Course Overview	<p>The course deals with pressing matters of security in world politics in the twenty-first century. Security studies is an established sub-field in International Relations, which has grown considerably since the end of the Cold War. This part of the course provides insights and understanding about the search for order and stability both within and between states.</p> <p>When students approach this subject for the first time, many think that security is only concerned with states and their armed forces. A common misunderstanding is to equate security with defence. But the security agenda is much broader than this and now includes questions of force and military preparedness problems and policies to do with human and minority rights, migration, poverty, the environment and other societal issues. Following on from this wider agenda, security in world politics is increasingly concerned not only with the safety of states but also of the peoples within them.</p> <p>This part of the course aims to:</p> <ul style="list-style-type: none"> • introduce students to the central concepts in security studies • develop their comparative skills of analysis of differing security policies in practice, and • promote critical engagement with the security policy literature, enabling them to display this by developing their ability to present, substantiate and defend complex arguments in oral debates (in the DGs) and in writing (in the assignments). 		
Intended Learning Outcomes (ILO) ¹³	<p>LO4, LO8, LO9</p> <p>By the end of this course - having completed the essential readings and</p>		

Notes:

¹² Type of the course - core / mandatory/ optional or elective.

¹³ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”.

	<p>DG activities in the second part - students should be able to demonstrate:</p> <ul style="list-style-type: none"> • a critical understanding of the issues involved in security policy decision-making • an understanding of the contexts, pressures and constraints with which security policymakers have to deal • an ability to engage in comparative analysis of security policy without losing a sense of historical context
Teaching and Learning Methods	The course consists of lectures and DGs. While lectures present classical <i>ex cathedra</i> lectures supported by Power Point presentations, DGs are interactive and include weekly revision tests, discussions of key readings, group presentations, etc.
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,3 \cdot G_{DG} + 0,4 G_{GA} + 0,3 G_{CT}, \text{ where}$ <p><i>G_{DG}</i> – grade for participation in discussion groups <i>G_{GA}</i> – grade for personal assignment <i>G_{CT}</i> – grade for class test</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Readings / Indicative Learning Resources ¹⁴	<p><u>Primary texts for the course</u></p> <ol style="list-style-type: none"> 1) Bain, William (ed.) <i>The Empire of Security and the Safety of the People</i>. London: Routledge, 2006; 2) Buzan, Barry. <i>People, States and Fear: The National Security Problem in International Relations</i>. Brighton: Wheatsheaf Books, 1983; 3) Buzan, Barry and Lene Hansen. <i>The Evolution of International Security Studies</i>. Cambridge: Cambridge University Press, 2009; 4) Williams, Paul (ed.). <i>Security Studies: An Introduction</i>. Abingdon: Routledge, 2008.
Course Instructors	Dr. Iain Ferguson, associate professor, Department of Political Science

¹⁴ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Title of the course	Foreign Policy Analysis		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ¹⁵	Elective		
Prerequisites	World Politics and International Relations		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed Study	Total
	50	102	152
Course Overview	<p>Offering a balanced view of International Relations theory and real-world practice, <i>Foreign Policy Analysis</i>, provides an engaging introduction to this dynamic and evolving field. It opens with a consideration of different theoretical and historical perspectives on the making of foreign policy and then goes on to cover such timely issues on the international agenda as climate change and EU-Russia energy relations.</p> <p>The course is in two parts. Part one explores the links between international relations theory, political science, and the development of foreign policy analysis, emphasising the key debates on the making of foreign policy. What drives and shapes foreign policy – is it national interest, historical experience, institutional constraints, ideological concerns, the personality and psychology of elites, or some combination of these factors? The second part of the course examines a range of case studies. These offer a testing ground for the perspectives explored in part one. In addition to climate change and EU-Russia energy dynamics, we shall look at the policy choices of Britain and the United States on the road to war in Iraq in 2003, the interaction between a rising power (India) and an international institution (the World Health Organisation) and how China’s domestic politics influences its foreign policy.</p>		
Intended Learning Outcomes (ILO) ¹⁶	<p>LO₄, LO₈, LO₉</p> <p>Upon completing the course, the students should be able to:</p> <ol style="list-style-type: none"> 1) Describe, compare and contrast, and critically assess the main theoretical approaches to foreign policy analysis; 2) Apply these approaches to concrete cases, problems and developments in international relations; 3) Locate and use a wide variety of sources in the library and on the Internet for foreign policy analysis; 4) Make a presentation and write a research paper that conforms to undergraduate-level standards. 		
Teaching and Learning	The course consists of lectures and DGs. While lectures present classical		

Notes:

¹⁵ Type of the course - core / mandatory/ optional or elective.

¹⁶ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”.

Methods	<i>ex cathedra</i> lectures supported by Power Point presentations, DGs are interactive and include weekly revision tests, discussions of key readings, group presentations, etc.
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,5 \cdot G_{DG} + 0,5 G_{GA}, \text{ where}$ <p><i>G_E</i> – grade essay <i>G_{TP}</i> – grade for tutorial presentation</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the 2-hour written examination</p>
Readings / Indicative Learning Resources ¹⁷	<p><u>Primary text for the course</u></p> <p>Steve Smith <i>et al</i> (2014) <u>Foreign Policy: Theories, Actors, Cases</u>, Oxford: Oxford University Press</p>
Course Instructors	Dr. Iain Ferguson, associate professor, Department of Political Science

¹⁷ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Title of the course	Cross-Cultural Communication		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ¹⁸	Elective		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>The course is aimed at developing an understanding of cultural diversity of the world and the ways it manifests itself in various domains (i.e. business, politics, arts, travel, education etc.).</p> <p>It provides students with tools to prepare for cross-cultural communication and analyse their own culture as compared to others, helping them to navigate intercultural settings, as well as foresee and minimize the impacts of cultural conflicts.</p> <p>Indicative course content: Concepts of culture. Cultural identity. Communication in a cross-cultural context. Intercultural challenges in a professional environment. Linguistic communication and cultural contexts. Cultural stereotypes. Cross-cultural literacy.</p>		
Intended Learning Outcomes (ILO) ¹⁹	LO ₄ , LO ₇ , LO ₉ Students will: Understand basic concepts, issues and theories related to cross-cultural communication Build awareness of student's own worldview and cross cultural communication skill level and identify areas for potential growth Be able to critically analyse and interpret scenarios involving cross-cultural communication		
Teaching and Learning Methods	The course consists of lectures and tutorials. The tutorials involve student presentations (in small groups), case study and an individual project.		
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activities in class (10% of the final grade), midterm (20%), assessment of an individual project (20%) and a final exam. The final exam will take the form of a 2-hour written test that amounts to 50% of the final grade		
Readings / Indicative Learning Resources ²⁰	<u>Mandatory</u>		

Notes:

¹⁸ Type of the course - core (mandatory); optional or elective.

¹⁹ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

²⁰ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

	<p>Trompenaars, F./Hampden-Turner, Ch., “Riding the waves of cultures” (1997) Bennett, M., “Basic concepts of intercultural communication” (1998) Hofstede, G.: “Cultures and organisations: Software of the mind” (1991)</p> <p><u>Optional</u> Introduction by Edgar H. Schein, Edited by Jerome Dumetz, with Fons Trompenaars, Charles Hampden-Turner, Meredith Belbin, Jerome Dumetz, Juliette Tournand, Peter Woolliams, Olga Saginova, Stephen M. R. Covey, Dean Foster, Craig Storti, Joerg Schmitz “Cross-cultural management textbook: Lessons from the world leading experts” (2012)</p>
Course Instructor	TBC

Title of the course	Economic Policy		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	Economic Theory		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>Economic Policy Making and Policy Decision is a main part of government strategy to promote sustainable socio-economic development. This area in which decisions today have an important and long lasting impact for countries and persons. This course consists of three main parts. The first one is a brief introduction to decision making, political process and cycle, in this course reviews the general approaches and specific methodologies to different question of policy making, including voting, manipulation, and corruption. Also in this course simplified models of economic policy are considered. We review different models of industry, region and social policy. And, in conclusion, we study some models of countering terrorism.</p>		
Intended Learning Outcomes (ILO)	LO ₈		
Teaching and Learning Methods	<p>The course is based on the active learning technologies. Teaching and learning methods include lectures, tutorials, discussion groups, case studies, group work, home assignments (individual and group projects). The written examination (90 minutes, close-booked) contains tests, problems and case analysis.</p>		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 G_{MT} + 0,2 G_{HW} + 0,4 \cdot G_{sa}, \text{ where}$ <p>G_{MT} – grade for midterm G_{HW} – grade for homework projects G_{sa} – grade for students' tests at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,4 \cdot G_C + 0,6 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>		
Readings / Indicative Learning Resources	Hindriks, Jean; Myles, Gareth D. Intermediate Public Economics. MIT Press		
Course Instructor	Dr. Margarita Petuhova, Senior lecturer, Department of Economics		

Title of the course	Economics of Public Sector		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	To take this course, students should have a good knowledge of microeconomics (at the intermediate level). Applied microeconomics and econometrics are recommended.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>This course focuses on the role of the government in the economy, on the mechanisms and outcomes of government intervention. To better examine these issues, the course is structured into two parts. The first part of the course (called Public Expenditures) explores how governments spend public money. This part provides rationales for government intervention in the market, including public goods and spatial aspects of their provision (local public goods). This leads us to a discussion of local government and fiscal federalism. The second part of the course (called Public Finance) explores how governments raise public money. We will begin by considering the optimal commodity and income taxation, moving then into a discussion of tax evasion and avoidance that coherent to practical tax administration. We will also explore efficiency costs of taxation and tax incidence.</p>		
Intended Learning Outcomes (ILO)	LO ₈		
Teaching and Learning Methods	The course is based on the active learning technologies. Teaching and learning methods include lectures, tutorials, discussion groups, case studies, group work, home assignments (individual and group projects). The written examination (90 minutes, close-booked) contains tests, problems and case analysis.		
Indicative Assessment Methods and Strategy	The requirements are active class participation, weekly homework assignments, one midterm exam and one final examination. The homework assignments (HA) will account for 25% of the course grade, equally weighted. The midterm exam accounts for 30% and final accounts for 40% of the course grade. Active class participation including represents the remaining 5% of the course grade.		
Readings / Indicative Learning Resources	“Intermediate Public Economics” by Jean Hindricks and Gareth D. Myles (2006 or 2013 edition).		
Course Instructor	<p>Authors: Prof. Yulia Paramonova, Department of Economics Dr. Margarita Petuhova, Senior lecturer, Department of Economics Instructors will be announced later</p>		

Title of the course	Interest groups in decision making		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ²¹	Elective		
Prerequisites	Categories of Political Science		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>The course aims at studying the patterns of interest groups' development and their role in decision-making process in contemporary societies. This broad topic will be examined through the analysis of various cases in Russia, Western and Eastern European countries. The course is focused on such interest groups as bureaucracy, business, trade unions, civic organizations and movements. Students will benefit from learning theoretical approaches (middle and low level concepts such as interest group theory and the theory of organizations) and acquiring analytical skills of conducting analysis of empirical data drawing on various social and political contexts.</p> <p>The course consists of several block of topics:</p> <ol style="list-style-type: none"> 1. Interest groups theory: main definitions and classifications. Mancur Olson's "The Logic of Collective Action". Variation of interest groups and three types of the state (bandits extracting rents). The dilemma of collective action and free-rider problem. 2. Neo-corporatist and pluralist approaches: conditions, outcomes and critics. Interest representation in contemporary societies: the role of functional interests and political parties in delivering social concerns into political agenda. Labour unions and social-democrats in Scandinavian countries. The effects of weakening party-union ties on policymaking. 3. Machine politics: intermediation between political parties and interest groups within the electoral process. The intermediation between interest groups and politicians: clientelism, patronage and redistributive politics. The impact of clientelism on collective action (protest activity and social movements in Russia and Latin America). 4. Religion organizations as an interest group: the case of Catholic Church and political parties in Europe. Russian Orthodox Church as an interest group: strategies of cooperation with political parties and politicians at the federal and regional level. <p>The impact of the political regime transformation and administrative reforms on the configuration of interest groups at the federal and regional level in Russia. The role of interest groups in policy changes.</p>		

Notes:

²¹ Type of the course - core (mandatory); optional or elective.

	Transformation of the welfare system and rent-seeking activity of interest groups (welfare stakeholders).
Intended Learning Outcomes (ILO) ²²	<p>LO1, LO2, LO4</p> <p>Students will extend and shape a systematic knowledge about the role of interest groups in contemporary society and built it on common knowledge on political system functioning (PK-4). Up to date theories on interest groups' emergence and development drawing on Mankur Olson's "dilemma of collective action", free-rider problem, pluralist and corporatist perspectives, the involvement of interest groups in redistributive politics and patronage networks with politicians, functional and political representation in democracy will be introduced. Students will train academic skills to define interest groups, analyze their particularities and their role in decision-making relying on acquired theoretical and empirical knowledge</p>
Teaching and Learning Methods	Teaching and learning methods embrace several educational techniques. First, discussion in small groups will be arranged with the task to represent argumentation from various theoretical and methodological perspectives (techniques of critical thinking). Second, individual tasks to explore empirical data (using internet resources) and conduct analysis will be given during the course. Third, theoretical approaches will be introduced and the task to employ them for empirical analysis will be given as a homework. Forth, learning of the main notions and terms will be reached by work in groups and individual tasks involving completing puzzles.
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{DG} + 0,6 G_T, \text{ where}$ <p>G_{DG} – grade for participation in discussion groups G_T – grade for a class test</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>
Readings / Indicative Learning Resources ²³	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> 1. Allern Elin, Bale Tim (2012). Political parties and interest groups: disentangling complex relationships. Party politics, Vol. 18, № 1, p. 7 – 25 2. Anthonsen Mette, Lindvall Johannes, Schmidt-Hansen Ulrich (2011). Social democrats, unions and corporatism: Denmark and Sweden compared. Party Politics Vol. 17, № 1, p. 118 – 134

²² Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

²³ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

	<ol style="list-style-type: none"> 3. Dunleavy P. Democracy, Bureaucracy and Public Choice: Economic Explanations in Political Science. New York: Harvester Wheatsheaf, 1991 4. Olson, Mancur (1982). The Rise and Decline of Nations: Economic Growth, Stagflation and Social Rigidities. Yale University Press. P. 17 – 34 5. Robertson Graeme B. (2010). Strikes and Labour organizations in Hybrid Regimes. American Political Science Review, 101 (4). P. 781 – 798 6. Golosov G. (2013). Machine Politics: The Concept and Its Implications for Post-Soviet Studies. Demokratizatsiya: The Journal of Post-Soviet Democratization, Vol. 21, No. 4, p. 459-480. 7. Lijphart A. (1999). Interest Groups. Pluralism versus Corporatism, in: Patterns of Democracy. Government forms and Performance in Thirty-Six Countries. Arend Lijphart. Yale University Press, 1999, p. 171 – 184
Course Instructor	Dr. Anna Tarasenko, associate professor, Department of Political Science

Title of the course	Migration Policy		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	<ul style="list-style-type: none"> • Categories of Political Science • Political Theory • Sociology • Contemporary Russian Politics 		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>The course is aimed at the better understanding of migration as a global phenomenon and different policies of managing migration processes (models of emigration/immigration policy, strategy of migrants' integration, relations with diasporas etc.). It also provides the students with the knowledge of the basic concepts of ethnicity, identity, multiculturalism, migration theories, and the current state of the research debate. Within the frame of the course students will explore cases illustrating various models of migration policy in contemporary European country and Russia.</p> <p>Indicative course content:</p> <ul style="list-style-type: none"> • Migration as a global phenomenon: basic characteristic and trends, main directions, reasons and motivations. • Migration policy as a part of Ethnic National policy. • Emigration policy: main models and features, relations with diasporas abroad. • Immigration policy: main models (assimilation, multiculturalism, segregation), main features, principles of giving citizenship. • Migration crisis in Europe in 2014-2017 and new trends in Migration policies • Migration policy in contemporary Russia 		
Intended Learning Outcomes	<p>LO₄, LO₈</p> <ul style="list-style-type: none"> • Student is capable of posing research problems relevant to the study political phenomena and political processes; setting particular research tasks; and putting together a research design. • Student is capable of choosing research methods appropriate for resolving the set tasks. • Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving the set goals • Student is capable of allocating tasks among project participants as part of planning the political projects; student is also capable of processing the respective paperwork, including the performance specifications for each participant. • Student is capable of executing applied analysis of the political phenomena and political processes 		

	<ul style="list-style-type: none"> - by using political science methods - and in support of practical decision making process. • Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted
Teaching and Learning Methods	The course is based on the active learning technologies. Teaching and learning methods include lectures, seminars, practical classes, tutorials, case studies, group work, home assignments (individual and group projects). The written examination (80 minutes, close-booked) containing tests on the main points of the course is a mandatory part of the learning process
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{hw} + 0,6 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students’ activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>
Indicative Learning Resources	<p>Aikins K., Russell M. Diaspora capital: Why diaspora matters for policy and practice // Migration Policy Practice. Vol. III, Number 4, August 2013–September 2013. Pp. 26-30</p> <p>Alexander J. C. Struggling over the Mode of Incorporation: Backlash against Multiculturalism in Europe // Ethnic and Racial Studies, Vol. 36, No. 4, 2013, pp. 531-556.</p> <p>Brettell C.B., Hollifield J.F. (eds.). Migration Theory: Talking Across Disciplines. New York and London: Routledge, 2000.</p> <p>Brown S. K., Bean F. D. New Immigrants, New Models Of Assimilation. Prepared for a Special Issue on “The Second Generation,” Migration Information Source, Migration Policy Institute, Washington, DC, August, 2006.</p> <p>Brubaker R. Ethnicity without Groups. Cambridge: Harvard University Press. 2006</p> <p>Clemens M. Economics and Emigration: Trillion Dollar Bills on the Sidewalk? // Journal of Economic Perspectives, 2011, 25(3), Pp. 83–106.</p> <p>Glick J., Hohmann-Marriott B. Academic Performance of Young Children in Immigrant Families: The significance of race, ethnicity and national origins. // International Migration Review. 2007, 41(2), Pp.:371-402.</p> <p>Handbook on Establishing Effective Labour Migration Policies in Countries of Origin and Destination. Organization for Security and Co-operation in Europe, Vienna, 2006</p> <p>International Migration Outlook 2015. Organization for Economic Co-operation and Development, Paris, 2015.</p> <p>Kausch I. Migration policy. Guidelines for practice. Eschborn, 2011</p> <p>Kymlicka W. Contemporary Political Philosophy: An Introduction. Oxford: Oxford University Press, 2002.</p>

	<p>Mayda A.-M. Who Is against Immigration? A Cross-country Investigation of Individual Attitudes toward Immigrants // Review of Economics and Statistics, 2006, August, 88(3), Pp. 510–30.</p> <p>Mukand S. International Migration, Politics and Culture: the Case for Greater Labour Mobility // The CAGE-Chatham House Series, No. 2, October 2012 // www.warwick.ac.uk/go/cage</p> <p>Rannveig Agunias, Dovelý (Ed.). Closing the Distance. How Governments Strengthen their Ties with Diaspora. Migration Policy Institute, Washington D. C., 2009</p> <p>Rebounding Identities. The Politics of Identity in Russia and Ukraine. Edited by D. Arel and B. A. Ruble. Woodrow Wilson Center Press, Washington, D.C. 2006</p> <p>Wierzbicki S. The new immigrants and theories of incorporation. // Bean F.D., Stevens G. (eds.). America’s Newcomers and the Dynamics of Diversity. N.Y.: Russell Sage Foundation, 2003.</p> <p>The course lecturer may offer additional reading for students. All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via LMS directory.</p>
Course Instructor	Dr. Natalia Galetkina, associate professor, Department of Political Science

Title of the course	Ethnicity, Religion and Politics		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Elective		
Prerequisites	<ul style="list-style-type: none"> • Categories of Political Science • Political Theory • Sociology • Contemporary Russian Politics • Political History of Russia and Foreign Countries • Research Seminar 		
ECTS	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>Within the frame of the course students are encouraged to pay attention to the phenomena of ethnicity and religion as the factors of political development, their use as a political resource in contemporary world. The course also provides the students with the knowledge of the basic concepts of ethnicity, identity, secularism and post-secular society, nation and nationalism, ethnic policy. The problems of nation-building and the role of ethnic and religion issues in this process will be explored on examples of modern states (with special attention to the cases in the post-soviet space).</p> <p>Indicative course content:</p> <ul style="list-style-type: none"> • Ethnicity and religion as interrelated phenomena: ethno-religious groups; ethnic and religious identity; correlation between civic, ethnic and religious components in national identity. • Ethnicity and religion as a political resource: political mobilization of ethnicity and religion, ethno-religious agenda in political movements, the political activity of religious institutions • Modern liberal state and religious diversity: challenging coexistence (conflicts between religious practice and political authority, religious and state education; interference of the state in religious practice etc.) • The politicization of Islam and contemporary challenges of this process • Nations and nationalism; nation-building and nation state • National and religious minorities and the state • Ethnic (ethno-national) policy: the notion, the main content, the different models 		
Intended Learning Outcomes	<ul style="list-style-type: none"> • Student is capable of posing research problems relevant to the study political phenomena and political processes; setting particular research tasks; and putting together a research design. • Student is capable of choosing research methods appropriate for resolving the set tasks. 		

	<ul style="list-style-type: none"> • Student is capable of retrieving, collecting, processing and analyzing information relevant for achieving the set goals • Student is capable of allocating tasks among project participants as part of planning the political projects; student is also capable of processing the respective paperwork, including the performance specifications for each participant. • Student is capable of executing applied analysis of the political phenomena and political processes <ul style="list-style-type: none"> - by using political science methods - and in support of practical decision making process. • Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted
Teaching and Learning Methods	<p>The course is based on the active learning technologies. Teaching and learning methods include lectures, seminars, practical classes, tutorials, case studies, group work, home assignments (individual and group projects). The written examination (80 minutes, close-booked) containing tests on the main points of the course is a mandatory part of the learning process</p>
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{hw} + 0,6 \cdot G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects G_{sa} – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>
Indicative Learning Resources	<p>Alexander J. C. Struggling over the Mode of Incorporation: Backlash against Multiculturalism in Europe // Ethnic and Racial Studies, Vol. 36, No. 4, 2013, pp. 531-556.</p> <p>Audi R. Religious Commitment and Secular Reason. Cambridge: Cambridge University Press, 2000</p> <p>Bromell D. Ethnicity, Identity and Public Policy Critical Perspectives on Multiculturalism. Wellington: Institute of Policy Studies School of Government Victoria University of Wellington. 2008.</p> <p>Brubaker R. Ethnicity without Groups. Cambridge: Harvard University Press. 2006</p> <p>Burt S. Religious Parents, Secular Schools: A Liberal Defense of Illiberal Education // The Review of Politics, 1994, #56.1. Pp.51-70.</p> <p>Clanton J. C. Religion and Democratic Citizenship: Inquiry and Conviction in the American Public Square. Lanham, MD: Lexington Books, 2007.</p> <p>Coleman J.A. (ed.) Christian Political Ethics. Princeton, NJ: Princeton University Press, 2007.</p> <p>Eriksen T. H. Ethnicity and Nationalism. Anthropological Perspectives. London: Pluto Press 1993 (new, expanded version 2002).</p> <p>Gaus G. The Place of Religious Belief in Liberal Politics //</p>

	<p>Multiculturalism and Moral Conflict, edited by Maria Dimova-Cookson. London: Routledge, 2008.</p> <p>Gellner E. Nations and Nationalism Ithaca: Cornell University Press, 1983.</p> <p>Graham Smith et al. Nation-building in the Post-Soviet Borderlands: The Politics of National Identities. Cambridge: University of Cambridge Press, 1998.</p> <p>Guibernau M. The Identity of Nations. Polity Press. 2009.</p> <p>Hale H. Cause without a Rebel: Kazakhstan’s Unionist Nationalism in the USSR and CIS. // Nationalities Papers. 2008. N 37.1. Pp. 1-33.</p> <p>Kymlicka W. Contemporary Political Philosophy: An Introduction. Oxford: Oxford University Press, 2002.</p> <p>Rebounding Identities. The Politics of Identity in Russia and Ukraine. Edited by D. Arel and B. A. Ruble. Woodrow Wilson Center Press, Washington, D.C. 2006</p> <p>Smith A. D. Ethno-symbolism and Nationalism. A Cultural Approach. London, New York: Routledge. 2009</p> <p>Smith D. J. Non-Territorial Autonomy and Political Community in Contemporary Central and Eastern Europe // Journal on Ethnopolitics and Minority Issues in Europe. Vol 12, No 1, 2013, 27-55</p> <p>What’s up with Catalonia? The causes which impel them to the separation. Ashfield, Massachusetts. 2013</p> <p>The course lecturer may offer additional reading for students. All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via LMS directory.</p>
Course Instructor	Dr. Natalia Galetkina, associate professor, Department of Political Science

Title of the course	Prevention of Corruption		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of Course	Elective		
Prerequisites	-		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	<p>What is anti-corruption policy and how it is implemented? What kind of policy alternatives we should define as a successful ones? What indicators could we offer to describe anti-corruption capacities of states and organizations? Is it possible to transfer good practices in this field from one country to another? Why do anti-corruption reforms fail?</p> <p>The main purpose of the course is to develop skills and study tools aimed at preventing corruption practices in a society and a state.</p> <p>Indicative course content:</p> <ol style="list-style-type: none"> 11. Corruption as a social phenomenon and political problem. 12. Research and diagnostics of corruption. 13. Anti-Corruption Strategies. 14. International, national and local framework for combating corruption. 15. Russian anti-corruption policy. 16. Civil society against corruption. 		
Intended Learning Outcomes (ILO)	<p>At the end of the course, students will:</p> <ul style="list-style-type: none"> ✓ Understand fundamental terminology; ✓ Figure out causes and impact of corruption; ✓ Explain how corruption can be measured; ✓ Know the basic research methods in corruption analysis; ✓ Understand the national and international framework for combating corruption; ✓ Know where and how to report about cases of corruption; ✓ Be able to evaluate anti-corruption strategies effectiveness 		
Teaching and Learning Methods	Discussions groups, cases solving, debates, mini-conference, group assignments and projects		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{DG} + 0,6 G_{PA}, \text{ where}$ <p>G_{DG} – grade for participation in discussion groups</p>		

	<p>G_{PA} – grade for personal assignment</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p>G_{EX} – grade for the final examination</p>
<p>Readings / Indicative Learning Resources</p>	<p>Anti-Corruption Policy Can International Actors Play a Constructive Role? / Ed. by Rose-Ackerman S., Carrington P. – Durham: Carolina Academic Press, 2013. – 324 p. (available in course reader).</p> <p>Pope J. Confronting Corruption: The Elements of a National Integrity System. - Transparency International // URL: http://archive.transparency.org/publications/sourcebook.</p> <p>Rose C. International Anti-Corruption Norms: their Creation and Influence on Domestic Legal Systems. - Oxford, United Kingdom: Oxford University Press, 2015. – 269 p. Available at: http://proxylibrary.hse.ru:2221/view/10.1093/acprof:oso/9780198737216.001.0001/acprof-9780198737216?rskey=DD3nxZ&result=2 (Oxford Scholarship Online)</p> <p>Rose-Ackerman S., Palifka B. J. Corruption and Government: Causes, Consequences, and Reform. – 2 ed. - Cambridge University Press, 2016. – 644 p. Available at Google Book.</p>
<p>Course Instructor</p>	<p>Vandyshva Elena, senior lecturer, Department of Political Science</p>

Title of the course	Political Journalism		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of Course	Elective		
Prerequisites	-		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	50	102	152
Course Overview	The course is aimed at studying significance and role of journalism in the modern world as well as forms and methods of the reflection of political processes in mass media.		
Intended Learning Outcomes (ILO)	LO ₄ , LO ₅ , LO ₇		
Teaching and Learning Methods	Discussions groups, cases solving, personal assignment		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,4 \cdot G_{DG} + 0,6 G_{PA}, \text{ where}$ <p><i>G_{DG}</i> – grade for participation in discussion groups <i>G_{PA}</i> – grade for personal assignment</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>		
Readings / Indicative Learning Resources			
Course Instructor	TBC		

Title of the course	Project seminar		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	No		
ECTS workload	2		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	44	76
Course Overview	The course “Project Seminar” an introductory course that helps students to develop their skills in designing, planning, and implementing applied projects in the spheres of politics, public administration, civic activities etc.		
Intended Learning Outcomes (ILO)	LO3 LO5 LO9		
Teaching and Learning Methods	The course is taught through discussion groups only (no lectures given). DGs are interactive and include discussions over personal and group assignments.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_c) is calculated as an average based on the following equation:</p> $G_c = 0.5 * G_{hw} + 0.5 * G_{sa}, \text{ where}$ <p>G_{hw} – grade for homework projects, tests and quizzes</p> <p>G_{sa} - grade for students' activities in classroom</p> <p>The final grade G_F is calculated as follows:</p> $G_F = 0.6 * G_c + 0.4 * G_{EX}$ <p>G_{EX} – grade for the final examination</p>		
Readings / Indicative Learning Resources			
Course Instructor	TBC		

Title of the course	Introduction to Statistical Research Methods		
Title of the Academic Programme	Political Science and World Politics		
Type of the course ²⁴	Core		
Prerequisites	Mathematics and Statistics, Comparative Politics, Research Seminar		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	70	120	190
Course Overview	<p>The course is aimed at the demonstrating statistics as a set of research methods as well as possibilities and limitations of their using in political science. It also provides students with the skills needed for collection, visualizing and analyzing data by specialized statistical tools, namely, by the statistical software environment R.</p> <p>Indicative course content: Introduction to R. Descriptive statistics and main statistical concepts. Data visualization: principles, tools and examples. Comparing two means: introductions to statistical tests. Correlation and OLS-regression. Technical and substantive problems of OLS-regression models and ways to coping with them. Short introduction to GLM-regression models.</p>		
Intended Learning Outcomes (ILO) ²⁵	<p>LO₂, LO₅</p> <p>Students are able to search, collect and evaluate the quality of quantitative data. Students are aware of the main quantitative methods of data analysis and can choose an appropriate method to given data. Students have an ability to work with specialized statistical tools, namely, statistical software environment R.</p>		
Teaching and Learning Methods	Teaching and learning methods include lectures, seminars, one home assignment (an individual project), written tests and working with the R program. The written examination (160 minutes) containing both closed and open kinds of questions.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0.4 \times G_{mt} + 0.4 \times G_{hw} + 0.2 \times G_{at}, \text{ where}$ <p>G_{mt} – grade for main written test G_{hw} – grade for homework projects G_{at} – average grade for two additional tests</p> <p>The final grade (G_F) is calculated as follows:</p>		

Notes:

²⁴Type of the course - core (mandatory); optional or elective.

²⁵Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”.

	$G_F = 0.6 \times G_C + 0.4 \times G_{EX}$, where G_{EX} – grade for the final examination
Readings / Indicative Learning Resources ²⁶	<p>Field, Andy, Jeremy Miles and Zoe Field. (2012). <i>Discovering Statistics Using R</i>. SAGE Publications.</p> <p>Kabacoff, Robert I. (2015). <i>R in Action: Data Analysis and Graphics with R</i>. 2nd. ed. Manning Publications Co.</p> <p>Internet resources</p> <ol style="list-style-type: none"> 1. Institute for Digital Research and Education UCLA – http://www.ats.ucla.edu/stat/r/ 2. The Comprehensive R Archive Network – https://cran.r-project.org/ <p>The course lecturer/instructor may offer additional reading for students. All learning materials including slides, projects, tutorial layouts, problems, cases and additional readings are available via LMS directory.</p>
Course Instructor	Mikhail Turchenko, lecturer, Department of Political Science

²⁶Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

Title of the course	Introduction to Qualitative Research Methods		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course ²⁷	Core		
Prerequisites	Sociology; Political Sociology		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	64	126	190
Course Overview	<p>The course is aimed to provide an overview of basic methods and techniques related to qualitative sociological research. The course gives to the students skills and confidence to apply all the studied methods practically and conduct their own research based on their academic interests.</p> <p>Indicative course content: Theoretical background of qualitative approach. Data collection: in-depth interview, observation, self-ethnography, visual methods, focus group. Data coding and analysis. Planning a research project: research question and research proposal, methodological tools (interview guide, observation protocol etc), fieldwork planning. How to write on and present research results</p>		
Intended Learning Outcomes (ILO) ²⁸	LO1, LO2, LO4, LO5, LO9		
Teaching and Learning Methods	Teaching and learning methods include lectures, tutorials, seminars, group work, home assignments (individual and group projects). The final exam is an essay on results of a research project.		
Indicative Assessment Methods and Strategy	<p>The cumulative grade (G_C) is calculated as an average, based on the following equation:</p> $G_C = 0,6 \cdot G_{hw} + 0,4 \cdot G_{sa}, \text{ where}$ <p><i>G_{hw}</i> – grade for homework projects <i>G_{sa}</i> – grade for students' activities at class</p> <p>The final grade (G_F) is calculated as follows:</p> $G_F = 0,6 \cdot G_C + 0,4 \cdot G_{EX}, \text{ where}$ <p><i>G_{EX}</i> – grade for the final examination</p>		
Readings / Indicative Learning Resources ²⁹	<u>Mandatory</u>		

Notes:

²⁷ Type of the course - core (mandatory); optional or elective.

²⁸ Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with "Mapping of Programme and Course/module learning outcomes".

²⁹ Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus.

	<p>Ritchie, J., Lewis, J. Nicholls, C. & Ormston, R. (eds.) (2013) <i>Qualitative Research Practice</i>, 2nd Edition. London: Sage</p> <p>The Oxford Handbook of Qualitative Research (2014) ed. by Patricia Leavy</p> <p><u>Optional</u></p> <p>Corti, L., Witzel, A. and Bishop, L. (eds.) (2005) ‘Secondary analysis of qualitative data’, <i>Forum Qualitative Sozialforschung/Forum: Qualitative Social Research</i>, 6(1), qualitative-research.net/fqs/fqs-e/inhalt1-05-e.htm.</p> <p>Kvale, S., (1996) <i>InterViews: An Introduction to Qualitative Research Interviewing</i>. London: Sage.</p> <p>Rose, G. (2016). <i>Visual methodologies: An introduction to researching with visual materials</i>. Sage.</p> <p>Strauss, A. L. (1987). <i>Qualitative analysis for social scientists</i>. Cambridge University Press.</p>
Course Instructor	Margarita Kuleva, lecturer, Department of Sociology

Title of the course	Game theory		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of Course	Core		
Prerequisites	Economics; Categories of political science.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	60	92	152
Course Overview	<p>Game theory is math applied to describe, model and predict various economic, social and political phenomena. The subject area of game theory itself is fairly extensive, starting with some very basic models that can be successfully used as research heuristics that simplify and schematize certain phenomena of interest to the researcher, and to the more sophisticated models that involve advanced mathematics. This course is a basic introduction. It covers games of complete information, both dynamic and static. It also introduces the students to games of incomplete information and repeated games.</p> <p>Indicative course content:</p> <p>There are five major blocks: first, dynamic and static games of complete information (with the existent solutions and the concept of Nash equilibrium explained); then the repeated games; and finally the games of incomplete information (both static and dynamic).</p>		
Intended Learning Outcomes (ILO)	<p>The course gives students a good understanding of game theory: what it is good for and how it works. It introduces students to some basic practical instruments used in game theory. After completing the course students can easily understand most game theoretic applications in political science and even solve some models of their own. Attending the course though would not make you a game theorist – just someone who has some idea of what that all is about.</p>		
Teaching and Learning Methods	<p>The course consists of 15 lectures and 15 seminars (or discussion groups). In lectures the instructor shows students different types of problems and solutions to these problems. During seminars students solve various problems (sometimes somewhat more difficult than, though belonging to the same type as the problem</p>		

	discussed in the preceding lecture) themselves.
Indicative Assessment Methods and Strategy	<p>There is a home task for each seminar. The hometasks are graded by the instructor and then the average grade makes up for 35% of the accumulated mark. Class participation amounts to 20% of the accumulated mark. Another 45% comes from the final test that covers the problems discussed in class throughout the semester.</p> <p>The final grade consists of 65% of the accumulated mark (as outlined above) and 35% of the oral exam grade. Students whose accumulated grade is 7 and above can be released from taking the exam.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Dixit, Avinash, Skeath Susan, and David Reiley. 2015. <i>Games of Strategy</i>. 4th ed. W. W. Norton & Company.</p> <p><u>Optional</u></p> <p>Gehlbach, Scott. 2013. <i>Formal Models of Domestic Politics</i>. Cambridge University Press.</p> <p>Niou, Emerson, and Peter C. Ordeshook. 2015. <i>Strategy and Politics: An Introduction to Game Theory</i>. Routledge.</p> <p>Schelling, Thomas C. 2006. <i>Micromotives and Macrobehavior</i>. WW Norton & Company.</p>
Course Instructor	Ivan S. Grigoriev, senior lecturer, Department of Political Science

Title of the course	RESEARCH SEMINAR (1st-4th YEARS)		
Title of the Academic Programme	International BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	<p><u>1st year:</u> no prior knowledge is required to master the course as this course is taught to the 1st year BA students who are to get acquainted with the basics of the craft of academic research during this course.</p> <p><u>2nd year:</u> 1st year Research Seminar; Academic Writing; Categories of Political Science</p> <p><u>3rd year:</u> 1st and 2nd year Research Seminars; Categories of Political Science; Game Theory; Introduction to Statistical Research Methods; Introduction to Qualitative Research Methods; 2nd year research paper.</p> <p><u>4th year:</u> 1st, 2nd and 3rd year Research Seminars; Categories of Political Science; Game Theory; Introduction to Statistical Research Methods; Introduction to Qualitative Research Methods; 2nd and 3rd year research papers.</p>		
ECTS workload	10		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
	30	46	76
	30	46	76
	30	46	76
Course Overview	<p>The course “Research Seminar” (hereafter RS) is a 4-year-long course that helps students master the craft of academic research in political science and world politics.</p> <p>The 1st year RS is an introductory course that is to get students acquainted with what the research in political science is all about; why and how to write a literature review, and what elements any research proposal consists of.</p> <p>The 2nd year RS elaborates on what students have learned during their 1st year of studies and focuses specifically on the four pure research strategies in political science research discussed in detail by Arend Lijphart in 1971 (that is the experimental method, statistical method, comparative method, and case study). To conclude this discussion, students also learn about the mixed-method research strategy at the end of the 2nd year RS.</p> <p>The 3rd year RS consists of two parts. The first section (Block 1) elaborates further on what has been learnt and discussed previously and focuses on how to make qualitative political research follow the quantitative research logic of scientific inference. The second part (Block 2) gets students acquainted with how diverse theories of political science can be applied to approach different</p>		

	<p>research puzzles.</p> <p>The final 4th year RS brings students back to basics. Within this course students recall how to write a research proposal but (contrary to the experience they had during their 1st year RS) this time they approach this task with a multifaceted toolkit, tailored to write a quality research proposal for their BA thesis.</p>
<p>Intended Learning Outcomes (ILO)</p>	<p>As the major learning outcome, we expect students to be able to conduct a quality research in political science. In particular, we expect students to know how to write a quality literature review and a research proposal, how to formulate one's research strategy, apply appropriate methods, select appropriate cases, and develop appropriate theoretical frameworks to solve the research puzzles of their interest.</p>
<p>Teaching and Learning Methods</p>	<p>The course is taught through discussion groups (hereafter DGs) only (no lectures given). DGs are interactive and include discussions over the essential readings and videos that students watch at home. There are also some practical workshops within the course (for instance, to get students to know how to use the citation software <i>ZOTERO</i>).</p>
<p>Indicative Assessment Methods and Strategy</p>	<p><u>1st year RS</u></p> <p>The mark for the literature review adds up to 50% to the overall cumulative grade for the course. Each review essay is to discuss at least five academic articles proposed to students by the instructor (if a student wants, she can review some additional sources as well). The word limit for this essay is 1100-1800 words. The review essay is to be submitted to the instructor by the end of the sixth week of the third term via e-mail.</p> <p>Another 25% of the cumulative grade is a mark for the research proposal (3-5 pages). The research proposal is to be submitted to the instructor by the end of the sixth week of the fourth term via e-mail.</p> <p>The final 25% comes from the students' work in class during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).</p> <p>Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. The exam adds up to 35% to the final mark. A maximum of 65% comes from the cumulative grade.</p> <p>The final mark for the 1st year course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.</p>

2nd year RS

50% of the cumulative grade is a mark for the **revision test** during the last DG. The revision test is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. To pass the test students need to be familiar with all the essential readings for the course as well as with what has been discussed in the classroom.

Another **50%** comes from the **students' work in class** during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).

Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. The exam adds up to **35%** to the final mark. A maximum of **65%** comes from the cumulative grade.

The final mark for the 2nd year course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.

3rd year RS

50% of the cumulative grade is a mark for the **revision test** during the last DG. The revision test is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. To pass the test students need to be familiar with all the essential readings for the course as well as with what has been discussed in the classroom.

Another **50%** comes from the **students' work in class** during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).

Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. The exam adds up to **35%** to the final mark. A maximum of **65%** comes from the cumulative grade.

The final mark for the 3rd year course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.

exam mark + 0.65 * cumulative grade.

4th year RS

The mark for the **research proposal** (8-12 pages) adds up to 50% to the overall cumulative grade for the course. Each research proposal is to include all the major elements of the research design discussed in the classroom. The research proposal is to be submitted to the instructor by the end of the fourth week of the second term via e-mail.

Another **50%** comes from the **students' work in class** during the DGs (which of course includes the assessment of their quantitative and qualitative contribution to the discussions, etc).

Should a student get a cumulative grade of 8 or higher, he or she is excused from taking the exam. The exam is a multiple-choice test which consists of three parts. Part one is a simple one correct answer quiz. Part two is a French-system MCQ with the number of correct answers from null to all. Part three consists of open questions where students can demonstrate their deeper knowledge of the subject. The exam adds up to **35%** to the final mark. A maximum of **65%** comes from the cumulative grade.

The final mark for the 4th year course is worked out by this formula: 0.35 * exam mark + 0.65 * cumulative grade.

*(N.B. Since the course "Research Seminar" is taught throughout all four years of the BA studies in Political Science and World Politics, the final grade for the course works out by the following formula: 0.25 * 1st year final mark + 0.25 * 2nd year final mark + 0.25 * 3rd year final mark + 0.25 * 4th year final mark.)*

Readings / Indicative Learning Resources

Primary texts for the course

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. Fitz Gerald (2016). *The Craft of Research* (4th ed.). University of Chicago Press, is suggested as a primary text for the 1st year RS (with another one being Brians, Willnat, Manheim, Rich (2011). *Empirical Political Analysis* (8th ed.). Routledge).

George, Alexander L., and Andrew Bennett (2005). *Case Studies and Theory Development in the Social Sciences*. MIT Press, is suggested as a primary text for the 2nd year RS.

King, G., Keohane, R. O., & Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, is suggested as a primary text for the 3rd year RS.

Geddes, Barbara (2003). *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press, is suggested as a primary text for the 3rd year RS (with another one being

	<p><i>Rethinking Social Inquiry: Diverse Tools, Shared Standards</i>, eds. David Collier and Henry E. Brady, 2nd ed. Rowman & Littlefield. 2010).</p> <p><i>Full details of all the essential and recommended readings for each DG are available in the course syllabus.</i></p>
Course Instructor	<p>Dr. Anna A. DEKALCHUK, associate professor, Department of Political Science Mikhail TURCHENKO, lecturer, Department of Political Science Dr. Andrey STARODUBTSEV, associate professor, Department of Political Science</p>