

## TEMPLATE

### Course Syllabus

Title of the course	<b>Russia in World Politics</b>				
Title of the Academic Programme	MA programme in Comparative Politics of Eurasia				
Type of the course	Elective				
Prerequisites					
ECTS workload	5				
Total indicative study hours	Directed Study	Self-directed study	Total		
	40	150	190		
Course Overview	This course is devoted to the analysis of various roles that Russia is claiming to play in the contemporary world politics, and Russian positioning at different scales – global and regional. Theoretical part of the course is supported by empirical cases.				
Intended Learning Outcomes (ILO)	<p>GPLO<sub>7</sub>: Able to develop proposals and recommendations for applied research and consulting</p> <p>PLO<sub>1</sub>: Able to use relevant research results in political science and adjacent sciences, to develop applications of political science for solving practical tasks</p>				
Teaching and Learning Methods					
<b>Content and Structure of the Course</b>					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	Introduction to this course Structure of the course. Assessments and grades. The goal(s) of the course. Main theoretical concepts and approaches. Russian positioning in various scales and geographies in the IR. Roles and statuses in the IR.		2		
2.	The rise of Russia (in Eurasia and elsewhere) and its explanations. External dimension as an instrument of domestic legitimation. The concepts of regionalism and multipolar world. Neo-realism. Power transition theory. What are the criteria for the "rise" and "decline" of a nation in the international politics? The concepts of power in IR		2		

3.	Russia: The rise or decline? Questions for discussion: 1. Eurasian context: What changes do we observe in the IR? 2. Is Russia on the rise in the IR, and what is the evidence?			2	
4	Great power Russia. Great power politics. Hierarchy in the international system. What is a Great Power: competing approaches and criteria. Great Power strategy. Great Powers: Cooperation, alliances and conflicts. Russian tradition of the "great powerness"			2	
5	Russia / US relations (from Russian perspective) Questions for discussion: 1. What are Russia's priorities in the relations with the US? 2. What are the main areas of conflict, and possible scenarios? 3. Are these dyadic relations between Great Powers?			2	
6	Global power: operating far beyond the borders What are the main manifestations of the global power? The influence of soft power. Building alliances. Membership in international organizations. Comparisons and examples (British empire, US, China)			2	
7	Russia as a member of IOs Questions for discussion: 1. Review of Russia's membership in the IO's. 2. What are Russian incentives for the IO's membership? 3. Russia and the Council of Europe			2	
8	Soft power Russia Questions for discussion: 1. What is soft power? 2. What are Russia's soft power resources? 3. What is the impact of Russia's soft power, global and regional?			2	

9	BRICS: alternative for the West Questions for discussion: 1. What is BRICS from theoretical perspective? 2. What are perspectives and constraints of BRICS's development? 3. What is Russia's role in BRICS			2	
10	Russian engagement in Africa Questions for discussion: 1. What are Russia's interests in various parts of Africa? 2. What are the channels of influence? 3. What are the competing powers?			2	
11	Evolution of Russia-EU relations: 1994 - 2019 New Russia and the new EU: starting relations from the zero point. Partnership and Cooperation Agreement. Russia and the EU in 90s: more bilateral than multilateral. EU Common Strategy on Russia. EU – Russia Strategic Partnership. Four “common spaces”. Why no new Basic Agreement and no summits?		2		
12	Russia-EU relations (discussion) Questions for discussion: How would you describe the relations between EU and Russia? What are the reasons? Is there a “guilty” side? Who bears the responsibility? Explain. Is there something specific about these dyadic relations? (Geographical proximity, state vs. union of states, significant economic interdependence, both are non-status quo powers (rising powers))			2	
13	Coalition-building How coalition is defined in the IR? Coalitions and political regime as a variable. Coalitions with and without hegemon. Free riding in coalitions. NATO. Examples of effective coalitions.		2		
14	Regional leadership and regional		2		

	hegemony Definition criteria and differences between regional leadership and regional hegemony. Leadership as discursive hegemony. Russia: claim for leadership in the post-Soviet region and reactions of smaller nations.				
15	Russia and China Questions for discussion: 1. Is Cino-Russian strategic partnership possible? 2. The differences in national interests, and perspectives for (selective) cooperation			2	
16	Russia: Looking for allies Questions for discussion: 1. Why does Russia need allies? 2. Examples of success and failures in Russia's cooperation strategies (India, Iran, Venezuela)			2	
17	Post-Soviet space Questions for discussion: 1. Russia's strategy in the post-Soviet region 2. The limits of Russia-centric integration projects 3. Eurasian Economic Union			2	
18	Russia: Peace-builder? Security guarantor? Instability producer? Russia's different roles in the post-Soviet space: approaches for making assessment. The concept of patron-states		2		
19	Russia and Ukraine Questions for discussion: 1. Russia-Ukraine relations after the collapse of the Soviet Union 2. Russia's role in the Ukrainian crisis and its (non)regulation 3. Russian soft/hard/hybrid power and the Ukrainian crisis			2	
20	Russia and de facto states Questions for discussion: Case-studies: Transdnistria, Nagorny Karabakh, Abkhazia and South Ossetia			2	
<b>Total study hours</b>		190	16	24	150

Indicative Assessment Methods and Strategy			
Readings / Indicative Learning Resources	Mandatory ( <i>please indicate not more than 2 items</i> )		
	Optional ( <i>please indicate not more than 7 items</i> )		
Indicative Self- Study Strategies	<b>Type</b>	<b>+/-</b>	<b>Hours</b>
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		
	Assignments for seminars / tutorials / labs		
	E-learning / distance learning (MOOC / LMS)		
	Fieldwork		
	Project work		
	Other (please specify)		
	Preparation for the exam		
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	(If required)		
Course Instructor			

**Примечание [A1]:** Можно и больше, главное, чтобы литература была в библиотеке в бумажных или электронных ресурсах в количестве 1 экземпляра на 4 человека.

**Примечание [A2]:** Можно и больше, главное, чтобы литература была в библиотеке в бумажных или электронных ресурсах в количестве 1 экземпляра на 4 человека. Ее можно расписывать по темам из таблицы выше.

**Примечание [A3]:** Не удалять эту строчку, даже если ничего не нужно. Если ребята пишут эссе, напишите Word и т.д.

**Примечание [A4]:** Указывается имя, фамилия и электронный адрес.

**Annex 1**

**Intended Learning Outcomes (ILO) Delivering**

<b>Course ILO(s)</b>	<b>Teaching and Learning Methods for delivering ILO(s)</b>	<b>Indicative Assessment Methods of Delivered ILO(s)</b>
GPLO <sub>7</sub> : Able to develop proposals and recommendations for applied research and consulting		
PLO <sub>1</sub> : Able to use relevant research results in political science and adjacent sciences, to develop applications of political science for solving practical tasks		

**Примечание [A5]:** Дублируется из раздела выше (см. комментарий про learning outcomes).

## Annex 2

**Assessment Criteria** (please use it as an example only and insert the activities you use within your course. The assessment forms and criteria should align with real teaching of the course)

### In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

### Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

### Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.

«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.
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### Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

### Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

## Annex 4

### Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.