

COURSE OBJECTIVES

This is an intermediate level politics course. It does not presume any background in the subject matter. However, students are certainly welcome if they have some background. The academic focus is on politics and political issues in contemporary Russia. Because the information is quite new to most students, it will require serious effort and very regular attention to the readings and recorded lectures and assignments. The challenge associated with understanding the contemporary politics of the Russian system is a daunting one. The issues, problems, and fluid nature of politics are hard to grasp. Students that make this effort will be rewarded with discovering a fascinating and intriguing system. Please review the syllabus carefully. We will deal with history quite briefly. Students will find course options in the history department that can provide an insight into 19th and 20th century Russian affairs. In practical terms, we will provide a platform of information on the current state of politics, a focused look at the political leadership, and some careful examination of the issues that affect people and organizations in Russia. This course examines internal politics and PSC 243 RUSSIAN-AMERICAN RELATIONS examines the international dimensions of the subject and is offered regularly.

STUDENT RESPONSIBILITIES

Please read and THINK about the following list. If you are unable to do these things, it will not be possible for you to complete this course in a satisfactory way.

- (a) all readings from the text*
- (b) careful study of the PPT slides and the recorded lectures linked to those slides*
- (c) additional readings from the electronic course file (supplemental articles)*
- (d) view and analyze one assigned feature film (Spinning Boris)*
- (e) complete your discussion post responsibilities every week*
- (f) research and submit one short research paper*
- (g) keep leadership inventory*
- (h) a comprehensive final exam*

COURSE TEXTBOOKS

White, Sakwa, & Hale, Developments in Russian Politics 8, Duke U Press, Paperback, 2014

FACULTY - STUDENT CONTACT

Office hours are an opportunity for those desiring more professor-student contact.

Location of My Office

The DePaul building at 990 West Fullerton Ave. (adjacent to the Fullerton "el")

Office: #2211

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GRADES

First, my general approach to grades. For integrity sake, course grades need to differentiate levels of individual performance and understanding of the subject matter. For this reason, it is important to take the gradations seriously.

A's indicate exceptional and excellent level work.

B's are a reward for good, solid and above average work.

C's are assigned for average performance.

D's indicate below average work or failure to complete work

F's are assigned when a professor is convinced that the student was unwilling or unable to do the work in the course. This can happen for many reasons and does not necessarily reflect on the character of the student.

The following elements will be formally evaluated:

Discussion posts Mid-term Formal research paper Final exam

Class preparation & participation

Students can expect to receive graded feedback on assignments within one week of the submission of that work. Discussion posts excepted ...

To deal with the exams successfully, you will have to read all of the assigned materials and have worked through all of the modules. Questions will be developed directly from these two sources. You are responsible for understanding the concepts and you will need to recall many details. Some questions will be "objective." That is, they will require you to know specifics. You may need to connect two elements or order events to answer some of the questions. On the final exam, if no student scores a perfect score, I will add the number of points between the highest score and the perfect score to everyone's total on the final exam only. At the end of the course, I will array the students' point totals and cluster them around what my forty years in the classroom suggests is a reasonable

distribution of final grades. I reiterate, I take seriously that D = poor performance, C = average performance, B = good (above average) performance, and A is reserved for excellent or exceptional performance

RESEARCH PAPER

The subject of the paper will be a single Russian political leader or oligarch. That person must be alive but not necessarily in power at the moment. Students will need to research their subject and write a paper using the following organizational structure. The name of your leader (paper topic) will be assigned.

<i>I. Brief <u>non-political</u> biographical sketch (life details)</i>	<i>3 pts. max</i>
<i>II. Current and/or past political position(s) & responsibilities</i>	<i>3 pts. max</i>
<i>III. Locate leader on the ideological continuum using issues (lecture will define continuum)</i>	<i>3 pts. max</i>
<i>IV. Select one important and memorable quote from this leader (explain how it provides insight)</i>	<i>3 pts. max</i>
<i>V. Politically assess this leader's future in Russia & how history will write about him or her. Be specific and avoid unsubstantiated sweeping or ambiguous predictions.</i>	<i>3 pts max</i>

You must label all sections clearly!

Submit electronically to the D2L "submissions" folder by Friday, November 2nd 5pm. No late submissions will be accepted.

The rubric that will be used to evaluate this short research paper is included in (Module 0). Failure to follow this format will be penalized. Papers that do not build on course material will be evaluated critically. Proper grammar, spelling and sentence structure are required. Guidelines for total length: 5-6 pages double spaced. Section 2 can be a bullet- pointed list in chronological order (optional). All documents should be submitted in Word Document format (docx/doc).

USING THE DISCUSSION BOARD

*Every student in the class will be assigned to either Team A or Team B. In any given week, each member of Team A will be required to post a **question** stemming from the lecture, reading, and other materials. Each member of Team B will be required that week to **answer** or comment on one of the questions raised by*

students in Team A. Duplications of either questions or answers are not acceptable, but magnification of an answer is. The following week, the process will be reversed. Students in Team B will ask the questions; Team A will answer. All students in the class are responsible for reading the threads of discussion for the week. During those weeks when you are posting a question, you may receive 0, 1, 2 or 3 points. In those weeks when you are posting a response, you can earn just 0, 1 or 2 points.

ACADEMIC INTEGRITY

This is the standard and the norm at DePaul. It requires complete academic honesty. Any violation of this principle will cause you to fail the course and will cause me to write a letter to the Dean outlining the violations of our academic community's policies. Your work must be your own original thought or you must cite the source of the words or ideas that you borrow from another source. If you have any doubt about what is a violation, consult me. "Academic honesty" is crucial to our enterprise. The faculty has effective ways of investigating suspicious cases ("Turn It In"). To avoid any possibility, cite all sources and consult with me if you have any questions. University regulations are clear and will be followed in cases requiring such action. This is an essential "rule of the game" and all students should do their own thinking, create their own answers and attribute ideas to their originators. When citing sources, any format is acceptable.

Formula for Assigning FINAL GRADES:

Postings	Mid-term	Formal paper	Final exam	Participation
20 pts	25 pts	15 pts	30 pts	10 pts

MISSING WORK

Over the years, I have simply declined to make judgments about the "validity" of student "reasons" for missing assignments. If you miss an assignment, I will assume YOU made a judgment that something else was "more important." While I may or may not share that view, the important thing is that you made the decision. All decisions have consequences. In the end, YOU ARE responsible for the work assigned and the deadlines specified. I certainly have sympathy for whatever circumstances created the problem but for fair evaluations and comparisons to be made for all class members, "requirements" need to be firm. All students must

know that “incompletes” will NOT be assigned unless discussed prior to the final exam.

LIBERAL STUDIES LEARNING OBJECTIVES

PSC 251 is a “social, cultural and behavioral inquiry” (Behavioral & Social Science) course in the DePaul liberal studies program. Completion of this course can be used to fulfill that degree requirement.

Substantive Learning Outcomes:

1. Students will use the constructs of power, diversity, and/or culture to describe examples of where, why and how inequities exists in modern society.
2. Students will be able to frame a hypothesis about the relationship between individuals and modern society.
3. Students will be able to analyze central institutions and/ or underlying social structures and their impact on the larger society.

Methodological & Critical Thinking Learning Outcomes:

1. Students will be able to articulate an analysis based on the course model and empirical evidence regarding Russian society.
2. Students will be able to critically analyze research and speculation about Russian politics.

Personal/Reflective Learning Outcomes:

1. Students will be able to reflect, in writing, upon their role in the modern world, including their relationship to their own and/or other political communities.
2. Students will be able to analyze social problems and public policies on the basis of ethics and values

MODULES *Professor initiated changes are possible but rare. If any occur, you will be notified by our on-line communication system (i.e. D2L NEWS). Readings are specified in each Module description.*

Module 1: Pre-Soviet Background

Module 2: Soviet Political History

Development 8: Chapter 1

Module 3: Yeltsin & New Russian Federation

Development 8: Chapter 3 & 4

Module 4a: Conceptual Model: VALUES

Development 8: Chapter 7 & 12

Module 4b: Conceptual Model: MACHINERY

Development 8: Chapters 5 & 6

Module 4c: Demoracy

Module 4d: Conceptual Model: LEADERSHIP

Development 8: Chapters 2 & 10

Module 5: Political Performance

Development 8: Chapters 8,9,11

Module 6: The Future

Development 8: Chapter 15

Topical Course Outline:

I. Background

- a. Geography
- b. Pre-Revolution History
- c. Marxism

II. Political History

- a. Lenin
- b. Stalin & “the design”
- c. Khrushchev / Brezhnev & Kosygin
- d. Gorbachev

III. Yeltsin & the New RUSSIA

IV. The Conceptual Model

- a. Values
- b. Political Institutions Political Parties Elections
- c. Democracy?
- d. Leadership Putin Medvedev Factions

V. Political Performance

- a. Public Services
- b. Media
- c. Economics
- d. Corruption
- e. Chechnya

VI. The Future