

**COURSE OBJECTIVES**

This is an **intermediate** level politics course. It does not presume any background in the subject matter. However, students are certainly welcome who have some background especially from RUSSIAN POLITICS. The academic focus is on the politics and foreign policy in contemporary Russia. The key set of issues examined are those reflected in Russian-American relations. These frame the place of Russia in our world both today and tomorrow. Because the information is quite new to most students, it will require serious effort and very regular attention to the readings and lectures. The challenge associated with understanding the contemporary foreign policy of the Russian system is a daunting one. The issues, problems and fluid nature of global politics make the task especially challenging. Students that make this sort of effort will be rewarded with a fascinating, intriguing and crucial insight into how our world works. We will deal with history quite briefly. Students will find course options in history that can provide an insight into 19<sup>th</sup> and 20<sup>th</sup> century Soviet and Russian foreign affairs. In practical terms, we will provide a platform of information on the current resources, postures, constraints and options for Russian foreign policy as they interact with American foreign policy and the American system generally. If you are not accustomed to taking a course "online," please take special note. A tough course like this can get out of hand quickly unless you are able to adjust to the weekly routine. If you can, you will find that you can benefit greatly and emerge with a solid grade.

**STUDENT RESPONSIBILITIES**

- (a) all readings from the texts
- (b) careful study of the PPT slides and the lectures linked to those slides
- (c) additional readings from the electronic course file (supplemental articles)
- (d) view all supplemental videos
- (e) a mid-term exam **February 9**
- (f) research and submit one short research paper **March 2**
- (g) a comprehensive final exam **March 16**

**MATERIALS & READINGS:**

*The LIMITS OF PARTNERSHIP: US-Russian Relations in the 21<sup>st</sup> Century*, Angela Stent, Princeton U. Press, 2015

*RUSSIAN-AMERICAN RELATIONS in the Post-Cold War World*, James Peterson, Manchester U. Press, 2017

*RUSSIAN FOREIGN POLICY: Sources and Implications*, Olga Oliker, et al.

**DOWNLOAD for free from [www. Rand.org/pubs/monographs/MG768.html](http://www.Rand.org/pubs/monographs/MG768.html)**

**FACULTY-STUDENT CONTACT**

The on-line format of this course can present extra challenges. Recognizing that you may have very different circumstances that led you to take an on-line class, I propose to be available to you in person during the term. Please let me know when it is convenient for you to meet with me and I will try my best accommodate your schedule.

Experienced university students know that it is wise to use the opportunity to visit and consult with professors. Only you know when and how you need help. Try to remember that it is your

education and YOU must do your part to sketch in how this plan (syllabus) best works for you. I am looking forward to knowing and working with you.

*Formal Office Hours: 990 W. Fullerton Ave. Room 2211*

*Tuesdays and Thursdays 9am-3pm Other days ... by appointment*

*Office phone: 773 325-1977 Cell phone: 847 251-2671 [dfarkas@depaul.edu](mailto:dfarkas@depaul.edu)*

### **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 consistently 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.

Elements will be formally evaluated:

Midterm exam, Postings, Worksheet, Formal paper, Final exam

Midterm,	Postings,	Formal paper,	Final exam
25%	25%	15%	35%
25 points	25 points	15 points	35 points

To deal with the final exam 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. Points earned during the term will be summed. When answering the essay part of the final exam (part 2) each answer **MUST** be limited to 200 words. Think carefully to be sure you maximize the space you have for answering!

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

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first two weeks of class), and make sure that you have contacted the Office for Students with Disabilities.

Students can anticipate receiving graded work within one week after submission.

**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.” All decisions have consequences. In the end, YOU ARE responsible for the work assigned and the deadlines specified. All students must know that “incompletes” will NOT be assigned unless discussed and approved prior to the final exam.

**RESEARCH ASSIGNMENT:**

Think carefully about Russia's needs, the nature of the contemporary world, and the options for a new foreign policy initiative toward the US. This should be a policy with specific focus not sweeping new doctrine. Using the following outline, sketch in your sense of the details of a new element in Russian foreign policy. This memorandum should be conceptualized as a recommendation to Putin.

- *Specific problem(s) with current policy* .....1-2 pages
  - *World situation that creates the opportunity for change*  
..... 1/2 page
  - *Reason for Putin to be interested in the proposed change*  
..... .. 1/2 page
  - *Concrete details for new foreign policy element*  
*(US-Russian relations)*..... 1-2 pages
  - *Summary evaluation of advantages/disadvantages ... "costs & payoffs"*  
.....1- 2 pages
- Organize last item in ...outline form – two columns*

These are minimum guidelines ... failure to follow this format will be penalized. Create explicit and clear headings (labels) for each section. Your memo will be evaluated by the sophistication and thoughtful detail that is reflected in your policy recommendation and the clarity and form of your writing. Use the submissions folder in D2L for your recommendations. 15 points possible.

**ACADEMIC INTEGRITY**

*“Academic honesty” is crucial to our enterprise. The faculty has effective ways of investigating suspicious cases. To avoid any possibility, cite all sources and consult with your professor 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 and attribute ideas to their originators.*

**SCHEDULE**

*Please take special note that the format for each module and each week is routinized. This pattern is designed to enable you to anticipate and plan your work for each and every week. While an effort has been made to slice the work in regular portions, the reality is that some weeks involve more work than others. I recommend that you examine carefully each week’s work as it approaches and recognize the time and effort demands built into it.*

Text readings

- MODULE 1 January 6 Pre-World War II Soviet Foreign Relations  
**Lecture 1**
- MODULE 2 January 13 Cold War Starts & Cold War Ends/Gorbachev & HW Bush  
**Lecture 2 & 3** Stent, Prologue  
Oliker, Ch. 1  
Peterson, pp. 1-11
- MODULE 3 January 20 Yeltsin Foreign Policy – the 1990s – Clinton FP  
**Lecture 4a & 4b** Stent, Chapter 1  
Oliker, Ch. 2  
Peterson, Ch. 3 & 4
- MODULE 4 January 27 Russian / American Comparisons: Military  
**Lecture 5** Stent, Ch. 2 & 8  
Oliker, Ch. 3 & 5
- MODULE 5 February 3 Putin’s Foreign Policy toward America: Bush FP toward Russia  
**Lecture 6** Stent, Ch. 3,4,5  
Oliker, pp. 126-138  
Peterson, Ch. 5 & 7

**Mid-Term Exam Saturday, February 9**

- MODULE 6 February 10 Medvedev’s Foreign Policy toward America: Obama FP  
**Lecture 7** Stent, Ch. 6,7,9  
Peterson, Ch. 8
- MODULE 7 February 17 “Limits of Partnership”  
Thinking about thinking .... **Lecture 8** Stent, Ch. 10 & 11  
Peterson, Ch. 1 & 6
- MODULE 8 February 24 Russian-American Relations 2008 --  
**Lecture 9** Stent, Chapter 12  
Oliker, Ch. 6

**Research Assignment due Saturday, March 2**

- MODULE 9 March 3 Russian-American Relations Reboot or ?  
**Lecture 10** Peterson, Ch. 10
- MODULE 10 March 10 Where Do We Go From Here? Trump  
**Lecture 11** Peterson, pp. 159-168

**Final Exam Saturday March 16**

Other supplemental reading as assigned per module ...

MORE DETAILS PROVIDED ON THE D2L COURSE WEBSITE.