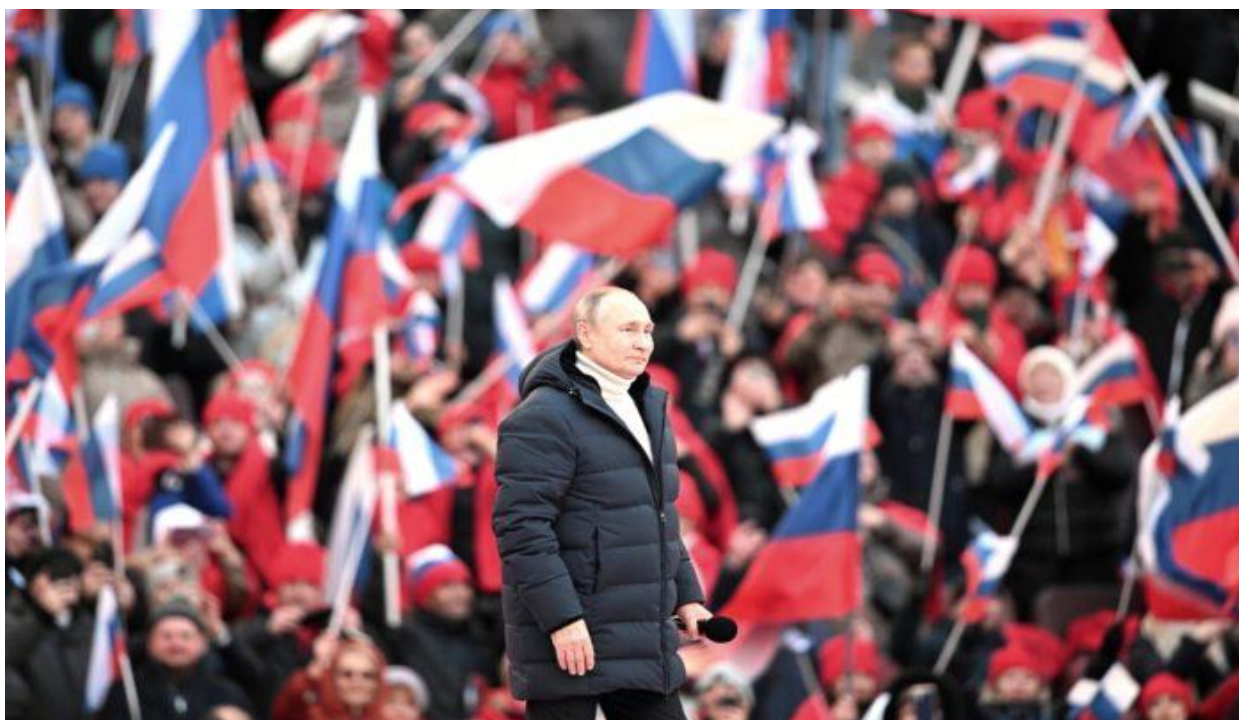


The University of California – San Diego: Department of Political Science

The Soviet Successor States - 130AA (4 Units)

Summer Session I (2023)



Instructor	Prof Graham Timmins (g.timmins@bham.ac.uk)
Teaching Assistant	Jesus Rojas Venzor (jrojasve@ucsd.edu)
Support Sessions	TBC
Delivery	Remote - Synchronous
Webinars	Mondays and Wednesdays (08:00-10:50) Pacific Time

Copyright Statement

My lectures and all course materials are protected by U.S. copyright law and by University policy and I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use, and you may also share those materials with another student who is enrolled in or auditing this course. Any reproduction, distribution or display of my lectures or course materials beyond these purposes requires my written approval.

Introduction

The collapse of the Soviet Union in 1991 represented a dramatic and hugely significant moment in history. For many it signalled the end of the socialist experiment launched with the Russian revolution in 1917 and heralded the irresistible march towards the 'End of History' and the triumph of the western ideas of liberal democracy and the free market. Thirty years later, the long-term

development of the post-Soviet space comprising the fifteen successor states which emerged from the ruins of the Soviet Union remains uncertain and the topic of considerable academic and political discussion.

Successful completion of this course will facilitate:

- An overview of the historical context of the collapse of the Soviet Union and political developments in the Post-Soviet Space up until the contemporary period.
- A critical appreciation of the contemporary situation of Russian domestic politics and the development and projection of Russian foreign policy.
- A critical appreciation of the wider geopolitical context of the post-Soviet space, and the interaction between Russia and other significant international actors.

Delivery Method

I will begin each session with a slide presentation which I will record and upload to the course website. The remainder of the session will be taken up with discussion of the presentation and the recommended reading which I will post on the course website and will expect you to have read in advance of the session. While attendance at the sessions is not compulsory, you will benefit from the discussions when writing the critical reading reviews. The anticipated private study time commitment for this course is 6-12 hours per week.

Date	Class Information	
Mon 03 Jul	Session 1	Course Introduction – Understanding Post-Soviet Politics This session will provide an overview of the course content and learning aims and will outline support and assessment arrangements.
Wed 05 Jul	Session 2	Russia under Yeltsin This session will consider the policies pursued in the Yeltsin period and will evaluate performance in navigating the immediate challenges of post-communism in the 1990s.
Mon 10 Jul	Session 3	Russian Domestic Politics This session will consider the domestic policies pursued by the Putin and Medvedev Administrations and will evaluate political stability in modern Russia.
Wed 12 Jul	Session 4	Russian Foreign Policy This session will consider the development of foreign policy under the Putin and Medvedev Administrations and will evaluate performance in projecting Russia's international identity.
Mon 17 Jul	Session 5	The European Neighbourhood Successor States This session will focus on the nine Eastern Neighbourhood successor states and will evaluate their performance in pursuing multi-vector strategies between Russia and the West.
Wed 19 Jul	Session 6	EU-Russia Relations This session will consider EU-Russia relations in the post-Soviet space and will examine the reasons for the failure of strategic

partnership.

Mon 24 Jul	Session 7	War in Ukraine This session will focus on the background to the Russian invasion of Ukraine and will consider the development of the conflict and the prospects for its resolution.
Wed 26 Jul	Session 8	The Eurasian Successor States This session will focus on the five Eurasian successor states and will consider political developments and the geopolitical significance of the Central Asian region.
Mon 31 Jul	Session 9	The US and China and the Post-Soviet Space. This session will focus on US and Chinese interests in the post-Soviet space and the consider relations with Russia and the post-Soviet republics.
Wed 02 Aug	Session 10	Conclusions - Future Prospects and Scenarios This session will pull together the main themes developed during the course consider the success with which the challenges of post-communism have been addressed in the post-Soviet space.

Course Assessment

Academic performance is assessed through three 1000-word critical reading reviews. There will be no extensions. Anyone failing to submit a minimum of two reviews by the end of week 4 (deadline 3) will not have the opportunity to submit more than one review in week 5 (deadline 4) and will probably fail the course unless there are grounds for an Incomplete request.

- **Deadline 1 (covering sessions 2-4) Sunday 16 July 2023**
- **Deadline 2 (covering sessions 5-6) Sunday 23 July 2023**
- **Deadline 3 (covering sessions 7-8) Sunday 30 July 2023**
- **Deadline 4 (covering session 9) Friday 4 August 2023**

You may if you wish submit four critical reading reviews with the three best marks counting towards the final grade.

You will be expected to identify the central argument being made in the article and to engage in a critical manner i.e. evaluate the intellectual approach and the evidence-base of the argument, and set out areas where you agree and disagree with the author (explaining the reasoning behind your thinking), and should link the review to the wider issues discussed in the session for which the key reading was set. The objective of this assessment is to grade your ability to critically engage with a piece of academic writing and to present an objective evaluation of its strengths and weaknesses. In other words, you are not being invited to simply set out what you think but to engage with another scholar's ideas.

I will discuss my expectations for the critical reading reviews in class. If you require further information, you are strongly recommended to speak with me and/or the teaching assistant. Keep in mind that the general objective is to grade critical engagement. In other words, do the reading, listen to the lectures, ask questions, decide what you think and communicate your thoughts and ideas clearly.

I use the following grading scale when recording grades.

A+ (98%)	4.0	B+ (88%)	3.3	C+ (78%)	2.3	D (65%)	1.0
A (95%)	4.0	B (85%)	3.0	C (75%)	2.0	F (0-55%)	0.0
A- (92%)	3.7	B- (82%)	2.7	C- (72%)	1.7		

If you are struggling to submit work by the required deadlines, please speak with me as soon as possible so that we can discuss what support is required.

You are expected to maintain high standards of academic integrity at all times. In other words, your work must be your own. Instances of plagiarism, cheating or other dishonest practice will be referred to the Departmental Office with a request that disciplinary action be taken against you. It is your responsibility to acquaint yourself with the University regulations on academic integrity and further information is available below.

Overall Course Expectations

What you can do to support your success in the course:	What I will do to support your success in the course:
Read the syllabus and stay current with course information	Be prepared and bring my enthusiasm for teaching to each session
Keep up with readings and lab assignments, as each one builds on the previous one.	Respond to emails within one working day, and provide timely feedback on assignments / submissions.
Contribute to the learning environment with fairness, cooperation, and professionalism	Establish a learning environment with fairness, cooperation and professionalism, and will take action if these principles are violated.
Treat your classmates, instructional assistants and myself honestly and ethically	Treat you honestly and ethically, and will address any concerns you might have
Commit to excel with integrity ¹ . Have the courage to act in ways that are honest, fair, responsible, respectful & trustworthy.	Uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.
Manage your time, so you can stay on track with the course and complete tasks on time	Only assign work that is vital to the course, and will work to meet the standard credit hour allotment for the course.
Communicate with me if you determine that a deadline cannot be met due to extenuating circumstances	Consider requests for adjustments and will make reasonable exceptions available to all students when approved

General Learning Resources

There is no textbook for this course. I will however provide recommended reading and other materials for each class via the website. For those of you who have a specific interest in Russian politics, I would suggest making use of the following publications:

- Contemporary Russian Politics, Neil Robinson, Cambridge: Polity Press, 2018.

- Developments in Russian Politics 9th edition, Richard Sakwa et al (eds.), London: Macmillan, 2019.

Academic Support

Should you require academic support, please contact me by email and I will respond as soon as possible. I am happy too to make time available for individual Zoom consultations where there is a need. Please remember though I am in the UK and there is a significant time difference, and keep in mind that I am a visiting lecturer and will not always be aware of the specific rules and regulations in operation at UCSD. There may therefore be situations where it would be more appropriate to contact the Undergraduate Student Affairs Advisor.

Resources to Support Student Learning

- **Library Help, eReserves and research tools:** <https://library.ucsd.edu/ask-us/triton-ed.html>
- **Writing Hub:** <https://commons.ucsd.edu/students/writing/index.html>
- **Supplemental Instruction:** <https://aah.ucsd.edu/supplemental-instruction-study-group/index.html>
- **Tutoring:** <https://aah.ucsd.edu/content-tutoring/index.html>
- **Mental Health Services:** <https://caps.ucsd.edu>
- **Community Centers:** Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student-life/diversity/index.html>

The Inclusive Classroom

The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department's "[Report and Issue](#)" page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here:

<https://diversity.ucsd.edu/>
<https://students.ucsd.edu/student-life/diversity/index.html>
<https://regents.universityofcalifornia.edu/governance/policies/4400.ht>

Academic Accommodations and the Office for Students with Disabilities

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via the [Virtual Advising Center](#) as soon as possible.

Academic Advising

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Natalie Ikker, via the [Virtual Advising Center](#). Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment

policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

Office of Equity, Diversity, and Inclusion

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>
<https://students.ucsd.edu/student-life/diversity/index.html>
<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

Office for the Prevention of Harassment and Discrimination

<https://ophd.ucsd.edu/>
 ophd@ucsd.edu or (858) 534-8298

UCSD Office of the Ombuds

<https://ombuds.ucsd.edu/>
 To reach a Confidential Ombudsperson, please call 858-534-0777.

Academic Integrity

Each student is expected to abide by UCSD's policy on Integrity of Scholarship (<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course (<https://academicintegrity.ucsd.edu/excel-integrity/index.html>).

UCSD's Principles of Community

To foster the best possible working and learning environment, UC San Diego strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UC San Diego faculty, staff, and students are expected to practice these basic principles as individuals and in groups. The Principles of Community (<https://ucsd.edu/about/principles.html>) and Student Code of Conduct (https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf) support equity, diversity, and inclusion in our classroom.

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