

PROGRAMME HANDBOOK  
**MASTER'S PROGRAMME  
MASTER IN COMPARATIVE  
POLITICS OF EURASIA**



NATIONAL RESEARCH  
UNIVERSITY  
SAINT PETERSBURG



HSE UNIVERSITY  
SAINT PETERSBURG

# PROGRAMME HANDBOOK

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# 1. Background to the Programme

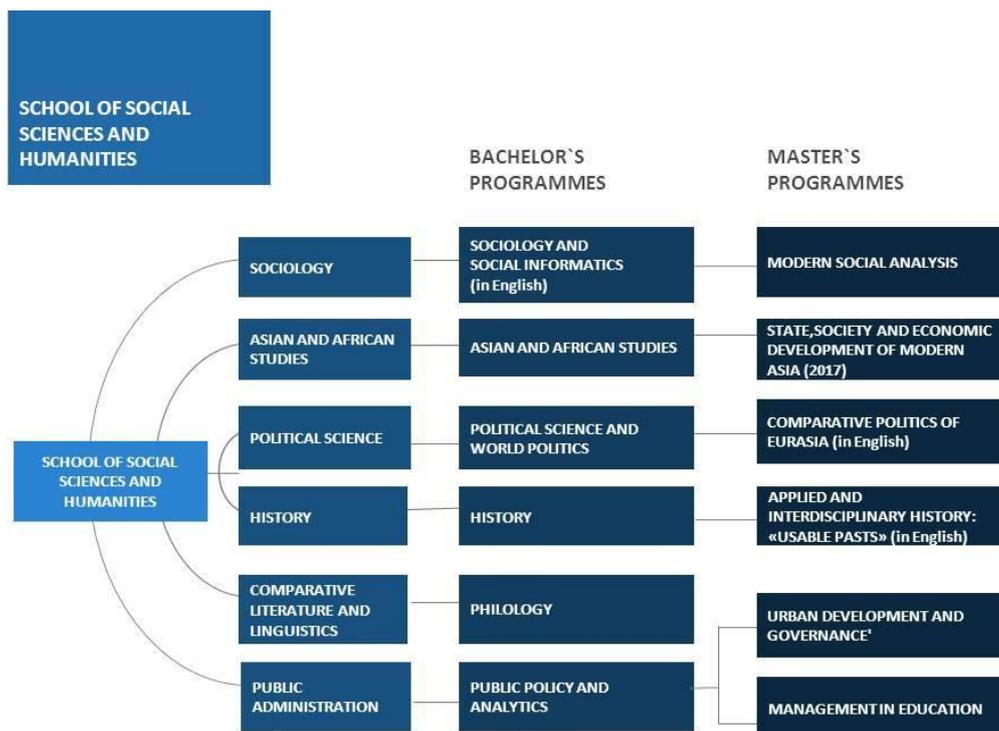
## 1.1. Institutional Context

**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 Master's programme (41.04.04) in Comparative Politics of Eurasia (MiCPEA) provides training for professionals and academics in the field of Comparative Politics and social research.

The HSE St. Petersburg Masters Programme in Comparative Politics of Eurasia responds to the growing strategic importance of the wider Eurasian region, including the former Soviet Union and the countries of East Asia, as well as the associated need for both national and international expertise in the comparative politics of this vital region. The programme provides for a discipline based professional training in Comparative Politics complemented with an advanced, specialist understanding of the unique and challenging political and social environment of the Eurasian region.

The programme curriculum is developed around a core conceptual training in comparative political science and a comprehensive empirical training in contemporary methods of social science research. Alongside this core, the programme offers an exciting range of elective courses in two broad groups. The first group, augmenting the core training in comparative political science covers: politics and society in contemporary Russia; the social and political transformations of Central Asia, China and Vietnam; and the political economy of post-communist development. A second, more multi-disciplinary grouping of courses, includes those that cover: the international relations of Russia, Central Asia, China and Vietnam; and Russia's geo-political standing in the context of the wider Arctic region.

The programme complies with the Education Act of the Russian Federation, as well as with Russian educational and professional standards, and other federal and institutional regulations.

## **1.3. Relevance of the programme to the Institutional Mission**

The Masters in Comparative Politics of Eurasia plays an important role in delivering the university's strategic mission. It is focused on promotion of academic internationalization, research-oriented learning, and inter/multidisciplinary studies.

## 2. Programme Overview

<b>Awarding Institution</b>	National Research University Higher School of Economics
<b>Teaching Institution and location of delivery</b>	National Research University Higher School of Economics, St. Petersburg campus (HSE University St. Petersburg)
<b>Final Award</b>	Master's degree in Comparative Politics of Eurasia (MSc)
<b>Programme Title</b>	Master's Programme in Comparative Politics of Eurasia (MiCPEA)
<b>Programme Code</b>	41.04.04
<b>Programme Accreditation</b>	Accredited by Russian Ministry of Education and Science
<b>NFQ Level</b>	7
<b>Credits (ECTS)</b>	120
<b>Programme Duration</b>	2 years
<b>Modes of attendance</b>	Full-time
<b>Language of instruction</b>	English
<b>Programme Director</b>	Dmitry Goncharov, DSc in Political Science, Professor
<b>Last updated</b>	December 2016
<b>Programme Aims</b>	
<p>Training internationally competitive professionals and academics in the field of Comparative Politics and social research.</p> <p>Training competent and responsible decision-makers and leaders in the broad area of politics, social affairs, public administration and international relations.</p>	
<b>Programme objectives</b>	
<p>To develop competence and skills needed to build a successful career in academia.</p> <p>To develop professional skills needed to frame efficient political, social and economic solutions for future social and political development.</p> <p>To assist students in developing analytic competence and skills needed to perform independent academic and practice-oriented research.</p>	
<b>Programme distinctions</b>	
It has a unique academic focus within the field of Russian, Central/East European and Eurasian Studies – focus on comparative study of Eurasia's political development and transformation.	
<b>Programme Partnerships</b>	
<p>The programme will provide all necessary assistance for identifying opportunities for study abroad within the broad network of the HSE partner universities in Europe, United States and Asia. Among those are University College of London, Beijing Normal University, University of Oslo, etc.</p> <p>The programme will help to identify research/practice-oriented internship placements. Among them are independent research centers, NGOs and civic organizations, international organizations, local governments and federal government structures, state and private companies, etc. We expect that students' priority for internship placement will be St. Petersburg and other locations in Russia, though a number of internship options in Finland, Sweden, Norway and China are available. Among our domestic and foreign partners are Institute of Sociology of Russian Academy of Sciences (St. Petersburg), Center for Independent Social Research (St. Petersburg), "Infometr" Research Center (St. Petersburg), International Center for Local Democracy (Sweden), Aleksanteri Institute of the University of Helsinki (Finland), Fridtjof Nansen Institute (Norway), etc.</p>	
<b>Who is the degree for?</b>	

The rigorous conceptual and methodological design of the programme means that it is accessible to good students from all academic backgrounds and with different professional experiences. Given that the language of instruction is English, successful applicants should have a strong command of English language, both oral and written.

### **Admissions**

#### **Admission Requirements for Russian Citizens:**

- Submission of the full enrollment package before deadline (portfolio, proof of English proficiency, a Bachelor's diploma or equivalent, etc.)
- Successful passing of programme-specific examinations:
  - English

- Successful [portfolio competition](#)

See full **Application and Admissions Guideline on the website:**

<http://spb.hse.ru/ma>

#### **Admission Requirements for International Applicants:**

- Bachelor's degree diploma or equivalent recognized by the Russian Federation and duly legalized, if applicable (if an applicant does not yet have the diploma at the time of application, an official transcript of records for all years of study should be submitted)
- Submission of on-line application before the deadline
- Meeting programme-specific language (English) proficiency requirements
- Interview with programme's selection committee
- Successful [portfolio competition](#)
- Proper submission of enrollment package, incl. the Bachelor's degree diploma (or equivalent) 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/graduate>

### **Career Prospects**

Through the programme, students will attain the subject and disciplinary knowledge, the methodological expertise and the professional sophistication to successfully pursue careers in the public or private sector; including in academia, think tanks, risk and business consultancies, political consultancy, the government and international organizations, NGOs, the media and journalism, and diplomacy.

### **Alignment to national educational and occupational standards and other regulatory documents**

- The Law of the Russian Federation on Education (№ 273-FL, dd. 29.12.2012);
- Original Educational Standard of the National Research University Higher School of Economics for Higher Education 41.04.04 Master's Level, Political Science (adopted 06.12.2013);
- Procedures for Managing Higher Education Degree Programmes (bachelor's, master's and specialist's degrees), approved by RF Ministry of Education and Research (Order №1367, dd. 19.12.2013);
- Guidelines for Institutions of Higher Education in Providing Conditions for Teaching and Learning of Physically Challenged Students and Students with Special Needs, approved by RF Ministry of Education and Research (Order № AK-44/05 dd. 08.04.2014);

- University Charter. ([Charter of the federal state autonomous educational institution for higher professional education National Research University Higher School of Economics](#), approved by Government of The Russian Federation (Resolution №56, dd. 01.02.2016);
- Internal regulations for students of the National Research University Higher School of Economics (HSE Directive № 6.18.1- 01/2207 -16, dd. 22.07.2016);
- 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).

#### **Alignment to international standards and requirements**

### **3. Intended Programme Learning Outcomes**

<b>Learning Outcome code</b>	<b>Intended learning outcomes</b>
LO <sub>1</sub>	Design and perform independent research in the field of political science
LO <sub>2</sub>	Demonstrate critical understanding of theories, concepts and research methods in the field of comparative political science
LO <sub>3</sub>	Examine and critically assess research methods and tools relevant for political science research
LO <sub>4</sub>	Understand challenges of contemporary social and political environments (both domestic and international), assess them and make policy-related decisions
LO <sub>5</sub>	Use strong analytical skills and apply them to solve practical problems
LO <sub>6</sub>	Demonstrate standard professional skills including information and time management, team and project work, computing and autonomous learning
LO <sub>7</sub>	Demonstrate an innovative, open and ethical mindset
LO <sub>8</sub>	Take the responsibility and persuade the audience in the efficiency and reasonability of proposed decisions
LO <sub>9</sub>	Evaluate and design political strategies for political organizations and civil society structures
LO <sub>10</sub>	Evaluate political risks of economic decision-making in different social and political settings

### **4. Programme Curriculum**

#### **4.1 Proposed Programme Structure**

This is a full-time, 120 credits, 2 years programme. The programme curriculum is divided into

- Core Theory (19 credits)
- Methods (11 credits)
- Electives (minimum 38 credits)
- Research and Practice (52 credits).

Item number	Title	ECTS	C/E (C – core, E – elective)
1	Intro into Comparative Politics: Comparative Political Institutions	3	C
2	Postcommunist Politics and Society	4	C
3	Public Choice and Public Policy	4	C
4	Media in Contemporary Politics and Society	4	C
5	Research Methods in PolSci I (quantitative)	3	C
6	Research Methods in PolSci II (qualitative)	3	C
7	Computational Text Analysis	5	E
8	Social Network Analysis	5	E
9	Political Economy of Post-communist Transformation	5	E
10	Russia in World Politics	5	E
11	Russia's Electoral Politics: Comparative Perspective	5	E
12	Nations and Nationalism in USSR and Russia	5	E
13	Russia's Civil Society: Comparative Perspective	4	E
14	Conflict in the EU-Russia Relationship	4	E
15	East Asia: Politics and Society	4	E
16	Post-Soviet Central Asia: Politics and Society	3	E
17	Russia in Arctic Region	3	E
18	Research/dissertation seminar	16	C
19	Internship	12	C
20	Master Dissertation	24	C

#### 4.2. Proposed Programme Structure Diagram

1 <sup>st</sup> year					
1 <sup>st</sup> semester (Fall)	Course	ECTS	2 <sup>nd</sup> semester (Spring)	Course	ECTS
				Public Choice and Public Policy	4
				Media in Contemporary Politics and Society	4
				Research Methods in PolSci II (qualitative)	3
	Intro into Comparative Politics: Comparative Political Institutions	3		Electives: Post-Soviet Central Asia: Politics and Society	12
	Postcommunist Politics and Society	6		East Asia: Politics and Society	

	<b>Research Methods in PolSci I (quantitative)</b>	<b>3</b>		<b>Russia's Electoral Politics: Comparative Perspective</b>	
	<b>Electives: Russia's Civil Society: Comparative Perspective</b>	<b>4</b>		<b>Research Seminar</b>	<b>4</b>
	<b>Research Seminar</b>	<b>8</b>		<b>Term paper</b>	<b>6</b>
	<b>Taught courses –16 Research – 8 Total – 24</b>			<b>Taught courses – 23 Research – 10 Total - 33</b>	
<b>2<sup>nd</sup> year</b>					
<b>1<sup>st</sup> semester (Fall)</b>	<b>Course</b>	<b>ECTS</b>	<b>2<sup>nd</sup> semester (Spring)</b>	<b>Course</b>	<b>ECTS</b>
	<b>Electives: Russia in World Politics</b>	<b>18</b>		<b>Research Practice</b>	<b>12</b>
	<b>Computational Text Analysis</b>				
	<b>Social Network Analysis</b>				
	<b>Political Economy of Post-communist Transformation</b>				
	<b>Nations and Nationalism in USSR and Russia</b>				
	<b>Conflict in the EU-Russia Relationship</b>				
	<b>Russia in Arctic Region</b>				
	<b>Research Seminar</b>	<b>4</b>		<b>Master's Dissertation Preparation</b>	<b>9</b>
	<b>Master's Dissertation Preparation</b>	<b>9</b>		<b>Master's Dissertation Defense</b>	<b>6</b>
	<b>Taught courses – 18 Research – 13 Total – 31</b>			<b>Research – 27 Total – 27</b>	

## 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 Master's Programme in Comparative Politics of Eurasia (MiCPEA) **teaching and learning tools** include lectures, master classes and workshops, seminars, tutorials, lab work, case studies, individual and team assignments (research and practical projects), library sessions.

Students participate in the **research seminar** which is the core component of the Programme's curriculum. This seminar is designed to help students to work on their term papers and dissertations (theses). Seminar participants will discuss their research topics, review relevant research and scholarship, frame their research questions and arguments, choose an appropriate research methods and techniques, etc. Students are expected to draft the introductory and methodology sections of their works, and prepare complete prospectuses of the research projects.

## 6. Assessment

Broad aims of the assessment system in HSE University St. Petersburg are related to the monitoring of students' learning progress and motivation. The Programme team is committed to providing assessment that is timely and fair. 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.

At the course level the overall assessment is a combination of two types of grades:

- grades for class attendance and participation, home assignments, research projects and midterms (cumulative grade up to 70% of the final grade)
- grade for the final examination (at least 30% of the final grade).

The exact formula of the final grade is the choice of the course instructor. Full details are to be given in the courses' syllabi.

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' progress 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 work of the Programme Directors and Study Offices in the School of Social Sciences and Humanities is coordinated by the Dean, who makes all executive decisions.

For MiCPEA, the Programme Director is Professor Dmitry Goncharov.

The Programme Coordinator is Mrs. Nadezhda Oreshenkova.

## **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

Guest lectures.

# **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 MA students: 16 Soyuz Pechatnikov Street.

### **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 panel of experts appointed by Russian Accreditation Agency every 6 years. The panel 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/>

Programme web page: <https://spb.hse.ru/en/ma/pm/>

## 12. Course Descriptors

### Intro into Comparative Politics: Comparative Political Institutions

Title of the course	<b>Intro into Comparative Politics: Comparative Political Institutions</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Core		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	The course develops a theoretical framework to study contemporary political institutions (parties, elections, the executive and parliaments, federal systems, etc) and political development. Political causes and effects of different configurations of institutions as well as factors of their efficiency will be in the center of the course' consideration.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of institutional theory in comparative political science – the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply the core arguments of comparative politics scholarship to political and policy situations.</li> <li>• Demonstrate how political institution-building and political development may work in entirely different institutional settings.</li> </ul>		
Indicative Course Content	Institutional theories in political science. Institutions and political development: political institutions in democratic and authoritarian systems. Contemporary authoritarianism. Comparative political institutions in Eurasian states.		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Students' progress will be measured by students' activity in discussion of academic texts (25%), research essay on institutional arrangement in one of the Eurasian countries (25%), and a final exam (50%). The final exam will take the form of a written test that amounts to 50% of the final grade.		
Readings / Indicative Learning Resources	<u>Mandatory</u> Caramani, D. (2014), Comparative Politics (Oxford University Press, 3 <sup>rd</sup> edition) Lijphart, A. (1999), Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries (Yale University Press) <u>Optional</u> Goodin, R.E. (ed.) (2008), The Theory of Institutional Design (Cambridge University Press) Hale, H. (2015), Patronal Politics: Eurasian Regime Dynamics in Comparative Perspective (Cambridge University Press).		
Course Instructor	Associate Professor Andrey Starodubtsev, Department of Political Science		

## Postcommunist Politics and Society

Title of the course	<b>Postcommunist Politics and Society</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	core		
Prerequisites	none		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	The course intends to provide an introduction into comparative study of political transformations in Postcommunist societies. Its geographical focus is to be countries of the former Soviet Union and Soviet bloc in East/Central Europe. It develops conceptual understanding of how political institutions and social practices work to produce Postcommunist societal settings. Special attention will be given to comparative study of Russia's social and political development.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of contemporary democratization, regime change and political development scholarship - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply the core arguments of Postcommunism scholarship to political and policy situations.</li> <li>• Demonstrate how similar processes may work in various historical settings.</li> <li>• Provide a more effective rationale for the politics that we encounter.</li> </ul>		
Indicative Course Content	Course is organized into four parts. They cover theory of totalitarianism and Leninist/Stalinist model of the historical development, current literature on democratization, regime change and regime performance (with a focus on hybrid patterns of contemporary authoritarianism), social and cultural conditions of the Postcommunist transformation, Postcommunist institutional politics and political economy of Postcommunism.		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> White Stephen, Richard Sakwa, and Henry E. Hale, eds. Developments in Russian politics 8. Durham: Duke University Press, 2014.</p> <p><u>Optional</u> Dutkiewicz Piotr, Richard Sakwa and Vladimir Kulikov, eds. Social history of post-communist Russia. Abingdon, Oxon; New York, NY: Routledge, 2016. Remington, Thomas F. Politics in Russia. Boston: Pearson Longman, 2012. Sakwa Richard. Postcommunism. Buckingham [England]; Philadelphia: Open University Press, 1999.</p>		
Course Instructor	Professor Dmitry Goncharov, Department of Political Science		

## Public Policy and Public Choice

Title of the course	<b>Public Policy and Public Choice</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Core		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	48	180	228
Course Overview	Public Choice addresses the questions of how, why and when a government should intervene in the economy through Public Policy. It answers these questions by applying the tools which economists usually employ to explain markets, to the field of political science. In this course we go beyond this and specifically adopt a positive political analysis of the public policy process. The course therefore provides an essential skill and methodology for all scholars of the social sciences and humanities concerned with the justification for, design of and application of government policy.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of public choice theory and positive political analysis - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply the core arguments of public choice theory, game theory and positive political analysis to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different institutional settings.</li> <li>• Provide a more effective rationale for the politics that we encounter.</li> <li>• Understand and contribute to policy making debates.</li> </ul>		
Indicative Course Content	The market origins of the state from the individual perspective (rational choice); from individual choice to group choice (rational individual, irrational society); cooperation, collective action and public goods; the emergence and role of institutions as solutions to the policy challenge.		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: group work, games, presentations, exercises, case studies and debates.		
Indicative Assessment Methods and Strategy	Assessment is through critical review, exam, group essay project and policy brief.		
Readings / Indicative Learning Resources	<u>Mandatory</u> Riker, W. H. (1988) The Place of Political Science in Public Choice, Public Choice, Vol. 57, No. 3 (1988), pp. 247-257  <u>Optional</u> K. Shepsle. Analyzing Politics. London: W.W. Norton (2010)		
Course Instructor	Professor Christopher J Gerry, School of		

## Media in Contemporary Politics and Society

Title of the course	<b>Media in Contemporary Politics and Society</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Core		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	56	96	152
Course Overview	<p>New media and other means of communication are more and more pervasive in our societies. Different spheres of society – from politics to healthcare to culture – are leaving more and more “digital traces” that are becoming available globally. The society has not yet found ways to cope with and make use of this abundance of channels of communication / information storage and the huge data they carry. However, this phenomenon is already influencing elections, mobilizing grassroots initiatives, and changing political regimes. This course intends to familiarize students with the latest findings in the sphere of media-political relations and to teach them how to analyze empirical evidence in this sphere.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of conceptual field related to study of social and political implications of modern communication technologies.</li> <li>• Demonstrate how similar communication processes may work in entirely different institutional settings.</li> <li>• Practice team work.</li> </ul>		
Indicative Course Content	<ul style="list-style-type: none"> <li>• Media/Communication/IT industries and their relations to political institutions. Types of media-political regimes.</li> <li>• Media/Communication/IT regulation and policies. Developmental programs. Censorship. Approaches to libel, harmful content, security and privacy.</li> <li>• (New) media and elections. Political campaigning. Manipulation. Election prediction with new media data.</li> <li>• Internet and political mobilization. Political participation and social movements. Protests and regime change. Arab spring and Post-Soviet internet-driven protests.</li> <li>• Media and public opinion on political matters. New media and online public opinion. “Lay” journalism, political blogging, and grassroots agenda-setting.</li> <li>• Politicizing ethnicity, race, migration and religion in media. Media, terrorism and armed conflicts.</li> </ul>		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), lab work, and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay/project (40%), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Esser F., Hanitzsch, T. (eds) The Handbook of Comparative Communication Research. Routledge, 2012.</p>		

	<p>Negrine R., Stanyer, J (eds). The Political Communication Reader. Routledge, 2007.</p> <p><u>Optional</u>  Chadwick A. Internet Politics: States, Citizens, and New Communication Technologies. Routledge, 2007.  Chadwick, A. (ed) Routledge Handbook of Internet Politics. Routledge, 2007.  Morris, J., Rulyova N., Strukov V. (eds) New Media in New Europe-Asia. Routledge, 2012.</p>
Course Instructor	Associate Professor Elena Koltsova, Department of Sociology

### Research Methods in Political Science I (quantitative)

Title of the course	<b>Research Methods in PolSci I (quantitative)</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Core		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	<p>This course reviews the linear regression model and introduces generalized linear models. Students will learn to use the R environment for regression analysis. The course will focus on practical problems of data analysis rather than on complex calculations. Students do not need to know calculus or matrix algebra. Some background in R programming will be extremely helpful but is not required, either.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of regression analysis - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply methods of political research and analysis to political and policy situations.</li> <li>• Practice team work.</li> </ul>		
Indicative Course Content	<ol style="list-style-type: none"> <li>1. Diagnostics of Linear Regression Model</li> <li>2. Binomial Logit Model</li> <li>3. Multinomial Logit Model</li> <li>4. Poisson Regression and Diagnostics of Generalized Linear Models</li> <li>5. Log-linear Models for Analysis of Contingency Tables</li> </ol>		
Teaching and Learning Methods	Each session has a lecture and a lab component. The lecture will introduce a particular model while the lab will give the students a feel of how it works in R.		
Indicative Assessment Methods and Strategy	The students will receive home assignments after each session and assignment answers before the next session. Final grade for the course will be based on the following criteria: class attendance, preparation and participation (70% of the final grade), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u>  John Fox and Sanford Weisberg. An R companion to applied regression. SAGE, 2nd edition, 2010.</p>		

	<p><u>Optional</u>  Andrew Gelman and Jennifer Hill. Data Analysis Using Regression and Multilevel/Hierarchical models, Cambridge University Press, 2006.  Gareth James, Daniela Witten, Trevor Hastie and Rob Tibshirani. An Introduction to Statistical Learning, with Applications in R. Springer, 2013.  William Venables and Brian Ripley. Modern Applied Statistics with S. Springer, 2002.</p>
Course Instructor	Professor Eduard Ponarin, Department of Sociology

### Research Methods in Political Science II (qualitative)

Title of the course	<b>Research Methods in PolSci II (qualitative)</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	core		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Direct Study	Self-directed study	Total
	40	74	114
Course Overview	<p>The purpose of this course is to present fundamentals of qualitative social research, as well as to develop students' skills of using qualitative methods in their own empirical research. Students will explore methodological and theoretical framework of qualitative research in the social sciences. They will learn what the research design is, which methods of data collection and analysis are employed by this methodology (in-depth interviews, participant observation, focus groups, discourse analysis, grounded theory, and others). Students will learn how to plan, to organize and to implement qualitative research; how to collect qualitative interviews, to conduct participant observation and focus groups; how to analyze the qualitative data, including media texts and biographical documents.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of qualitative research methods and techniques - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply methods of political research and analysis to political and policy situations.</li> <li>• Practice team work.</li> </ul>		
Indicative Course Content	<p>Introduction of qualitative research. Design of qualitative research in political science. Ethnographic strategy and observation. Qualitative interview. Biographical method in social sciences. Case-study in political research. Grounded theory as the strategy of data collection and analysis. Discourse analysis. Presentation of qualitative research results.</p>		
Teaching and Learning Methods	<p>The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), lab work, and the individual assignments (projects).</p>		
Indicative Assessment Methods and Strategy	<p>Students' progress will be measured by students' activities in class (40% of the accumulated grade), home assignments (60% of accumulated grade). Final exam: 30% of the final grade.</p>		

Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Denzin, N. K., &amp; Lincoln, Y. S. (2011). The SAGE handbook of qualitative research. Sage.</p> <p>Flick, U. (2009). An introduction to qualitative research. Sage.</p> <p>Silverman, D. (2015). Interpreting Qualitative Data. SAGE.</p> <p>The Oxford Handbook of Qualitative Research (2014) ed. by Patricia Leavy.</p> <p><a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199811755.001.0001/oxfordhb-9780199811755">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199811755.001.0001/oxfordhb-9780199811755</a></p> <p>Wengraf, Tom. 2001. Qualitative Research. Interviewing: Biographic Narrative and Semi-Structured Methods. Routledge.</p> <p><u>Optional</u></p> <p>Marshall, C., &amp; Rossman, G. B. (2010). Designing Qualitative Research. SAGE.</p> <p>Patton, M. Q. (2005). Qualitative research. Wiley Online Library.</p> <p>Seale, C. (1999). The Quality of Qualitative Research. SAGE.</p> <p>Seale, C., Gobo, G., Gubrium, J. F., &amp; Silverman, D. (2004). Qualitative research practice. Sage.</p> <p>Silverman, D. (2013). Doing Qualitative Research: A Practical Handbook. SAGE.</p>
Course Instructor	Associate Professor Yana Krupets, Department of Sociology

### Social Network Analysis

Title of the course	<b>Social Network Analysis</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	The course will explore concepts, theories and research methods related to the field of Social Network Analysis (SNA). Special attention will be given to practical training in SNA research methods and techniques.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of social network analysis - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply methods of political research and analysis to political and policy situations.</li> <li>• Demonstrate how similar social processes may work in entirely different institutional settings.</li> <li>• Practice team work.</li> <li>• Master basic skills of working with SNA software Gephi and Pajek.</li> </ul>		
Indicative Course Content	<ul style="list-style-type: none"> <li>• Personal networks. Social capital from network perspective.</li> <li>• Stratification and network analysis. Class, status, and network relations.</li> <li>• Influence and selection. Peer effects. Ethnic, cultural, political segregation in networks.</li> <li>• Network roles and positions: brokers and leaders. Structural and positional equivalency.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Organisations and networks. Markets and hierarchies. Network analysis in economic sociology and management.</li> <li>• Networks in science/academia and art. Bibliography analysis: bib-coupling, co-citation, co-authorship.</li> <li>• Networks, local communities and politics. Leaders and elites. Political parties and social networking. Social movements and collective action.</li> <li>• Digital networks. Social media. Big Data in SNA: theoretical and methodological challenges,</li> <li>• Students will familiarize themselves with computer programs of network analysis Gephi and Pajek.</li> </ul>
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), lab work, and the individual assignments (projects).
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay/project (40%), final exam (written test, 30% of the final grade).
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Easley, D., &amp; Kleinberg, J. Networks, crowds, and markets: Reasoning about a highly connected world. Cambridge University Press, 2010.</p> <p>Hennig, M., Brandes, U., Pfeffer, J., Mergel, I. Studying Social Networks: A Guide to Empirical Research. Campus Verlag, Frankfurt - New York. 2012.</p> <p><u>Optional</u></p> <p>De Nooy W., Mrvar A., Batagelj V. Exploratory social network analysis with Pajek. Cambridge University Press, 2011.</p> <p>Valente T. W. Social networks and health: Models, methods, and applications. – Oxford University Press, 2010.</p> <p>Rainie L., Wellman B. Networked: The new social operating system. – Mit Press, 2012.</p>
Course Instructor	Professor Daniil Alexandrov, Department of Sociology

### Computational Text Analysis

Title of the course	<b>Computational Text Analysis</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	The aim of this course is to give students ready-to-use instruments to analyze relatively large text and related data in political science research. The students will learn the types of research tasks that may be solved with text data, approaches to data preparation, analysis and interpretation, including text classification, clustering, topic modeling and other techniques. The students will also get acquainted with examples of such research by doing reading assignments. The course		

	will use only interface software that demands no scripting skills. Neither will the students have to understand all mathematical details of algorithms they will learn to apply, however, they will have to learn their limitations.
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of big data debate in social sciences and text mining techniques - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply methods of political research and analysis to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different institutional settings.</li> <li>• Practice team work.</li> </ul>
Indicative Course Content	Political science research involving large text data. Mining political positions from texts and automatic classification of political speeches. Detecting political polarization, radicalization and conflict in political discussions. Detecting political sentiment and opinion in internet user messages. Finding political frames and biases in media. Extracting topical structure from collections of political texts. Tracing changes in political agendas, frames and opinions. Explaining changes and differences in political aspects of texts with external factors, such as user data or country-level factors. Predicting political events or actions with text data.
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), lab work, and the individual assignments (projects).
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay/project (40%), final exam (30% of the final grade).
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Ignatow G., Mihalcea R. Text Mining. A Guidebook for Social Sciences. Sage, 2017</p> <p>Sloan L., Quan-Haase A. The Sage Handbook of Social Media Research Methods. Sage, 2017.</p> <p>Fielding N.G., Lee R.M., Blank G. The Sage Handbook of Online Research Methods. Sage, 2008.</p>
Course Instructor	Associate Professor Elena Koltsova, Department of Sociology

### Russia's Electoral Politics: Comparative Perspective

Title of the course	<b>Russia's Electoral Politics: Comparative Perspective</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	The course explores Russian electoral process as the most important part of the institutional politics in the Postcommunist Russia. It intends to analyze structure of the Russia's electoral institutions and related sphere of formal and informal social and political practices.		

Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of comparative electoral studies and debate on Russian electoral politics - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> </ul>
Indicative Course Content	The course is organized into three parts. They cover conceptual debate on electoral politics in hybrid forms of contemporary authoritarianism (with focus on regime pattern of electoral authoritarianism), dynamics and determinants of Russian electoral politics over two decades of the Post-Soviet transformation, and social and cultural context of Russia's institutional politics (with focus on Russian civil society and social movements).
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).
Readings / Indicative Learning Resources	<p><u>Mandatory</u> White Stephen. Russia's Authoritarian Elections. Routledge, 2011.</p> <p><u>Optional</u> Gandhi J. Political Institutions under Dictatorship. New York: Cambridge University Press, 2008 Richard Rose, William Mishler, and Neil Munro. Russia Transformed: Developing Popular Support for a New Regime. Cambridge UP, 2006.</p>
Course Instructor	Professor Dmitry Goncharov, Department of Political Science

### Political Economy of Post-Communist Transformation

Title of the course	<b>Political Economy of Post-Communist Transformation</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	This course explores relations between politics and economy in the 20 <sup>th</sup> century Russia with main focus on post-communist developments. We will investigate how market reforms launched by Gorbachev and Yeltsin led to the emergence of independent entrepreneurial class and a specific pattern of business-government relations. The course covers such topics as political economy of the Russian state, the "oligarchs" phenomenon, Putin's policies towards big business and the role of the state companies in contemporary Russia.		

Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of comparative political economy scholarship and debate on Postcommunist political and economic transformations - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Demonstrate how similar economic processes may work in entirely different social and political institutional settings.</li> <li>• Provide a more effective rationale for the politics that we encounter.</li> <li>• Understand and contribute to policy making debates.</li> </ul>
Indicative Course Content	<p>An overview of the command economy: theory and practice. The shadow economy in the USSR. The Perestroika and Gorbachev's economic reforms. Economic reasons of the collapse of the USSR. Russia's transition to the markets economy: shock therapy reforms. Privatization in Russia. The rise of oligarchs. Power and business in Russia under Yeltsin. The 1998 financial crisis. Russia's economy growth under Putin: sources and policies. Oil shock and Russia: the "resource curse" theories. The 2008 economic crisis in Russia. The Medvedev's presidency and the 'modernization' agenda. Putin's third term and the 'conservative turn' in Russian politics. New reality: the Ukrainian crisis and sanctions against Russia after 2014.</p>
Teaching and Learning Methods	<p>The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).</p>
Indicative Assessment Methods and Strategy	<p>First, as the course is grounded on discussion of problems with no sole optimal solution, each student must take part in the discussions during seminars (20% of the final grade). Attendance is obligatory (10%). Second, an instructor assesses student's individual work by means of short quizzes (3-4 questions on compulsory reading), 2 quizzes per module (20%). Finally, to pass exam each student has to submit an essay on one of the books that were discussed during the course (50%).</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u>  <i>M. Steven Fish</i>. Democracy Derailed in Russia. The Failure of Open Politics. Cambridge University Press, 2005.</p> <p><u>Optional</u>  <i>L. Shevtsova</i>. Eltsin's Russia. Myths and Reality. Washington D.C.: Carnegie Endowment for International Peace, 1999.  <i>Hoffman D</i>. The Oligarchs: Wealth and Power in the New Russia. N. Y.: Public Affairs, 2002.  <i>V. Volkov</i>. Violent Entrepreneurs: The Use of Force in Making Russian Capitalism. Ithaca, Cornell University Press, 2002.</p>
Course Instructor	<p>Assistant Professor Andrey Shcherbak, Department of Political Science</p>

## Russia in World Politics

Title of the course	<b>Russia in World Politics</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	The main course goals are (1) to examine major drivers of Russia's foreign policy in the post-Cold War era and (2) to describe the key functional and regional dimensions of Russia's international policies.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of International Relations theories and debate on Russia's foreign policies and global involvement - the assumptions, 'tools' and limitations.</li> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Understand and contribute to policy making debates.</li> </ul>		
Indicative Course Content	Approaches to study of Russian foreign policy. Russian national security doctrine. Russian foreign policy decision-making system. Regional dimensions of Russia's foreign policy. Functional dimensions of Russia's foreign policy.		
Teaching and Learning Methods	This course represents a combination of lecturing and class-room discussions/seminars. Interactive teaching methods such as classroom simulations, gaming, policy workshops, and computer generated technology (especially Internet) will also contribute to the practical preparation given to the students.		
Indicative Assessment Methods and Strategy	<p><b>Assessment:</b> written examination (50%) - 1 hour 20 min exam; coursework (50%);</p> <p><i>Coursework:</i></p> <ul style="list-style-type: none"> <li>• Essays (25%)</li> <li>• Mid-term test (25%)</li> <li>• Class participation mark (50%).</li> </ul>		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Gvosdev, Nikolas K., and Christopher Marsh. <i>Russian Foreign Policy: Interests, Vectors, and Sectors</i> (Washington: CQ Press, 2013).</p> <p>Sergunin A. <i>Explaining Russian Foreign Policy Behavior: Theory and Practice</i>. — Stuttgart: Ibidem-Verlag, 2016.</p> <p><u>Optional</u></p> <p>Engelbrekt K., Nygren B. (eds.). <i>Russia and Europe. Building Bridges, Digging Trenches</i> (London: Routledge, 2010).</p> <p>Kanet, Roger E. <i>Russian foreign policy in the 21st century</i> (Palgrave Macmillan, 2010).</p> <p>Roberts S. <a href="#"><i>Russia as an international actor: The view from Europe and the US</i></a> (Helsinki: <a href="#">The Finnish Institute of International Affairs</a>, 2013) (FIIA Report 37).</p> <p>Russell J., Cohn Rd. <i>Arctic Policy of Russia</i>. Bookvika Publishing, 2013.</p>		

	<p>Stent, Angela E. <i>The Limits of Partnership: U.S. Russian Relations in the Twenty-First Century</i> (Princeton UP, 2014).</p> <p>Tsygankov, Andrei P. <i>Russia's Foreign Policy: Change and Continuity in National Identity</i>. 2d ed. (New York: Rowman and Littlefield, 2010).</p> <p>Внешняя политика и безопасность современной России: в 4-х томах / Сост. Т.А. Шаплина. М.: РОССПЭН, 2002.</p>
Course Instructor	Prof. Alexander Sergunin, Department of Political Science

### Conflict in the EU-Russia Relationship

Title of the course	<b>Conflict in the EU-Russia Relationship</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	<p>The European Union (EU) and Russia are not exactly friends and not exactly enemies. Their relationship defies simple characterisation. This course examines the rivalry in what is officially termed a 'strategic partnership', in order to explain the causes, dynamics and manifestations of conflict between the EU and Russia. But it also looks to explain the moves away from conflict, towards cooperation, and why these have not produced a sustainable peace. The period covered is from the end of the Cold War to the ongoing crisis in Ukraine.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Understand the post-Cold War order as a form of peace settlement</li> <li>• Understand why the EU-Russia 'Strategic Partnership' is important for sustaining this peace settlement</li> <li>• Interpret the logic of conflict in the EU-Russia 'Strategic Partnership'</li> <li>• Know European and Russian policy-makers' perspectives on the key events in this conflict from 1990 to the present day</li> <li>• Know why attempts at conflict resolution failed to prevent the crises in Georgia (2008) and Ukraine (2014-present)</li> <li>• Judge whether the EU and Russia are at the center of a 'new Cold War'</li> </ul>		
Indicative Course Content	The post-Cold War order. The logic of Strategic Partnerships. Between cooperation and conflict. Crises of the post-Cold War order. A new Cold War?		
Teaching and Learning Methods	The course consists of lectures and seminars. Most of the intellectual work in the course will be done in the seminars, in preparing written work, engaging in class discussions, group presentations and role-play exercises.		
Indicative Assessment Methods and Strategy	The final grade will be based on a combination of in-class work, through written answers to seminar questions and class presentations (30%), an essay (40%), and a final exam. The final exam will take the form of a 2-hour written test that amounts to 30% of the grade.		
Readings / Indicative Learning Resources	<u>Mandatory</u>		

	<p>Ian Clark (2001). <i>The Post-Cold War Order: The Spoils of Peace</i>, Oxford: OUP; Hiski Haukkala (2009). <i>The EU-Russia Strategic Partnership</i>, London: Routledge; Hiski Haukkala and Toumas Forsberg (2016). <i>The European Union and Russia</i>, London: Palgrave Macmillan; LSE Ideas (2016). <i>Avoiding a new Cold War? The Future of EU-Russia relations</i>, available here: <a href="http://www.lse.ac.uk/IDEAS/publications/reports/SR20.aspx">http://www.lse.ac.uk/IDEAS/publications/reports/SR20.aspx</a> ; Rajan Menon and Eugene Rumer (2015) <i>Conflict in Ukraine: The Unwinding of the Post-Cold War Order</i>, Cambridge: MIT Press; Iver Neumann (2016). <i>Russia and the Idea of Europe</i>. London: Routledge; Sergei Prozorov (2016). <i>Conflict in the EU-Russia Relationship</i>. London: Palgrave Macmillan</p> <p><u>Optional</u>  Michael Howard (2001). <i>The Invention of Peace: Reflections on War and International Order</i>, New Haven: YUP; Edward Luttwak (2001). <i>Strategy: The Logic of War and Peace</i>, New York: Belknap Press</p>
Course Instructor	Dr. Iain Ferguson, Department of Political Science

### Nations and Nationalism in USSR and Russia

Title of the course	<b>Nations and Nationalism in USSR and Russia</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	<p>This course explores various issues of nationalism in Soviet and post-Soviet Russia/Eurasia from the emergence of the Soviet Union up to recent developments. The objective of the course is to provide a broad understanding of the importance of nationalism in Soviet and Russian political history.</p> <p>Students will familiarize themselves with the Soviet and post-Soviet nationalities policies as well as with ethnic problems and conflicts in the USSR/ Eurasia. Students will be also able to analyze the logic of decision-making in the Soviet nationalities policy and realize political potential and prospects of nationalism in present Eurasia. The course will enable students to evaluate policies, problems and conflicts both from normative and non-normative (pragmatic) perspectives.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of comparative Nationalism studies and debate on Soviet and Post-Soviet national politics - the assumptions, 'tools' and limitations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> <li>• Understand and contribute to policy making debates.</li> </ul>		

Indicative Course Content	The course consists of three parts: the first part presents theoretical introduction to nationalism, the second part covers the Soviet period and the third part focuses on the post-Soviet nationalism. Among the topics covered are the emergence of the USSR, policy of 'positive discrimination', Stalin's 'Great power Russian nationalism', ethnic reasons of the collapse of the USSR, ethnic mobilization in the late Soviet period, conflict in Chechnya, radical Russian nationalism and many others.
Teaching and Learning Methods	The course consists of lectures (12 hours) and tutorials (20 hours). The seminars involve student presentations (in small groups) and discussion of the reading assignments.
Indicative Assessment Methods and Strategy	First, as the course is grounded on discussion of problems with no sole optimal solution, each student must take part in the discussions during seminars (20% of the final grade). Attendance is obligatory (10%). Second, an instructor assesses student's individual work by means of short quizzes (3-4 questions on compulsory reading), 2 quizzes per module (20%). Finally, to pass exam each student has to submit an essay on one of the books that were discussed during the course (50%).
Readings / Indicative Learning Resources	<u>Mandatory</u> Gellner E., Nations and Nationalism. Cornell University Press, 2008.  <u>Optional</u> Lieven A., Chechnya. Tombstone of Russian Power. Yale University Press, 1999. Martin T., The affirmative action empire: nations and nationalism in the Soviet Union, 1923-1939. Cornell University Press, 2001.
Course Instructor	Assistant Professor Andrey Shcherbak, Department of Political Science

### Post-communist Civil Society: Comparative Perspective

Title of the course	<b>Post-communist Civil Society: Comparative Perspective</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	36	116	152
Course Overview	The course develops theoretical framework and provides for empirical knowledge for study of Post-Communist civil society development and transformation. It sheds light on various aspects of the Russian and East/Central European civil society development in comparative perspective (19-20 centuries). Three major Post-Communist civil society segments are planned to be covered: civic movements, grass-root initiatives and professional "third sector"/NGO associations.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of the theoretical framework of comparative Civil Society studies and debate on Postcommunist civil society - the assumptions, 'tools' and limitations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> </ul>		

	<ul style="list-style-type: none"> <li>Understand and contribute to policy making debates, related to the Russian electoral process.</li> </ul>
Indicative Course Content	The course embraces the discussion of the three major civil society segments: civic/social movements, grass-root initiatives and professional "3d sector" associations. First part of the course will be devoted to the linkage between the democratization and civil society development in comparative perspective and in particular in post-communist countries. Second part of the course will focus on the collective action and civic participation, neo-corporatist and pluralist debate. The third part will deal with the increasing service provision function of professional NGOs in Post-Communist countries.
Teaching and Learning Methods	The course consists of lectures and seminars. Most of the intellectual work in the course will be done in the seminars, in preparing written work, engaging in class discussions, group presentations and role-play exercises.
Indicative Assessment Methods and Strategy	The final grade will be based on a combination of in-class work, through written answers to seminar questions and class presentations (30%), an essay (40%), and a final exam. The final exam will take the form of a 2-hour written test that amounts to 30% of the grade.
Readings / Indicative Learning Resources	<p><u>Mandatory:</u> Chebankova E. (2013). Civil Society in Putin's Russia. London and New York, Routledge</p> <p><u>Optional:</u> Anheier H., Kendall J. (2001). Third Sector Policy at the Crossroads. An international nonprofit analysis. Edited by Helmut Anheier and Jeremy Kendall. New York: Routledge. Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective / Ed. Bob Edwards, M. W. Foley, Mario Diani, 2001</p>
Course Instructor	Assistant Professor Anna Tarasenko, Department of Political Science

### Post-Soviet Central Asia: Politics and Society

Title of the course	<b>Post-Soviet Central Asia: Politics and Society</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	The course offers introduction into institutional history of Central Asia with focus on social, cultural and political transformation of this important global region. Special attention will be given to analysis of the changing geopolitical standing of the region and history of political, cultural, and economic competition between Russia, Great Britain and China in Turkestan.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>Demonstrate a good knowledge of major historical patterns and influences in the region of Central Asia.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> <li>• Understand and contribute to policy making debates to the international relations in the region.</li> </ul>
Indicative Course Content	The course will cover geography of Central Asia and its natural resources; brief overview of early civilizations in Turkestan and historical developments that were brought there from neighboring regions of China, Mongolia, Persia and India; period of “The Great Game” in 19th century; Communist/Soviet legacies and Postcommunism nation- and state-building; civil society and forms of informal networking in Central Asia societies; religions of Central Asia; variety of Post-Soviet projects of development and regime transformations in the region; ethnic conflicts and ethnic politics in the region; Central Asia in global relations; China and Russia in Central Asia.
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Hiro, Dilip. Inside Central Asia: A Political and Cultural History of Uzbekistan, Turkmenistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkey, and Iran 1st Edition. Overlook Press, 2011.</p> <p>Laruelle, M. &amp; Peyrouse, S. Globalizing Central Asia: Geopolitics and the Challenges of Economic Development. Routledge, 2013.</p> <p>Ziegler, C. &amp; Kazkenov, R. <a href="https://www.amazon.com/Civil-Society-Politics-Central-Millennium/dp/0813150779/ref=sr_1_2?ie=UTF8&amp;qid=1472560082&amp;sr=8-2&amp;keywords=laruelle+central+asia">Civil Society and Politics in Central Asia (Asia in the New Millennium)</a>. HYPERLINK "https://www.amazon.com/Civil-Society-Politics-Central-Millennium/dp/0813150779/ref=sr_1_2?ie=UTF8&amp;qid=1472560082&amp;sr=8-2&amp;keywords=laruelle+central+asia" University Press of Kentucky. HYPERLINK "https://www.amazon.com/Civil-Society-Politics-Central-Millennium/dp/0813150779/ref=sr_1_2?ie=UTF8&amp;qid=1472560082&amp;sr=8-2&amp;keywords=laruelle+central+asia" 2015</p> <p><u>Optional</u></p> <p>Ahrari, M.E. &amp; Beal, J. The new great game in Muslim Central Asia. (Washington, DC: National Defense University Press, 1996).</p> <p>Legvold, Robert, ed. Thinking strategically: The major powers, Kazakhstan, and the Central Asian nexus. Cambridge: American Academy of Arts and Sciences, 2003.</p> <p>Paramonov, Vladimir and Aleksey Stokov. <i>The evolution of Russia's Central Asia policy</i>. Shrivenham, UK: Defence Academy of the United Kingdom, 2008.</p> <p>Shams-ud-din. Nationalism in Russia and Central Asian republics: Unfinished democratic revolution. New Delhi: Lancers Books, 1999.</p>
Course Instructor	Dr. Vadim Rossman, Department of Political Science

## East Asia: Politics and Society

Title of the course	<b>East Asia: Politics and Society</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	The course offers introduction into study of traditional institutional structure of East Asia societies. Special attention will be given to analysis of the institutional development of China – a key historical society in the region. Comparative historical analysis of China’s institutional history will shed light on how to conceptualize societal tradition which is behind contemporary East (South-East) Asia.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of major historical patterns and influences in the region of East Asia.</li> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> <li>• Understand and contribute to policy making debates related to international relations in the region.</li> </ul>		
Indicative Course Content	The course will cover development of the basic economic institutions (commercial practices, financial and bank system, etc.); evolution of social and cultural institutions (education, class system and social mobility, family, special urbanization patterns, bureaucracy, religion in Chinese society, science and technology, etc.); China as a model for historical development in East Asia; Chinese communism; historical legacies and contemporary growth in China and East Asia. Students will familiarize themselves both with classical texts and contemporary literature on the field.		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Lipman, Jonathan. Modern East Asia: A Cultural, Social, and Political History (12th edition). Cengage Learning, 2005.</p> <p>Morris, Ian. Why the West Rules – for Now. Farrar, Straus and Giroux, 2010.</p> <p>Pomeranz, K. The Great Divergence: China, Europe, and the Making of the Modern World. Princeton University Press, 2000.</p> <p><u>Optional</u></p> <p>Gates, H. China’s Motor: a thousand years of petty capitalism. Ithaca, 1996.</p> <p>Wong, B. China and Historical Capitalism. Cambridge, 1999.</p>		
Course Instructor	Dr. Vadim Rossman, Department of Political Science		

## Russia in the Arctic Region

Title of the course	<b>Russia in the Arctic Region</b>		
Title of the Academic Programme	Comparative Politics of Eurasia (MiCPEA)		
Type of the course	elective		
Prerequisites	none		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	82	114
Course Overview	The course is to explore theoretical and historical framework related to a concept of the Arctic region. It offers interdisciplinary study of the region which will include geographical, environmental, economic, cultural and political aspects of its history and contemporary development. Special attention will be given to Russia's involvement into the region and Arctic's standing in global affairs.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> <li>• Demonstrate a good knowledge of major historical patterns and influences in the Arctic region.</li> <li>• Critically evaluate and apply this knowledge to political and policy situations.</li> <li>• Demonstrate how similar processes may work in entirely different social and institutional settings.</li> <li>• Understand and contribute to policy making debates related to international relations in the region.</li> </ul>		
Indicative Course Content	<p>The course will be organized into two parts. The first one will cover economic, environmental, cultural and political history of the Arctic. It will explore colonial expansion in the region and resulted structure of the international cooperation and competition, environmental and global security issues, and issues related to the history and contemporary development of indigenous population.</p> <p>The second part will focus on international relations in the region and Russia's standing in the Arctic. It will explore regional structure of international organizations as well as Russia's Arctic policies (at both federal and local levels). Special attention will be paid to Russia's Arctic resources, energy and security strategies.</p>		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Hönneland, Geir. Russia and the Arctic: Environment, Identity and Foreign Policy. London: I.B. Tauris, 2016.</p> <p>Dodds Klaus and Mark Nuttall. The Scramble for the Poles: The Geopolitics of the Arctic and Antarctic. Cambridge: Polity Press, 2016.</p> <p>Laruelle Marlene. Russia's Arctic Strategies and the Future of the Far North. New York: Routledge, 2015.</p> <p>Sergunin Alexander and Valery Konyshhev. Russia in the Arctic. Hard or Soft Power? Stuttgart: ibidem-Verlag, 2016.</p> <p><u>Optional</u></p>		

	<p>Howkins, Adrian. <i>The Polar Regions: An Environmental History</i>. Cambridge: Polity Press, 2016.</p> <p>Jensen, Leif Christian and Geir Hönneland (Eds.). <i>Handbook of the Politics of the Arctic</i>. Cheltenham: Edward Edgar Publishing Ltd, 2015.</p> <p>McGhee, Robert. <i>The Last Imaginary Place: A Human History of the Arctic World</i>. Oxford: Oxford University Press, 2005.</p> <p>Slezkine, Yuri. <i>Arctic Mirrors: Russia and the Small Peoples of the North</i>. Ithaca &amp; London: Cornell University Press, 1994.</p>
Course Instructor	Associate Professor Julia Lajus, Department of History

## Attachments

### Attachment 1. Mapping of the Programme and Course (Module) Learning Outcomes

( D – direct contribution to LO; I – indirect contribution to LO )

	Mandatory courses						Electives											Research Activities		
	Intro into Comparative Politics: Comparative Political Institutions	Postcommunist Politics and Society	Public Choice and Public Policy	Media in Contemporary Politics and Society	Research Methods in PolSci I (quantitative)	Research Methods in PolSci II (qualitative)	Computational Text Analysis	Social Network Analysis	Political Economy of Post-communist Transformation	Russia in World Politics	Russia's Electoral Politics: Comparative Perspective	Nations and Nationalism in USSR and Russia	Russia's Civil Society: Comparative Perspective	Conflict in the EU-Russia Relationship	East Asia: Politics and Society	Post-Soviet Central Asia: Politics and Society	Russia in Arctic Region	Research/dissertation seminar	Internship	Master Dissertation
LO <sub>1</sub>	D	D		D	D	D	D	D	D		D	D	D		D	D	D	D		D
LO <sub>2</sub>	D	D		D					D		D	D	D		D	D	D	D		D
LO <sub>3</sub>					D	D	D	D										D		D
LO <sub>4</sub>	I	I	D	I					I	I	I	I	I	I	I	I	I	I	I	D
LO <sub>5</sub>	I	I	D	I	D	D	D	D	I	I	I	I	I	I	I	I	I		D	
LO <sub>6</sub>				D	D	D	D	D										D	D	D
LO <sub>7</sub>	D	D	D	D						D				D				D	D	D
LO <sub>8</sub>																		D	D	D
LO <sub>9</sub>			I		I	I	I	I		I	D	D	D	I					D	
LO <sub>10</sub>			D		I	I	I	I	D	I				I	D	D	D		D	