

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

Рабочая программа дисциплины
Посткоммунистическая политика и общество
для образовательной программы «Сравнительная политика Евразии»
направления подготовки 41.04.04 «Политология»
уровень магистратура

Разработчик программы

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Согласована менеджером ОП

«27» августа 2018 г.

Д.Э. Ахмеджанова _____

Утверждена Академическим советом образовательной программы

«23» августа 2018 г., № протокола 1

Академический руководитель образовательной программы

Д.В. Гончаров _____

Санкт-Петербург, 2018

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

Аннотация

Название дисциплины	Посткоммунистическая политика и общество		
Образовательная программа	Сравнительная политика Евразии		
Тип дисциплины	Обязательная		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Нет		
Объем з.е.	6		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	48	180	228
Краткое описание курса	<p>Курс построен так, чтобы снабдить студентов базовым теоретическим и эмпирическим знанием о посткоммунистической политике. В нем рассматривается широкий набор тем, охватывающих историческое наследие коммунизма, посткоммунистическое институциональное строительство, и общественный контекст посткоммунистических трансформаций. Курс состоит из четырех частей. Они освещают теорию тоталитаризма и ленинскую/сталинскую модель исторического развития, современную литературу по демократизации и режимным изменениям (с фокусом на гибридных паттернах современного авторитаризма), социокультурные условия посткоммунистической трансформации, посткоммунистическую институциональную политику и политэкономия посткоммунизма.</p>		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> • Формирование знания о современной демократизации, политическом развитии и изменении режимов – гипотезы, инструменты и ограничения; • способность критически оценивать и применять аргументацию литературы по посткоммунизму к решению конкретных задач политического развития; • понимание того, как схожие процессы действует в различных исторических контекстах. 		

	• способность эффективного обоснования текущей политики.
Краткое содержание дисциплины	<ol style="list-style-type: none"> 1) Коммунистическая политика – историческое наследие. 2) Посткоммунизм – программа транзита от коммунизма. 3) Посткоммунистическое гражданское общество. 4) Электоральная политика и политические партии в гибридных режимах. 5) Посткоммунистические президенты и legislatures. 6) Политэкономия посткоммунизма. 7) Российская региональная политика. 8) Посткоммунистическая трансформация: оценка и перспективы.
Образовательные технологии	<p>Лекция – конференция</p> <p>Исследовательский метод</p>
Формы контроля	<p>Работа в классе (50%)</p> <p>Финальный экзамен (25%)</p> <p>Финальное эссе (25%)</p>
Литература	<p><u>Основная</u></p> <ol style="list-style-type: none"> 1) Fish M. Democracy derailed in Russia: the failure of open politics. 2005. ISBN: 0-521-61896-7. Cambridge University Press. 2) Sakwa, R. Postcommunism. Серия: Concepts in the Social Sciences. Open University Press, 1999. ISBN 978-0335200573, 0335200575
Преподаватель	Д.полит.н., профессор Гончаров Дмитрий Владимирович

Course Syllabus

Title of the course	Postcommunist politics and society (in English)		
Title of the Academic Program	Comparative Politics of Eurasia		
Type of the course	Mandatory		
Prerequisites	none		
ECTS workload	6 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	48	180	228

Course Overview	<p>The course is designed to provide students with the necessary theoretical and empirical background for the study of the Postcommunist politics. It will cover a broad set of issues concerning Communism historical legacy; Postcommunist political institution-building and societal context of the Postcommunist political transformations.</p> <p>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.</p>
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a good knowledge of contemporary democratization, regime change and political development scholarship – the assumptions, 'tools' and limitations. • Critically evaluate and apply the core arguments of Postcommunism scholarship to political and policy situations. • Demonstrate how similar processes may work in various historical settings. • Provide a more effective rationale for the politics that we encounter.
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 written assignments (essays).</p>

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study	Self-directed Study
			Lectures and Seminars	
1.	Communist Politics – important legacies.	34	8	26
2.	Post-Communism and beyond: Agenda for Transition from Communist Rule.	34	8	26
3.	Postcommunist Civil Society ... and Beyond	34	8	26
4.	Electoral Politics and Political Parties in Hybrid Regimes.	23	4	19
5.	Postcommunist Presidencies and Legislative Politics.	34	8	26
6.	Postcommunist Political Economy.	23	4	19
7.	Russian Regional Politics.	23	4	19
8.	Post-Communist Transition: Evaluation and Perspectives.	23	4	19

Total study hours	228	48	180
Indicative Assessment Methods and Strategy	<p>The final mark consists of 3 components:</p> <p><i>Final mark = Class attendance, preparation and participation (50%) + Final written examination (25%) + Final essay (25%)</i></p> <p>- <i>Class attendance, preparation and participation, including one obligatory presentation on the topic of the class session [project presentation] as a member of a small group (50%).</i> Presentations will be held for about 20 minutes each week. Each student will present at least once (as a member of a small group). Presenters are supposed to have required and supplementary readings for the week covered. Through the discussion and presentation, presenters should demonstrate understanding of all required texts, to include some that are not assigned, and students are supposed to lead the discussion that integrates these into a wider theme. Presenters must use visual presentation as an aid for the others.</p> <p><i>Final written examination - (25%).</i></p> <p>Students are supposed to prepare an in-class written text of 2-4 pages long addressing one of the questions (by their choice) that cover core topics of the course and are offered by the instructor immediately before the start of the examination.</p> <p>- <i>Individual research project essay in English (final project): 3000 words (25% of total grade).</i></p> <p>The final work for the course is an essay of about 3000 words in English related to any aspect of the broad theme of the course. It can be an overview of the existing articles on the topic, or an original piece of research. In the latter case, the essay is supposed to include a theoretical section, literature review, hypotheses derived from the theory, some methodological discussion, a model built on one of the cross-country datasets, and a results section. The most important aspects to be graded are the creativity of the research idea, the operationalization, and refinement of hypotheses, proper modeling, and clear understanding of the limits of research.</p> <p>- Late assignments will be graded down.</p> <p>- Plagiarism will result in failure. Papers submitted for other classes cannot be reused.</p>		
Readings / Indicative Learning Resources	<p><u>Mandatory:</u></p> <ol style="list-style-type: none"> 1) Fish M. Democracy derailed in Russia: the failure of open politics. 2005. ISBN: 0-521-61896-7. Cambridge University Press. 2) Sakwa, R. Postcommunism. Серия: Concepts in the Social Sciences. Open University Press, 1999. ISBN 978-0335200573, 0335200575 		
Indicative Self-	Type	+/-	Hours

Study Strategies	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	120
	Assignments for seminars / tutorials / labs	+	40
	E-learning / distance learning (MOOC / LMS)	-	0
	Fieldwork	-	0
	Project work	+	40
	Other (please specify)	-	0
	Preparation for the exam	-	28
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: mandatory reader, supplementary reader; samples of assessment materials; etc.		
Facilities, Equipment and Software	PC, PowerPoint projector		
Course Instructor	Dmitry Goncharov		

Annex 1

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	In-class Participation			*	
	Exam			*	
Summative Assessment	Essay			*	

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparation and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparation and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

In-class project Presentation

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of a project for class discussion. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Final assessment (final examination)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

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

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

online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

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

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

Requirements for essay

The final work for the course is an essay of about 3000 words in English related to any aspect of the broad theme of the course. It can be an overview of the existing articles on the topic, or an original piece of research. In the latter case, the essay is supposed to include a theoretical section, literature review, hypotheses derived from the theory, some methodological discussion, a model built on one of the cross-country datasets, and a results section. The most important aspects to be graded are the creativity of the research idea, the operationalization, and refinement of hypotheses, proper modeling, and clear understanding of the limits of research.

Format

MS Word or LaTeX, 10-12 pages long (3000 words), typed, double-spaced, standard margins, page count does not include abstract, references, and appendices, as well as figures and tables.

Purpose

This text is intended to be an extended proposal for an article that can be published in a peer-reviewed journal after some revisions. This paper should demonstrate your 1) logical reasoning, 2) ability to critically operationalize theoretical concepts related to inequality 3) your skill at interpreting the results of statistical analysis (if necessary), and 4) your ability to communicate in academic writing style.

Content

This paper, like all academic research papers, must contain the following sections:

1. Abstract
2. Introduction
3. Literature review
4. Data and Methods (if necessary)
5. Findings
6. Discussion/conclusion
7. References.
8. Appendix (-ces) (If necessary)

ABSTRACT: A one-paragraph summary of the research question and (only) main findings (on a separate page, not counted in the page count).

INTRODUCTION: In this section you formulate the research question and establish its scientific relevance (i.e. explain “why it is important to study this topic”, may also include social or policy relevance).

LITERATURE REVIEW: This section examines your research question in terms of the theory that generated it, and reviews existing sociological research addressing the question, including research that may be only partially related. If your specific topic appears to be understudied, this

section should address what is available on related topics. The literature review generally includes a mention of how the current research replicates previous research, contradicts previous research, or somehow modifies or extends previous research. At the end of this section, you must clearly state the hypothesis or hypotheses to be tested in subsequent empirical analysis. It should be obvious how the hypotheses are related to the theoretical background outlined in the literature review.

For the length of this paper, your literature review must make reference to at least five (5) recent academic peer-reviewed journal articles on your topic.

DATA & METHODS: This section briefly describes the dataset and analytical methods that you use. This section should (a) explain how the research question is operationalized into testable hypotheses; (b) clearly state the concepts to be tested in the hypotheses, as well as label the independent variables, the dependent variable, and any intervening or control variables that are included; (c) describe which variables are measuring which concepts and from which sources data on these variables come; and (d) identify which statistical methods are used to analyze data. Notice that the list (table) of descriptive statistics on all variables has to be reported in the Appendix.

FINDINGS: This is the section in which you present your findings and explain the results of your statistical tests. Name the test or procedure used to obtain each result (i.e., whether it is an outcome of a linear regression model or some other method). This section should also address whether the analysis of data confirms your hypotheses.

DISCUSSION/CONCLUSION: This section should BRIEFLY summarize the findings. It should also explain how your findings contribute to the literature reviewed at the beginning of the paper. Discuss whether your findings support or contradict previous research. This section should also briefly discuss limitations of your empirical analysis (especially methodological and data-related ones): for instance, evaluate whether [some of] your concepts could have been measured differently or different tests could be run to answer your substantive research questions. This section may include suggestions for future research or implications for policy or both, but offering future research or policy implications is not a mandatory task.

REFERENCES: All references cited in the text must be listed in the bibliography according to either ASA format, or APA format, or Chicago Manual of Style. Your paper should refer to at least 5 peer-reviewed articles published in the top social sciences journals but may also refer to additional sources, such as prominent sociological books, electronic resources, data sets, contributions to edited volumes, etc.

APPENDIX: This section contains all tables and figures referenced in the main text, as well as describe (if necessary) some additional tests and procedures, e. g. checking the robustness of your main findings under different model assumptions. Replication data (i.e. your data set, as well as an R script used to analyze it) are also worth to be included in this section.

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

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

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

- 2) *for persons with hearing disorders: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.*
- 3) *for persons with muscle-skeleton disorders: a printed text; an electronic document; audios; individual assignments and advising.*