



**Higher School of Economics  
Saint Petersburg**

### Аннотация

Название дисциплины	<b>Идентичность России в мировой политике: от «глобального юга» до «глобальных кочевников»</b>		
Образовательная программа	Бизнес и политика в современной Азии		
Тип дисциплины	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Английский язык уровня В2		
Объем з.е.	4		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	32	120	152
Краткое описание курса	<p>В этом курсе мы подходим к социокультурным предпосылкам российской внешней политики, которые часто остаются неясными, но требуют более глубокого расследования. Идея курса - сравнительный анализ идентичности России в мировой политике с точки зрения разных школ международных отношений. Основное внимание в курсе уделяется роли, которую играют российские политические деятели в построении отношений «Глобальный Юг - Север», а также исследованию «глобальных кочевников», таких как транснациональные мигранты, «дети третьей культуры» и транснациональные интеллектуалы. Исследуя феномены политической секьюритизации, деконструкции политических образов «врага», коллективной вины и морального долга, обсуждаются условия, при которых региональные конфликты могут урегулированы в рамках наднациональных институтов.</p>		
Образовательные результаты по	<ul style="list-style-type: none"><li>• знание основной литературы, необходимой для понимания социальных и политических событий в регионе «Глобального Юга»;</li></ul>		

дисциплине	<ul style="list-style-type: none"> <li>• владение ключевыми концепциями и подходами в глобальных и транснациональных отношениях;</li> <li>• необходимые навыки для академической дискуссии на английском языке, чтения и письма, а также исследовательской работы по тематике курса</li> </ul>
Краткое содержание дисциплины	<ol style="list-style-type: none"> <li>1) Коммунистическая политика – историческое наследие.</li> <li>2) Посткоммунизм – программа транзита от коммунизма.</li> <li>3) Посткоммунистическое гражданское общество.</li> <li>4) Электоральная политика и политические партии в гибридных режимах.</li> <li>5) Посткоммунистические президенты и легислатуры.</li> <li>6) Политэкономия посткоммунизма.</li> <li>7) Российская региональная политика.</li> <li>8) Посткоммунистическая трансформация: оценка и перспективы.</li> </ol>
Образовательные технологии	<p>Интерактивная лекция</p> <p>Исследовательское портфолио</p>
Формы контроля	<p>Работа в классе (25%)</p> <p>Устные доклады (25%)</p> <p>Исследовательское портфолио (50%)</p>
Литература	<p><u>Основная</u></p> <ul style="list-style-type: none"> <li>• John Baylis, Steve Smith, and Patricia Owens (Eds.). The Globalization of World Politics. An Introduction to International Relations. Oxford University Press, 2017.</li> </ul> <p>Дополнительная:</p> <ul style="list-style-type: none"> <li>• Morozov V., Russia's Postcolonial Identity. A Subaltern Empire in a Eurocentric World. NY: Palgrave. 2015.</li> </ul>
Преподаватель	<p>докт.полит.н., профессор Акопов Сергей Владимирович</p>

## Syllabus

### Russia's Identity in World Politics: from “Global South” to “Global Nomads”

Course Instructor	Professor Sergei Akopov		
Title of the Academic Programme	Business and Politics in Modern Asia		
Type of the course	elective		
Prerequisites	English B2		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	32 (7 lectures and 8 seminars)	120	152
Course Overview (abstract)	<p>In this course we approach the sociocultural premises of Russian foreign policy, which often remain implicit yet invite direct inquiry. The idea of the course is a comparative analysis of Russia's Identity in World Politics through perspectives of different schools of International Relations. The main focus of the course goes on the role Russian political actors play in the construction of “Global South - North” relationships while others turn into “Global Nomads” like transnational migrants, “third culture kids” and transnational intellectuals. Exploring phenomena of political securitization, deconstruction of political images of the “enemy”, collective guilt and moral debt that the West owes to “Global South”, we discuss the terms under which regional conflicts could be negotiation within the supranational institutions (like UNESCO) and turned for the good of a planetary development.</p> <p>The course is based on the interactive principle and qualitative research methods; the students are encouraged to participate in the discussions over the key problems that national and transnational actors face within Russian and world politics in the era of globalization. The assessment of the course includes a creative research portfolio and its oral presentation in the class.</p>		
Learning Objectives	<p>Students will target the following learning objectives:</p> <ul style="list-style-type: none"> <li>• Examine the core literature necessary for understanding of societal and political developments</li> <li>• Know key concepts and approaches in global and transnational relations</li> <li>• Gain necessary skills for academic discussion, reading, and writing also doing research design</li> </ul>		
Intended Learning Outcomes (ILO)	<p>The Course develops the following competencies:</p> <ul style="list-style-type: none"> <li>• Capable to study, gain new expertise, conduct academic discussions in English</li> </ul>		

	<ul style="list-style-type: none"> <li>• Capable to comprehend academic questions in the field of social sciences</li> <li>• Gain skills of information literacy and are capable of analyzing research in the field of transnational networks of global nomads</li> <li>• Define research questions, set aims and goals, define the research object and subject, choose research methods, and evaluate the quality of research</li> <li>• Obtain skills of public discussion in English, using professional terminology</li> <li>• Have skills necessary for analyzing major political and social transformations of “Global North” and “Global South”</li> <li>• Are able to conduct academic and applied research in social sciences</li> </ul>
<p>Course Plan</p>	<p>Week 1.</p> <p><b>Lecture 1:</b> The problem of “Global North - South” Through the Prism of “Great Debates” in IR Theory: Realism and Neorealism.</p> <p><b>Seminar 1:</b> Interactive Class Game on Theories of International Relations</p> <p>Week 2.</p> <p><b>Seminar 2:</b> Review and Discussion: The problem of “Global North - South” Through the Prism of “Great Debates” in IR Theory – Realism and Neorealism</p> <p><b>Lecture 2:</b> Sovereignty Among the “Friends” and “Enemies” Through the Lenses of Liberalism</p> <p>Week 3.</p> <p><b>Seminar 3:</b> Sovereignty Among the “Friends” and “Enemies” Through the Lenses of Liberalism</p> <p><b>Lecture 3:</b> Challenging the Hegemony of “The Core”: A Neomarxist View on Russian Geopolitics</p> <p>Week 4.</p> <p><b>Lecture 4:</b> Social Construction of Russia’s Collective Memory</p> <p><b>Lecture 4:</b> Social Construction of Russia’s Collective Memory</p> <p>Week 5.</p> <p><b>Seminar 5:</b> Review and Discussion: Social Construction of Russia’s Collective Memory</p> <p><b>Lecture 5:</b> “Poststructural turn” in a research of Russian Political Symbols.</p> <p>Week 6.</p>

	<p><b>Seminar 6:</b> Review and Discussion: “Poststructural Turn” in Research of Russian Political Symbols</p> <p><b>Lecture 6:</b> Russia’s Post-Colonial Voice: Global Russians and The Problem of “Western Guilt”</p> <p>Week 7.</p> <p><b>Seminars 7:</b> Review and Discussion: Russia’s Post-Colonial Voice: Global Russians and The Problem of “Western Guilt”</p> <p><b>Lecture 7:</b> “Russia’s Identity” From A Feminist IR Perspective</p> <p>Week 8.</p> <p><b>Seminars 8 and 9:</b> Student’s Portfolios Presentations</p>
<p>Teaching and Learning Methods</p>	<p>To achieve listed above learning outcomes students will be required to attend most of the seminars and actively participate in them. To facilitate seminar discussions students are expected to read the assigned texts for each seminar. To communicate their ideas to others, students may be asked to present their written summaries on the seminar discussion.</p> <p>For each class, a team of two students prepares a short presentation (3-4 slides in PowerPoint), with a brief outline of main findings in the assigned text and a set of questions for discussion (no less than five).</p> <p>The course will finish with <i>Research portfolio</i> presentations - a collection of materials <i>organized in one file</i> arranged in coherence with one of the topics from the course. Making portfolios is a part of a “learning by doing” process that intends to encourage your “want to learn” creative behavior and practice research methods. Portfolio is a collection of printed materials provided by the student in a file, along with reflections. Portfolio begins with a short (300 words) “<i>Letter to yourself</i>” about “what do I want from this course?” This task stresses students’ autonomy in the definition of learning goals and outcomes (later to be compared with “what did I actually get from the course?”). The framing of this exercise highlights the agency of the student: “Hi, Future Me! ... I want you to remember some important things and ideas from this course”. Portfolios should also include essays, critique, reflections, fieldwork, theoretical or practical pieces, conference papers, book reviews, audio and video clips with reflection notes, diaries with academic comments etc. escorted by written explanations of the importance of each entry as well as their interconnection.</p> <p>Overall student should provide in one portfolio minimum 5 different pieces of work with a total sum of 4 000 words (around 10 pages). Students shall be ready to present their portfolios orally during the seminars.</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>Evaluation of students’ performance is based upon the accumulation of these components:</p> <ul style="list-style-type: none"> <li>• participation in seminar discussions (not the attendance, but real contributions)</li> <li>• oral weekly summaries of the assigned readings</li> <li>• written Research portfolio and final student’s portfolio presentation</li> </ul> <p><i>Accumulative grade is calculated as follows:</i></p>

	<p><math>M_{\text{final}} = 0,25 \cdot O_{\text{attendance}} + 0,25 \cdot O_{\text{participation}} + 0,5 \cdot O_{\text{Portfolio}}</math></p> <ul style="list-style-type: none"> <li>- Every week teams of two students will have to prepare a short 20 min. introduction to each seminar based on the texts for home reading: a brief outline of main arguments and findings and a set of questions for discussion.</li> <li>- Each student will require writing a research portfolio presentation no less than 4000 words.</li> </ul> <p><b>Course requirements</b>  Students are required (1) to participate actively, intelligently and regularly in class discussions; (2) to read texts for each class meeting; (3) to prepare oral reports; (4) to submit a Research portfolio on a chosen subject (portfolio theme to be discussed with a professor).</p> <p><b>Assessment:</b> examination as a research portfolio presentation (50%); coursework (50%);</p> <p><i>Coursework:</i></p> <ul style="list-style-type: none"> <li>• Oral reports (25%)</li> <li>• Class participation mark (25%)</li> </ul>
<p>Tentative topics for final portfolio examinations:</p>	<ol style="list-style-type: none"> <li>1. The problem of “Global North - South” Through the Prism of “Great Debates” in IR Theory: Realism and Neorealism.</li> <li>2. Sovereignty Among the “Friends” and “Enemies” Through the Lenses of Liberalism</li> <li>3. Challenging the Hegemony of “The Core”: A Neomarxist View on Russian Geopolitics.</li> <li>4. Social Construction of Russia’s Collective Memory</li> <li>5. “Poststructural turn” in a research of Russian Political Symbols.</li> <li>6. Russia’s Post-Colonial Voice: Global Russians and The Problem of “Western Guilt”</li> <li>7. “Russia’s Identity” From A Feminist IR Perspective</li> <li>8. Contemporary Russian foreign policy discourse: construction of the “East” and deconstruction of the “West”.</li> <li>9. Russia’s Foreign rhetoric: between its ‘friends’ and ‘enemies’?</li> <li>10. Analysing Soft and Smart Powers in Russia’s Foreign Policy</li> </ol>
<p>Course Readings / Indicative Learning Resources</p>	<p><u>Mandatory:</u></p> <p>John Baylis, Steve Smith, and Patricia Owens (Eds.). The Globalization of World Politics. An Introduction to International Relations. Oxford University Press, 2017.</p> <p><u>Optional:</u></p> <p>Morozov V., Russia's Postcolonial Identity. A Subaltern Empire in a Eurocentric</p>

	World. NY: Palgrave. 2015.
Academic Integrity	Students who violate academic integrity will be subject to disciplinary actions, including the possibility of failure in the course.
Feedback	Apart from the exam, students can discuss their progress in the course and get additional guidance from their teacher through individual appointments, email, or after classes.
Special Equipment and Software Support	Computer and Slides Projector

## 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 a Research portfolio presentations - a collection of materials *organized in one file* arranged in coherence with one of the topics from the course. Making portfolios is a part of a “learning by doing” process that intends to encourage your “want to learn” creative behavior and practice research methods. Portfolio is a collection of printed materials provided by the student in a file, along with reflections. Portfolio begins with a short (300 words) “*Letter to yourself*” about “what do I want from this course?” This task stresses students’ autonomy in the definition of learning goals and outcomes (later to be compared with “what did I actually get from the course?”). The framing of this exercise highlights the agency of the student: “Hi, Future Me! ... I want you to remember some important things and ideas from this course”. Portfolios should also include essays, critique, reflections, fieldwork, theoretical or practical pieces, conference papers, book reviews, audio and video clips with reflection notes, diaries with academic comments etc. escorted by written explanations of the importance of each entry as well as their interconnection.

Overall student should provide in one portfolio minimum 5 different pieces of work with a total sum of 4 000 words (around 10 pages). Students shall be ready to present their portfolios orally during the seminars.

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, 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.