1. **Title of the module**

POLI5790 (PO579) Post-Communist Russia

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Module is optional for all Politics/IR BA students, as well as for students in other schools

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

1: Contextualise Russia’s post-Communist transition in the broader pattern of post-Cold War comparative politics

2: Understand the problems facing the development of democracy in Russia

3: Have a detailed understanding of the main institutions, political processes and policies (including economic, foreign, security and defence policy)

4: Identify the major political forces in contemporary Russia

5: Evaluate the strengths and weaknesses of post-Communist Russian leadership

6: Be familiar with the works of the major writers about post-Communist Russia

7: Use appropriate political science concepts and theories in your analysis

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

1: Engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate

2: Describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

3: Acquire a level of conceptual understanding that will allow them critically to assess research, policies, and practices

4: Be reflective and self-critical in their work

5: Develop transferable cognitive and generic skills useful in a wide range of vocations and which will contribute to personal intellectual environment

6: engage in academic and professional communication with others

7: Be equipped to use the internet, bibliographic search engines, online resources, and effectively conduct research

8: Have the independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

We examine the main challenges facing post-communist Russia and in particular assess the development of democracy. We discuss the main institutions and political processes: the presidency, parliament, federalism, elections, party development and foreign policy, as well as discuss Yeltin’s, Putin’s and Medvedev's leadership. We end with a broader evaluation of issues like the relationship of markets to democracy, civil society and its discontents, nationalism, political culture and democracy and Russia's place in the world.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Gel’man, Vladimir, Authoritarian Russia: Analyzing Post-Soviet Regime Changes (Pittsburgh, University of Pittsburgh Press, 2015).
* Gill, Graeme, Building an Authoritarian Polity. Russia in Post-Soviet Times (Cambridge, Cambridge University Press, 2015).
* Monaghan, Andrew, The New Politics of Russia: Interpreting Change (Manchester, Manchester University Press, 2016).
* Sakwa, Richard, Russian Politics and Society, 4th edn (London, Routledge, 2008).
* Sakwa, Richard, Putin Redux: Power and Contradictions in Contemporary Russia (London: Routledge, 2014).
* Wegren, Stephen (ed.), Putin’s Russia: Past Imperfect, Future Uncertain, 6th edn (Boulder, CO, Rowman & Littlefield, 2015) (ebook available as well).
* White, Stephen, Richard Sakwa and Henry E. Hale (eds), Developments in Russian Politics 8, (Basingstoke, Palgrave, 2014).

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Assignment, 1500 words, 15%
* Essay, 3000 words, 35%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018