1. **Title of the module**

POLI8103 (PO8103) Russia in International Affairs

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

Pol/IR, Brussels School of International Studies

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

Level 7

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

20 Kent credits (10 ECTS)

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

Autumn

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

None

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

MA/PDip/PGCert[Specialisation] or MA in [Primary Specialisation] with [Secondary Area of Specialisation] (Brussels)

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

1: have an advanced understanding of the position of Russia, its foreign policy and its relations within wider Europe and within the world

2: have an advanced understanding of Russian foreign policy and security doctrines, of the main actors and objectives in foreign policy-making

3: critically analyse the foreign policy and external relations of Russia, both regionally and globally and in different dimensions (political, economic, security, identity)

4: have a profound understanding of the post-Cold War international structures of governance and their impact on the international and European agenda

5: place the role of Russian foreign policy in its historical context

6: have an advanced understanding diverging theoretical interpretations of Russian foreign policy

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

Students who successfully complete this module

1: work with theoretical knowledge at the forefront of their discipline

2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

3: have a comprehensive understanding of methods and methodologies in their discipline

4: undertake analysis of complex, incomplete or contradictory areas of knowledge

5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

6: be reflective and self-critical in their research work

7: engage in academic and professional communication orally and in writing

8: have independent learning ability required for continuing professional study

1. **A synopsis of the curriculum**

This module seeks to offer profound insights into the role of post-communist Russia in international affairs. It focuses both on the regional and global dimension. The module seeks to transcend easy stereotypes and opts for a pluralist theoretical approach. Identities and perceptions are regarded as key to understanding Russia’s contemporary foreign policy. Actors, decision-making and objectives of foreign policy are approached against a historical background and linked to domestic developments.

Russia’s foreign policy is studied at three levels: bilateral (with the EU, the US, post-Soviet countries, PR China, Middle East), regional (Eurasian integration initiatives) and multilateral (Russia’s position within international organisations such as the United Nations, the OSCE, WTO, etc.). Different dimensions get specific attention: security, trade, energy, integration. Case studies will focus on topic theme (at the time of writing: Ukraine, Syria, sanctions, etc.)

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

Tsygankov A. (2016), Russia’s foreign policy: change and continuity in national identity (Rowmann & Littlefield)

Cadier D. & M. Light (2015), Russia’s foreign policy: ideas, domestic politics and external relations (Palgrave)

Sakwa R. (2014), Frontline Ukraine. Crisis in the borderlands (I.B. Tauris).

Morozov, V. (2015), Russia’s post-colonial identity (Palgrave)

Dragneva R. & Wolczuk K. (2013), Eurasian economic integration: law, policy and politics (Edward Elgar)

Haukkala, H. (2011), The EU-Russia Strategic Partnership: The Limits of Post-Sovereignty in International Relations (Palgrave)

1. **Learning and Teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

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

Essay, 5000 words (100%).

13.2 Reassessment methods

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* | *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** |
| *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** |
| *Seminar preparation* | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **x** | **X** | **X** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* | **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**

Brussels

1. **Internationalisation**

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**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