

*"We hoped for the best, but things turned out as usual."  
Viktor Chernomyrdin, Prime Minister of Russia, 1992-1998*



<http://pennpoliticalreview.org/archives/3074>

**Office hours:** Thursday 12-2pm and by appointment  
Zoom meeting link: <https://slu.zoom.us/j/7172394449>

### About this course

WELCOME! Winston Churchill called the Soviet Union "a riddle wrapped in a mystery inside an enigma." Our goal in this class is to untangle that riddle. Speaking at the start of World War II, Churchill was particularly concerned with predicting the Soviet Union's behavior in the world. Our chief focus in this class, on the other hand, will be to understand *internal* politics. In particular, we will use the experience of the Soviet Union and contemporary Russia to analyze *change* in political and economic systems. More than most countries, the Soviet Union and its successor states experienced wrenching transformations in the 20<sup>th</sup> century – a revolution in 1917 to create a new communist society, the collapse of that system in 1991, and a troubled transition toward capitalism and a new type of autocracy.

During the semester, we will try to answer questions like:

- Why do some political systems dramatically fall apart?
- Why do the results of political change often vary from the original intentions?
- Why does Russia repeatedly trend toward more authoritarian governments?
- How do ordinary citizens respond to, resist or shape political and social change?
- Why has Ukraine experienced a different – but still difficult – path out of the Soviet system?

One goal of this class is to help you think systematically about complex and difficult social phenomena. To that end, we will draw on a variety of scholarly explanations to explain why political systems develop the ways they do. Looking at a variety of explanations will help us think about factors we might have otherwise overlooked.

Another goal is to appreciate what it means to live in a system in which individual rights are not protected and government power is not restrained by law or custom – or to live through periods of social transformation. We want to understand how people's behavior is shaped by the institutions and social systems that they inhabit.

A third goal is to reflect on the role of citizens in social transformation and the limits of their control over outcomes.

**Catalog course description**

This course uses the experience of the Soviet Union and Russia to understand change in political and economic systems, from collapse of existing governments to the revolutionary reconstruction of society to growing autocracy. Past developments are used to illuminate political and economic changes occurring since the collapse of communism.

This class has no pre-requisites. Students from all majors are welcome and should be able to do well if they put in sufficient effort.

**What you'll learn (also known as learning outcomes)**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

<b>Ways of Thinking: Social and Behavioral Sciences</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b> The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b> Students who complete this course will be able to:
1. Understand a range of social or behavioral theories and principles
2. Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
3. Describe competing paradigms of knowledge (from the dominant discipline or field)
4. Draw reasoned conclusions through the use of evidence and theories
5. Apply social and behavioral knowledge to better understand contemporary issues and challenges

<b>Global Interdependence</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b> The Core SLO(s) that this component is intentionally designed to advance are:
SLO 6: Recognize transnational or global interdependence

Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b> Students who complete this course will be able to:
1. Ask complex questions about other cultures or international processes
2. Interpret intellectual and emotional dimensions of more than one worldview
3. Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities
4. Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States
5. Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders

- |  |
|--|
| 6. Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape |
|--|

<b>Dignity, Ethics, and a Just Society</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
--

<b>University Core Student Learning Outcomes</b>
--

The Core SLO(s) that this component is intentionally designed to advance are:
---

SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition
--

SLO 3: Assess evidence and draw reasoned conclusions
--

SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity
--

Additionally, the Core Component-level Student Learning Outcomes are listed below:
--

<b>Component-level Student Learning Outcomes</b>
--

Students who complete this course will be able to:
--

- |  |
|--|
| 1. Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability |
| 2. Apply such ethical concepts as human dignity, equity, well-being, justice, and the common good to critically evaluate both existing social systems and proposals for social change    |
| 3. Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person                               |

These 14 core component learning outcomes are expressed in this class as the following:

After this class you will be able to:

1. Evaluate competing social science theories about the nature of totalitarianism, the determinants of social and political change, and the reasons for the development of democracy or autocracy
2. Compare competing understandings of social and economic justice and their implications for human dignity, equity, well-being, and the common good
3. Analyze differences in the operation of democratic and authoritarian political systems, including how they impact human dignity and justice
4. Reflect on the human costs and political demands of social change
5. Assess how factors and processes external to Russia or the Soviet Union have affected developments inside
6. Envision systemic social changes that promote human dignity, equity, and freedom
7. Describe how the identities of Soviet citizens were affected by the collapse of the Soviet Union
8. Reflect on how your choices and life would be affected if you had to live through momentous social changes or under an autocratic government
9. Construct logical and empirically supported arguments, both written and oral

This class fulfills the Arts and Sciences core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.

5. Understand how their values are related to those of other people in the world.

This class also fulfills the Arts and Sciences core Social Science requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, you will be able to act in the world more effectively and become forces for positive change. You will gain a better understanding of human diversity. You will be able to think and write critically about human behavior and community. You will become aware of the various methodological approaches used by social scientists.

### Communication

The easiest way to communicate with me is by e-mail. I will usually respond within 24 hours, a bit longer on weekends. Don't hesitate to resend your message if you think I am taking too long. I will be communicating with you as individuals and with the whole class through e-mail on a regular basis, so be sure that you also check e-mail regularly.

I will hold office hours every week on Thursday from 12-2pm. During those times, you can just drop in if you want to talk about anything.

I'm also happy to arrange a separate meeting with you, either in person or on Zoom depending on what is most convenient. The Zoom link for these meetings will be: <https://slu.zoom.us/j/7172394449>. Just e-mail me if you want to set up a meeting outside office hours. When you e-mail, let me know some times that will work for you.

We will sometimes communicate with each other through online tools, like Canvas. Here are a few internet etiquette rules, applicable to other kinds of communication as well.

- **Be respectful:** Respect the opinions and privacy of your classmates. We can certainly disagree – and we may learn more when we do – but please disagree tactfully and explain the reasons for your disagreement. Do not share personal information about your classmates with others.
- **Be scholarly:** Use correct language, grammar, and spelling. Write in full sentences. Credit the ideas of others. Be clear when you are stating an opinion and provide sources to back up your facts. Where appropriate, engage the class readings directly or refer to ideas and concepts that you have learned in other classes.
- **Be kind and open-hearted:** Treat your fellow students as you would want to be treated. Try to learn from the lives and perspectives of others.

### How will you know what you are learning?

So that you can tell what you're learning – and where you may need to put in more effort – we'll have a variety of assessments throughout the semester.

### Essays

You will write three essays of about five pages each, each worth 20 percent of your grade. The first two essays will require you to analyze the various processes of change that we are examining. The third essay will be more reflective, giving you the opportunity to consider what the material you have learned affects how you think about the world and how it applies to your own life. All the essays will be in response to prompts that I provide. For the essays, I will provide the prompts at least 2 weeks before the essay is due. These assignments will be submitted through the Canvas assignment tool. The due dates are:

- Essay 1 – February 23, submit through Canvas by 9pm. You will receive the prompt at least 2 weeks before the essay is due.
- Essay 2 – April 18, this essay will be completed during class time. You will not receive the prompt in advance.
- Essay 3 – May 11, submit through Canvas by 4pm. You will receive the prompt at least one week before the essay is due.

You can expect me to grade the essays within 14 days and return them to you in Canvas with comments.

### *Quizzes*

There will be a quiz on February 9 and March 28. The quizzes are designed to give you a chance to identify concepts that you may not fully understand and to practice the analytical skills that you will need in order to do well in the essays. Each quiz is worth 10 percent of your final grade

### *Participation*

Participation counts for 20 percent of your final grade. You should come to class prepared to engage the material during every class meeting. This daily participation will help you apply the concepts you are learning and expose where you still have questions. To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students, and by me. (Of course, we'll practice how to do this.) There will also be a discussion board available on Canvas for students who did not get a chance to share their ideas in class. Your participation grade will include attendance, contributions to all-class discussions or the discussion board, and group projects. There may be additional short writing assignments or surprise quizzes, and they will also count in your participation grade.

### **Course policies**

Attendance. Attendance is required at all class sessions unless you have an approved reason for missing class. If you are going to miss class, please e-mail me *before* the class you need to miss. I will excuse absences consistent with SLU's absence policy (see the end of this syllabus), but you are responsible for the work the class does in your absence. In some cases – a missed quiz, presentation, or group activity – there may be no way to make up the work after the fact. If you have not had the absence pre-approved by me, you will receive a grade of 0 for that activity. You will receive a 0 for every unexcused absence and these zeroes will be calculated as part of your participation grade. If you have more than seven unexcused absences, we will need to talk about whether it is possible for you to pass the class. If you arrive late or leave early, I may mark you as absent. The winning strategy is to come to class.

Late work. This is my approach to late essays: if I am still reading your fellow students' essays when you hand in yours, I will not penalize you for lateness. Once I am finished, I will mark down late essays a full letter grade (for instance, an A will become a B). However, you don't know how long it will take me to read your fellow students' essays, so there is some risk involved in handing in the paper late. Given the other pressures in your life, you may consider that risk acceptable. The risk-free strategy is to hand in work on time. (Note, this policy does not apply to in-class work, where you will receive a 0 if you miss class without an approved reason.)

Civility. Sometimes we will discuss controversial issues in class, and you may disagree with things you hear in class. You are always welcome to disagree either with me or with other students, but you must do so in a respectful and informed manner, appropriate to an institution of higher learning.

Plagiarism. It is critical that all work that you hand in is your own work and correctly gives credit to other sources that you consult. Plagiarized work will receive a grade of 0.

Technology. While the most self-disciplined among us will not be distracted by the wealth of entertainments provided by the internet, laptops tend to reduce uninterrupted focus on what is happening in class. Laptops can even be a physical barrier between you and the person behind the raised screen. In this class, our interaction among ourselves is so important that I will ask you to keep your phones or laptops out of sight unless you are using them to refer to the assigned readings.

### **Tips for success**

Do all the reading and think about it. It is very difficult to fully engage with the topics we will be examining

without doing the reading. I provide a reading question for each day to help you focus your reading on aspects we are likely to talk about in class.

I always like to talk to you. If you are having trouble with the material or the way we use class time, let me know. Please come to my office hours or make an appointment for a better time to talk. We can try to identify the problem and explore new strategies that, hopefully, will lead to greater success for you. If there is something that you want to share with me anonymously, please put a note in my mailbox in McGannon 128.

I am happy to give you feedback on anything you are working on. For written assignments, I will read papers in any form (outlines, partial drafts, full drafts) *before* they are due, and I will give you oral feedback. Since my feedback will be oral, we will need to schedule a meeting time for you to get my comments. It may be hard to do this just before assignments are due.

Some of the phenomena discussed in this course – and some of the readings about them – are disturbing. We need to think hard about these uncomfortable features of radical change and autocratic governments if we are to understand them. I have selected course materials and activities that I think will support your learning, but you may come across material that makes you uncomfortable, perhaps particularly uncomfortable because of your own past experiences. If this is the case, we have several ways to alleviate discomfort:

- Discuss the situation in class. Our task in this class is to come to terms with some difficult concepts and behavior. We can help each other through this process.
- Come talk to me privately if there is something about your own experience that makes it hard to handle this information.
- If you are not comfortable discussing the issue with me directly, perhaps you can notify me through your academic adviser, another trusted faculty member, or a friend.

### Grading Scale

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

- A Quality Work – work of superior quality. Class participation is voluntary, frequent, relevant, and demonstrates thoughtful reflection on the readings. Written work is clear, correct in content and presentation, well-organized and thought-provoking. Performance on exams demonstrates complete mastery of facts and concepts and the ability to apply concepts to new situations.
- B Quality Work – work of high quality. Class participation is voluntary, frequent, and reflects effort to understand the readings. Written work reflects a good understanding of the issues and concepts with minimal error. Performance on exams demonstrates mastery of facts and concepts.
- C Quality Work – work that minimally meets the course requirements. Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Written work may be disorganized or contain errors. Performance on exams demonstrates knowledge of facts and concepts.
- D Quality Work – work that has minimal clarity and comprehension. Class participation is minimal, never voluntary, and reveals a lack of preparation and/or understanding. Absences are frequent. Written work is confusing, contradictory, repetitive, and/or not well supported. Writing is marred with errors. Performance on exams demonstrates minimal mastery of facts and concepts.
- F Quality Work – Unsatisfactory performance along most measures, often including missing assignments and excessive absence.

**Required books**

Arthur Koestler. *Darkness at Noon*. (Any edition is acceptable, though page numbers may vary slightly.)  
 Mancur Olson. *Power and Prosperity: Outgrowing Communist and Capitalist Dictatorships*. New York: Basic Books (Perseus), 2000.  
 Masha Gessen. *The Man Without a Face*. New York: Riverhead Books, 2012.

Books are available at the campus bookstore.  
 There are additional readings on e-reserve (Password: sovpol23).

It is helpful to keep up with **current events** in the former Soviet Union. Try <http://www.rferl.org/> and/or a good newspaper. For up to date information about Russia, written in English, try the *Moscow Times*, <https://www.themoscowtimes.com/> or the news service Meduza, <https://meduza.io/en> (also available in Russian).

From time to time, I am likely to send you *New York Times* articles. To access them through the links provided, you will need to activate your free digital *New York Times* subscription, courtesy of the SLU libraries and SGA. More info here: <https://libguides.slu.edu/newspapers/nyt>

**Class schedule**

Sometimes, our discussions in class will throw us off schedule, but we will try to return to schedule as soon as possible. That could mean some changes in timing of quizzes, activities, or other assignments.

**Part 1: REVOLUTION AND STATE-BUILDING**

*Why did revolution occur in Russia in 1917?*

- |            |  |
|------------|--|
| January 17 | Introduction: political change   |
| January 19 | Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i> , entire. Available here: <a href="https://www.marxists.org/archive/marx/works/1848/communist-manifesto/">https://www.marxists.org/archive/marx/works/1848/communist-manifesto/</a><br><br>Why does Marx consider the proletariat a class in “radical chains”?  |
| January 24 | V. I. Lenin, Excerpts from <i>What is to be Done?</i> (New York: International Publishers, 1969), pp. 40-41, 78-80, 120-123 (on e-reserve).<br>Mancur Olson, <i>Power and Prosperity</i> , ch. 4, “Rational Individuals and Irrational Societies,” pp. 69-88.<br>W.E.B. DuBois, “Marxism and the Negro Problem,” from <i>The Social Theory of W.E.B. DuBois</i> , edited by Phil Zuckerman (Thousand Oaks: Pine Forge Press, 2004), pp. 130-133 (on e-reserve).<br><br>Does it make sense to think – as Marx does – that revolution will arise organically from the situation of the proletariat under capitalism? |

- January 26                    Jim Heintz, "Fallen colossus: USSR's terror, triumphs began 100 year ago," *Associated Press*, 29 December 2022.  
<https://apnews.com/article/putin-mikhail-gorbachev-politics-soviet-union-russia-government-4dd71e5923e46720a1abc768b3a5993c>
- Timothy Colton, *Russia: What Everyone Needs to Know* (New York: Oxford University Press, 2016), pp. 27-43 (e-reserve).
- Theda Skocpol, "Old Regime Legacies and Communist Revolutions in Russia and China," *Social Forces* 55, no. 2 (December 1976), pp. 299-305. (The whole article is on reserve, but I am only asking you to read this part of it. Refer to the rest of the article only if you are interested.)
- Did the revolution that occurred in Russia in November 1917 conform more to Marx's or to Lenin's predictions?
- January 31                    Olson, "The Logic of Power," and "Time, Takings, and Individual Rights," pp. 1-43.
- If Olson is right that people are always better off living under democracy, why aren't democracies more common?

## Part 2: TOTALITARIANISM AND TERROR

*Is totalitarianism an inevitable consequence of Marxist or Leninist revolution?*

- February 2                    Mark Edele, *The Soviet Union: A Short History* (Hoboken, NJ: Wiley Blackwell, 2019), "Building the Warfare State: 1928-1938," pp. 99-122 (e-reserve).  
 Mary McAuley, *Soviet Politics 1917-1997* (New York: Oxford University Press, 1992), pp. 46-49 (e-reserve).
- What are some explanations for the regular recreation of autocratic regimes in Russia? Which makes sense to you?
- February 7                    Olson, "The Theory of Soviet-Type Autocracies," pp. 111-134.  
 Merle Fainsod, *How Russia is Ruled* (Cambridge, MA: Harvard University Press, 1963), excerpts from "Terror as a System of Power," pp. 421-425; 461-462 (on e-reserve).
- Does it seem right to argue, like Olson, that Stalin's motivations were overwhelmingly economic?
- February 9                    Arthur Koestler, *Darkness at Noon*, "The First Hearing."
- What does it mean for vanguard parties to become "fossilized," and why does it happen?

QUIZ



- February 14 Koestler, "The Second Hearing."  
How can revolutionaries justify their actions when they don't know what the ultimate consequences will be?
- February 16 Koestler, finish the book  
Is Rubashov's "swing theory" a convincing justification for dictatorship?
- February 21 Hannah Arendt, *Origins of Totalitarianism*, 2<sup>nd</sup> ed. (New York: Meridian Books, Inc., 1958), pp. 389-392 (e-reserve).  
David Painter, *The Cold War: An International History* (London: Routledge, 1999), pp. 112-118 (e-reserve).  
Heonik Kwon, *The Other Cold War* (New York: Columbia University Press, 2010), pp. 153-157 (e-reserve).  
Was the Soviet Union still "totalitarian" after Stalin?
- February 23 ESSAY ONE DUE

**Part 3: THE END OF THE SOVIET SYSTEM AND THE RISE OF CAPITALISM**

*Why did the Soviet system collapse?*

- February 28 Igor Kliamkin and Andranik Migranian, "The Iron Hand! Do We Need It?" *Literaturnaya Gazeta (International)*, February 1990 (on e-reserve).  
Masha Gessen, *The Man Without a Face: The Unlikely Rise of Vladimir Putin*, ch. 4, "Once a Spy," pp. 71-99.  
Does the behavior of ordinary people as the Soviet system was collapsing support Kliamkin and Migranian's argument that the Soviet Union wasn't ready for democracy?
- March 2 Mark Edele, *The Soviet Union: A Short History* (Hoboken, NJ: Wiley Blackwell, 2019), pp. 191-215 (e-reserve).  
Can you imagine a strategy to reform the Soviet Union that would not have ended with collapse?
- March 7 Mark Beissinger, *Nationalist Mobilization and the Collapse of the Soviet State* (New York: Cambridge University Press, 2002), pp. 79-101 (e-reserve).  
How did the multicultural nature of the Soviet Union contribute to its collapse?
- March 9 Gessen, ch. 5, "A Coup and a Crusade," pp. 101-129.  
Why did the August 1991 coup attempt fail?

March 13-17                    SPRING BREAK

March 21                      Katherine Verdery, "What was Socialism and Why Did it Fall?" from *What Was Socialism, and What Comes Next* (Princeton, NJ: Princeton University Press, 1996), pp. 19-35 (e-reserve).

Why did observers think the Soviet system was more stable than it really was? What did they miss? Why did they miss it?

March 23                      Olson, "The Sources of Law Enforcement and Corruption," "The Evolution of Communism and Its Legacy," "The Kinds of Markets Needed for Prosperity," pp. 135-154, pp. 173-199.

Does central planning encourage desirable behavior on the part of economic actors? Does shock therapy?

#### Part 4: RETURN TO AUTOCRACY IN RUSSIA

*Why did Russia and some other former Soviet republics return to autocracy?*

March 28                      Gessen, chs. 1, "The Accidental President, and ch. 2, "The Election War," pp. 11-42.

Would you explain the concentration of power that occurred under Putin by looking at the man or the institutions he inherited?

QUIZ

March 30                      M. Steven Fish, "Stronger Legislatures, Stronger Democracies," *Journal of Democracy* 17, no. 1, January 2006, pp. 5-20 (on e-reserve).  
Gessen, ch. 8, "Dismantling Democracy," pp. 177-197.

Why is a strong legislature good for democracy?

April 4                         Milan W. Svobik, *The Politics of Authoritarian Rule*, ch.1, "Introduction: The Anatomy of Dictatorship" (New York: Cambridge University Press, 2012), pp. 1-5 (on e-reserve).

Vladimir Gel'man, *Authoritarian Russia: Analyzing Post-Soviet Regime Changes* (Pittsburgh: Pittsburgh University Press, 2015), pp. 17-27, 37-42 (on e-reserve).

Why would an autocrat bother to have a legislature and political parties?

April 6                         EASTER BREAK – no class

- April 11 Gessen, ch. 11, "Back to the USSR," Epilogue, and Afterword, pp. 261-305.
- Why is it so difficult to create a strong opposition in Russia?  
How would you handle the many personal and professional compromises implicit in living in an autocratic regime?
- April 13 Samuel A. Greene and Graeme B. Robertson, *Putin v. the People: The Perilous Politics of a Divided Russia* (New Haven: Yale University Press, 2019), pp. 1-15 (on e-reserve).
- Greg Yudin, "The War in Ukraine: Do Russians Support Putin?" *Journal of Democracy* 33, no. 3 (July 2022), pp. 31-37 (on e-reserve).
- Before class, watch the documentary, *My Perestroika*  
<http://ezp.slu.edu/login?url=https://www.newday.com/streaming/index.php?file=MYP-01&license=QGMN-6NST-53LV>
- Do Russians support Putin?
- April 18 IN CLASS ESSAY EXAM

### Part 5: RUSSIA, UKRAINE, AND THE WORLD

*What does Putin want with Ukraine?*

- April 20 Olga Zelinska, "How Protesters and the State Learn From One Another: Spiraling Repertoires of Contention and Repression in Ukraine, 1990-2014," *American Behavioral Scientist* 64, no. 9 (2020): 1271-1298 (e-reserve).
- Valerie J. Bunce and Sharon L. Wolchik, "Favorable conditions and electoral revolutions," *Journal of Democracy* 17, no. 4 (October 2006): 5-16 (on e-reserve).
- Why has Ukraine seen more – and more successful – popular protests than Russia?
- April 25 Paul D'Anieri, *Ukraine and Russia: From Civilized Divorce to Uncivil war* (New York: Cambridge University Press, 2019), pp. 253-277 (on e-reserve).
- Can the conflicting interests of Russia and Ukraine be resolved? How?

- April 27 Patrick Wintour, "The revenge of history in Ukraine: year of war has shaken up world order," *The Guardian*, 26 December 2022.  
[https://www.theguardian.com/world/2022/dec/26/ukraine-war-revenge-of-history-how-geopolitics-shaping-conflict?utm\\_source=pocket-newtab](https://www.theguardian.com/world/2022/dec/26/ukraine-war-revenge-of-history-how-geopolitics-shaping-conflict?utm_source=pocket-newtab)  
Alternate link for Wintour (through SLU but no pictures):  
<https://link.gale.com/apps/doc/A732240413/AONE?u=sain44199&sid=bookmark-AONE&xid=01cba543>  
Robert Person and Michael McFaul, "What Putin Fears Most," *Journal of Democracy* 33, no. 2 (April 2022), pp. 18-27 (on e-reserve).  
Massimo Calabresi, "Hacking Democracy: Inside Russia's Social Media War on America," *Time*, 29 May 2017, pp. 30-35 (on e-reserve).  
  
How do the Russian and Ukrainian narratives about war differ?
- May 2 Marnie Howlett, "Nation-building from (below) the grassroots: Everyday nationalism in Ukraine's bomb shelters," *Nations and Nationalism*, 2022, ahead of print (on e-reserve).  
Olga Onuch, "Why Ukrainians Are Rallying Around Democracy," *Journal of Democracy* 33, no. 4 (October 2022): 37-46 (on e-reserve).  
  
How does war affect feelings of nationalism or support for democracy?
- May 4 Timothy J. Colton, "Ukraine and Russia: War and Political Regimes," *Journal of Democracy* 33, no. 4 (October 2022): 20-36 (on e-reserve).  
  
Is war likely to promote democracy in either Russia or Ukraine?
- May 11 REFLECTION ESSAY DUE BY 4PM

### Available services

#### **University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

#### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

#### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

#### **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

### University Policies

#### **Academic Integrity**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites. Information for the College of Arts and Sciences can be found here: <https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php>

#### **Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience**. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

### Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

**When a University-wide face mask requirement is in effect**, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)

- removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

**When a University-wide face mask requirement is not in effect**, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

### **ADA Accommodations for Face Mask Requirements**

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

### **In-Person Class Attendance and Participation**

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.