Seton Hall University

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Diplomacy Syllabi

School of Diplomacy and International Relations

Fall 2024

DIPL 6405 Foreign Policies of Post-Soviet States

Margarita M. Balmaceda PhD

Foreign Policies of Post-Soviet States
DIPL 6405
Fall 2024

Instructor Information
Instructor: Prof. Margarita Balmaceda
Office: Room 117, McQuaid Hall
Office Hours (virtual office hours): Tue/Th 3:00-4:00 pm
Phone: 973-313-6202
Email balmacma@shu.edu

Course Description

      Discussions of possible Russian meddling in the US elections, as well as Russia's intervention in Ukraine present key challenges to the international community. It is impossible to approach these challenges without a broader view of the sources of foreign policy in the Soviet (1917-1991) as well as pre-Soviet (1700s-1917) era. This course will survey the main issues in the history of Soviet relations with the foreign world, as well as the new foreign policies of Russia, the other Soviet successor states, and (to a lesser extent) the East and Central European states (in particular Poland, Hungary, the Czech Republic, Romania, and Slovakia). The first part of the course explores topics such as longstanding sources of Russian and Soviet policies pre-dating 1917, the tensions between the pursuit of revolution abroad and state-building at home as sources of Soviet foreign policy, the links between domestic reform and foreign policy initiatives in the *perestroika* period, and the effects of the demise of the Soviet empire on the international system. The second part of the course analyzes the international behavior of Russia and the other former Soviet and former Soviet-bloc states after 1991. As examples we will discuss the role of energy interest groups in foreign policy-making in the post-Soviet period, alternative forms of political and economic integration within the Commonwealth of Independent States, the challenges of integration into Western politico-economic (EU) and security (NATO) structures faced by the Central and East European states, and new forms of Russian "soft power" (such as those related to energy supplies) and "hard power" (such as those related to military intervention) influence. The last part of the course will be devoted to conducting, sharing and discussing original research by the students; each student will complete an original research paper on a relevant topic. In these research projects, the concepts and issues discussed throughout the course will be applied to additional cases or instances.

      NB: Please note: due to the quickly-changing situation around Russia's war against Ukraine, there will likely be changes in the last modules of the course.

Course Learning Objectives (CLOs)

At the end of this course, students will be able to be equipped with the knowledge and skills needed to:

CLO 1: Identify and categorize the main impacts of Russian imperial and Soviet legacies on the international behavior of the Soviet Union, Russia and other post-Soviet and Eastern European states

CLO 2: Identify the main challenges and opportunities for Soviet Union, Russia and other post-Soviet and Eastern European states emerging from important political changes in other parts of the world (beyond the borders of the former USSR/Eastern Europe)

CLO 3: Compare the institutional and governance setting affecting the supply of Russian energy or its derivates in Russia, Ukraine, and the European Union

CLO 4: Assess main challenges facing, Russia, other post-Soviet, Eastern European states and Council of Mutual Economic Assistance (CMEA) states after the dissolution of the Soviet Union in 1991

CLO 5: Analyze and implement the skills and capabilities to conduct research to analyze complex situations and synthesize information, and to communicate effectively using oral and written forms

Required Course Materials

- Robert H. Donaldson and Vidya Nadkarni, *The Foreign Policy of Russia: Changing Systems, Enduring Interests.* Routledge; 7th edition (2023) [please make sure it is the 7th edition]. ISBN:**978-1032398556**.
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- Margarita M. Balmaceda, *Russian Energy Chains: The Remaking of Technopolitics from Siberia to Ukraine to the European Union* (New York: Columbia University Press, 2021).

- Other Course Materials (including journal articles and other readings) will be listed in "Instructional Materials" folder within the modules. Unless otherwise noted, all additional articles are either available electronically at the SHU library or as pdfs. Please search the SHU library for electronic articles.

Prerequisite Information
This course has no specific academic prerequisites.

Technology prerequisites:

- Using main features of Canvas
- Posting in Canvas discussion forums
- Checking SHU email (sending/receiving)
- Word processing (creating and saving documents in .doc or .docx format)

- File management and proper labeling of files
- Conducting research using the SHU Library databases and other databases.

Please note that this is a fully online course.

Expectations
Students are expected to:

- Use their Seton Hall email address when emailing the Instructor and fellow students; emails from non-SHU accounts cannot not be accepted
- Engage consistently (at least several days per week) with the course material - logging into Canvas, keeping up to date with the readings and submitting assignments on time
- Post to the discussion boards as per deadlines and reply to peers (see Discussion Board Rubric in "Rubrics" folder in course navigation menu), in the process showing respect during all class discussions (on discussion board). Many of the topics to be covered in the course will surely lead to debate. The expression of various points of view is critical to the learning process, so it is important to be attentive and show respect to each other during class. (**Peer reviews are ungraded, but they are important for checking in with your colleagues from the course and exchanging notes.)**
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- Keep in mind and incorporate into further work instructor queries and comments
- Email or instructor when assistance is needed (see "Faculty Information" for instructor contact information)

The instructor will:
- Respond to discussion boards postings within 48 hours during the week
- Respond to emails/messages within 48 hours during the week and 72 hours during the weekend
- Grade assignments within 7 days of the assignment deadline

Discussion Forums
Expectations and requirements

- The approximate length of an original posting is 100-150 to 180 words (10-15 lines), maximum 200 words.

- Criteria for evaluating the originality and quality of students' comments and grade credit expected (see Discussion Board Rubric in "Rubrics" folder in the course)

- All comments and answers show explicitly show the student's reading and reflection on course readings, making specific reference to specifically relevant points

Modules (see also Course Alignment Matrix document)

Please note: The way the course is designed and the grading in Canvas set up is that each module and deadline builds on each other, so that there is the necessary contextualization, but in terms of completing the assignment, and of grading. The algorithm on the grading of the submitted materials includes, first, the deadline for the assignment, and the submission date. Therefore, modules must be completed in successive order. In particular, it is essential that the final course paper reflects on comments and suggestions made on the previous assignments related to the paper, that is, on the Abstract (Module 6) and on the Annotated Bibliography (Module 9).

Assignments/Activities per module (for due dates please refer to DIPL6405_DEADLINES_SUMMARY document); for readings see individual modules on Canvas and/or Course Alignment Matrix document.

Module 1: Introduce Yourself Discussion Board
- o Post to Blackboard Discussion Board Forum
- o Use DB Rubric
- Tsarist Legacies and their Impact posting on Discussion Board
  - o Post to Blackboard Discussion Board Forum
  - o Use Types of Identity DB Rubric

Module 2: Responding to Capitalist and Nazi Challenges, 1918-1946
- o Discussion Board: Responding to Capitalist and Nazi Challenges, 1918-1946
- o Post to Blackboard Discussion Board Forum
- o Use DB Rubric

Module 3: The Cold War and Its Impact
- o Discussion Board: The Cold War and its Impact
- o Post to Blackboard Discussion Board Forum
- o Use DB Rubric

Module 4: After 1991: post-Soviet Domestic Policies and their Impact on Foreign Relations
- Discussion Board: After 1991: post-Soviet Domestic Policies and their Impact on Foreign Relations
  - o Initial post due 10/10; Response to peers due 10/12
  - o Post to Blackboard Discussion Board Forum
  - o Use DB Rubric

Module 5 Take-home mid-term
- o (Students have one week to complete the mid-term)
- o Submit within Blackboard as Word document

Module 6: The Post-Soviet Republics in a New International Relations Order: challenges and opportunities
- o Post to Blackboard Discussion Board Forum
- o Use DB Rubric
- Research paper abstract due
  - o Use Research Paper Abstract Assignment Rubric

Module 7: Energy and Foreign Policy

No Discussion Board; continue working on your research paper. Readings from this Module should be included in Module 8's discussion board as well as as background for research papers.

Module 8: Global Challenges and Russia's war on Ukraine
- o Discussion Board: Global Challenges and Russia's war on Ukraine
- o Post to Blackboard Discussion Board Forum
- o Use DB Rubric
- 15-minute optional one-on one discussion with instructor on Teams (or equivalent) video or voice link between *please sign up for a slot

Module 9: Research Paper Annotated Bibliography
- o Submit within Blackboard as word file

Module 10: Final Research Paper
- o Submit within Blackboard as Word document
- o Use Final Research Paper Assignment Rubric

Grading Policies
Discussion Forums: 30% (6@5% each)
Take-home mid-term exam: 25%
Abstract of research paper: 5 %
Annotated Bibliography for research paper: 10%
Final course research paper: 30%

<u>Late Assignments Policy</u>

All assignments and exams should/must be completed by the scheduled time. If for some substantial reason you are unable to turn in your assignment/exam in time you must/should contact the instructor *directly* prior to the due date to avoid the penalty for late work, which is 10% of the assignment grade per day late.

Grade scale

Letter Grade	Score	Letter Grade	Score
A	94% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	67% - 69%
B-	80% - 82%	D	60% - 66%
F	< 60%	F	< 60%

Table 1: Grade Scale

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to Seton Hall's Technology Blog.

Important Notes:

Artificial Intelligence (AI)

Unless otherwise noted by the instructor, all assignments submitted must be your own. Contributions from anyone or anything else- including AI tools, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. Students are prohibited from using Artificial Intelligence (AI) tools to complete coursework or assignments for this class. Violation of this policy will be considered academic dishonesty and handled according to the policy outlined in this syllabus and the University's academic integrity procedures. Disability Support Services (DSS) authorizes reasonable accommodations for students with disabilities to ensure they are afforded the opportunity to fully express their knowledge of course material. If you are a student registered with DSS with an AI accommodation, please speak with me directly about your needs.Presenting content from AI tools, such as ChatGPT, as if it were one's own is a form of academic dishonesty and will be treated as such. Please be aware that AI tools are unreliable and that their use may stifle your own creativity and development of your own cognitive skills.

Disability Services Statement

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability, you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

Academic Integrity & Dishonesty

Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

https://www.shu.edu/documents/Student-Code-of-Conduct.pdf

and https://www.shu.edu/diplomacy/academic-conduct.cfm. Resources for academic integrity are on the course Canvas site.

Citation Formats

Papers should utilize one of the Chicago Manual of Style citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Canvas site.

CAPS:

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any

time to speak to a crisiscounselor. For more information, please visit:
https://www.shu.edu/counseling-psychological- services/index.cfm