



v. 1/27/25

Political Science 344: The Russian War on Ukraine: Causes and Consequences

Meeting Time and Location: Tues. and Thurs. 2:25-3:15 pm, SOC SCI 5106

Spring 2025

Credits: 3

Canvas Course URL: <https://canvas.wisc.edu/courses/450608>

Top Hat course ID: 949191

Instructional Mode: Classroom Instruction

Requisites: Sophomore standing

Course Designations and Attributes: Lecture; Breadth - Social Science; Level - Intermediate;
L&S Credit - Counts as Liberal Arts and Science credit in L&S, Honors Optional

How Credit Hours are met by the Course: This class meets for three, 50-minute class periods (2 lecture and 1 discussion section) each week over the semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 2 hours out of the classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

Instructor name, title, and preferred contact:

Professor, Yoshiko M. Herrera (<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>)

Department of Political Science, yherrera@wisc.edu

Instructor Availability: Drop-in Office Hours for students in PS344: Tuesdays, 3:20pm - 4:00pm in 414 North Hall, or sign up for other times at calendly.com/ymherrera

Teaching Assistants:

Ali Mammadov, amammadov@wisc.edu

Drop-in Office Hours: Tuesdays from 12:30 PM to 2:00 PM.

Location: The TA office Room 121, North Hall (north entrance of bldg.)

Joshua P Standal, jpstandal@wisc.edu

Drop-in Office Hours: Mondays from 10:00 AM to 12:00 PM

Location: The TA office Room 121, North Hall (north entrance of bldg.)

Course Description: http://guide.wisc.edu/courses/poli_sci/

Examines causes and consequences of the Russian invasion and war on Ukraine. Analyzes the war using concepts in comparative politics (e.g., regime type, national identity, and domestic politics in Ukraine and Russia) and international relations (e.g., international security, institutions and norms, sanctions and trade, migration and human rights).

Additional Course Description and Goals:

This course will introduce students to political science literature relevant to Russia's invasion of and war on Ukraine. We will begin with the question of why Russia invaded, and consider factors related to domestic politics and international relations in order to develop an answer to the question throughout the semester. We will also consider the implications of the war on Ukraine, Russia, and the international system.

In terms of domestic politics, we will cover topics related to: National Identity; Democracy and Dictatorship; Media and Public Opinion; and Social Movements & Civil Society. We will then turn to international relations and examine: International Relations of Ukraine and Russia; Economic Levers in War, Trade, Sanctions, and Isolation; Military Strategy and Capabilities; the Costs of War and Support for War; and Nuclear Weapons. In the last section of the course we will consider post-war challenges including Migration and the Politics of Immigration; and War Crimes, Genocide, and Accountability. We will end with discussion of future prospects for Ukraine and Russia.

This is a lecture class, but lectures will include student-centered discussion and activities. Reading is essential for full participation in discussions and students will be asked to engage with concepts from the readings in class. In addition, students will work on a series of assignments related to an original final research paper and presentation. Finally, students take online readings quizzes each week, and there will be two midterms and a final exam.

Course Learning Outcomes:

1. Analyze and explain political science work relevant to Russia's invasion of Ukraine.
2. Critically assess how prior political science work does or does not help explain outcomes related to the Russian war in Ukraine.
3. Engage and participate in discussion with peers, instructors, and the public on the topic of Russia's invasion of Ukraine.
4. Write an original research paper that analyzes political science theory in light of empirical data on the Russian war in Ukraine, and present the findings of the paper to the class.

Regular and Substantive Interaction:

- Students participate in regularly scheduled learning sessions three times a week (two lectures and one discussion section) where there is an opportunity for direct interaction between the student and the instructors, and students can come to office hours held by the instructors.

- The instructors will provide written and/or oral comments on individual student assignments.
- Instructors post information and email check-ins about academic aspects of the class.
- Instructors identify students struggling to reach mastery through observation of discussion activity and assessment of work, and offer additional opportunities for interaction.

Readings:

Required Textbook:

- Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, 2023. Purchase at University Bookstore or online.

Recommended book:

- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books.

All readings besides the required text are available online via the Canvas course website or via the library. All required readings will be posted on Canvas, and any changes from the syllabus will also be noted there.

GRADING

Summary of course requirements and grading (see details below)

1. Attendance & engagement in lectures (5%) and discussion sections (10%)	15%
2. Weekly reading quizzes	20%
3. Two Midterms and Final Exam (10% x 3)	30%
4. Final Paper (20%), 2 Paper Proposals (2%+8%) & Presentation (5%)	35%
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	100%

Grade scale:

A	100% to 95%	B	<89% to 83%	C	<77% to 70%	F	<60% to 0%
AB	<95% to 89%	BC	<83% to 77%	D	<70% to 60%		

Grades are not curved.

ABSENCE, MAKE-UP, AND LATE-WORK POLICY

Absences will be excused due to religious conflicts, medical issues, or university-related business.

1. Absence must be excused: Contact your TA by email as soon as possible if you anticipate missing a class or assignment and we will confirm in writing that the absence is excused. With an excused absence, missed class participation will be excluded from final grade total.
2. Online quizzes and other assignments must be submitted online by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g., medical reason). In this case, assignments will be accepted up to one week beyond the excused absence period.
3. Late assignments will be marked down. If there are extenuating circumstances, please talk one of the instructors.

Summary Class Schedule

week		Lecture topics	Date	Assignments
1	Introduction	Introduction to the course	1/21/25 Tues	
			1/23/25 Thurs	
2		Why did Russia invade?	1/28/25 Tues	Quiz #1
			1/30/25 Thurs	
3		National Identity in Ukraine & Russia	2/4/25 Tues	Quiz #2
			2/6/25 Thurs	
4		Democracy and Dictatorship in Ukraine & Russia	2/11/25 Tues	Quiz #3
			2/13/25 Thurs	
5	Domestic Politics	Media & Public Opinion in Ukraine & Russia	2/18/25 Tues	Quiz #4
			2/20/25 Thurs	Library presentation
6		Social Movements & Civil Society in Ukraine & Russia	2/25/25 Tues	Quiz #5
			2/27/25 Thurs	In-class Midterm 1
7		International Relations of Ukraine & Russia	3/4/25 Tues	Quiz #6
			3/6/25 Thurs	
			3/7/25 Fri	Proposal 1: Concept & question
8		Economic Levers in War: Trade, Sanctions, & Isolation	3/11/25 Tues	Quiz #7
			3/13/25 Thurs	
9	International Relations	Military Strategy and Capabilities in Ukraine & Russia	3/18/25 Tues	Quiz #8
			3/20/25 Thurs	
10		Spring break, no class March 25 & 27		
11		The costs of War in Ukraine & Russia	4/1/25 Tues	Quiz #9
			4/3/25 Thurs	
			4/4/25 Fri	Proposal 2: Annotated bib & hypotheses
12		Nuclear Weapons	4/8/25 Tues	Quiz #10
			4/10/25 Thurs	In-class Midterm 2
13		Migration and Politics of Immigration	4/15/25 Tues	Quiz #11
			4/17/25 Thurs	
14	Post-War Challenges	War Crimes, Genocide, and Accountability	4/22/25 Tues	Quiz #12
			4/24/25 Thurs	
15		What's next for Ukraine & Russia	4/29/25 Tues	Quiz #13
			5/1/25 Thurs	Presentations in sections
			5/2/25 Fri	Final Paper
In-person Final Exam, 5/6/24 Tues., 2:45-4:45PM, room TBA				

Class Schedule and Required Readings

Week 1:

Jan. 21 – No class due to inclement weather

Jan. 23: Introduction to the course

- Green, A. (2013). How to Read Political Science: A Guide in Four Steps. <http://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>
- Sign up for Top Hat course ID: 949191
- Trofimov, Y. (2024) *Our Enemies Will Vanish: The Russian invasion and Ukraine's war of independence*. Penguin Press, Prologue, 1-13
- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books, Introduction and Chapter 1, 1-32.

Discussion sections begin week one on Jan. 21

Week 2, Jan. 28 and 30: **Why did Russia invade?**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Introduction 1-20.
- Mearsheimer, J. J. (2014). Why the Ukraine crisis is the West's fault: The liberal delusions that provoked Putin. *Foreign Affairs*, 93(5), 77-89.
- Gomza, I. (2022). The War in Ukraine: Putin's Inevitable Invasion. *Journal of Democracy*, 33(3), 23-30.
- Hill, F. and Stent, A. (2022). The World Putin Wants: How Distortions About the Past Feed Delusions About the Future. *Foreign Affairs*, 101(5), 108-123.

Domestic Politics

Week 3, Feb. 4 and 6: **National Identity in Ukraine and Russia**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Chp. 1 and 3, 20-56, 87-112.
- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books. Chapter 7, 161-186.
- Kulyk, V. (2018). Shedding Russianness, recasting Ukrainianness: The post-Euromaidan dynamics of ethnonational identifications in Ukraine. *Post-Soviet Affairs*, 34(2-3), 119-138.
- Snegovaya, M., Kimmage, M., & McGlynn, J. (2023, September 27). The Ideology of Putinism: Is It Sustainable? *Center for Strategic and International Studies (CSIS)*.

Week 4, Feb. 11 and 13: **Democracy and Dictatorship in Ukraine and Russia**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Chp. 2, 57-86.
- Onuch, O. (2022). Why Ukrainians Are Rallying Around Democracy. *Journal of Democracy*, 33(4), 37-46.
- Snegovaya, M. (2023). Why Russia's Democracy Never Began. *Journal of Democracy*, 34(3), 105-118.
- Kolesnikov, A. (2023, December 1). Putin's War Party. *Foreign Affairs*.

Week 5, Feb. 18: **Media, the State, and Public Opinion in Ukraine and Russia**

- Shirikov, A. (2024). Rethinking Propaganda: How State Media Build Trust Through Belief Affirmation. *Journal of Politics*, 86(4), 1319-1332.
- Onuch, O., Mateo, E., & Waller, J. G. (2021). Mobilization, mass perceptions, and (dis) information: "new" and "old" media consumption patterns and protest. *Social Media+ Society*, 7(2), 1-18.
- Hale, H. E., & Lenton, A. C. (2024). Do Autocrats Need a Foreign Enemy? Evidence from Fortress Russia. *International Security*, 49(1), 9-50.

Feb. 20: Library session on finding sources

Week 6, Feb. 25:

Social Movements & Civil Society in Ukraine and Russia

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Chp. 5, 143-176.
- McGlynn, J. (2024, June) Crossing Thresholds: Ukrainian Resistance to Russian Occupation. *CSIS Europe, Russia, and Eurasia Program*.
- Mathers, J.G. (2024, March) Women, Civil Society, and Ukraine's War. *Political Insight*.
- Gel'man, V. (2015). Political opposition in Russia: A troubled transformation. *Europe-Asia Studies*, 67(2), 177-191.

Thursday, Feb 27, In-class Midterm 1

International Relations

Week 7, Mar. 4 and 6: **International Relations of Ukraine and Russia**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Chp. 4, 113-142.
- Fazal, T. M. (2022). The Return of Conquest? Why the Future of Global Order Hinges on Ukraine. *Foreign Affairs*, 101, 20-27.
- Goldgeier, J. M., & Shiffrinson, J. R. I. (Eds.). (2023). *Evaluating NATO enlargement: From cold war victory to the Russia-Ukraine war*. Palgrave Macmillan. Chp 1, 1-42.
- Polyakova, A. and James Goldgeier, J. (2024, February 1). Why NATO Needs Ukraine: Kyiv's Survival and Europe's Security Depend on a More Unified Front. *Foreign Affairs*.
- Gabuev, A. (2024, April 9). Putin and Xi's Unholy Alliance: Why the West Won't Be Able to Drive a Wedge Between Russia and China. *Foreign Affairs*.

Proposal 1: Concept and research question
Due Friday, March 7, by 11:59 pm on Canvas

Week 8, Mar. 11 and 13: **Economic Levers in War: Trade, Sanctions, and Material Interests**

- Copeland, D.C. (2022, August 23) When Trade Leads to War: China, Russia, and the Limits of Interdependence. *Foreign Affairs*.
- Brooks, S.G. (2024, July/August). The Trade Truce? When Economic Interdependence Does-and Doesn't-Promote Peace. *Foreign Affairs*.
- Grzymała-Busse, A. (2024). How Ukraine Divides Postcommunist Europe. *Journal of Democracy*, 35(1), 74-86.
- Fishman, E. (2024, December 13). Tighter Sanctions Can Help End the Russia-Ukraine War. *Council on Foreign Relations*. <https://www.cfr.org/article/tighter-sanctions-can-help-end-russia-ukraine-war>

Week 9, Mar. 18 and 20: **Military Strategy and Capabilities in Ukraine and Russia**

- Barany, Z. (2023). Armies and Autocrats: Why Putin's Military Failed. *Journal of Democracy*, 34(1), 80-94.
- Pape, R. (2022, October 20). Bombing to Lose: Why Airpower Cannot Salvage Russia's Doomed War in Ukraine. *Foreign Affairs*.
- Chotiner, I. (2024, August 22). Will Ukraine's Incursion Into Russia Change the Trajectory of the War? *The New Yorker*.
- Olha Kyrylenko, O. (2024, September 17). Infantry war at Pokrovsk: why Ukraine's key eastern front started (and continues) to crumble. *Ukrainska Pravda*.

- Michael Kofman, M. and Evans, R. (2024, December 4). Waiting For a Theory of Victory in Ukraine. *War On The Rocks Podcasts*. <https://warontherocks.com/2024/12/waiting-for-a-theory-of-victory-in-ukraine/>

Week 10, Spring Break: No Class March 25 and 27

Week 11, Apr. 1 and 3: The Costs of War in Ukraine and Russia

- Berinsky, A. J. (2007). Assuming the costs of war: Events, elites, and American public support for military conflict. *The Journal of Politics*, 69(4), 975-997.
- Lewis, D. (2024, January 18). The Quiet Transformation of Occupied Ukraine. *Foreign Affairs*.
- Holtz, M. (2025, January 17). The Dangerous Work of Clearing Russia's Deadly Mines from Ukrainian Lands. *The New Yorker*.
- The Economist (2024, July 5). How many Russian soldiers have been killed in Ukraine? *The Economist*. <https://www.economist.com/graphic-detail/2024/07/05/how-many-russian-soldiers-have-been-killed-in-ukraine>
- Ivanyshyn, V. (2024, December 20) Russian losses exceed 750,000 troops, expected to surpass 1 million within 6 months, UK estimates. *The Kyiv Independent*.

Proposal 2: Annotated bibliography and hypotheses
Due Friday, Apr. 4, by 11:59 pm on Canvas

Week 12, Apr. 8: Nuclear Weapons in Ukraine and Russia

- Budjeryn, M. (2016). Was Ukraine's nuclear disarmament a blunder? *World Affairs*, 179(2), 9-20.
- Bell, M. S. (2024). The Russia-Ukraine War and Nuclear Weapons: Evaluating Familiar Insights. *Journal for Peace and Nuclear Disarmament*, 7(2), 494-508.
- Barel, H. (2022, March 24). Will Russia Use Nuclear Weapons in Ukraine. *Institute for National Security Studies*. <https://www.inss.org.il/wp-content/uploads/2022/03/no.-1578.pdf>
- Sethi, M. (2022). Nuclear Overtones in the Russia-Ukraine War. *Arms Control Today*, 52(5), 12-15.

Thursday, April 10, In-class Midterm 2

Post-War Challenges

Week 13, Apr. 15 and 17: **Migration and the Politics of Immigration**

- Abdelaaty, L., & Steele, L. G. (2022). Explaining attitudes toward refugees and immigrants in Europe. *Political Studies*, 70(1), 110-130.
- UNHCR. (2024, December 30). Ukraine Situation: Flash Update #76. *UNHCR Regional Bureau for Europe*.
- Brzozowska, A. (2023). 'All is not yet lost here.' The role of aspirations and capabilities in migration projects of Ukrainian migrants in Poland. *Journal of Ethnic and Migration Studies*, 49(9), 2373-2390.
- Bejan, R., & Bogovic, R. (2022, March 11). Ukraine: How citizenship and race play out in refugees' movements in Europe. *The Conversation*. <http://theconversation.com/ukraine-how-citizenship-and-race-play-out-in-refugees-movements-in-europe-178118>

Week 14, Apr. 22 and 24: **War Crimes, Genocide, and Accountability**

- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books. Chapter 9 and 10, 211-257.
- Shaw, M. (2023). Russia's Genocidal War in Ukraine: Radicalization and Social Destruction. *Journal of Genocide Research*, 25(3-4) 352-370.
- Lawrynuik, S. (2024, March 10). Ukrainian survivors of sexual violence, torture say country will have to share burden of their trauma. *CBC News*.
- Gessen, M. (2022, August 1). The Prosecution of Russian War Crimes in Ukraine." *The New Yorker*.

Week 15, Apr. 29 and May 1: **What's next for Ukraine and Russia**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Conclusion, 217-238.
- Kotkin, S. (2024, May/June). The Five Futures of Russia and How America Can Prepare for Whatever Comes Next. *Foreign Affairs*.
- Kendall-Taylor, A. and Kofman, M. (2025, January/February). Putin's Point of No Return: How an Unchecked Russia Will Challenge the West. *Foreign Affairs*.
- Masters, J. (2023, July 24). How Frozen Russian Assets Could Pay for Rebuilding in Ukraine. Council on Foreign Relations. <https://www.cfr.org/in-brief/how-frozen-russian-assets-could-pay-rebuilding-ukraine>

Paper presentations in discussion sections week 15
Final Paper due Friday, May 2, by 11:59 pm on Canvas
Final Exam May 6, Tues. 2:45-4:45 pm, in-person, room TBA

MAJOR GRADED WORK

1. Attendance and engagement in lectures (5% of course grade) and discussion sections (10% of course grade):

This is a discussion-based class and active participation is required. Attending lectures is an important first step. Engagement means being prepared by doing the reading and thinking about the material so that you can ask and answer questions related to the course material during class. Students should have the readings at hand in discussion section.

- The class will use **Top Hat** (www.tophat.com) technology, which will automatically mark attendance and engagement in class discussion questions each session. You may be able to submit answers to in-class questions using smartphones and tablets, laptops, or through text message. See instructions on how to create or link a Top Hat account, <https://kb.wisc.edu/luwmad/internal/page.php?id=59937>
- Discussion sections will include further explanation of concepts covered in lectures, but a key goal in the discussion sections will also be to work on assignments related to the final research paper.

Attendance and engagement grades will be given 3 times during the semester, taking into account the previous few weeks of participation.

- Lecture attendance will be credit/no credit based on TopHat attendance scores.
- Discussion section attendance & engagement will use the following rubric:

Arrived on time, attended each discussion section during evaluation period	75%
Actively participated by asking questions and participating in group discussions	20%
Seemed in command of readings and material; able to explain concepts	5%
	100%

2. Weekly Reading Quizzes (20% of course grade):

- Each week students will complete an online reading quiz via the Canvas course website.
- Quizzes are timed, 10 minutes, and must be taken before the start of the Tuesday class. They will generally be available starting Fridays. Once you begin the quiz you have 10 minutes to complete it.
- Quizzes are open-book and based on all of the required course readings & materials for the week. The best way to prepare for the quizzes is to do the readings and take notes on key concepts and arguments.
- The lowest quiz grade for each student will be dropped.
- The grading rubric for quizzes is based on percent of correct answers, and uses the grade scale noted above.

3. Midterm Exams and Final Exam (3 x 10% of course grade):

- The midterm exams will be Feb. 27 and Apr. 10 (2:25-3:15 pm), in class. Midterm 1 will cover material from weeks 1-6; midterm 2 will cover material from weeks 7-12.
- Final exam will be 5/6/24, 2:45-4:45 PM, in-person, room to be named by registrar. Final exam will cover material from weeks 1-15, with relatively more questions from weeks 13-15.
- The midterm and final exams will consist of questions similar in format and content to those on the weekly quizzes. ***Exams will be closed-book, without notes, in-person.***
- The grading rubric for the final exam is based on percent of correct answers, and uses the grade scale noted above.

4. Final Paper (35% of course grade):

The goal of this assignment is an original research paper that analyzes a theoretical concept from political science in light of empirical data on the Russian war in Ukraine. The paper must be structured to address the following type of question (see “Honors Option” below for different question types):

- A critical analysis of a concept applied to the case of this war, e.g., What is genocide and is the Russia’s war in Ukraine a case of genocide? What is fascism and is Russia a fascist state? What is democracy and is Ukraine a democracy? What is an inclusive national identity and does that apply to Russia or Ukraine? Are sanctions against Russia “working” (what does it mean for sanctions to work)? What is nuclear deterrence and is this war a case of it? What is genocide and has Russia engaged in it in Ukraine?
- Critical analysis means you have to consider the question from different angle, or consider different answers to the question. You will review evidence in order to evaluate different perspectives.

Students will work on the paper through a series of structured proposals and a final paper:

Proposal 1: Concept and research question	2%
Proposal 2: Annotated bibliography and hypotheses	8%
Final Paper	20%
Paper Presentation	5%
Total final paper course grade:	35%

Requirements of the paper and all proposals:

- On every document you turn in, include your name, the date, the class name, and a title for the assignment.
- Use 12-point font, 1-inch margins, double-spaced
- All parts of paper should be posted as a PDF on Canvas.

Proposal 1: Concept and research question (2% of course grade)

Length: 1 double-spaced page

- Choose a theoretical concept covered in the course (from the readings or lecture topics), and develop a question about that concept related to the Russian war on Ukraine (see above for examples). Paper must focus on a concept from the class and Ukraine and/or Russia.

Proposals should include the following:

1. A title that describes what your paper is about (not just the course name)
2. A paragraph on the concept that you are planning to investigate, e.g. fascism, nuclear weapons policy, genocide, or democracy. (Later, in the final paper you will have to expand on what the concept means)
3. A paragraph on your research question, or how you think the concept may or may not apply to Russia, Ukraine, or the war more generally, e.g. Is Russia fascist? Is Ukraine a democracy? Are sanctions working? (Later, in the final paper you will answer this question in greater detail)
4. A bibliography for any sources cited (does not count as part of page limit).
5. Indicate whether you would like to work with a partner on the final paper (see group work section below)

In all parts of your final paper use APA style. For discussion of APA see:

https://writing.wisc.edu/wp-content/uploads/sites/535/2021/06/APA-Style-7th-Edition_Writing-Center-Handout-1.pdf

Use “parenthetical (in-text)” citations within the text of your documents, but use the “references list” style for bibliographies. For examples of all types of citations, see:

<https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Proposal 2: Annotated bibliography and hypotheses (8% of course grade)

Length: approximately 2 pages, single spaced, but with spaces between sections and references.

An annotated bibliography is a list of sources (full citations like in a normal bibliography) with 1-2 sentences following each source to explain its role in the paper. In this proposal you will write out your research question and hypotheses (possible answers to your question), and you will outline the sources you intend to use for your final paper.

This second paper proposal should have the following three numbered sections:

1. Research question:
 - State the research question explicitly. You can copy or revise text from your proposal 1 to write a paragraph in this section to explain the question in greater detail.
2. Concept
 - Write one short sentence or term describing the concept, e.g. “democracy” or “genocide.”

- Include a citation of at least 1 article or book that defines and discusses the concept from a **general source** (see below for links to examples), then for your annotation, add a 1-2 sentences discussing the definition based on the source.
3. Hypotheses
- Write out at least 2 hypotheses (arguments for or against), e.g. Ukraine is a democracy, or Ukraine is not a democracy; or Russia is committing genocide, or Russia is not committing genocide. Then under each hypothesis, add **empirical sources** (at least one) for each hypothesis.
 - In this section you will have a minimum of 4 empirical source citations. Below each source, write 1 or 2 sentences that suggest how the cited work relates to your argument.
 - Although you need 4 sources total, not all have to be for a different hypothesis.

Sources:

- You will need a minimum of 5 academic sources (more are allowed) for the annotated bibliography in proposal 2 and your final paper: at least 1 **general source**, i.e. an article or book on the concept, and at least 4 **empirical sources**, area-based articles, data sites, one news article OR more general sources.
- See Canvas for link to allowable sources. If you find a source that is not on the list, contact your TA to see if it can be added to the list.

How to find Sources

- See Library Source presentation resources on Canvas.
- Look for sources on the **UW-Library system (search by journal title, then key words within the journal)**
- Look at **academic press websites**, then search by key words. Many books are available fully online via the library site.
- Try using **Google Scholar** for articles or books, <https://scholar.google.com/> Search by topic or key words, then look for appropriate journal or book publishers.
- Look for sources among the course readings, see Canvas-Files-Course Readings (and then search by topic).

Final paper (20% of final grade)

- The final paper should be approximately 8-10 double-spaced pages, excluding citations and title page.
- Include a title page with your name, date, and a title; use appropriate style for the title page. Also, include page numbers on the paper.
- Use APA parenthetical (in-text) citations (see above link from proposal 1)
- At least 5 academic sources are required for the paper (see proposal 2 for instructions on types of sources allowed).

- Sections should be labeled with sub-headings; suggested divisions are below:
 1. Introduction, stating the research question, a summary of possible different explanations (i.e. hypotheses) and a brief summary of the argument (1-2 pp.)
 2. A discussion of the concept (1-2 pp.)
 3. Evidence for and analysis of different explanations, i.e. pros and cons based on evidence, using the four sources you have found from proposal 2 (4-6 pp.)
 4. Conclusion (1 p).
 5. Bibliography (not annotated) and figures/tables don't count toward page limit.

Final Paper Presentations (5% of course grade):

This is an opportunity for you to share your work from the semester with your fellow students, and to develop presentation skills. Presentations will be in discussion section or during the last lecture class, using powerpoint or other slides.

- Presentation dates will be the last week of classes and schedule will be set by your TA. Slides are due on Canvas before the class presentation
- Presentations should consist of approximately 5 slides:
 1. Title slide (includes paper title plus full name, date, course name & number)
 2. Research question and concept
 3. Hypotheses (possible explanations/answers to the question) and evidence for and against hypotheses (can be 1 or 2 slides)
 4. Conclusion and summary of your argument
- Slides should use consistent style.
- You should add images or other relevant visual design elements where appropriate

GROUP WORK:

Students may choose to work with a partner on the proposals, the final paper, and the presentation. If you are interested in working with a partner, indicate that on proposal 1. If you choose to work in a group:

- For the Proposal 2, add 4 additional sources. An easy way to do this is to have an application to 2 countries, with 4 sources on Russia and 4 on Ukraine, or if it's the war as the application, then include 8 sources rather than 4 for the application.
- The final paper length will be longer by 4-5 pages; the additional pages will be in the hypothesis and evidence sections.
- Make sure the final paper is integrated, even though the paper has different section, and different people might do more work on one or another of them. Make sure all sections are connected; each person should read the entire paper to make sure all sections are integrated.
- In a separate document for the final paper, each person should turn in a one-half page description of their own individual contribution and evaluation of others' contributions to the research paper.

HONORS OPTION:

Students may take this course for Honors Optional credit. Students should add or drop the Honors Option (<https://honors.ls.wisc.edu/add-or-drop-honors/>) by following the steps outlined on the Honors Program website. To earn Honors credit in this course, students will be required to:

1. Achieve an overall average above 85% on quizzes, participation, and exams
2. Attend three extra-credit lectures, films, or departmental colloquia on a topic relevant to the course and write reflection papers (1 page) on those events. We will post a list of centers/dept events and you can choose from these.
3. Write a research paper that includes a causal research question, rather than just the application of a concept.

A causal research paper entails a research question in one of two formats:

- A question such as “why did X happen,” e.g., Why did Russia invade? Why did the Russian army perform poorly? Why did Ukrainians fight for their sovereignty? Why do Russians support or not support the war? What explains attitudes towards war migrants?
- A question in the form of “what are the effects of X on Y,” e.g., What are the effects of sanctions on the war? What are the effects of foreign aid on the war? What are the effects of the war on public opinion in Russia or Ukraine? What are the effects of NATO enlargement on this war?

For students choosing the honors option, the structure of the paper proposals is similar but instead of just identifying a concept to evaluate,

- 1) your research question should be causal (as noted above) and
- 2) instead of the “concept” in section 2 of proposal 2, you should describe the outcome of interest (the X in why did X happen) or the phenomenon whose effects you are studying (the X in what are the effects of X on Y).

Students may work with partners on the honors option paper.

EXTRA CREDIT

Students can receive up to 1 full point for extra credit which will be added to your final grade by attending lectures or other campus or online events related to the course. Each event is worth .1 points and you can accumulate 10, for 1 full point. We will post notices for events as they arise. In addition, any event at CREECA (Center for Russia East Europe and Central Asia) will count and their events are typically at 4:00 on Thursdays in 206 Ingraham Hall. See <https://creeca.wisc.edu/events/>. To get credit you must submit a 1-page (double spaced) reaction paper about the event (what you learned, your evaluation of it, etc.), and a picture of yourself at the event.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Political Science department is located in North Hall, the oldest building on campus. Due to its age, this building is not accessible to individuals with mobility disabilities and does not have an elevator or accessible restroom. **The department is committed to equal opportunity for all students to attend office hours, advising, and other department-related events.**

Please contact me if North Hall presents a disability-related barrier to you, and I will work with the department to ensure access. If you require a disability-related accommodation for the academic requirements of this course unrelated to North Hall, please see this:

<https://guide.wisc.edu/courses/#SyllabusAccommodations>.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, **including using AI programs to write your written assignments**, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action.

Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT

Diversity is a source of strength, creativity, and innovation for UW-Madison

<https://diversity.wisc.edu/>. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC POLICIES AND STATEMENTS:

See this link <https://guide.wisc.edu/courses/#syllabustext> for information on the following:

- Teaching and Learning Data Transparency Statement
- Privacy of Student Records and the Use of Audio Recorded Lectures Statement,
- Campus Resources for Academic Success
- Course Evaluations and Digital Course Evaluations
- Students' Rules, Rights and Responsibilities
- Academic Calendar and Religious Observances