



v. 1/19/26

Political Science 344: The Russian War on Ukraine

Spring 2026

Meeting Time and Location: Tues. and Thurs. 11:00-11:50am, EDUCATION L196

Credits: 3

Canvas Course URL: <https://canvas.wisc.edu/courses/501815>

Top Hat course ID: 198516

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.

Teaching staff:

Professor Yoshiko M. Herrera, yherrera@wisc.edu

Department of Political Science (<https://polisci.wisc.edu/staff/yoshiko-m-herrera/>)

Drop-in Office Hours: Tuesdays, 1:30–2:30 pm or sign up on calendly.com/ymherrera

Location: 414 North Hall

Nastya Andreeva, aandreeva@wisc.edu

Drop-in Office Hours: Mondays, 1:00–2:00 pm

Location: Education Building lobby (tables near café)

Monica Komer, komer@wisc.edu

Drop-in Office Hours: Tuesdays 9:30–10:30 am

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: Identity Politics; Democracy and Dictatorship; Media and Public Opinion; and Civil Society. We will then turn to international relations and examine: Global Order; NATO and Military Capabilities; Economic Levers in War including Trade and Sanctions; the Costs of War; and Nuclear Weapons. In the last section of the course we will consider post-war challenges including War Crimes, Genocide, and Accountability; and Migration and the Politics of Immigration. 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. Students take readings quizzes each week, and there will be two midterms and a final exam. In addition, students will work on a series of assignments related to an original final research paper and presentation.

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 opportunities for improvement.

Required Textbook:

- Popova, Maria, and Oxana Shevel. *Russia and Ukraine: Entangled Histories, Diverging States*. John Wiley & Sons, 2023. Purchase at University Bookstore or purchase online.

Recommended book:

- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books. Available at University Bookstore or purchase online.

All readings besides the required text are available online via the Canvas course website or via the library.

GRADING

Summary of course requirements and grading

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. Paper Assignments (1%+4%+5%), Final Paper (20%), & Presentation (5%)	35%
	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 that the absence is excused.
2. Email your TA with any Top Hat issues.
3. With an excused absence, missed quizzes can be taken within a week (contact TA to arrange), and missed class participation will be excluded from final grade total
4. Assignments must be submitted by normal due date, unless the reason for the excused absence precludes doing the work by the normal deadline (e.g., medical reason).
5. Late assignments will be marked down. If there are extenuating circumstances, please talk with one of the instructors.

Summary Class Schedule

Week	Course Part	Lecture & discussion topics	Date	Day	Assignments
1	Introduction	Introduction to the course	1/20 & 1/22	Tue & Thu	Lectures
			1/26 or 1/27	Mon or Tue	Sections, Quiz #1
2		Why did Russia invade?	1/27 & 1/29	Tue & Thu	Lectures
			2/2 or 2/3	Mon or Tue	Sections, Quiz #2
3		Identity Politics	2/3 & 2/5	Tue & Thu	Lectures
			2/6	Fri	Research Question
4	Domestic Politics	Democracy and Dictatorship	2/9 or 2/10	Mon or Tue	Sections, Quiz #3
			2/10 & 2/12	Tue & Thu	Lectures
5		Media & Public Opinion	2/16 or 2/17	Mon or Tue	Sections, Quiz #4
			2/17 & 2/19	Tue & Thu	Lectures
6		Civil Society	2/20	Fri	Paper Sources 1
			2/23 or 2/24	Mon or Tue	Sections, Quiz #5
6			2/24 & 2/26	Tue & Thu	Lectures
			3/2 or 3/3	Mon or Tue	Sections, Quiz #6
			3/3	Tue	In-class Midterm 1
7		Global Order	3/5	Thu	Lecture
			3/9 or 3/10	Mon or Tue	Sections, Quiz #7
8		NATO and Military Capabilities	3/10 & 3/12	Tue & Thu	Lectures
			3/16 or 3/17	Mon or Tue	Sections, Quiz #8
9	International Relations	Economic Levers in War: Trade & Sanctions	3/17 & 3/19	Tue & Thu	Lectures
			3/20	Fri	Paper Sources 2
10			3/23 or 3/24	Mon or Tue	Sections, Quiz #9
11			3/24 & 3/26	Tue & Thu	Lectures, Quiz #10
11			<i>Spring break, no class March 31 & April 2</i>		
12		Nuclear Weapons	4/6 or 4/7	Mon or Tue	Sections, no quiz
			4/7	Tue	In-class Midterm 2
12			4/9	Thu	Lecture
			4/13 or 4/14	Mon or Tue	Sections, Quiz #11
13	Post-War Challenges	War Crimes, Genocide, and Accountability	4/14 & 4/16	Tue & Thu	Lectures
			4/20 or 4/21	Mon or Tue	Sections, Quiz #12
14		Migration and Politics of Immigration	4/21 & 4/23	Tue & Thu	Lectures, Quiz #13
			4/24	Fri	Final Paper
15		What's next for Ukraine & Russia	4/27 or 4/28	Mon or Tue	Presentations in sections
			4/28 & 4/30	Tue & Thu	Lectures
<i>In-person Final Exam</i>			5/6	Wed	12:25PM - 2:25PM

Class Schedule and Required Readings

Week 1, Jan. 20 and Jan 22: **Introduction to the course**

- [Sign up for Top Hat course ID: 198516](#)
- Green, A. (2013). *How to Read Political Science: A Guide in Four Steps*.
- Finkel, E. (2024) *Intent to Destroy: Russia's Two-Hundred-Year Quest to Dominate Ukraine*. Basic Books, Introduction and Chapter 1, 1-32.
- Trofimov, Y. (2024) *Our Enemies Will Vanish: The Russian invasion and Ukraine's war of independence*. Penguin Press, Prologue, 1-13
- Person, R. (2025). Why Ukraine Shouldn't Negotiate with Putin. *Journal of Democracy* 36(1), 21-35.

Sections begin on January 26

- [Quiz 1 on above readings in sections, Jan 26 or Jan 27](#)

Week 2, Jan. 27 and 29: **Why did Russia invade?**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Introduction 1-20.
- Goldgeier, J., & Taylor, B. D. (2025). NATO Did Not Cause Putin's Imperial War. *The Washington Quarterly*, 48(4), 67-82.
- 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.
- [Quiz 2 on above readings in sections, Feb 2 or Feb 3](#)

Domestic Politics

Week 3, Feb. 3 and 5: **Identity Politics 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.
- Dekalchuk, A. A., Grigoriev, I. S., & Smyth, R. (2025). Popular conservatism and the structure of Russian society. *Post-Soviet Affairs*, 41(1), 25-41.

February 6 Paper Question survey due

- [Quiz 3 on above readings in sections, Feb 9 or Feb 10](#)

Week 4, Feb. 10 and 12: **Democracy and Dictatorship in Ukraine and Russia**

- **Feb. 10, Class visit with Ambassador Marie Yovanovitch**
- Yovanovitch, M.L., (2022) *Lessons from the Edge: a Memoir*. Mariner Books. Prologue and Chp. 9-10, xix-xxvi, 395-232.
- 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*.
- [Quiz 4 on above readings in sections, Feb 16 or Feb 17](#)

Week 5, Feb. 17 and 19: **Media 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.
- Poliakoff, S., Toepfl, F., & Kling, J. (2025). ANO Dialog: innovation in controlling Russia's digital information. *Post-Soviet Affairs*, 1-24.
- 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.

Paper Sources1: Concept and sources, due Fri, Feb 20, by 11:59 pm on Canvas

- [Quiz 5 on above readings in sections, Feb 23 or Feb 24](#)

Week 6, Feb. 24 and 26:

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.
- Sundstrom, L. M., Henry, L. A., & Sperling, V. (2022). The evolution of civic activism in contemporary Russia. *East European Politics and Societies*, 36(4), 1377-1399.
- Zarembo, K., & Martin, E. (2024). Civil society and sense of community in Ukraine: from dormancy to action. *European Societies*, 26(2), 203-229.
- McGlynn, J. (2026, January) Thresholds of Survival: The Resistance in Occupied Ukraine. *CSIS Europe, Russia, and Eurasia Program*.
- [Quiz 6 on above readings in sections, Mar 2 or Mar 3](#)

Week 7: Tuesday, March 3, In-class Midterm 1 (covers weeks 1-6)

International Relations

Week 7, Mar. 5: **Global Order**

- Popova, M., & Shevel, O. (2023). *Russia and Ukraine: Entangled histories, diverging states*. John Wiley & Sons, Chp. 4, 113-142.
- Hyde, S. D., & Saunders, E. N. (2025). The Unconstrained Future of World Order: The Assault on Democratic Constraint and Implications for US Global Leadership. *International Organization*, 79(S1), S71-S87.
- Fazal, T. M. (2022). The Return of Conquest? Why the Future of Global Order Hinges on Ukraine. *Foreign Affairs*, 101, 20-27.
- 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*.
- [Quiz 7 on above readings in sections, Mar 9 or Mar 10](#)

Week 8, Mar. 10 and 12: **NATO and Military Capabilities**

- 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.
- Daalder, I.H. (2025, September 10). A Better Way for Europe to Guarantee Ukraine's Security. *Foreign Affairs*.
- Massicot, D. (2025). How Russia Recovered: What the Kremlin Is Learning from the War in Ukraine. *Foreign Affairs*, 104, 110.
- Pape, R. (2022, October 20). Bombing to Lose: Why Airpower Cannot Salvage Russia's Doomed War in Ukraine. *Foreign Affairs*.
- Horowitz, M.C., Kahn, L.A., & Schwartz, J.A. (2025, July 4). What Drones Can—and Cannot—Do on the Battlefield. *Foreign Affairs*.
- Kunertova, D. (2025). Learning the Right Lessons: How Ukraine Has Changed Drone Warfare. *Warfare and International Relations*, 6.
- [Quiz 8 on above readings in sections, Mar 16 or Mar 17](#)

Week 9, Mar. 17 and 19: **Economic Levers in War: Trade and Sanctions**

- 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*.
- Mitrova, T. & Vakulenko. S. (2025, November 5). The Slow Death of Russian Oil. *Foreign Affairs*.

Paper Sources 2: Sources for hypotheses, due Fri, Mar. 20, by 11:59 pm on Canvas

- Quiz 9 on above readings in sections, Mar 23 or Mar 24

Week 10, Mar. 24 and Mar. 26: **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.
- Meduza. (2026, January 13) *1,418 Days Later*.
<https://meduza.io/en/feature/2026/01/13/1-418-days-later>
- Lewis, D. (2024, January 18). The Quiet Transformation of Occupied Ukraine. *Foreign Affairs*.
- Yaffa, J. (2025, August 2). At the Edge of Life and Death in Ukraine. *The New Yorker*
- Epureanu, V. (2026, January 15). Through the meat grinder. *The Insider*.
- Quiz 10 on above readings, in-class Mar. 26

Week 11, Spring Break: No Class Mar. 31 and Apr. 2

- Section discussions Apr. 6 or 7

Tuesday, April 7, In-class Midterm 2 (covers weeks 7-10)

Week 12, Apr. 9: **Nuclear Weapons**

- Guest Lecture by Professor Andrew Kydd
- Budjeryn, M. (2016). Was Ukraine's nuclear disarmament a blunder? *World Affairs*, 179(2), 9-20.
- Arndt, A. C., Horowitz, L., & Onderco, M. (2023). Russia's Failed Nuclear Coercion Against Ukraine. *The Washington Quarterly*, 46(3), 167-184.
- Evangelista, M. (2024). A "nuclear umbrella" for Ukraine? Precedents and possibilities for Postwar European security. *International Security*, 48(3), 7-50.
- Bell, M. S. (2024). The Russia-Ukraine War and Nuclear Weapons: Evaluating Familiar Insights. *Journal for Peace and Nuclear Disarmament*, 7(2), 494-508.
- Quiz 11 on above readings in sections, Apr 13 or Apr 14

Post-War Challenges

Week 13, Apr. 14 and 16: **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*.
- [Quiz 12 on above readings in sections, Apr 20 or Apr 21](#)

Week 14, Apr. 21 and 23: **Migration and the Politics of Immigration**

- UNHCR. (2024, November 28). Ukraine Situation: Flash Update #76. *UNHCR Regional Bureau for Europe*.
- Cook, L. J. (2024). *Welfare Nationalism in Europe and Russia*. Cambridge University Press. Chp. 8, Ukrainian Refugees to Europe in 2022, 235-268.
- Bang Carlsen, H., Gårdhus, T., & Toubøl, J. (2024). Ukrainian refugee solidarity mobilization online. *European Societies*, 26(2), 374-385.
- Kind-Kovács, F., & Oksiutovych, A. (2024). Reflecting on the Present through the Past: Children's Displacement from Ukraine. *The Journal of the History of Childhood and Youth*, 17(2), 254-271.
- [Quiz 13 on above readings, in-class Apr 23](#)

Final Paper due, Friday, Apr 24, by 11:59 pm on Canvas

Paper presentations in sections, Apr 27 or Apr 28

Week 15, Apr. 28 and Apr. 30: **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.
- 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*.
- Kotkin, S. (2024, May/June). The Five Futures of Russia and How America Can Prepare for Whatever Comes Next. *Foreign Affairs*.
- Watling, J. (2025, November 11). Ukraine's Hardest Winter. *Foreign Affairs*.
- Kolesnikov, A. (2026, January 13). Why Putin Still Prefers War. *Foreign Affairs*.

Final Exam Wednesday, May 6, 12:25-2:25 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 in lectures. See instructions on how to create or link a Top Hat account, <https://kb.wisc.edu/luwmad/internal/page.php?id=59937>
- If you need an excused absence from lecture, please email your TA, who can make the adjustment for you in Top Hat.
- Discussion sections will include further explanation of concepts covered in lectures, and another key goal in the discussion sections will also be to work on assignments related to the final research paper.
- Lecture attendance will be credit/no credit based on TopHat attendance scores.
- Discussion section grade will use the following rubric:

Did not attend	0%
Arrived on time, attended but did not speak	70%
Participated in small group discussion, answered some questions	90%
Actively participated throughout, seemed in command of readings	100%

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

- Each week students will complete a reading quiz at the start of sections (except in 2 cases the quiz will be at the end of the Thursday lecture—Quizzes 10 & 13).
- Quizzes are 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 points.
- No notes or use of electronics of any kind are allowed for quizzes.
- The lowest quiz grade for each student will be dropped.
- The grading rubric for quizzes is based on percent of correct answers.

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

- The midterm exams and final exam will be closed-book, without notes, in class.
- Midterm 1 will cover material from weeks 1-6; Midterm 2 will cover material from weeks 7-10; Final Exam will cover material from weeks 1-15, with relatively more questions from weeks 12-15.
- The midterm and final exams will consist of questions similar in format and content to those on the weekly quizzes.
- The grading rubric for the final exam is based on percent of correct answers.

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. Students will choose from a list of questions related to the course, then find appropriate sources to evaluate the question. The paper must include critical analysis, meaning evaluation of different answers to the question based on evidence from academic sources.

Selection of Research Question	1%
Paper sources 1: Research question and 2 sources for main concept(s)	4%
Paper sources 2: At least 2 answers to research question and 2 sources	5%
Final Paper	20%
Paper Presentation	5%
Total final paper course grade:	35%

Requirements of the paper and all proposals:

- On all documents, include your name, the date, 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.
- All sources should use APA style:
 - For discussion of this style see: <https://writing.wisc.edu/wp-content/uploads/sites/535/2021/06/APA-Style-7th-Edition-Writing-Center-Handout-1.pdf>
 - For examples of all types of citations, see: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>
 - In the final paper use “parenthetical (in-text)” citations within the text of your paper, plus a list of references.
 - For Paper Source assignments 1 and 2, use the “references list” style

Selection of Research Question (1% of course grade)

Students will fill out a google form by due date, 1) selecting their research question (see list on Canvas), and 2) noting whether they want to work with a partner or alone

Paper Sources 1: Concept and sources (4% of course grade)

Length: approximately 1 page (see example structure on Canvas)

- After choosing a question from the list provided, find two academic sources from the list of approved **general** political science journals or book publishers. See Canvas for the source lists.
- The articles or book should include the concept(s) or related terms in their titles. For example, if the question is, “What is genocide and is the Russia’s war in Ukraine a case of genocide?” the concept would be “genocide” and the sources should include genocide or a related term in the title and focus on definition or causes or effects of genocide.

This assignment should include the following:

1. A title that describes your paper (and name, date, and class name)
2. The research question
3. Identify the main political science concept(s) in the question, and one or two sentence describing it/them.
4. Two citations of articles or books from the **general source list**, using APA Style that define and discuss the main concept(s) of the research question
5. For each source, add a 1-2 sentences after each citation discussing why you think the sources are appropriate and useful.

Paper Sources 2: Sources for hypotheses (5% of course grade)

Length: approximately 2 pages (see example structure on Canvas)

- Building on the Paper sources 1 assignment, develop at least two possible answers (hypotheses) to the research question, and find at least 2 sources (from **empirical source list**) for each answer or hypothesis.

This assignment should include the following:

1. The Paper Sources 1 assignment, including, a title, the research question, description of the concept, and the two annotated sources for the main concept(s).
2. Two possible hypotheses or answers to the research question, e.g. "Yes, Russia has committed genocide in Ukraine" and "No, Russia has not committed genocide"
3. For each hypotheses, find two sources from the **empirical source list** that provide evidence for the hypothesis, and cite the sources using APA reference style. If you have 2 hypotheses, you should have 4 new sources
4. For each source, add a 1-2 sentences discussing why you think the sources are appropriate.

Sources:

- You will need a *minimum* of 6 academic sources (more are allowed) in your final paper: at least 2 **general sources**, i.e. an article or book on the concept(s), and at least 4 **empirical sources**, articles or books focused on application of the concept(s) to Russia or Ukraine.
- See Canvas links for allowable **general and empirical** sources.
- You may use additional sources beyond the 6 academic sources, e.g. data or news websites, but they will not count towards the 6 from the lists; they will be in addition to the 6 sources from the general and empirical lists.

How to find Sources

- See Library Source videos on Canvas.
- Look for sources on the **UW-Library system** (search by journal title, then key words within the journal)
- Look at **academic press (publisher) websites**, then search by key words. Note that many books are free online via **the library site** (not publisher sites), so read via the library site.
- Look for sources among the **course readings**, see Canvas-Files 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 paper title. Also, include page numbers.
- 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 your argument (1-2 pp.)
 2. Discussion of the main concept(s) (1-2 pp.)
 3. Evidence for and analysis of at least two different hypotheses or answers, i.e. pros and cons based on evidence, using the four sources you have found (4-5 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 require slides.

- Presentation dates will be the last week of classes and students will sign up in section or for a time slot that fits their schedule.
- 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(s)
 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 paper assignments and presentation. If you are interested in working with a partner, indicate that in the question form. If you choose to work in a group:

- You should work with a partner who is in your discussion section, or with the same TA.
- Work with your TA to either add an additional concept or additional cases so that you will have 4 sources for Paper Sources 1, and 8 sources for Paper Sources 2, for a total of 10 sources in the final paper.
- The final paper length will be longer by 4-5 pages.
- Make sure the final paper is integrated, even though the paper has different sections, and different people might do more work on one or another section. Make sure all sections are connected and that all sections are integrated.
- In a separate document for each assignment, 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 80% on quizzes, exams, and participation.
2. Attend four 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. Causal questions will be noted on the question list.

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 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 the war on public opinion in Russia or Ukraine?

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 Paper Sources 1, 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.

We will run all assignments through plagiarism and AI checkers. If we find clear evidence of use of AI (such as fake citations) or plagiarism to write any assignments, you will receive 0 points for that assignment. If we strongly suspect cheating but do not have conclusive evidence, there will be a 35 point deduction (out of the total 100 for the assignment), and you will be invited to provide evidence of your work (notes, downloaded articles, drafts, etc.) to show that AI was not used to write the assignment. If you can show your work sufficiently, the deduction will be removed. Hence, you should keep all notes, downloaded articles, etc. in case questions arise.

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