

<b>Course Information</b>	
<b>Course</b>	AMS 4379 The United States in the Twenty-First Century: U.S.-Russia Relations
<b>Class date/time</b>	M/W 1:00-2:15pm
<b>Classroom Location</b>	Online

<b>Professor's Contact Information</b>	
<b>Name</b>	Dr. Hudson
<b>Email</b>	<a href="mailto:jennifer.hudson@utdallas.edu">jennifer.hudson@utdallas.edu</a>
<b>Office</b>	Online
<b>Office Hours</b>	All office hour meetings must take place virtually via email

**Course Description:**

This course will analyze twenty-first century American foreign policy in relation to Russia. We will analyze the changing political, social, and cultural roles of the United States in the world community. Our investigations will analyze issues such as national identity constructs, propaganda, ideological warfare, cybersecurity, grassroots movements, and will strive to ascertain whether or not the Cold War has returned. The course will take a multidisciplinary approach to these issues. We will read select government documents and historical texts that provide a political perspective of U.S.-Russia relations. We will also examine the political relationship to sociocultural entities. The format of the class will consist of lectures and class discussions. We will also view select films and documentaries.

**AMS 4379 Course Objectives:** Students will develop an understanding of significant social, cultural, and political themes in American foreign policy during the twenty-first century. Students will be able to analyze political and sociocultural debates about U.S.-Russia relations and contribute to the contemporary discussion as active participants. Students will also gain a comprehensive analysis as to how America interacts with Russia on political, sociocultural, and grassroots levels.

**Course Modality and Expectations:** This course and all of its components will take place entirely online. Students will be expected to log onto eLearning twice weekly to complete each week's assignments. Students can log onto eLearning Sunday-Wednesday to complete the weekly assignments and obtain credit for engaging in the course. Students will not be required to log onto eLearning during a scheduled class day/time; rather, students will be able to access the readings, materials, and class resources asynchronously prior to their corresponding deadlines. All students must adhere to the same deadlines and weekly course timelines. Students are expressly prohibited from recording any part of this course. Class materials are for registered students' use only; they may not be reproduced or shared with those not in class, or uploaded to other online environments. Failure to comply with these University requirements is a violation of the Student Code of Conduct. Assignment and assessment submission links (i.e. papers, quizzes, etc.) will be viewable within 24 hours of their deadlines to adhere to University stipulations.

**Required Textbooks:**

Marc Bennetts, *I'm Going to Ruin Their Lives: Inside Putin's War on Russia's Opposition* (2016)

Andrei Kortunov and Olga Oliker, eds., *A Roadmap for U.S.-Russia Relations* (2017) (Book copy available via [https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/170815\\_KortunovOliker\\_USRussiaRelations\\_Web.pdf](https://csis-website-prod.s3.amazonaws.com/s3fs-public/publication/170815_KortunovOliker_USRussiaRelations_Web.pdf))

Michael McFaul, *From Cold War to Hot Peace: An American Ambassador in Putin's Russia* (2018)

Angela Stent, *The Limits of Partnership: U.S.-Russia Relations in the Twenty-First Century* (2014)  
(E-Book and book copies available via UTD Library)

Readings marked with an \* are available on eLearning.

**Assignment Descriptions:**

Quizzes and Journals	20%
Reading Quizzes	20%
Reading Response Papers	20%
Film/Documentary Response Papers	20%
Participation	20%
<b>Total</b>	<b>100%</b>

\***Note:** The professor does not use a point system; all assignments only receive letter grades. Ignore any points/numbers that may appear inadvertently on eLearning as they do not reflect students' performance.

**QUIZZES AND READING QUIZZES**

The syllabus quiz covers course policies and procedures; the plagiarism quiz covers university policies about scholastic dishonesty. Reference the syllabus and the following tutorials:  
<https://libguides.utdallas.edu/plagiarism-and-academic-dishonesty>  
<https://www.utdallas.edu/conduct/dishonesty/>  
<https://www.utdallas.edu/conduct/integrity/>

Reading quizzes cover weekly assigned materials as indicated on the calendar.

**REQUIREMENTS:** This course requires the use of LockDown Browser for all reading quizzes.

1. Watch this video to get a basic understanding of LockDown Browser:  
<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>
2. Download and install LockDown Browser from this link:  
<https://download.respondus.com/lockdown/download.php?id=353814262>
3. Once installed, start LockDown Browser, log onto eLearning, and navigate to the appropriate reading quiz. \***NOTE:** You won't be able to access reading quizzes with a standard web browser. If this is tried, an error message will indicate that the quiz requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the quiz to continue.
4. Keep the following guidelines in mind when taking a reading quiz:
  - a. Select a location where you won't be interrupted
  - b. Turn off all mobile devices, phones, etc. and don't have them within reach
  - c. LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the quiz until all questions are completed and submitted

**Due Dates:** The syllabus quiz is due on eLearning by 5pm on Monday, August 23. The plagiarism quiz is due on eLearning by 5pm on Wednesday, August 25. Reading quizzes are due on eLearning by 5pm on the dates indicated on the calendar.

## JOURNALS

Students will be required to submit brief journal entries as a means of engaging with the assigned readings and media. They are informal responses to specific course materials. The journal entries will briefly respond to a series of questions designed to help students think critically about assigned readings and draw connections with them to the posted media. The journals are private; only the professor will have access to read and respond to them. Simply share your honest opinions and perspectives. View the journals as a means of engaging in a private dialogue with the professor about connections you are making with assigned course materials. You may also view the journal entries as practice for the more detailed and formal response papers outlined below. The journals are due on eLearning by the dates indicated on the calendar. Hard copies, email attachments, and late work are not accepted. Once the deadlines have passed, the corresponding journals cannot be submitted.

## READING RESPONSE PAPERS

Students will choose one prompt from each of the following two categories and write a response paper using the assigned course readings.

The response papers are critical essays that must include a thesis statement and use evidence from the corresponding readings to substantiate an argument. Students may only use and reference course materials. Do not perform additional research. Blogs, Wikipedia, and other similar sources are not acceptable materials; inclusion of these non-credible, non-scholarly sources will result in significant grade deductions. Reference the rubric and the Turabian citation guide posted on eLearning.

**REQUIREMENTS:** All papers must be typed, double-spaced, with standard 1-inch margins, and use 12pt. Times New Roman or a comparable font. Students must include their names and a corresponding bibliography to receive full credit. Each paper must be 4-6 full pages – not including the required bibliography or an optional cover page. Students are encouraged to follow the Turabian citation method as outlined in the guide posted on eLearning. Students must include consistent, immediate in-text citations for all papers. The papers are due on eLearning by the dates indicated below. Hard copies and email attachments are not accepted. Late work is not accepted. Once the deadline has passed, the corresponding prompts cannot be submitted. Students may only submit a total of two response papers; one must come from each of the following two categories.

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## FILM/DOCUMENTARY RESPONSE PAPERS

These response papers allow students to respond to specific films and documentaries viewed throughout the semester. These papers are briefer and less formal than the reading response papers that respond to a greater array of assigned materials. Students should view these short papers as opportunities to discuss the assigned media in lieu of participating in optional class discussions. Students will respond to the given prompts and analyze the assigned film/documentary in relation to that week's theme(s). Reference the rubric and Turabian citation guide posted on eLearning.

**REQUIREMENTS:** All papers must be typed, double-spaced, with standard 1-inch margins, and use 12pt. Times New Roman or a comparable font. Students must include their names to receive full credit. Each paper must be 2-3 full pages – not including the required bibliography or an optional cover page. Students are encouraged to follow the Turabian citation method as outlined in the guide posted on eLearning. Students must include consistent, immediate in-text citations for all papers. The papers are due on eLearning by the dates indicated below. Hard copies, email

attachments, and late work are not accepted. Once the deadlines have passed, the corresponding prompts cannot be submitted.

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### **OPTIONAL CLASS DISCUSSIONS**

In lieu of submitting film/documentary response papers and some journals, students have the option to participate in virtual class discussions on Blackboard Collaborate at 1pm on specific Mondays and Wednesdays. Students who prefer sharing their written views on the assigned films/documentaries privately in the submitted response papers will not be penalized if they choose to forego participating in the virtual class discussions. Similarly, students who participate in the discussion sessions will not be penalized for doing so in place of submitting the film/documentary response papers – as long as they are actively engaged in verbally discussing/analyzing the assigned films/documentaries during the scheduled Blackboard Collaborate discussions. Students who sign-on during the sessions but do not verbally engage in the virtual class discussions will not receive credit. In other words, students must individually share their renderings of the films/documentaries during the class discussions to obtain credit in lieu of submitting the film/documentary response papers.

Other optional class discussions will take place periodically on Blackboard Collaborate at 1pm on either Monday or Wednesday. See the calendar for the dates of these opportunities. The sessions are designed to provide students the opportunity of engaging in thoughtful discussions on weekly themes in a virtual classroom setting. Students are not required to participate; participation in these discussions is entirely optional. The professor encourages students to participate as a means of engaging with their fellow classmates and professor. Students are expressly forbidden to record, upload, or otherwise disseminate any virtual gatherings, discussions, and/or meetings.

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### **COURSE POLICIES**

**Grading Policy/Late Work/Extra Credit:** Late work is not accepted. All assignments must be submitted on time and meet the stipulated requirements in order to complete this course successfully. There are no opportunities for extra credit. Meeting course requirements and properly citing sources are the students' responsibility. Grades are non-negotiable; they are assigned according to the assignment's merit – not according to students' demands/requests. The professor encourages students to email the professor well in advance of the deadlines if they have any questions or concerns about assignments.

**Professionalism:** Part of professionalism entails managing available information so that you can fulfill your responsibilities successfully. Check the syllabus, FAQs, eLearning resources, and weekly emails before writing your professor to see if the information you are asking has already been addressed and answered. Once you have read this syllabus to completion, please email the professor a picture of your favorite animal or your pet(s). Late and incomplete work compromises professional reputations. It is therefore important that students submit all assignments on time to pass the course.

**Attendance/Participation/Engagement:** Regular class participation and regular, punctual class attendance is expected regardless of modality. Students' success in this course is a function of their level of engagement. Students will be required to sign-in on eLearning and complete weekly online assignments to denote engagement and participation in the course. Failure to do so will result in accrued deductions. Students who fail to remain consistently engaged in the class throughout the duration of the semester will fail the course. Missed assignments (including quizzes and papers)

will not be made up. Use an analysis of the assigned readings and posted eLearning materials when writing response papers and journals. All of the assignments are meant to be entirely the students' own analyses and individual renderings. They are students' means of expressing their own thoughts on the course materials and receiving credit for engaging in the course. Reference to online essays, reviews, Wikipedia, etc. on any assignment will result in serious, significant consequences. Collusion on any assignment is expressly forbidden and will result in serious, significant consequences. Twice weekly logins on eLearning to complete assignments are also factored into students' participation grade. The professor expects student interactions to be thoughtful, respectful, and appropriate. Substantive and respectful disagreement with someone else's ideas, based on a careful consideration of the evidence under discussion, is appropriate. Condescending or critical remarks/behavior which belittle/demean others and/or disrupt classroom instruction are not appropriate and will not be tolerated.

**Email Correspondence:** According to UTD policy, all correspondence associated with this class, as with the rest of UTD classes, must be conducted through official UTD email accounts. Any emails sent from a non-UTD email address will not receive a response. The professor is offline starting at 5pm on Fridays through the weekend; she respects students' off-time by not writing and respectfully asks that students reciprocate by not emailing over the weekend starting at 5pm on Fridays. Emails sent during that time will not receive a response and students' grades can be adversely affected. Grades cannot be discussed via email as that is a violation of FERPA.

**Plagiarism and Academic Integrity:** As per the UTD Honor Code: "As a Comet, I pledge honesty, integrity, and service in all that I do." All homework, quizzes, essays, and exams must be completed on an individual basis. Students are not to collaborate with other students or discuss assignments with other students prior to submission. Collaboration, collusion, and plagiarism are acts of academic dishonesty. GroupMe accounts are expressly forbidden. Students may not use any digital platform to seek or provide assistance for any assignment. Students may not use any digital platform to impersonate or represent any person other than themselves. Students are expected to maintain a high level of responsibility and academic honesty. It is critically important that students produce original written work and document all sources accurately. Plagiarism from the Web, from papers for other classes, or from any other source is unacceptable and will be dealt with under UTD's policy on plagiarism (see the catalogue for more details). UTD treats unintended plagiarism to the same extent as intended plagiarism. Students suspected of plagiarism or any act of scholastic dishonesty are subject to disciplinary proceedings. The *minimum* response to plagiarism or other scholastic dishonesty will be a zero on the assignment.

**Technical Support:** In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage. All assignments are due by 5pm to ensure that students will be able to reach out to UTD Tech Support should they encounter any technical difficulties. Please contact the Help Desk immediately when experiencing technical issues: <https://utdallas.edu/oit/helpdesk/>

Tech has compiled the following suggestions/guidelines for students regarding submitting assignments online (Note: emphasis in the text is Tech Support's):

1. **Do not use Safari (browser) to submit your Turnitin assignment.**

There is a known issue caused by Safari browser settings that can prevent your assignment from being successfully submitted. Firefox or Chrome browsers are recommended.

2. **Submitting your Turnitin assignment is a two-step process.**

The first step is to upload your file. Once you've done this, you'll get a small preview image of your submission document. **YOU ARE NOT DONE YET.** You must then click the [Confirm] button. We regularly receive issues reported only to find that the final 'Confirm' step was missed.

3. **MAKE SURE you get the email confirmation.**

Any time you submit an assignment -- whether it's a Turnitin assignment or a regular eLearning assignment -- you will receive an email confirmation sent to your UTD email address. If you do not receive an email confirmation, your assignment WAS NOT submitted successfully. (The issue usually ends up being items #1 or #2 above.)

In regards to #3: Be advised that it can take upwards of an hour to receive a confirmation email after submitting an assignment. To ensure that your papers are submitted properly and you receive a confirmation notice before all deadlines, we strongly encourage you to submit assignments at least an hour before their corresponding deadlines.

Please heed these suggestions and concerns to ensure that all of your assignments are submitted successfully this semester. Failure to follow the above guidelines may result in non-submissions that will be graded accordingly.

**UTD Policies:** Refer to <http://provost.utdallas.edu/syllabus-policies/> for University policies. It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. OSA is located in the Administration Building, suite 2.224. They can be reached by phone at 972- 883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

### FALL 2021 CALENDAR

**\*Note:** Readings, resources, and media links for the entire semester are posted and are viewable up to the last day of class. Weekly supplemental notes will be viewable within 24 hours of the corresponding assessments to help students review. All assignment/assessment submission links are accessible beginning 24 hours before their corresponding deadlines.

Mon. Aug.  
23

**Course Introduction**

Online assignments: Students are to read through the syllabus and complete the corresponding quiz; students are to complete the introductory course survey

**\*\*SYLLABUS QUIZ DUE ON ELEARNING BY 5PM\*\***

**\*\*INTRODUCTORY COURSE SURVEY DUE ON ELEARNING BY 5PM\*\***

Wed. Aug. 25	<p><b>How the Cold War Ended</b>  Readings: Michael Hopkins, “Continuing Debate and New Approaches in Cold War History”  Media: Watch excerpt from <i>How the Beatles Rocked the Kremlin</i> (2009), excerpt from the Ford and Carter Presidential Debate (1976), and excerpt about Mathias Rust (1987)  Optional online assignment: Students may participate in a synchronous class discussion at 1pm  **PLAGIARISM QUIZ DUE ON ELEARNING BY 5PM**</p>
Mon. Aug. 30	<p><b>How the Cold War Ended (continued)</b>  Readings: Stent, Introduction, Prologue, and Chapter 1  Media: Watch <i>Red Army</i> (2014)  Online assignment: Students are to complete Film/Documentary Response Paper #1 OR students may participate in a synchronous class discussion at 1pm  **FILM/DOCUMENTARY RESPONSE PAPER #1 DUE ON ELEARNING BY 5PM**</p>
Wed. Sept. 1	<p><b>Lingering Cold War Rivalries</b>  Reading: Ellen Mickiewicz, “America Refracted”  **READING QUIZ #1 DUE ON ELEARNING BY 5PM**</p>
Mon. Sept. 6	<p><b>NO CLASS – LABOR DAY</b></p>
Wed. Sept. 8	<p><b>Trial and Trepidation</b>  Reading: Stent, Chapter 2  **READING QUIZ #2 DUE ON ELEARNING BY 5PM**</p>
Mon. Sept. 13	<p><b>The Rise of Putin</b>  Readings: Bennetts, Prologue and Chapters 1-2  Media: Watch <i>Kukly</i> (2000), excerpt from <i>A Man Like Putin</i> (2013), CNN clip on Putin’s 2019 presidential calendar, and <i>What Millennials Think of Putin’s Russia</i> (2016)  **JOURNAL ENTRY #1 DUE ON ELEARNING BY 5PM**</p>
Wed. Sept. 15	<p><b>The Rise of Putin (continued) &amp; Putin’s “Son”</b>  Readings: Bennetts, Chapters 4 and 6  Media: Watch <i>Putin’s Way</i> (2015)  Online assignment: Students are to complete Film/Documentary Response Paper #2 OR students may participate in a synchronous class discussion at 1pm  **FILM/DOCUMENTARY RESPONSE PAPER #2 DUE ON ELEARNING BY 5PM**</p>
Mon. Sept. 20	<p><b>U.S., Russia, and the Middle East</b>  Readings: Stent, Chapter 4; Kortunov and Olikier, Chapter 5; Zvi Magen and Olena Bagno-Moldavsky, “New Directions in Russia’s Foreign Policy: Implications for the Middle East”  **JOURNAL ENTRY #2 DUE ON ELEARNING BY 5PM**</p>

Wed. Sept. 22	<p><b>Terrorism</b>  Readings: Stent, Chapter 3; Kortunov and Olikier, Chapter 9  Media: Watch Radio Free Europe excerpt from <i>It Was Hell on Earth</i> (2014)  Optional online assignment: Students may participate in a synchronous class discussion at 1pm  **READING QUIZ #3 DUE ON ELEARNING BY 5PM**</p>
Mon. Sept. 27	<p><b>Case Study – Syria</b>  Reading: Faith Olanrewaju and Segun Ioshua, “The Diplomatic Dimensions of the Syrian Conflict”  Media: Watch <i>Newsweek</i> overview of Syrian conflict (2017) and Frontline excerpt from <i>Syria: Arming the Rebels</i> (2013)  **READING QUIZ #4 DUE ON ELEARNING BY 5PM**</p>
Wed. Sept. 29	<p><b>Re-Setting Relations?</b>  Readings: Stent, Chapter 11; Bennetts, Chapter 13; Samuel Charap, “Beyond the Russian Reset”  **READING RESPONSE PAPER PROMPT #1 OR #2 DUE ON ELEARNING BY 5PM**</p>
Mon. Oct. 4	<p><b>U.S. vs. Russian Nationalism</b>  Readings: Bennetts, Chapter 3; Paul Pillar, “The Age of Nationalism”  Minxin Pei, “The Paradoxes of American Nationalism”  Media: Watch <i>Putin’s Kiss</i> (2012)  Online assignment: Students are to complete Film/Documentary Response Paper #3 OR students may participate in a synchronous class discussion at 1pm  **FILM/DOCUMENTARY RESPONSE PAPER #3 DUE ON ELEARNING BY 5PM**</p>
Wed. Oct. 6	<p><b>Propaganda</b>  Readings: Bennetts, Chapters 5, 7 and 8; Marcel Van Herpen, “The Three Components of the Kremlin’s Soft-Power Offensive”  Media: Watch excerpt from <i>BBC Newsnight</i> (2016) and BBC and <i>The Guardian</i> clips on Russian voting fraud (2018)  **READING QUIZ #5 DUE ON ELEARNING BY 5PM**</p>
Mon. Oct. 11	<p><b>Human Rights Issues and Domestic Opposition – Russia</b>  Readings: Anna Politkovskaya, “<i>Nord-Ost: The Latest Tale of Destruction</i>”  Bennetts, Chapters 9 and 12  Media: Watch <i>The Moscow Times</i> video <i>Moscow Theater Siege: Twelve Years Later</i> (2014) and the Pussy Riot “Punk Prayer” Protest video (2012)  **READING QUIZ #6 DUE ON ELEARNING BY 5PM**</p>
Wed. Oct. 13	<p><b>Human Rights Issues and Domestic Opposition – America</b>  Reading: Michael Ignatieff, “American Exceptionalism and Human Rights”  Online assignment: Students are to complete the corresponding journal entry OR students may participate in a synchronous class discussion at 1pm  **JOURNAL ENTRY #3 DUE ON ELEARNING BY 5PM**</p>

Mon. Oct. 18	<p><b>Political Opposition</b></p> <p>Readings: Bennetts, Chapters 10-11, 14, and 16; Stephanie Sugars, “From Fake News to Enemy of the People”*</p> <p>Media: Watch <i>Russia Without Putin – Apocalypse Tomorrow</i> (2012) and CNN and <i>The Guardian</i> compilations of Trump attacking the media (2017 &amp; 2018)</p> <p><b>**READING QUIZ #7 DUE ON ELEARNING BY 5PM**</b></p>
Wed. Oct. 20	<p><b>The Color Revolutions</b></p> <p>Reading: Stent, Chapter 5</p> <p>Online assignment: Students are to complete the corresponding journal entry OR students may participate in a synchronous class discussion at 1pm</p> <p><b>**JOURNAL ENTRY #4 DUE ON ELEARNING BY 5PM**</b></p>
Mon. Oct. 25	<p><b>Case Study – Ukraine</b></p> <p>Reading: Stent, Chapter 12</p> <p>Media: Watch Radio Free Europe video <i>The Changing Story of Russia’s Little Green Men</i> (2019) and <i>Breaking Point: The War for Democracy in Ukraine</i> (2016)</p> <p>Online assignment: Students are to complete Film/Documentary Response Paper #4 OR students may participate in a synchronous class discussion at 1pm</p> <p><b>**FILM/DOCUMENTARY RESPONSE PAPER #4 DUE ON ELEARNING BY 5PM**</b></p>
Wed. Oct. 27	<p><b>Case Study – Crimea</b></p> <p>Reading: Stent, Chapter 12 (continued)</p> <p>Media: Watch <i>Crimea As it Was</i> (2016)</p> <p><b>**JOURNAL ENTRY #5 DUE ON ELEARNING BY 5PM**</b></p>
Mon. Nov. 1	<p><b>Economic Relations and Sanctions</b></p> <p>Readings: Kortunov and Olikier, Chapter 1; Stent, Chapter 8</p> <p>Media: Watch <i>Financial Times</i> video <i>Russia’s Arctic Obsession</i> (2016) and BBC video <i>Inside Russia’s Arctic Military Base</i> (2021)</p> <p><b>**READING QUIZ #8 DUE ON ELEARNING BY 5PM**</b></p>
Wed. Nov. 3	<p><b>Espionage &amp; Cybersecurity</b></p> <p>Readings: Kortunov and Olikier, Chapters 7-8</p> <p>Media: Watch <i>The Economist</i> video on Russian spies in the U.S. (2018) and CNN clip on Russian spying efforts (2017)</p> <p>Online assignment: Students are to write an email to the professor explaining how their views/knowledge of U.S.-Russia relations have altered so far this semester</p> <p><b>**EMAIL ASSIGNMENT DUE BY 5PM**</b></p>
Mon. Nov. 8	<p><b>The 2016 Election</b></p> <p>Readings: Stephen Crowley, “Be Careful What You Wish For, Mr. Putin”*; Max Fisher, “Russia and the U.S. Election: What We Know and Don’t Know”*; Scott Shane and Mark Mazzetti, “The Plot to Subvert an Election: Unraveling the Russia Story So Far”*</p> <p><b>**JOURNAL ENTRY #6 DUE ON ELEARNING BY 5PM**</b></p>

Wed. Nov. 10	<p><b>The 2016 Election (continued)</b>  Readings: Dmitri Trenin, “Collision Rather Than Collusion: Issues in Russian-U.S. Relations”*; begin reading McFaul  Online assignment: Students are to write an email to the professor checking-in and letting her know how they are doing OR students may participate in a synchronous class discussion at 1pm  **EMAIL ASSIGNMENT DUE BY 5PM**</p>
Mon. Nov. 15	<p><b>Collusion, Cooperation, and Coexistence</b>  Reading: keep reading McFaul  Media: Watch <i>Putin’s Revenge</i> (2017)  **READING RESPONSE PAPER PROMPT #3 OR #4 DUE ON ELEARNING BY 5PM**</p>
Wed. Nov. 17	<p><b>Collusion, Cooperation, and Coexistence (continued)</b>  Reading: keep reading McFaul  Media: Watch <i>Our New President</i> (2018)  Online assignment: Students are to write an email to the professor checking-in and letting her know how they are doing OR students may participate in a synchronous class discussion at 1pm  **EMAIL ASSIGNMENT DUE BY 5PM**</p>
Nov. 22-28	<p><b>NO CLASSES – FALL/THANKSGIVING BREAK (Professor out of reach; do not email during this time)</b></p>
Mon. Nov. 29	<p><b>Friends or Foes?</b>  Readings: Bennetts, Chapter 18 and Epilogue; Keith Darden and Timofei Bordachev, “The Sword and the Shield: Toward U.S.-Russian Strategic Compatibility”*; Robert Legvold, “Managing the New Cold War: What Moscow and Washington Can Learn from the Last One”*; McFaul, entire  **JOURNAL ENTRY #7 DUE ON ELEARNING BY 5PM**</p>
Wed. Dec. 1	<p><b>Cold War or Hot Peace?</b>  Reading: McFaul, entire (continued)  Media: Watch Mikhail Khodorkovsky discussing the steps to achieve democracy in Russia (2018) and <i>Meeting Gorbachev</i> (2019)  Online assignment: Students are to write an email to the professor explaining their views on the assigned media OR students may participate in a synchronous class discussion at 1pm  **EMAIL ASSIGNMENT DUE BY 5PM**</p>
Mon. Dec. 6	<p><b>Course Wrap-Up</b>  Optional online assignment: Students may participate in a synchronous class discussion at 1pm  **SURVEY DUE ON ELEARNING BY 5PM**</p>

Course descriptions and timelines are subject to change at the professor’s discretion.