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## Term Information

Effective Term Spring 2022

## General Information

Course Bulletin Listing/Subject Area Slavic Languages & Literatures  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5020  
Course Title Oligarchs, Penthouses, and Yachts: The Global Lives and Times of Eurasian Elites  
Transcript Abbreviation Oligarchs  
Course Description Who are the rich and powerful people in Russia, China, Middle East, and Central Asia? How do these Eurasian elites live? What enables them to accumulate so much wealth and influence, and what kinds of business and pleasure do they pursue in global arenas? Unlike many courses that study governments, this course focuses on the privileged classes of Russia, China, and the Muslim-majority world.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions Not open to students with credit for NELC 5020 or INTSTDS 5020  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in NELC and INTSTDS

## Subject/CIP Code

Subject/CIP Code 16.1199  
Subsidy Level Doctoral Course  
Intended Rank Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Know the broad political and economic contexts of post-Soviet Russia, post-Mao China, Persian Gulf petroleum states, and independent Central Asia.
- Analyze the meanings of wealth, status, prestige, and distinction in elite material culture and lifestyle.
- Recognize the transnational connections of elite lives and activities, including the use of western laws and financial instruments to accumulate and hide wealth.
- Conduct an informed discussion about the ethical and security implications of global elite activity.

### **Content Topic List**

- Elite lifestyles
  - Politics
  - Finance
  - Russia
  - China
  - Persian Gulf
  - Central Asia today
  - Social theory
  - Class
  - Consumption
  - Transnationalism

### **Sought Concurrence**

No

## Attachments

- NELC-Slavic-IS 5020 Syllabus.docx  
*(Syllabus. Owner: Peterson, Derek)*
- Curriculum Maps Russian Major - March 8 2021.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson, Derek)*

## Comments

- Updated CIP code to match other units.  
UGS Chair confirmed the course will count towards major, so an updated curriculum map is attached. *(by Peterson, Derek on 03/08/2021 03:26 PM)*
- Please agree with the other cross-listed units on an identical CIP code.  
Please include updated curriculum map if course will be able to count in your major *(by Vankeerbergen, Bernadette Chantal on 03/07/2021 11:47 AM)*

**COURSE REQUEST**  
5020 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/16/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	03/03/2021 02:22 PM	Submitted for Approval
Approved	Peterson, Derek	03/03/2021 02:23 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/07/2021 11:48 AM	College Approval
Submitted	Peterson, Derek	03/08/2021 03:26 PM	Submitted for Approval
Approved	Peterson, Derek	03/08/2021 03:27 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/16/2021 01:41 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/16/2021 01:41 PM	ASCCAO Approval

# Oligarchs, Penthouses, and Yachts: The Global Lives and Times of Eurasian Elites

Near Eastern Languages & Cultures (NELC), International Studies,  
Slavic Languages & Literatures 5020  
The Ohio State University, Columbus

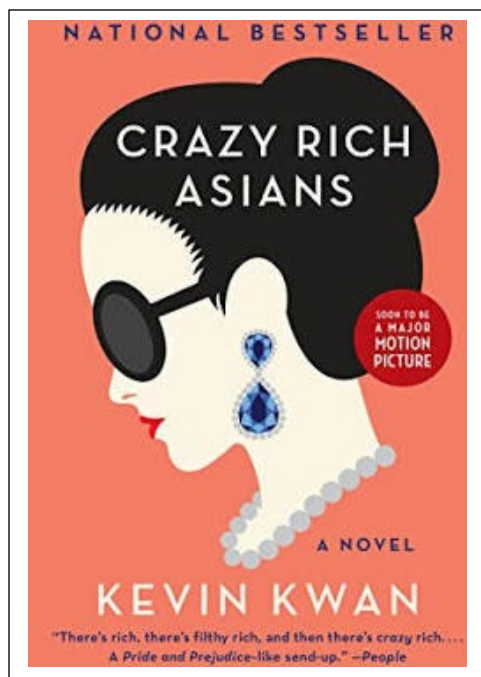
Associate Professor Morgan Y. Liu  
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## Course description

Who are the rich and powerful people in Russia, China, Middle East, and Central Asia? How do these “Eurasian elites” live? What enables them to accumulate so much wealth and influence, and what kinds of business and pleasure do they pursue in global arenas?



Unlike many courses that study governments, this course focuses on the *privileged classes* of Russia, China, and the Muslim-majority world. Looking at what the most influential and resourced people are doing offers closer views of what is going on in these societies. It also reveals what an interconnected world we live in, because many interesting financial and cultural connections are happening at the personal level across the world. Eurasian elites constantly travel, vacation, shop, and invest globally. We follow these people from their business bases in Moscow, Tashkent, or Shanghai, to penthouses in London, yachts in Malta, shell companies in the British Virgin Islands, shopping sprees in Paris, students at Harvard, bank accounts in Cyprus, vacations in Turkey, museum fundraisers in New York, sports teams they own in England, etc.



**We approach elite lives** “from within,” understanding their socio-cultural worlds, where distinctive tastes and sensibilities are cultivated through exclusive activities. We also approach them considering the political economy of their contexts, as they navigate the national politics and laws of their own countries, internationalize their business activities, shop globally for jurisdictions

in/through which to park their wealth, and incorporate themselves into elite institutions worldwide. We will include consideration of recent social theories of elites, class, consumption, cosmopolitans, and transnationalism (principally from anthropology, sociology, and geography), and the application of such theories to the Eurasian cases



being examined. We ask if there are distinctive qualities to elites and political power in the “Eurasian” space, as they are rooted in their cultures of origin but also operate around the globe.

**Course materials** consist of ethnographic, journalistic, fictional, and filmic representations of the lives and activities of elites from post-Soviet Russia, post-Mao China, the Persian Gulf, and Central Asia. Students also work for much of the semester on a project of their choosing relevant to course themes, and present results to class, whose topics will be integrated into the main course themes. **Class formats** include lectures, discussions, debates, film viewing, and student presentations.

**Issues we discuss** include: what political conditions and legal regimes have allowed unprecedented accumulation of wealth, its concealment, its ostentatious display, and its global reach? How are

the publics responding to them, and how do the politics of anti-elitism and populism operate? What does the emergence of the ultra-rich mean for the future of economic inequality and the stability of particular nation-states? How do we understand the consequences of these trends for the future of finance-dominated capitalism, governance, security, and justice?

## Readings, Film, Video

All readings and audiovisual sources will be posted on Carmen as PDFs or links to streaming video. All of these course materials are in English (or with English subtitles) and available free to OSU students.



## Course Learning Outcomes

By the end of this course, students should successfully be able to:

- Know the broad political and economic contexts of post-Soviet Russia, post-Mao China, Persian Gulf petroleum states, and independent Central Asia.
- Analyze the meanings of wealth, status, prestige, and distinction in elite material culture and lifestyle.
- Recognize the transnational connections of elite lives and activities, including the use of western laws and financial instruments to accumulate and hide wealth.
- Conduct an informed discussion about the ethical and security implications of global elite activity.

## Grades

Assignment or category	Percent of Grade
Individual Responses (IR)	20 %
Class Reflections (CR)	10 %
Course Project: Preliminary Presentation	05 %
Course Project: Final Presentation	10 %
Course Project: Preliminary Essay	15 %
Course Project: Final Essay	35 %
<b>TOTAL</b>	<b>100 %</b>

## Grading Scale

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

## Assignments

How to do well in this course:

- Check **Class Schedule** *before each Class* to know the homework and what to expect in Class, on Carmen>Syllabus.
  - Pace yourself between our class meetings. Don't do last minute homework.

- *Do the assigned readings, films, websites* of the homework and think about them. I cannot overstress the importance of this.
    - Use the tricks in PDF “*How to Read an Academic Book or Article*” on Carmen>Syllabus
  - All homework (readings, films, websites) are posted under **Carmen>Assignments>Class #**, where “#” is whatever Class number, according to the Class Schedule document.
- ❖ **Individual Response (IR): happens at home**
- IRs are exercises you do during your homework reading, film, or website. It’s a short document with a couple of basic questions.
  - Most Classes have an IR associated with that homework. Turn in the IR before that Class.
  - All homework (readings, films, websites, and the specific IR) are posted under **Carmen>Assignments>Class #**, where “#” is whatever Class number, according to the Class Schedule document. You post your completed IR at the same webpage.
  - IRs are graded with a score (0-100) based on *conscientious and thoughtful engagement with the reading film, or website*.
  - I will post your IR score and some comments for improving on the same website.
- ❖ **Class Reflection (CR): happens near end of some classes**
- Take 6 minutes near the end of class to write a brief Class Reflection on a summarizing question that I give. For example, “what are the key take-aways you got today?” or “what is still confusing?” Or a question tied to the day’s discussion.
  - Post your answers on Carmen>Discussions>CR-Class# before leaving class.
  - CRs are graded with a score (0-100) based on *conscientious and thoughtful engagement with the reading film, or website*.
  - I will post your CR score and some comments for improving on the same website.
- ❖ **Course Project, happens in class and at home**
- A Course Project is an independent research project that happens over the entire semester. Students select their own topic related to course themes. Talk to me about your topic ideas.
    - The topic has to be do-able with resources available to you and within the term.
    - Option 1: *Make an original argument* about the ideas from the class readings on the Theme. Get prior approval about the question you will tackle.
    - Option 2: *Investigate a case or event* related to the Theme that our course does not cover. Look for library books, online articles, websites. Be careful of the quality and reliability of your sources. Get prior approval about your topic and suggestions on resources.
  - **I need to approve your topic verbally.** Talk to me during class or outside.

- Then write a one-page **Project Proposal** for this topic and email to me by the deadline (see Class Schedule). **I need to approve the Project Proposal by email.** It should include:
  - Statement of topic, the *problem/question* to investigate
  - Explanation of *motivation*: why is this topic important or interesting?
  - *Sources* you may use (must include some book excerpts or articles)
  - *Argument*: what do you hope to claim about this topic?
- Your **Course Project** will have 5 stages over the semester (see Class Schedule):
  - **Project Proposal** at beginning of term, see above. Not graded.
  - **Preliminary Presentation** near beginning of term
  - **Preliminary Essay** about 2/3 in term
  - **Final Presentation** near end of term
  - **Final Essay** at end of term
  - *At each stage you get feedback from me and the other students, so that you can revise your Course Essay. Pace yourself and consult with me as needed.*
- ❖ **Course Project: Preliminary Presentation: happens in class**
  - **Prepare a 5-minute oral presentation to the class** about your chosen topic, with or without Powerpoint.
  - Talk about why this topic is important in some way, and how it connects with the materials in our course. *What materials will you use? How will you analyze them?*
  - Get feedback from me and the class. Use those suggestions to improve your Preliminary Essay (next).
- ❖ **Course Project: Preliminary Essay: happens at home**
  - During the time you are researching your topic and preparing the oral presentations, you will **also be writing your Essay on the same topic. Pace yourself in writing throughout the term.**
  - The Essay is a 4-5 pp essay, turned in to Carmen>Assignment>PreliminaryEssay-Class# after all the Preliminary Presentations (see Class Schedule).
  - Essays are graded with a score (0-100) based on *conscientious engagement with the material and other students, quality of reasoning, depth of reflection, and consideration of different viewpoints.*
  - I will post your Essay score and some comments on the same part of the website.
- ❖ **Course Project: Final Presentation: happens in class**
  - **Prepare a 15-minute oral presentation to the class** about your chosen topic, with Powerpoint.
  - Talk about why this topic is important in some way, and how it connects with the materials in our course. *Do your findings confirm or complicate our discussions? Critical evaluations, comparisons, and reflections on the course materials through your investigations will be rewarded especially in the grading.*
  - The **point of the Presentation is for YOU to get the feedback you need** to improve your Final Essay. Make sure you ask the class or me if you are unsure about your evidence or argument for the paper. The Presentation is your chance to work out your thoughts with us.



- Prepare 2-3 questions for class discussion on your topic. **Conduct a 10-minute class discussion after your Presentation.** *Ask the class to discuss the wider issues behind what you are presenting about, and discuss what is at stake with this topic.*
- ❖ **Course Project: Final Essay: happens at home**
  - The Final Essay should be 8-10 pp, turned in to: Carmen>Assignment>FinalEssay-Class# after all the Final Presentations.
  - Essays are graded with a score (0-100) based on *conscientious engagement with the material and other students, quality of reasoning, depth of reflection, and consideration of different viewpoints.*
  - I will post your Essay score and some comments on the same part of the website.

## Other Policies

**Late assignments:** No late work will be accepted without consent from me. Make sure you are keeping up with readings and other assignments. Do assignments in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems.

**Absences:** you are **allowed 2 absences** to class without penalty. This is meant to cover illness, family situations, job interviews, etc. **Beyond that, absences will negatively affect your overall grade, up to 5% per unexcused.** This is a lot! Just one absence beyond the 2 allowed can make an A- into a B+, for example. **You can fail just by missing a few classes!**

For absences after the 2nd one, email me (ahead of time if possible) with your reasons. Email me even if you tell me verbally in class, because I need a record. I will use my discretion to decide how much grade penalty (up to the 5% per incident) applies, but some penalty will apply.

If an unusual, lasting situation arises, you are responsible to let me know as soon as possible (or have someone else contact me). Disappearing (even with good reason) without telling me does not look good for you in terms of getting a reduced penalty. **Don't just disappear!**

Also, let me know now about expected absences from religious holidays ahead of time. These are excused without counting to the no-penalty limit of 2.

**Lateness:** **repeated lateness (every 3 or 4 instances) will be counted as absence.** Leaving class early (without telling me ahead verbally) is treated as lateness. Doing inappropriate activities during class is treated the same (see below on class conduct).

**Incompletes:** I don't like to give incompletes. But if feel you need one, you must request this *before* the Second Exam, and give good reasons. I have discretion about whether to grant this. If granted, it would come with a late penalty on any missed Exams or other work that is lacking at the end of the term.

**In-class conduct:** I expect your full, thoughtful attention. We will all treat each other with respect.

- **NO DIGITAL DEVICES permitted in class**, not even for note taking. *No texting during class.* If it's a true emergency, step outside, just like at the movies.
- **Digital devices ARE encouraged only during your in-class writing for the DD (Deep Discussion) – see above about those.**
- The GA and I may check what you are doing and confiscate devices that violate this for the remainder of the class. WE CAN TELL IF YOU ARE LOOKING AT YOUR PHONES, whether or not we tell you to stop, and are keeping track throughout the semester. If you persist, YOU WILL SUFFER A GRADE DEDUCTION FOR BOTH PARTICIPATION AND PENALTY FOR ABSENCE for that class.
- No newspapers, non-course books, email, websites, etc. during class.
- I reserve the right to ask students whom I judge is disrupting the classroom environment (or repeatedly texting) to leave, resulting in an instant absence deduction of 5% of total grade.
- Why so strict? *I need your full engagement during the class time. That goes toward your Participation grade, and you'll get more out of the class.* I realize some take notes on their computers, but I'll have to ask you to go with paper for this course. (You can transcribe it later to computer).

**Cheating & Plagiarism:** I take very seriously plagiarism and cheating on any coursework. Substantiated cases of cheating would mean a failing grade in this course, and possibly expulsion, according to university rules, below.

I use new anti-plagiarism software to check for undocumented source material. Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. **Just make sure you acknowledge your sources** with footnotes in your writings, or orally in class. (Also do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them, etc. Don't just cite them.)

Ohio State's academic integrity policy: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism

and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Accessibility accommodations for students with disabilities:**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

**Accessibility of course technology:** This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. [Carmen \(Canvas\) accessibility](#)

## Resources for Success and Well-Being

**Talk to me:** My approach to teaching is to facilitate student learning and success. I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. If, due to personal circumstances or academic scheduling issues (e.g., three things due the same day), you anticipate or find yourself struggling with the course policies, please consult me *as soon as possible*. We can make a plan for ensuring you can meet course requirements.

**Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

**Personal well-being:** OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**). An overview of student well-being services can be found here: <http://ssc.osu.edu>.

**Healthcare** is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Food security: Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.

***Please reach out if you want to talk and need help finding assistance.***

## Disclaimer

I have intentionally chosen readings & films that offer a range of different interpretations and viewpoints, some of which argue against each other. *The points of view expressed in the course material do not necessarily reflect my views or those of the University.*

This course is *not* trying to advocate any particular political or religious point of view, nor to evaluate the rightness of official policy. Rather, we are trying to understand the world and its people, whom we will listen to, but not necessarily agree with.

Our common task is to evaluate everything thoughtfully, because an opinion you disagree with is instructive to all of us. You are NOT required to agree with ideas or interpretations that you read or hear (including from me). **You ARE required to give every idea careful consideration and respect for those expressing them.**

You are welcome to argue for your own point of view in a constructive manner. **You will be graded NOT for which side you take, but how well you argue for it** (using well-documented facts, materials from our course, methodical reasoning, etc.). This applies for what you say in class and what you write.

## Course Calendar

*This schedule is subject to change with notice from the instructor. Schedule is organized below by Week #.*

## Part I: Quick Start on Course's Central Issues

### **1. Rise of the Superrich in the Modern World**

- 1.1. Video in Class: [Chrystia Freeland 2013, "The Rise of the New Global Super Rich"](#) (15 min), on the political and financial drivers of global crony capitalism.
- 1.2. Reading Homework, excerpt from [David Brooks 2000, \*Bobos in Paradise : The New Upper Class and How They Got There\*](#), Chapter 1, shifts in origins and culture of American upper class in late 20<sup>th</sup> century.
- 1.3. Reading Homework, excerpt from [Pierre Bourdieu 1984, \*Distinction: A Social Critique of the Judgement of Taste\*](#), on class distinctions and social capital.

### **2. Elite Lifestyles and Thinking about Consumption & Status**

- 2.1. Video Homework: [BBC 2014, "The Men Who Made Us Spend"](#) (50 min), on consumerism.
- 2.2. Video in Class, [Videofashion 2005, "All that Glitters"](#) (24 min), on how prestige jewelry designers craft distinction.
- 2.3. Reading Homework, excerpt from [Wednesday Martin 2015, \*Primates of Park Avenue : A Memoir\*](#), on the elite world of New York City's Upper East Side women.
- 2.4. Reading Homework, excerpt from [Thomas Veblen 2007, \*The Theory of the Leisure Class\*](#), classic statement on "conspicuous consumption".

## Part II: China's New Rich

### **3. Social Consequences of China's Economic Rise**

- 3.1. Video Homework: [BBC 2016, "How to Get Rich: Secrets of China"](#) (52 min), on Guangzhou's wealth boom, lives of the superrich there, and the bigger picture of China's economic rise.
- 3.2. Video Excerpt in Class, [2014, "Inside China: Rich & Poor"](#) (3 min), how China's richest are in real estate.
- 3.3. Video Excerpt in Class, [2014, "Vertical City"](#) (3 min), architectural concept of superskyscraper for Shanghai's elites.
- 3.4. Reading Homework, excerpt from [Kevin Kwan. 2013. \*Crazy Rich Asians\*](#). Everyday rituals of power within an elite Chinese family.

### **4. How Economics is Intertwined with Politics in China**

- 4.1. Film Excerpt in Class: [2018, \*Crazy Rich Asians\*](#), appreciating the transnational, cosmopolitan lives and obsessions of a Chinese "old money" family.

- 4.2. Reading Homework, excerpt from [John Osburg 2013, \*Anxious Wealth: Money and Morality among China's New Rich\*](#), Introduction, on the political economy of post-Mao China, the changing rules of how entrepreneurs succeed in China's climate.

## 5. Money, Morality, Corruption & the Bo Xilai Case



- 5.1. Video Homework: 2014, "China, the Corrupt Republic" (53 min), on the political economy of China's corruption, and the infamous case of Bo Xilai as part of President Xi's anti-corruption campaign.
- 5.2. Reading Homework, excerpt from [John Osburg 2013, \*Anxious Wealth: Money and Morality among China's New Rich\*](#), Chapter 4, ethnography of young new rich families in Chengdu, Sichuan Province.
- 5.3. Reading Homework, excerpt from [Yuen Yuen Ang 2020, \*China's Gilded Age: The Paradox of Economic Boom and Vast Corruption\*](#), political science study on graft in China, including case study on Bo Xilai.

## Part III: Global Elites from Small Places

### 6. Who Owns the Penthouses in London & New York?

- 6.1. Reading Homework, [Louise Story and Stephanie Saul 2015. "Hidden Wealth Flows to Elite New York Condos."](#) *The New York Times*, on the international arena of plunder and money laundering, seen through a single luxury condo in Manhattan.
- 6.2. Film Viewing in Class: 2016, "London's Domestic Slaves" (6 min), on South East Asian women working in London for the elite from the Persian Gulf.
- 6.3. Film Viewing in Class: [Jason Sharman, "Global Shell Games"](#) (15 min), on how elites worldwide use global financial systems to hide their plundered wealth in shell companies in grand corruption-friendly jurisdictions around the world.
- 6.4. Reading Homework, excerpt from [Mark Hollingsworth and Stewart Lansley. 2010. \*Londongrad : From Russia with Cash : The inside Story of the Oligarchs\*](#), Chapter 1, on why Russian elite set up in London for real estate, schools, and shopping.
- 6.5. Reading Homework, excerpt from [Alexander Cooley and John Heathershaw. 2017. \*Dictators without Borders : Power and Money in Central Asia\*](#), one case study on Central Asian elites' global lives and dealings.

### 7. What Enables the Global Lives of Central Asian Elites?

- 7.1. Film Excerpts Viewing in Class: [Aktan Arym Kubat 2010, \*The Light Thief\*](#), (76 min), on local Kyrgyz elite boss courting Chinese investors to rural Kyrgyzstan.
- 7.2. Reading Homework, excerpt from [Jason Sharman 2017. \*The Despot's Guide to Wealth Management\*](#) excerpts on the Arab Spring, former Soviet Union, and role of real estate.
- 7.3. Reading Homework, excerpt from [Alexander Cooley and John Heathershaw. 2017. \*Dictators without Borders : Power and Money in Central Asia\*](#), 2<sup>nd</sup> case study on Central Asian elites' global lives and dealings.

## **Part IV: Russian Oligarchs & Elites Under Putin**

### **8. “Wild Capitalism” of the 1990s**

- 8.1. Video Excerpt in Class, [ABC News 2000, “Russian Revolutions: The Heavy Hand of Corruption”](#) (6 min), Section 7, look at Russian oligarchs in 1990s, focus on Boris Berezovsky, start of Putin era.
- 8.2. Video Excerpt in Class, [CBS News 2001, “Russia’s New Czars, the Oligarch”](#) (13 min), interviews with Boris Berezovsky at his French Rivera palace, with some context of his activities.
- 8.3. Reading Homework, excerpt from [Elisabeth Schimpfössl 2018. \*Rich Russians : From Oligarchs to Bourgeoisie\*](#), only recent scholarly study of Russia’s oligarchs. Excerpt 1.

### **9. Vladimir Putin, the Game Changer**

- 9.1. Video Excerpt in Class, [CNBC News 2008, “Russian Gamble: Risky Business in the Land of Putin”](#) (5 min), transition of Yeltsin to Putin eras for oligarchs, including Roman Abramovich, Oleg Deripaska, Andre Bavalov, showing relation between the Russian state and oligarchs.
- 9.2. Video Homework: [Frontline 2015, “Putin’s Way”](#) (56 min), on President Vladimir Putin’s method of ruling Russia, including how he changed the role of the oligarchs.
- 9.3. Reading Homework, excerpt from [Robert W Orttung. 2017. \*Putin's Olympics : The Sochi Games and the Evolution of Twenty-First Century Russia\*](#), Chapter 2, on the 2014 Winter Games in Sochi, Russia as part of Putin’s method of crony rule that enriches his elites.
- 9.4. Reading Homework, excerpt from [Karen Dawisha 2014. \*Putin's Kleptocracy : Who Owns Russia\*](#), on the extractive patronage system under Putin.

### **10. Putin’s New Rules: The Mikhail Khodorkovsky Case**



10.1. Video Homework: Cyril Tuschi 2012, “Khodorkovsky : how the richest man in Russia became its most famous political prisoner” (122 min), story of the economic rise and political fall of the richest man in Russia, Mikhail Khodorkovsky.



10.2. Reading Homework, excerpt from Mark Hollingsworth and Stewart Lansley. 2010. *Londongrad : From Russia with Cash : The inside Story of the Oligarchs*, Chapter 8, on the political fall of the richest man in Russia, Mikhail Khodorkovsky.

10.3. Reading Homework, excerpt from Elisabeth Schimpfössl 2018. *Rich Russians : From Oligarchs to Bourgeoisie*, only recent scholarly study of Russia’s oligarchs. Excerpt 2.

## 11. Assessing Russia’s Brand of Governance and Economic Development

11.1. Reading Homework, excerpt from Peter Rutland 2010. “The Oligarchs and Economic Development.” In *After Putin’s Russia : Past Imperfect, Future Uncertain*, edited by Stephen K. Wegren and Dale R. Herspring, on the economic effects on Russia of oligarch status and power.

11.2. Reading Homework, excerpt from Elisabeth Schimpfössl 2018. *Rich Russians : From Oligarchs to Bourgeoisie*, only recent scholarly study of Russia’s oligarchs. Excerpt 3.

## Part V: Global Elites and Modern Capitalism

### 12. Student Project Presentations: *What have you discovered with your own independent research?*

12.1. Student oral presentations of own project, Term paper due before orals, student discussions of each project.

### 13. Student Project Presentations: *What have you discovered with your own independent research?*

### 14. Lessons about Wealth, Structural Injustice, and Morality

14.1. Big Picture Lectures, Discussions, and Debates in Class.

## Curriculum Map for Russian Major (Updated 3/8/2021)

		<b>Program Goals</b>		
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
		<b>Lang. Proficiency</b>	<b>Analytic Skills</b>	<b>Cult. Appreciation</b>
<b>Prerequisites</b>				
Russian 1101	Novice Low/Mid		NA	Novice Low
-(including all decimal suffixes)				
Russian 1102	Novice Mid/High		NA	Novice Mid
-(including all decimal suffixes)				
Russian 1103	Novice High		NA	Novice High
-(including all decimal suffixes)				
Russian 1133	Intermediate Low		NA	Intermediate Low
<b>Required Courses</b>				
Russian 2104	Novice High/ Intermediate Low		NA	Novice High/Intermediate Low
-(including all decimal suffixes)				
Russian 2144	Intermediate Low/Mid		NA	Intermediate Mid
Russian 3101	Intermediate Low		NA	Intermediate Low
Russian 3102	Intermediate Mid		NA	Intermediate Med
Russian 4575	Intermediate High		Advanced	Advanced
<b>Language Elective Courses</b>				
Russian 3121/3122	Intermediate Low		NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid		NA	Advanced
Russian 4135	Novice/Intermediate		Intermediate	Novice
Russian 4136	Intermediate/Advanced		Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low		Advanced	Advanced
<b>Literature, Culture, Linguistics Elective Courses</b>				
Medren 2513	NA		Novice	Novice
Russian 2250	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2335	NA		Novice	Novice
-(including all decimal suffixes)				
Russian 2345	NA		Novice	Novice

Russian 3460	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3350	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3480	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 3490	NA	Intermediate	Intermediate
-(including all decimal suffixes)			
Russian 4220/4221	NA	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5230	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			
Russian 5460	NA	Advanced	Advanced
Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5630	Intermediate/Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 2365	NA	Novice	Novice
-(including all decimal suffixes)			
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
Slavic 3800	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5020	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced