

RESOURCE GUIDE FOR EDUCATORS


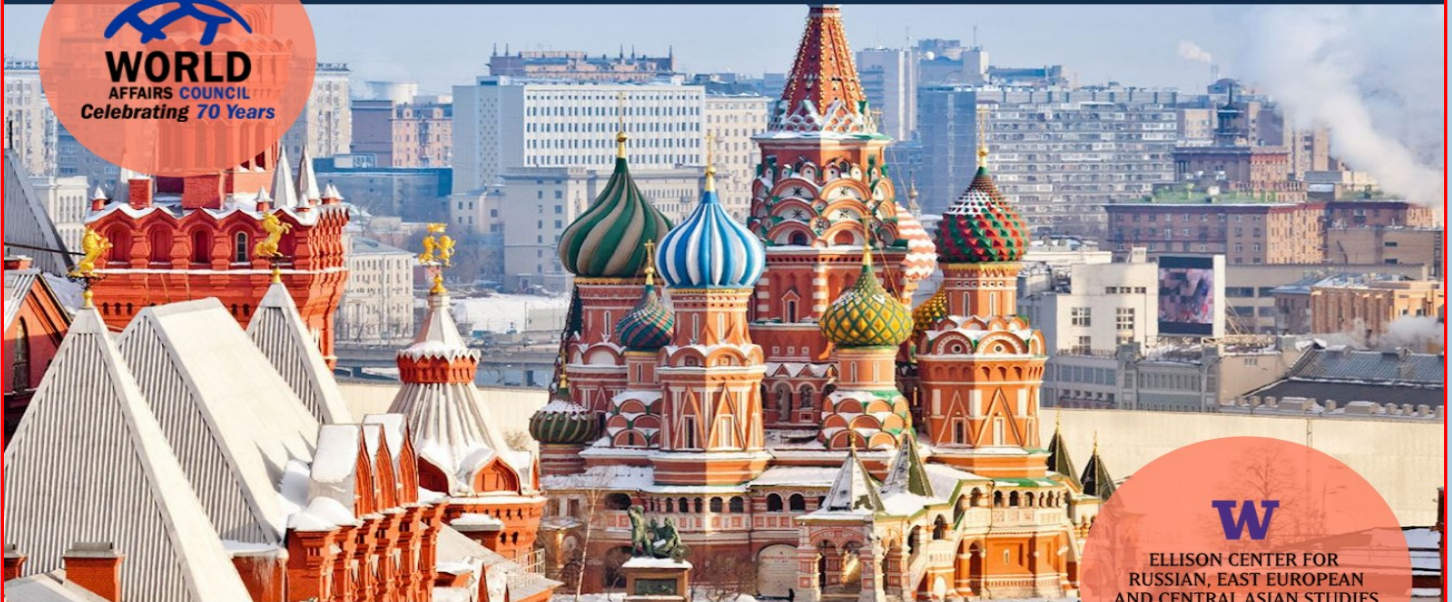
THE ELLISON CENTER'S 2021-2022 LECTURE SERIES

SCHEMING AND SUBVERSION: CONSPIRACY IN POST-SOVIET SPACE

Scheming and Subversion: Conspiracy in Post-Soviet Space



WORLD
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**ELLISON CENTER FOR
RUSSIAN, EAST EUROPEAN
AND CENTRAL ASIAN STUDIES**
UNIVERSITY of WASHINGTON
The Henry M. Jackson
School of International Studies

SESSION DATES

SESSION 1 | NOVEMBER 8TH, 2021

SESSION 2 | JANUARY 13TH, 2022

SESSION 3 | APRIL 7TH, 2022

This series presents new research on the role that conspiracy theories, propaganda, and disinformation play in Russia and other post-Soviet States.

Compiled By: Ryan Hauck, Julianna Patterson, & Isabel Wilson

REVEALING

THE POLITICS OF CONSPIRACY IN RUSSIA
AND THE POST-SOVIET REGION

SCHEMES



SESSION 2

REVEALING SCHEMES: THE POLITICS OF CONSPIRACY IN RUSSIA AND THE POST- SOVIET REGION

with Scott Radnitz, Associate Professor and Director of the
Ellison Center, University of Washington

Moderated by Jacqueline Miller, World Affairs Council of Seattle
President and CEO

with Discussant Paul Stronski from the Carnegie Endowment for
International Peace

Thursday - January 13, 2022 at 4:30 PM PT

How to Use This Guide



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

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Outlining Standards

A Note on Learning Standards Presented in this Guide

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

Outlining Standards

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLU- SIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none">• Civics• Economics• Geography	<ul style="list-style-type: none">• Gathering and Evaluating Sources• Developing Claims and Using Evidence	<ul style="list-style-type: none">• Communicating and Critiquing Conclusions• Taking Informed Action

Dimension 2 has four disciplinary subsections: **(1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

C₃ Framework Organization

CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

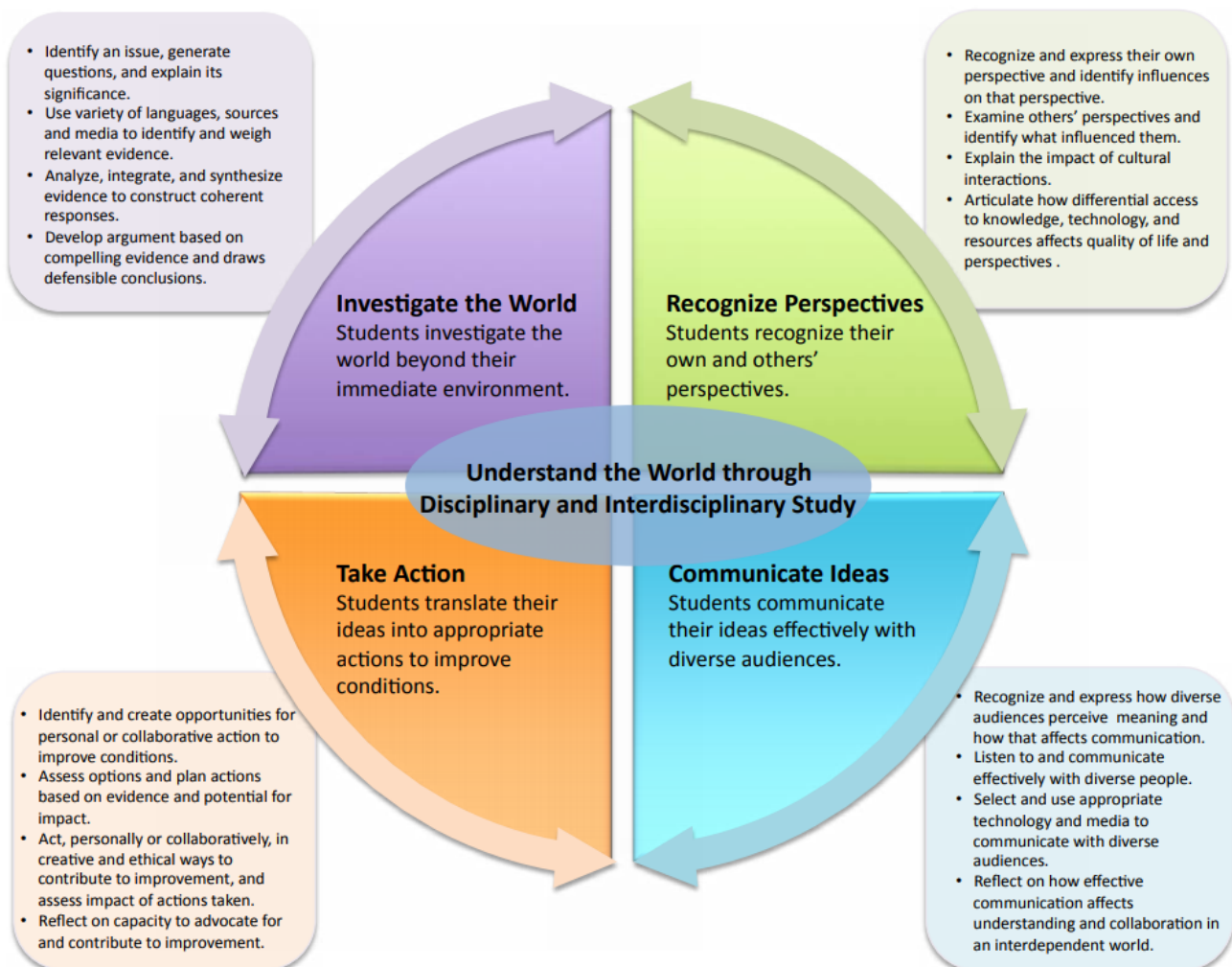
Educating for Global Competence

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

“Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Introduction to Session Speaker



Scott Radnitz is the Herbert J. Ellison Associate Professor of Russian and Eurasian Studies in the Henry M. Jackson School of International Studies at the University of Washington. His research deals primarily with the post-Soviet region and topics such as protests, authoritarianism, informal networks, and identity. His work employs surveys, focus groups, and experimental methodologies.

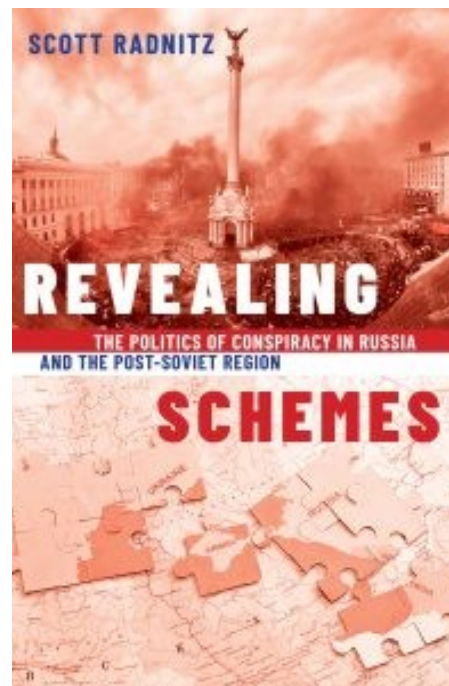
His forthcoming book is *Enemies Within: The Global Politics of Fifth Columns*, edited with Harris Mylonas (GWU), is under contract with Oxford University Press.

His most recent book *Revealing Schemes: The Politics of Conspiracy in Russia and the Post-Soviet Region* came out with Oxford University Press in 2021. It investigates why politicians in the region promote conspiratorial claims and what effects that has.

His first book, *Weapons of the Wealthy: Predatory Regimes and Elite-Led Protests in Central Asia*, was published by Cornell University Press in 2010. Articles have appeared in journals including *Comparative Politics*, *Comparative Political Studies*, *British Journal of Political Science*, *Journal of Democracy*, *Political Geography*, *Political Communication*, and *Post-Soviet Affairs*. Policy commentary has appeared in *Post-Soviet Affairs*. Policy commentary has appeared in *Foreign Policy*, *The National Interest*, *The Guardian*, *Slate*, and the *Monkey Cage/Washington Post* blog.

He is an associate editor of *Communist and Post-Communist Studies*, a faculty member at UW's Center for an Informed Public, and a member of the Program on New Approaches to Research and Security (PONARS) in Eurasia.

He teaches the following courses: States, Markets, and Societies; Contemporary Central Asian Politics; Post-Soviet Security; Interdisciplinary Survey of Eurasia; Failed States; Research Design and Methods; and Social Movements and Revolutions.



Introduction to Session Moderator

Jacqueline Miller has led the World Affairs Council of Seattle since May 2014. She held senior positions in policy organizations and non-profits on the east coast before moving to the Pacific Northwest. In Seattle, she also serves on the Mayor's International Affairs Advisory Board; is a member of the Civic Council for UW's Master of Arts in Applied International Studies (MAAIS) program; and serves on the Washington State Advisory Committee for the U.S. Global Leadership Coalition. She is chair of the board of Global Ties U.S and is a member of the Board of Advisors of the George H.W. Bush Foundation for U.S.-China Relations. She is also a life member of the Council on Foreign Relations.



Prior to joining the World Affairs Council, Jacqueline served as Director of External Relations at Independent Diplomat in New York, working with marginalized democratic political actors to help them navigate the United Nations, the EU, and other international diplomatic fora. Previously, she was a Senior Associate at the EastWest Institute (EWI) in New York, where she created and led the U.S. program. At EWI, she focused on national security policy, the U.S.-Russia and U.S.-China relationships, as well as nuclear disarmament and nonproliferation issues. She was deputy director of the Council on Foreign Relations' Washington (DC) programs, where she oversaw CFR's robust DC meetings program as well as outreach on Capitol Hill and the DC diplomatic community. She got her start in think tanks at the Center for Strategic and International Studies, where she was deputy director of the Russia and Eurasia program. She has also taught at The George Washington University, where she undertook graduate work after earning undergraduate and graduate degrees from Cornell University. S

he has been a commentator for various news sources (print, web, and broadcast), including the New York Times, the BBC, CBC, and Voice of America. Her honors include being named a Truman Security Fellow as well as receiving a Foreign Language Area Studies Fellowship (FLAS) for Russia. She was also an International Research and Exchanges Board (IREX) Visiting Scholar in Kyrgyzstan.

Key Terms

Authoritarianism

Of or relating to a governmental or political system, principle, or practice in which individual freedom is held as completely subordinate to the power or authority of the state, centered either in one person or a small group that is not constitutionally accountable to the people.

Conspiracy Theory

An attempt to explain harmful or tragic events as the result of the actions of a small powerful group. Such explanations reject the accepted narrative surrounding those events; indeed, the official version may be seen as further proof of the conspiracy.

Corruption

Improper and usually unlawful conduct intended to secure a benefit for oneself or another. Its forms include bribery, extortion, and the misuse of inside information. It exists where there is community indifference or a lack of enforcement policies.

Dissent

To disagree with the methods, goals, etc., of a political party or government; take an opposing view.

Political Demonstration

A mass expression of public sentiments: popular celebration, anger, presentation of political demands, or protest

Regime

An institution with clear substantive and geographical limits, bound by explicit rules, and agreed on by governments.

Informal Networks

Informal networks are a major source of exchanging information and news related to the organization or group between peers, superiors, and subordinates.

Learning Objectives

Learning Objective 1: Students will be able to define authoritarianism and explain how it applies to the current Russian political system.

Learning Objective 2: Students will be able to define civil society and explain various options for citizens to participate in political life (either formally or informally). In addition, students will be able to explain how the Russian government has suppressed civil society and its impact on democratic reforms

Learning Objective 3: Students will be able to define conspiracy theory and analyze how these theories influence perceptions of political, economic, and social life in Russia.

Learning Objective 4: Students will be able to identify examples of corruption and evaluate how they impact political, economic, and social systems.

Learning Objective 5: Students will be able to identify how the Russian government has utilized multimedia technology to spread false information and explain the goals of this specific strategy.

Learning Objective 6: Students will be able to recognize and identify the rights, responsibilities, and opportunities for living and working in an interconnected and interdependent digital world (adapted from ISTE Standards - see: <http://www.iste.org/standards/for-students>).

Learning Objective 7: Students will be able to define "fake news," analyze its effectiveness, and evaluate ways to stop the spread of inaccurate information.

Learning Objective 8: Students will be able to evaluate the role of multimedia sources in our society (print, video, social media, radio, etc.) and assess how they shape public opinion. In addition, students will evaluate how governments might use media sources to shape citizens' perception of different political, economic, or social issues.

Background | Russia



[Russian Culture and History: Political and Geographical Structure](#)

This article provides an overview of Russian politics and geography. Also provides an aide to Russian states and important words in Russian.



[Structure of Russia's Present Day Government](#)

For more than 80 years, Russia was part of the Union of Soviet Socialist Republics, commonly known as the Soviet Union. Granted, it was the largest, most populous, and arguably, most important part, but it was a part of the greater whole nonetheless. By 1991, Russia was independent under its own name for the first time in decades. However, the transition from the Soviet Union to the current Russian state was fraught with hazards. In fact, in 1993, a serious coup attempt ended with shots being fired from tanks in the capital. As a result, the president of Russia at the time, Boris Yeltsin, worked to rework the constitution and government of Russia. The resulting arrangement is still in place today.



[Russia - A Country Profile](#)

As one of the largest geographical countries in the world Russia has a long and diverse culture and history. This article explores the many dimensions of Russia's people, politics, and cultural heritage.

Protests & Dissent



Classroom Resource: Calls for mass protest in Russia after opposition leader is sentenced to prison

This lesson includes a short video and guiding questions for discussion amongst students about the arrest of Russia's opposition leader Alexei Navalny. This resource is a strong activity for students in the process of learning about authoritarianism, human rights, democratic and anti-democratic practices, etc.



Severe Punishment Awaits Protesters in Russia, Kremlin says

Following protests in support of Russian opposition leader, Alexei Navalny, hundreds of demonstrators have been detained and await harsh legal punishment. Navalny returned to Russia recently following an attempt on his life by the Russian government. To show their support, thousands of citizens took to the streets to condemn the government's actions and support Navalny. In 2012, protestors were sentenced to years long prison time for their participation in street demonstrations as an example to deter further protests.

DID YOU KNOW?

*Russians are four times
as likely to participate in
a mass demonstration in
2020 than they were in
2014.*

Levada Center



Protest and Portents

Tens of thousands of people protested in cities across Russia on January 23, denouncing the government and demanding the release of jailed Kremlin opponent Alexei Navalny. Thousands were detained in a harsh police crackdown that drew condemnation from Washington.



Why Russians dare to protest and risk wrath of authorities

Protests in Russia are increasing in intensity, amount of demonstrators and frequency. But the government is simultaneously increasing the punishments for those who participate. So why do Russians continue to protest even when the consequences are becoming so costly?

Protests & Dissent



Patterns of Dissent in Russia's Regions

Across Russia activists and dissenters have organized to publicly oppose the Kremlin and President Vladimir Putin. As Russia disperses protests and arrests participants, new groups take to the streets. Data from Russian elections also suggests the people's support for their government is waning.



What's new about Russia's new protests?

For a nation that does not guarantee the right of assembly, Russia has a long history of protest movements. Since becoming an independent federation in 1991, Russian citizens have been protesting for an expansion of rights and other governmental abuses against the people. New research shows that in 2021, more people than ever are taking to the streets for the first time to join organized protests. This wave of new voices within Russian movements begs the questions- what will change in Russia?



Authoritarianism



[Expert Opinions: Authoritarianism and Dissent in Post-Soviet States](#)

In the latest episode of Expert Opinions - Russia, Eurasia, a podcast from the Harriman Institute at Columbia University, Masha Udensiva-Brenner interviews Alexis Lerner about her scholarship on authoritarianism and dissent in Russia, particularly in the context of imprisoned Russian opposition leader and political activist Alexei Navalny. They also discuss Lerner's book project on graffiti in post-Soviet countries and how the Russian authorities use graffiti as a way to drown out public dissent.



[How Investigative Journalism Flourished in Hostile Russia](#)

For years the Russian government has been purchasing personal data on its citizens to use to flush out dissenters and control the population. However, independent journalists have begun to use this method against the government, instead buying data themselves to use for research in a nation where the government actively prevents investigative journalism.



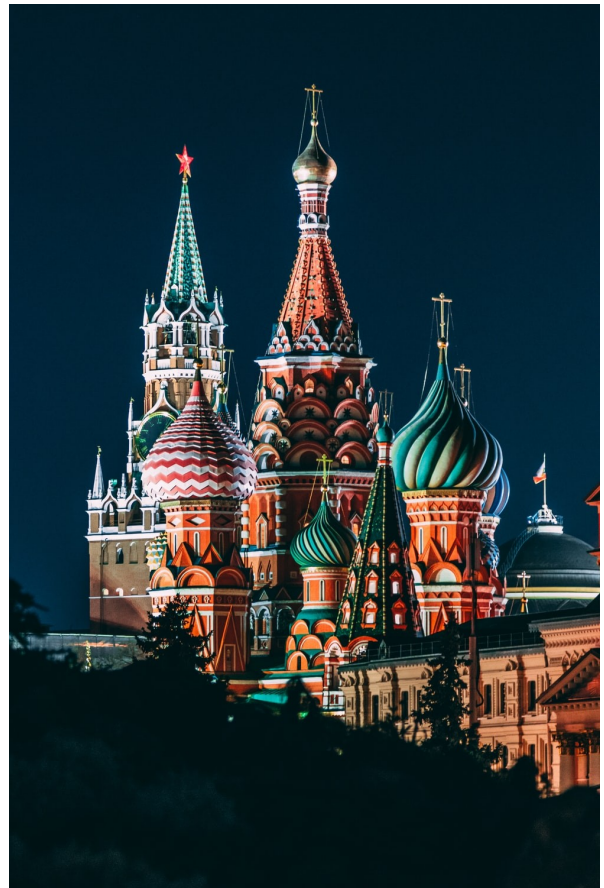
[Who Rules? Teaching Different Forms of Government](#)

Students learn about the different forms of government that exist, including democracy, autocracy, oligarchy, and others. They compare and contrast these forms, and they look at real-life examples in the world today.



[Civil Society in Russia: Its Role under an Authoritarian Regime, Part III: The Leader and Society: Prospects for Change](#)

This essay series by Robert E. Berls Jr. focuses on Russian leadership. What do the Russian people look for in a leader? Is Putin doing a good job of fulfilling Russia's needs? For those who want a change in leadership, how can that be accomplished and is political transformation in Russia possible in the near future?



Authoritarianism



[What is Autocracy? - Totalitarianism v. Authoritarianism](#)

In this video lesson students will learn the meaning of totalitarianism and authoritarianism. Explore what happens when the power is in one person and compare aspects of totalitarianism and authoritarianism.



[Many Shades of the Russian Authoritarianism](#)

The question of why Russia has been unable to overcome authoritarianism for many decades now remains a central point for discussion among Russia scholars and the broader public. This book provides a historical overview of the issue from 1917 to present day, delving into the specifics of the Soviet and Russian leadership and the rules of succession.



[Civil Society in Russia: Its Role under an Authoritarian Regime, Part I: The Nature of Russian Civil Society](#)

In an authoritarian state, civil society is often perceived as an adversary rather than as a partner as it is in a democratic state. For this reason, authoritarian states strive to maintain firm control over the population. When the people are perceived as an autonomous political power, autocrats fear they could become a destructive force that could overturn the regime. In today's globalized world, autocratic regimes face increasing pressure, not only internally, but also from external forces, be they foreign powers, non-governmental actors, or the international media that seek to promote and facilitate communication and interaction across borders in increasingly unrestrained and, at times, intrusive ways.



Conspiracy



Conspiracy Theories in Post-Soviet Russia

Throughout the post-Soviet period various conspiracy theories, most of which have been anti-Western, have moved from the margins of intellectual life to the mainstream of Russian politics. The trauma of the Soviet collapse enabled political elites to offer a conspiratorial reading of the event, and use this both for the purpose of nation-building and for suppressing democratic opposition by accusing its proponents of having destroyed the Soviet Union from within. Russian political elites use conspiracy theories to tackle emerging challenges by dividing Russian society into a majority loyal to the Kremlin, and a minority which is supposedly out to destroy Russia.



5 Reasons Why Conspiracy Theories Thrive in Politics

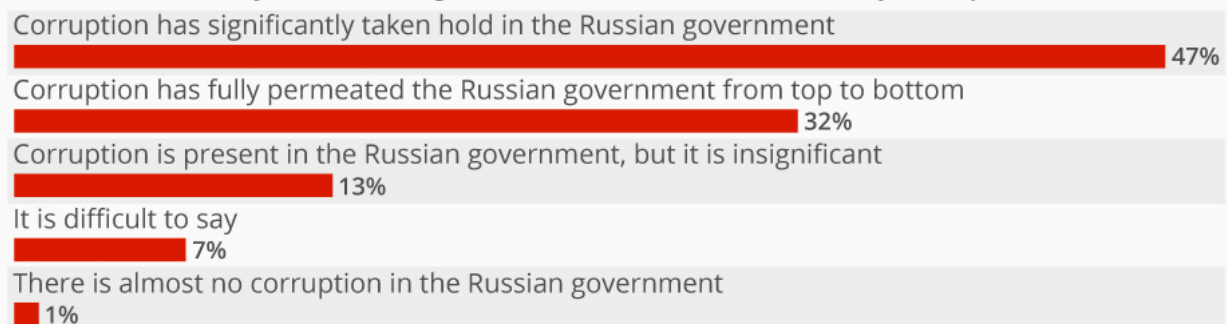
This documentary series covers the influence that conspiracies play in politics, and why politics is a breeding ground for further conspiracy.



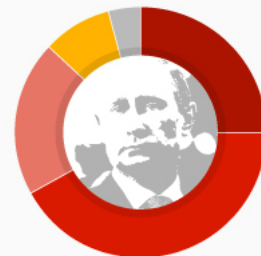
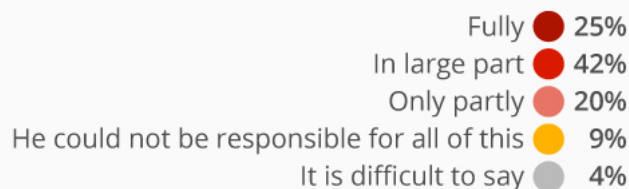
How Russians Feel About Corruption

Russian attitudes towards high-level government corruption (March 2017)

To what extent do you think the government of Russia is affected by corruption?



Does Vladimir Putin bear responsibility for the scale of high-level corruption/financial abuse frequently cited by his opponents?



Conspiracy



[Will the Real Conspiracy Please Stand Up: Sources of Post-Communist Democratic Failure](#)

At the start of the pandemic, it looked like the biggest COVID-related threat to democracy, in Eastern Europe and elsewhere, was executive aggrandizement. This focus, however, may lead us to overlook a bigger threat to Eastern European democracy. We argue that Eastern European democracies' original sin of state capture has been exacerbated by the rise of conspiracy theories, whose stock has only increased with the addition of COVID misinformation. Eastern European voters struggle to differentiate between the true political conspiracy that enables private interests to control the state and conspiracies without empirical basis, such as COVID denialism, world government, or political correctness as a tyrannical plot. As a result, conspiracy theories enable the state capture camp to divide the reformist opposition and maintain their grip, while simultaneously claiming that they are governing competently and in line with European values.



[Conspiracy Theory Has Gone Mainstream in Russia. But How Does It Work?](#)

This book review from Open Democracy synthesizes Ilya Yablokov's new book *Fortress Russia: Conspiracy Theories in the Post-Soviet World*. It focuses on Yablokov's main argument as well as the book's shortcomings.



Conspiracy



Vaccine Skepticism Hurts East European Anti-Virus Efforts

Vaccines from the West, Russia or China? Or none at all? That dilemma faces nations in southeastern Europe, where coronavirus vaccination campaigns are off to a slow start — overshadowed by heated political debates and conspiracy theories. In countries like the Czech Republic, Serbia, Bosnia, Romania and Bulgaria, vaccine skeptics have included former presidents and even some doctors. False beliefs that the coronavirus is a hoax or that vaccines would inject microchips into people have spread in the countries that were formerly under harsh Communist rule. Those who once routinely underwent mass inoculations are deeply split over whether to get the vaccines at all.



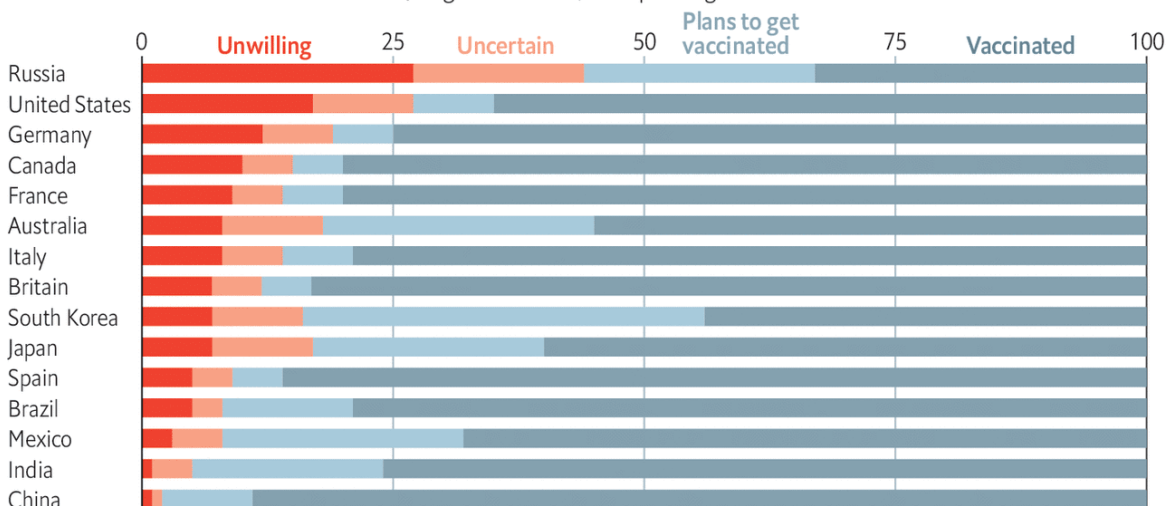
Lesson Plan: Conspiracy Theories ,Then and Now

Conspiracy theories are as old as history itself. There has always been a tendency among members of society to believe that secret powers cause their troubles, or can heal them. One of the oldest of these, anti-Semitism, pins the Jews as the scapegoats. In colonial times, some of the founding fathers, thought to be members of the “Illuminati,” feared a return to religious-based Old World divine right monarchy, and even suspected that George Washington had been assassinated and was being impersonated by someone else. There is always a reason for the popularity of conspiracy theories. In this lesson, students will examine four examples of conspiracy theories and learn about the people and the times that brought them forth. Finally, students will be directed to fact checking sites that will help them to detect conspiracy theories.



Unhealthy scepticism

Covid-19 vaccination interest and rates, August 30th 2021, % responding



Source: Morning Consult

The Economist

Conspiracy | Activity



Will You Fall Into the Conspiracy Theory Rabbit Hole?

Who believes in conspiracy theories? Statistically speaking: almost everyone. So, can you tell fact from fiction, or will you fall down the rabbit hole?

Take this short 6 question quiz with student to which conspiracy theories are most popular and most believed. This is an opportunity to discuss where do conspiracy theories fit into our own lives and why we personally choose to believe or not believe them.

Guiding Questions

- 1) Which of these conspiracy theories have you heard of before? Which are new?
- 2) When did you first hear a conspiracy theory? Why do you think it may be real or not real?
- 3) How do you judge if a theory has merit or not? Do you do research or listen to those around you?
- 4) What are the possible dangers of conspiracy theories? Are there any benefits?

Quick Fact

*Nine in Ten Americans believe in at least one conspiracy theory
- Journal of Social and Political Psychology*

Political Corruption



What is corruption?

Corruption erodes trust, weakens democracy, hampers economic development and further exacerbates inequality, poverty, social division and the environmental crisis. Exposing corruption and holding the corrupt to account can only happen if we understand the way corruption works and the systems that enable it. Corruption can occur in many forms and can happen everywhere.



Lesson Plan: Anti-Corruption: Detecting and Investigating Corruption

How do we know when corruption takes place? What kind of environment will make it difficult to conceal corrupt behavior? Once corruption is detected, how can States and organizations investigate it? These and related questions are addressed in this Module. The detection and investigation of corruption pose particular challenges as corruption is often well-hidden and may require an insider to expose it. This lesson plan will help students identify the many forms of corruption and brainstorm ways to combat it.



Corruption and Power in Russia

Corruption has been a constant factor in Russia's political economy. From one era to another, the multifarious forms of corruption continue to pervade Russian politics despite sincere and insincere efforts to fight it. Only deep changes, such as higher levels of political competition, have a chance of reducing corruption in the long run. The approaching fourth term of President Putin will continue to increase the role of informal institutions in Russian politics, in which corruption plays an increasingly large role in the Kremlin's management of the political process.

Political Corruption

DID YOU KNOW?

Russia placed 129th out of 180 nations in the 2020 Corruption Percentages Index.

Transparency Index, Transparency International



[Governance, Corruption, and Conflict - Study/Teaching Guide](#)

This study guide, created by the United States Institute of Peace, gives information what corruption is and how it impacts governments and societies. Following reading about corruption, the guide will walk users through discussion questions and possible assignments that could be given to students related to what they have learned. The guide also includes several “simulation scenarios” to allow students to practice identifying corruption and problem solving on ways to prevent it. Best if used for High School students grade 10-12.



[How Corrupt is Russia?](#)

This video explores the depth of political corruption within Russia, the impact of corruption on citizens' everyday lives, and why corruption is so pervasive in some states.



[For Russians, Corruption Is Just a Way of Life](#)

This opinion piece by the New York Times chronicles the many ways in which corruption has been accepted as a normal and inevitable aspect of living in Russia. Journalist Misha Friedman, who grew up in the Soviet Union before moving to New York in the 1990s, highlights photography displaying the ways she has seen corruption in her many visits to Russia.



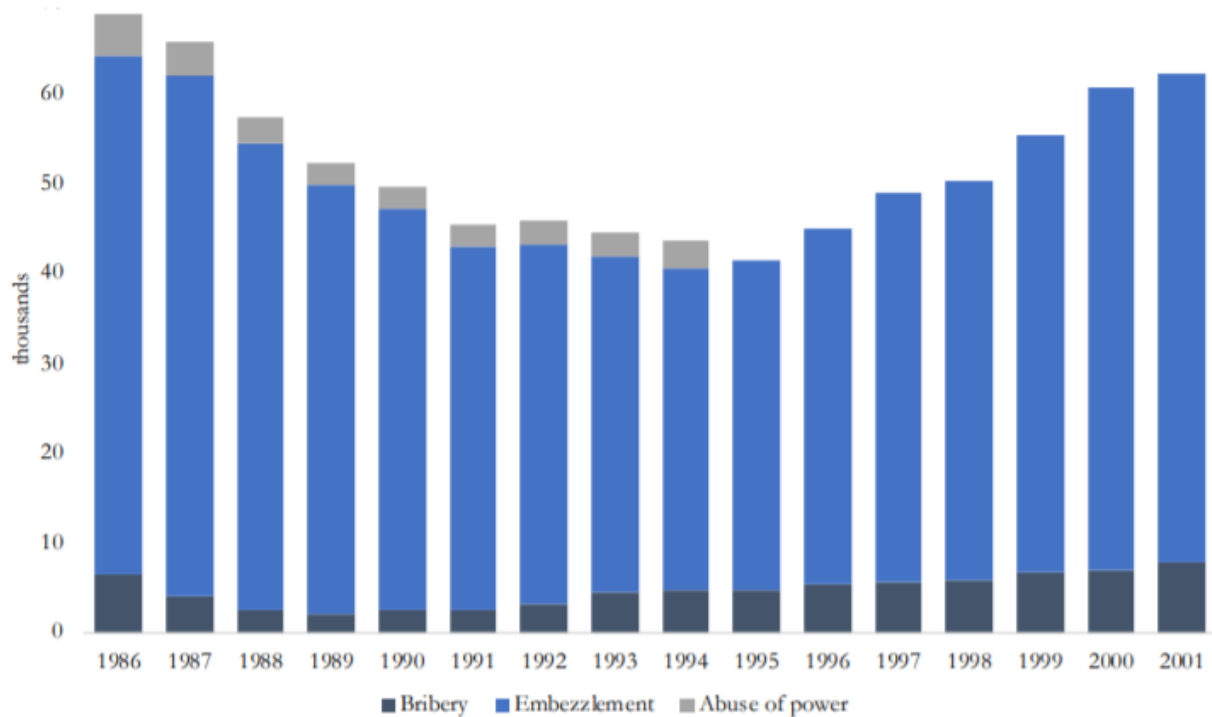
[Russia's Weaponization of Corruption \(And Western Complicity\)](#)

Russia's weaponization of corruption—its export of corrupt practices via the abuse of western legal and financial loopholes in order to further its geopolitical goals—has stimulated anti-American sentiment in Europe and galvanized extremist forces on both sides of the Atlantic.

Political Corruption



Figure 3: Number of Recorded Offences Committed by Officials in Russia (thousand).⁷



Note: Data on "abuse of power" is not available for 1995–2001



Corruption in Russia: An Overview

This publication presents a succinct overview of the systemic corruption present in Russia. Unlike corrupt systems where oligarchs rule and compete with one another over power and wealth, Russia has developed a top-down structure of corruption, where the political and business success of elites is dependent almost entirely upon their relationship to the President. Although these elites continue to be called "oligarchs," it is no longer appropriate to think of them as such. Rather, they ought to be thought of as "cronies."



Podcast with Vladimir Ashurkov of the Anti-Corruption Foundation

With thousands of Russian citizens having taken to the streets to protest the corrupt and authoritarian rule of President Vladimir Putin, many have asked whether countries like Canada will do anything in response to Russia's brazen attempts to target, kill, and otherwise stifle the voices of Russian pro-democracy figures.

Photo Bibliography

Title

"Scheming and Subversion: Conspiracy in Post-Soviet Space" <https://jsis.washington.edu/ellisoncenter/reecas-2021-2022-lecture-series/>

Introduction to the Speaker

"Scheming and Subversion: Conspiracy in Post-Soviet Space" <https://jsis.washington.edu/ellisoncenter/reecas-2021-2022-lecture-series/>

Background | Russia

"Flag Map of Russia" https://www.pinclipart.com/pindetail/xxbhbw_file-flag-map-of-russian-flag-transparent-background/

Protests & Dissent

"Why Russians Dare to Protest and Risk the Wrath of Authorities" https://www.pinclipart.com/pindetail/xxbhbw_file-flag-map-of-russian-flag-transparent-background/

Authoritarianism

"Photos of Russia" <https://unsplash.com/s/photos/russia>

"The Rise of Sophisticated Authoritarianism in Southeast Asia" <https://medium.com/the-machinery-of-government/the-rise-of-sophisticated-authoritarianism-in-southeast-asia-a42742c4bdeb>

Conspiracy

"How Russians feel about Corruption" <https://www.statista.com/chart/9776/how-russians-feel-about-corruption/>

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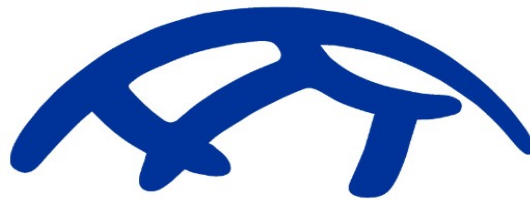
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