Syllabus
Comparative History of Universities: Europe and Russia

for master students in 46.04.01 History
Program: Historical Knowledge

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Accepted by the School of History “___” ____________ 2018

Head of the School of History, Professor Alexander B. Kamenskii ________ [signature]

Recommended by the Academic Council of the Program
“___” ____________ 2018 Protocol No. ________________

Approved “___” ____________ 2018
Academic Supervisor of the Program
____________________ [signature]

Moscow 2018

The syllabus is not to be used by other university departments as well as other universities without the permission of the author
1. General Description
This course is designed for the first-year master students of the Historical Knowledge program. The course is taught in English.

This syllabus establishes minimum requirements for students’ knowledge and skills and determines contents of the course, the forms of the instruction process and the assessment of students’ work.

The syllabus can be used by lecturers, their teaching assistants, and students of the Historical Knowledge master program.

The syllabus meets the requirements of:
- the standards of the National Research University Higher School of Economics;
- the educational program;
- the working plan of the Historical Knowledge master program.

2. Course Objectives
This course explores the history of higher education institutions in Europe and Russia from the Middle Ages till the Post-Modern period. It introduces students to the primary concepts and terminology of university history and enables them to master methods used in modern comparative history to analyze general patterns and dynamics of European and Russian universities over the past seven centuries. Much attention is given to the interdisciplinary nature of problems in question, comparative approach (which allows to place Russia in European context), active use of knowledge and personal experiences acquired at bachelor history programs.

3. Learning Outcomes
After finishing this course, students should:
- be able to use comparative methods in the history of universities;
- know the transformations of European and Russian higher education institutions within the last seven hundred years;
- be capable of discussing and analyzing the key problems of European and Russian university history using appropriate English terminology.

Students are expected to train the following skills (skills and their codes are given in Russian according to the working plan):

<table>
<thead>
<tr>
<th>Skills</th>
<th>Code</th>
<th>Skills Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>СК-2</td>
<td>СК- М2</td>
<td>formulating scientific concepts, creating models, producing and approbating new methods and instruments of professional activity</td>
</tr>
<tr>
<td>ПК-2</td>
<td>ИК-М-1.1_2.6_2.5.2_5.3_5.6</td>
<td>performing interdisciplinary interaction with scholars of other disciplines in achieving scientific and practical goals</td>
</tr>
</tbody>
</table>
### 4. Place of the Discipline in the Educational Program

This course is based on the knowledge and skills provided by the bachelor research seminars at the School of History of the Higher School of Economics. The following knowledge and skills are needed to study the course:

- good command of English language (at least B2)
- basic knowledge of world and Russian history from the Middle Ages till the start of the twenty-first century.

Knowledge and skills acquired during the study of this course may be used for studying the following courses:

- *Old and New World in the Nineteenth and Twentieth Centuries*
5. **Thematic Plan** (lectures: 18 hours, seminars: 30 hours, students unsupervised work (self-study): 142 hours; first-year master students, 3 and 4 modules)

<table>
<thead>
<tr>
<th>№</th>
<th>Topic</th>
<th>Responsible department</th>
<th>Total hours</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Self-study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Universities: France, Italy, England, and the Holy Roman Empire</td>
<td>School of History</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Intellectuals in Medieval Europe</td>
<td>School of History</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><em>Universitas Magistrorum et Scholarium: University Corporation in the Middle Ages and Early Modern Period</em></td>
<td>School of History</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>First Russian Universities: Moscow <em>versus</em> St. Petersburg</td>
<td>School of History</td>
<td>26</td>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>From Corporations to State Institutions: Universities and the Enlightenment in the Eighteenth Century (France, Germany, Russia)</td>
<td>School of History</td>
<td>26</td>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>The Birth of Research University? Universities in Germany and Russia in the Early Nineteenth Century</td>
<td>School of History</td>
<td>26</td>
<td>2</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Universities in Europe and Russia in the Modern Period</td>
<td>School of History</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
### 6. Forms of Assessment

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Form of assessment</th>
<th>First-year graduates</th>
<th>Department</th>
<th>Parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Classroom activity</td>
<td>* *</td>
<td>School of History</td>
<td>participation in seminar discussions based on prepared readings</td>
</tr>
<tr>
<td></td>
<td>Essay</td>
<td>*</td>
<td>School of History</td>
<td>a written essay on a suggested topic. 2—3 thousand words</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
<td>* *</td>
<td>School of History</td>
<td>a tutorial power-point presentation on a required topic</td>
</tr>
<tr>
<td>Final</td>
<td>Exam</td>
<td>*</td>
<td>School of History</td>
<td>an oral discussion of a question given in a ticket</td>
</tr>
</tbody>
</table>

### 6.1. Assessment Criteria

Continuous assessment includes the essay, the homework, and students’ participation in seminar discussions. After each seminar, the lecturer grades the students contributed to the seminar talk and proved a thorough acquaintance with primary and secondary sources.
In the essay, students present their understanding of a research problem basing their conclusions on the course readings. The essay should be at least 2—3 thousand words long and contain an explicit statement supported by several arguments and proper examples taken from primary and secondary sources. Please note, all essays will be checked for plagiarism.

The homework is a twenty-minute presentation prepared at home and defended at seminar. In the presentation, students should demonstrate their ability to understand and analyze a research problem in a historical context, be able to substantiate and defend their point of view, and answer questions of other seminar participants.

Final assessment includes the exam, where students are expected to demonstrate their command of comparative methodology, their fluency in the history of universities, and the ability to understand and interpret research problems independently.

Both oral and written tests are graded according to the 10-grade system.

6. 2. Grading Formulae
Continuous assessment is based on the grades for the essay, homework as well as the comments and interventions made at seminars (the quality of arguments and the knowledge of corresponding literature are also considered).

Continuous assessment formula:

\[ G_{\text{continuous}} = 0.3 \times G_{\text{presentations}} + 0.4 \times G_{\text{essay}} + 0.3 \times G_{\text{seminar diss}} \]

Final assessment formula:

\[ G_{\text{final}} = 0.6 \times G_{\text{continuous}} + 0.4 \times G_{\text{exam}} \]

Both continuous and final grades are rounded to the nearest ten.

7. Continuous and Final Grading

7.1. Provisional Essay Topics
For each topic, students are free to choose their preferable period and/or examples (countries, universities, etc.) they would like to explore. Students are welcomed to use additional non-English literature. Students are encouraged to propose their topics, if they failed to find a convenient one.

- Student Power in Comparative Perspective: Student Corporations in Europe and Russia
- The Humboldt Myth: Has the German University Model Ever Existed?
- University Jubilees and University History Writing: A Challenging Relationship
- Universities and Nations: Shaping National Identities in the Nineteenth-Century Europe
- Social History of Higher Education: Women and Jews at Universities in the Second Half of the Nineteenth Century
- The Brown versus Red University: Students and Professors under German and Soviet Dictatorships
- The Marketization of University in the Post-Modern Period: Europe and Russia
- University and Revolution: Russian and German Intellectuals in the Nineteenth Centuries
- Universities at War: 1939—1945
- History of Historical Writing in European and Russian Universities
- Prosopography in University History Writing
• “The Ideas of 1914:” British, German, French, and Russian Intellectuals before World War I
• Academic Freedom in Europe and Russia
• University under Attack: Higher Learning Institutions and the Enlightenment
• Academic Mythistory: Scientists’ Biographies and University History Writing
• The Idea of University in Europe and Russia
• Universities and the 1968 Revolution
• Awarding Academic Degrees: History of Attestation in Europe and Russia
• The History of Disciplines: Natural versus Social Sciences
• Higher Education under Iron Curtain: Eastern European Universities in the Second Half of the Twentieth Century
• Students as Agents of Change in Europe and Russia in the Nineteenth and Twentieth Centuries

7.2. Provisional Exam Questions
The questions will be published one month prior to the exam.

8. Bibliography

8.1. Comparative History: Methodology

### 8.2. History of Universities in Europe and Russia


Grant E., “What was Natural Philosophy in the Late Middle Ages?,” *History of Universities* XX/2 (2005): 12-46.


**9. Technical Tools Used in the Course**

Students use projectors, personal computers, and websites for the internet part of the course.