

Course Syllabus

Title of the course	History of Russia and Baltic Region		
Title of the Academic Programme	Applied and Interdisciplinary History «Usable Pasts»		
Type of the course	Elective		
Prerequisites	-advanced command of English -basic knowledge of global history		
ECTS workload			
Total indicative study hours	Directed Study	Self-directed study	Total
	40	150	190
Course Overview	<p>This course looks at the central issues of Russian history via the lens of global and transnational history with a special emphasis on the history of the Baltic Sea Region. The course is structured in an interdisciplinary manner, combining the methodology of historical science, international relations, geography, nationalism, environmental and cultural studies. The classes are viewed on a chronological and thematic basis and cover the political, social, economic and cultural processes of the past. Discussing the landmarks and long duree metanarratives from the Middle Ages till the end of the Soviet era, the course gives a possibility to illuminate and problematize the problem of modernization and backwardness, modernity and special path of development, East-West relations, and societal transformations. The course examines the ways by which Russian history synergizes with European and global historical processes and the ways it goes its own path of development. The course will allow students to analyze global and transregional trends from a regional perspective, as well as to identify different points of view and interests of interethnic, state and local actors. In addition, students will learn how to apply different theoretical models in the study of regional economic, political and environmental phenomena and processes. Covering a wide chronological and thematic field, the course provides an opportunity to highlight the key processes in the history of the Baltic region within the general perspective of the Russian history.</p>		
Intended Learning Outcomes (ILO)	<p>Upon completion of the course student:</p> <ul style="list-style-type: none"> Is able to create new theories, invent new ways and tools of professional activity (CK-2) Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (CK-4) Able to organize and manage multilateral communication (CK-7) Able to perform professional activities, including research and development activities in the international environment (CK-8) Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (PIK-1) Is able to perform interdisciplinary interaction and cooperation with 		

	<p>representatives of other fields of knowledge while solving research and applied tasks (ПК-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ПК-3)</p> <p>Assesses information and predicts given objectives (ПК-9)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (ПК-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (ПК-21)</p> <p>Is able to identify and use general aims into professional and social activities (ПК-22)</p>				
Teaching and Learning Methods	The course is based on traditional methods of teaching and combines traditional lectures and seminars. Seminar activities require reading of suggested texts and active participation in class discussions				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction		2	2	15
2	Pre-Viking and Viking World		2	2	15
3	Baltic Space in Middle Ages		2	2	15
4	Early Modern Scandinavia: State and resources		2	2	15
5	The reforms and modernization in the history of Russia		2	2	15
6	The Sea in the History of Russia – construction and representation of Maritimity.		2	2	15
7	Dynamic borders and conflicts of heritage and memory in the Baltic		0	4	15
8	Technology and Economic Development of Russia		2	2	15
9	Facets of National Identities		2	2	15
10	Perestroika Watershed		2	2	15
Total study hours			18	22	150
Indicative Assessment Methods and Strategy		<ul style="list-style-type: none"> Assessment <p>Students' current grade will consist of:</p> <p>Class attendance and engagement: 60 %</p>			

	<p>Written assignments (current form of control): 40 %</p> <p>The final grade will consist of:</p> <p>Current grade: 50 % Written Exam: 50%</p> <ul style="list-style-type: none"> • Guidelines for Knowledge Assessment <p>Students are expected to attend both lectures and seminars, to regularly do their homework reading and study according to the lists of sources provided by the lecturer. The resources for this class are the primary sources, research literature, lectures, etc. On seminars, students are expected to take active part in the discussion and demonstrate knowledge of the content of lectures and readings. Seminar discussions are based on the previously given readings, and fragments of sources introduced by the teacher and analyzed collectively by the class. Once during the course, the students have to prepare questions for the paper discussion and act as a discussion leader. Attendance and levels of participation in class discussions during the seminars influence the final grade. If the student misses more than 20% of class meetings, additional assignment can be provided. In the end of the course students submit a review essay. The grade will be composed of attendance, class participation, and review. The final grade is drawn on the 10-grades scale. The final grade's composition will be the following: attendance and class participation (50%), written exam (50%).</p> <p>The written assignment is a form of current examination. The assignment is five research questions suggested by students based on the themes of the course. The research questions should be sophisticated, well grounded and thought showing that the student has formulated them well. The current examination is conducted after the first module during the session.</p> <p>In case the student does not pass the current form of control because of a reasonable excuse, he or she can pass it again presenting the questions after the specifically set deadline. The latest deadline for re-submissions is 15 October as set by the University rules.</p> <p>The exam is taken in the form of written essay of five – seven pages long.</p> <p>O stands for “grade”. The formula for the current grade (O current) is the following: $O_{\text{current}} = 0,4O_{\text{written assignments}} + 0,6O_{\text{attendance}}$. The formula for the final grade (O final) is the following: $O_{\text{final}} = 0,5O_{\text{current}} + 0,5O_{\text{written exam}}$.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>Karsten Brüggemann & Wezel, Katja, "Nationally Indifferent or Ardent</p>

	<p>Nationalists? On the Options for Being German in Russia’s Baltic Provinces, 1905–17." <i>Kritika: Explorations in Russian and Eurasian History</i>, vol. 20 no. 1, 2019, pp. 39-62</p> <p>Jurgis Bucas, Indre Grazuleviciute-Vileniske, ZitaMedisauskiene and JurgaVitkuvieni, Minding Our Manors: Lithuanian Heritage at Risk, <i>The Public Historian</i>, Vol. 30, No. 4 (Fall 2008), pp. 35-58.</p> <p>Mark Harrison, The Soviet Economy, 1917–1991: Its Life and Afterlife. <i>The Independent Review</i>, Vol. 22, No. 2 (Fall 2017), pp. 199-206</p> <p>Alexei Kraikovski & A. Shukurova. “The cultural game of a noble life – (re)presenting historical manorsGatchina and Fall in comparative perspective.” <i>Journal of Tourism History</i>. 9 (2-3), 2017, 139 – 159</p> <p>Michael North, Connected Seas. The Baltic: A History, by Michael North, tr. Kenneth Kronenberg (Cambridge, MA: Harvard U.P., 2015.</p> <p>Carl Rogers Ackerman. Russia in World History by Barbara Alpern Engel, Janet Martin (review) <i>Journal of World History</i>, Volume 27, Number 2, June 2016, pp. 369-372</p> <p>Odd Arne Westad. The Cold War: A World History. Hachette, UK, 2017</p> <p><u>Optional</u></p> <p>Vladimir Kontorovich and Alexander Wein, What Did the Soviet Rulers Maximise? <i>Europe-Asia Studies</i> 2009, 61, no. 9: 1579</p>																										
Indicative Self- Study Strategies	<table border="1"> <thead> <tr> <th data-bbox="528 1339 1139 1395">Type</th> <th data-bbox="1139 1339 1291 1395">+/-</th> <th data-bbox="1291 1339 1495 1395">Hours</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1395 1139 1485">Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td> <td data-bbox="1139 1395 1291 1485"></td> <td data-bbox="1291 1395 1495 1485">80</td> </tr> <tr> <td data-bbox="528 1485 1139 1541">Assignments for seminars / tutorials / labs</td> <td data-bbox="1139 1485 1291 1541"></td> <td data-bbox="1291 1485 1495 1541">30</td> </tr> <tr> <td data-bbox="528 1541 1139 1630">E-learning / distance learning (MOOC / LMS)</td> <td data-bbox="1139 1541 1291 1630"></td> <td data-bbox="1291 1541 1495 1630"></td> </tr> <tr> <td data-bbox="528 1630 1139 1686">Fieldwork</td> <td data-bbox="1139 1630 1291 1686"></td> <td data-bbox="1291 1630 1495 1686"></td> </tr> <tr> <td data-bbox="528 1686 1139 1742">Project work</td> <td data-bbox="1139 1686 1291 1742"></td> <td data-bbox="1291 1686 1495 1742"></td> </tr> <tr> <td data-bbox="528 1742 1139 1798">Other (please specify)</td> <td data-bbox="1139 1742 1291 1798"></td> <td data-bbox="1291 1742 1495 1798"></td> </tr> <tr> <td data-bbox="528 1798 1139 1839">Preparation for the exam</td> <td data-bbox="1139 1798 1291 1839"></td> <td data-bbox="1291 1798 1495 1839">40</td> </tr> </tbody> </table>	Type	+/-	Hours	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		80	Assignments for seminars / tutorials / labs		30	E-learning / distance learning (MOOC / LMS)			Fieldwork			Project work			Other (please specify)			Preparation for the exam		40		
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Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials																										
Facilities, Equipment and Software	(If required)																										

Course Instructor	Elena Kochetkova, Alexey Kraikovsky, Adrian Selin
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Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
<p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Practice a range of research skills and scientific methods for studying history</p> <p>Demonstrate a wide range of generic skills, including skills in communication, information processing, teamwork, critical and creative thinking, computing independent learning</p> <p>Distinguish between different perspectives by drawing on their knowledge of the discipline</p> <p>Take a creative approach to using new and existing technologies for educational purposes</p>	<p>Is able to create new theories, invent new ways and tools of professional activity (CK-2)</p> <p>Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (CK-4)</p> <p>Able to organize and manage multilateral communication (CK-7)</p> <p>Able to perform professional activities, including research and development activities in the international environment (CK-8)</p> <p>Able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (IIK-1)</p> <p>Is able to perform interdisciplinary interaction and cooperation with representatives of other fields of knowledge while</p>	<p>Lectures/tutorials about research in history</p> <p>Reading research</p> <p>Seminars-staff and student led</p> <p>Given scenarios, analyze a situation and present a solution</p>	<p>Essays on appropriate topics</p> <p>Development and presentation on practical technology use e.g. blog, wiki, poster, presentation</p> <p>Critiques of research literature</p>

	<p>solving research and applied tasks (ПК-2)</p> <p>Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ПК-3)</p> <p>Assesses information and predicts given objectives (ПК-9)</p> <p>Is able to analyze and propose scientific interpretation of historical events in their interrelation (ПК-17)</p> <p>Is able to use social and multicultural differences to solve problems in professional and social activities (ПК-21)</p> <p>Is able to identify and use general aims into professional and social activities (ПК-22)</p>		
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Course Content

Introduction

The Baltic region in the history of Russia. General idea and plan of the course.

Pre-Viking and Viking World

Early Scandinavian history. Appearing of Scandinavia. Scandinavian historical narrative in contemporary history telling. Written sources of ancient history. Antique, Byzantine cal authors of Northern Europe. Western European medieval chronicles, the Russian chronicles. Literary monuments of Scandinavia. Saga as a historical source. Reasons for the main stages and directions, organizing hikes Vikings. The first states in Denmark, Norway, Sweden. Strengthening the institute of public and royal power. Economic changes. The social structure of the Scandinavian Viking society. Inter-Scandinavian clash. Knut the Great Power. Battle of Stenfordbridge and the Fall of Viking Age.

Baltic Space in Middle Ages

The reasons for increasing interest in the Baltic. The fight for the inheritance of the Livonian Order. The intervention of Denmark and Sweden in the Livonian War, seizures in the Baltic States. Northern Seven Years' War. Russian-Swedish War of 1700-1721 years. "Great Eastern Program" Johan III. Hooked Sweden in Russian Karelia and the Baltic States. Treaty of Plussa. Tyavzinsky agreement.

Early Modern Scandinavia: State and resources

Scandinavia in Early Modern World. Royal police and society through Gunpowder Revolution. "Royal mess" in Denmark. Strengthening of German influence, territorial losses. Valdemar IV Atterdag. Danish- dumbbell Zeya War 1367-1370. The political struggle in Sweden under King Birger. Swedish-Norwegian union. "Gloomy times" in Norway. The rise of the Hanseatic League. Internal policy Haakon VI Magnusson. Danish-Norwegian union. Socio-economic, political, dynastic presending union. Policy Margarita Danish in Denmark and Norway. Coronation Council in Kalmar. Act of Union. Socio-economic development of the countries of Northern Europe in the XV century.

Internal colonization. Changes in the agricultural sector. Agricultural reform and trade. Urban development, the role of the German merchants. Christian I of Oldenburg. Danish-Norwegian union in 1450. Reforms in Christian II of Denmark and Norway. The political struggle in Sweden. Swedish-Danish war of 1517-1520 gg. "Stockholm blood bath". Rise of Gustav Vasa, the formation of an independent Swedish state. Deposition of Kristian II.

The reforms and modernization in the history of Russia

The 18th century modernization project and the place of St. Petersburg in the knowledge circulation. The "space of modernity" and the spatial dynamics of the modern world.

Obligatory Reading:

Daniel Clarke Waugh, *We Have Never Been Modern: Approaches to the Study of Russia in the Age of Peter the Great*, *Jahrbücher für Geschichte Osteuropas*, Neue Folge, Bd. 49, H. 3 (2001), pp. 321-345.

Jarmo Kotilaine and Marshall Poe (eds) *Modernizing Muscovy. Reform and social change in seventeenth-century Russia*. Routledge, 2004.

The Sea in the History of Russia – construction and representation of Maritimity.

The problem of being maritime and the concept of maritimity through the modernization perspective. The role of the Baltic Sea in the formation of the Russian maritimity in the 18th and 19th century. The Baltic Sea in a long-term and global perspectives. A concept of the Mediterranean of the North.

Obligatory Reading

Michael North, *Connected Seas. The Baltic: A History*, by Michael North, tr. Kenneth Kronenberg (Cambridge, MA: Harvard U.P., 2015).

Dynamic borders and conflicts of heritage and memory in the Baltic.

Baltic Empires of 13th – 19th centuries and the problem of contested heritage of the Eastern Baltic. Frontier and the development of infrastructure. The problem of borders in the conceptual vision of the New Coastal History.

Obligatory Reading:

Jurgis Bucas, Indre Grazuleviciute-Vileniske, Zita Medisauskiene and Jurga Vitkuvieni, Minding Our Manors: Lithuanian Heritage at Risk, *The Public Historian*, Vol. 30, No. 4 (Fall 2008), pp. 35-58.

Alexei Kraikovski & A. Shukurova. "The cultural game of a noble life – (re)presenting historical manors Gatchina and Fall in comparative perspective." *Journal of Tourism History*. 9 (2-3), 2017, 139 – 159.

Technology and Economic Development of Russia

In this part, the course will discuss economic development of Russia through the 19th and 20th century until the present day via the lens of technology and technological innovations. We will approach technologies as triggers for economic development discussing what was specific in Russian history and tracing connections with today`s innovation policy.

Obligatory reading:

Mark Harrison, The Soviet Economy, 1917–1991: Its Life and Afterlife. *The Independent Review*, Vol. 22, No. 2 (Fall 2017), pp. 199-206

Recommended reading:

Vladimir Kontorovich and Alexander Wein, What Did the Soviet Rulers Maximise? *Europe-Asia Studies* 2009, 61, no. 9: 1579

Facets of National Identities

This bloc will examine the national question in Russian history with a peculiar focus on the Russian Baltic region. It will also have a look at the problem of regional identity. Through a longue duree perspective, we will look at the major transformations of ideologies during the 19th and 21st centuries.

Obligatory reading:

Karsten Brüggemann & Wezel, Katja, "Nationally Indifferent or Ardent Nationalists? On the Options for Being German in Russia's Baltic Provinces, 1905–17." *Kritika: Explorations in Russian and Eurasian History*, vol. 20 no. 1, 2019, pp. 39-62.

Perestroika Watershed

This section will examine the Perestroika and its roles in Russian and global histories. At the lecture we will discuss the development of St. Petersburg as a Baltic city in transition.

Obligatory reading:

Odd Arne Westad. *The Cold War: A World History*. Hachette, UK, 2017

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)	*			
Summative Assessment	Exam		*		

AssessmentCriteria

In-class Participation

Grades	Assessment Criteria
«Excellent»(8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good»(6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory»(4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail»(0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent»(8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good»(6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory»(4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent»(8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good»(6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory»(4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.

«Fail»(0-2)

Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.