

TEMPLATE

Course Syllabus

Title of the course	Arctic as a Global Region: History and Politics		
Title of the Academic Programme	Usable Pasts: Applied and Interdisciplinary History		
Type of the course	Elective		
Prerequisites	Advanced command of academic English		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	26	164	190
Course Overview	<p>The course is to explore theoretical and historical framework related to a concept of the Arctic region. It offers interdisciplinary study of the region which will include geographical, environmental, economic, cultural and political aspects of its history and contemporary development. It will explore colonial expansion in the region and resulted structure of the international cooperation and competition, environmental and global security issues, and issues related to the history and contemporary development of indigenous population. Special attention will be given to Russia's involvement into the region and Arctic's standing in global affairs with a focus on resources, energy and security strategies.</p> <p>This class is reading and discussion-intensive and consists of lectures and seminars. The course is taught to a mixed group of Master students in history and in political sciences.</p>		
Intended Learning Outcomes (ILO)	<p>Students of the "Usable Pasts: Applied and Interdisciplinary History" programme:</p> <p>SLO 1: Able to reflex (evaluate and rework) the learned scientific and activity methods.</p> <p>SLO 2: Able to create new theories, invent new ways and tools of professional activity.</p> <p>SLO 3: Masters new research methods independently, changes the scientific and production profile of his/her activities.</p> <p>SLO 4: Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career.</p> <p>GPLO 1: Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach).</p> <p>GPLO 2: Able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages.</p> <p>GPLO 3. Able to present historical information in a scientific and popular</p>		

	<p>form.</p> <p>GPLO 4: Able to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form.</p> <p>GPLO 5: Able to analyze the obtained information using modern software.</p> <p>GPLO 7: Capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality.</p> <p>PLO 1: Is able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality.</p> <p>PLO 2: Able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science.</p> <p>PLO 4. Able to take part in scientific polemics in oral and written form.</p> <p>PLO 7: Capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives.</p> <p>Students of the Comparative Policy in Eurasian Programme:</p> <p>GPLO7: Able to develop proposals and recommendations for applied research and consulting</p> <p>PLO1: Able to use relevant research results in political science and adjacent sciences, to develop applications of political science for solving practical tasks</p>
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Teaching and Learning Methods	This is a blended course that comprise the acquisition of an on-line course Global Arctic https://ru.coursera.org/learn/global-arctic and attendance of lectures and seminars. Seminar activities require reading of suggested texts and active participation in class discussions. The course consists of 10 hours of lectures and 16 hours of seminars. The seminars focus on group discussions of literature.
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	The Arctic: Introduction. Geography, environmental problems, international organizations in the Arctic	20	2	2	16
2	Region-building in the Arctic	22	0	2	20
3	MOOC Global Arctic	36	0	2	34
4	Colonization and natural history in the Arctic.	22	2	2	20

5	Resources, Voices and Governance	24	2	2	20
6	Cold War in the Arctic	19	2	2	15
7	Arctic Energy and Geopolitics	19	2	2	15
8	Indigenous people in the Arctic. Arctic Heritage and Tourism	28	0	2	24
Total study hours		190	10	16	164
Indicative Assessment Methods and Strategy		<p>The grade will be composed of class attendance and participation in the discussions during the seminars (based on the readings), MOOC results and essay paper based on one of the texts in the curriculum that should be reviewed and discussed in broader context of the course.</p> <p>The final grade consists of:</p> <ol style="list-style-type: none"> 1) Class participation and discussion (40%) 2) MOOC results discussed in class (20%) 3) Essay, not less than 2000 words, references and literature are not included (40%) <p>The formula for the final grade (O_{final}) is the following: O_{final} = 0,4O_{attendance} + 0,2MOOC+ 0,4O_{review}.</p>			
Readings / Indicative Learning Resources		<p><u>Mandatory</u></p> <p>McCanon, John. A History of the Arctic: Nature, Exploration and Exploitation. Reaktion Books, Limited, 2012. Ch. 1, pp. 7 – 26; Ch. 6, pp. 236 – 278; Ch. 7, pp. 279 – 308. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1127618</p> <p>Arlov, Thor B. “The Discovery and Early Exploitation of Svalbard. Some Historiographical Notes”. <i>Acta Borealia</i> 2005, vol. 22: 3 -19. https://proxylibrary.hse.ru:2170/doi/full/10.1080/08003830510020343</p> <p>Avango, D., Nilsson A., Roberts P. “Assessing Arctic futures: voices, resources and governance”. <i>The Polar Journal</i> 2013. https://proxylibrary.hse.ru:2170/doi/full/10.1080/2154896X.2013.790197</p> <p>Keskitalo, Carina. “International Region-Building: Development of the Arctic as an International Region”. <i>Cooperation and Conflict</i> 2007, 42: 187 – 205. https://proxylibrary.hse.ru:2145/action/doSearch?AllField=Keskitalo%2C+Carina.+International+Region-Building%3A+Development+of+the+Arctic+as+an+International+Region</p> <p>Moe, Arild, Daniel Fjærtøft & Indra Øverland. “Space and timing: why was the Barents Sea delimitation dispute resolved in 2010?” <i>Polar Geography</i> 2011, vol 34, Issue 3: 145-162. https://proxylibrary.hse.ru:2170/doi/full/10.1080/1088937X.2011.597887</p> <p><u>Optional</u></p> <p>The Arctic in the Anthropocene : Emerging Research Questions. National</p>			

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<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3379344>

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Kraska, James. Arctic Security in an Age of Climate Change. Cambridge: Cambridge University Press, 2011.
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Wilson Rowe, Elana. Russia and the North. Ottawa: University of Ottawa Press, 2009. Ch.7, pp. 181 – 219.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=565355>

Doel, Ron, Robert Marc Friedman, Julia Lajus, Sverker Sorlin, Urban Wrakberg. “Strategic Arctic science: national interests in building natural knowledge - interwar era through the Cold War”. *Journal of Historical Geography*. 2014, 44: 60-80.
<https://proxylibrary.hse.ru:2054/science/article/pii/S030574881300145X>

Nielsen, Kristian H., Henry Niels & Janet Martin-Nielsen. “City Under the Ice: The Closed World of Camp Century in Cold War Culture”. *Science as Culture*, 2014, vol. 23. N 4: 443 – 464.
<https://proxylibrary.hse.ru:2170/doi/full/10.1080/09505431.2014.884063>

Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	120
	Assignments for seminars / tutorials / labs	-	
	E-learning / distance learning (MOOC / LMS)	+	34
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam (essay)		10
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	The course requires a computer or a laptop with licensed software		

Software	(Microsoft Windows 8 or 10, Microsoft Office Power Point), and a projector
Course Instructor	Associate professor Julia Lajus

Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
SLO 1: Able to reflex (evaluate and rework) the learned scientific and activity methods	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings	Attendance and levels of participation in class discussions during the seminars influence the final grade.
SLO 2: Able to create new theories, invent new ways and tools of professional activity.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings	Essay (2000 words)
SLO 3: Masters new research methods independently, changes the scientific and production profile of his/her activities.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings	Essay (2000 words)
SLO 4: Able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings. Plus on line learning methods.	Attendance and levels of participation in class discussions during the seminars influence the final grade.
GPLO 1: Able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach).	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings. Plus on line learning methods.	Attendance and levels of participation in class discussions during the seminars influence the final grade.

<p>GPLO 2: Able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages.</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Essay (2000 words)</p>
<p>GPLO 3. Able to present historical information in a scientific and popular form.</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Essay (2000 words)</p>
<p>GPLO 4: Able to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form.</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Essay (2000 words)</p>
<p>GPLO 5: Able to analyze the obtained information using modern software.</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Essay (2000 words), presentations at the seminars</p>
<p>GPLO 7: Capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality.</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Essay (2000 words), presentations at the seminars</p>
<p>PLO 1: Able to conduct independent fundamental and applied research using classical and modern methodology,</p>	<p>Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.</p>	<p>Attendance and levels of participation in class discussions during the seminars influence the final grade.</p>

analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality.		
PLO 2: Able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.	Attendance and levels of participation in class discussions during the seminars influence the final grade.
PLO 4. Able to take part in scientific polemics in oral and written form.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.	Attendance and levels of participation in class discussions during the seminars influence the final grade. Essay (2000 words)
PLO 7: Capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives.	Students should be actively involved in the discussions and demonstrate knowledge of the content of lectures and readings.	Attendance and levels of participation in class discussions during the seminars influence the final grade. Essay (2000 words)
GPLO7: Able to develop proposals and recommendations for applied research and consulting	Reading and discussing particular cases on politics in the Arctic regions	Presentations during discussions (including summaries of group discussions)
PLO1: Able to use relevant research results in political science and adjacent sciences, to develop applications of political science for solving practical tasks	Teaching of qualitative methodology of research on historical and contemporary examples; writing an essay (2000 words) applying methods learned to a particular case study	Essay (2000 words)

Course Content

The course consists of lectures and seminars and includes the following main sections:

1. The Arctic: Introduction.

Geography, environmental problems, international organizations in the Arctic.

2. Region-building in the Arctic. International region-building in the Arctic. Uses of history for region-building: example of the Barents region.

3. MOOC Global Arctic <https://ru.coursera.org/learn/global-arctic>

The GlobalArctic MOOC introduces the dynamics between global changes and changes in the Arctic. This course aims to highlight the effects of climate change in the Polar region. In turn, it will underline the impacts of a warmer Arctic on the planet Earth. Besides, this course gives course followers an understanding of the key challenges and pathways to sustainable development in the Arctic region. This course is unique as it gathers several world's experts for the first time to speak about the Arctic. Their respective inputs from different academic perspectives and disciplines offer a relevant and complete assessment of the Arctic region and its connection to the rest of the planet.

4. Colonization and natural history in the Arctic.

Colonization of the European and Russian Arctic. Comparison of Nordic and Russian colonization. Indigenous people in Swedish and Danish history. Russian Pomors and mastering of the coasts of the White and Barents seas. Role of science and technology in colonization

5. Resources, Voices and Governance.

Resources of the Arctic: fisheries, whaling, mineral resources. Growing of importance of oil and gas. Governance regimes in the Arctic. Voices of state actors, experts and indigenous people.

6. Cold War in the Arctic.

Militarization of the Arctic. Competition and cooperation in science. International Geophysical Year, 1957 – 1958. High modernism in the Arctic.

7. Arctic Energy, Security and Geopolitics

Climate change and energy in the Arctic. Security and mineral resources in the Arctic.

History and present role international organizations (APA, IASC, Arctic Council) in Arctic geopolitics. National interests in the Arctic. Russia and the Northern Sea Route, Increasing interest of non-Arctic states in the Arctic.

8. Indigenous people in the Arctic. Arctic Heritage and Tourism.

History of indigenous people in the Arctic in comparative perspective. Rights of indigenous people. Climate change and traditional cultures. Preservation of Arctic

heritage: indigenous, cultural, heritage of exploration, industrial heritage. Museums of Arctic exploration and traditional cultures. Development of tourism in the Arctic.

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)	no			
Summative Assessment	Exam (essay 2000 words)				

Assessment criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory reading and analysis and broad background knowledge. Excellent oral expression.
«Good» (6-7)	Shows strong evidence of preparatory reading and analysis and broad background knowledge.
«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.

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; essay is shown not only excellent analysis of the topic but also ability to fit the particular topic into the broad context of the subject; 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

By the last week of the course, all students should have submitted the written assignment – **the review essay**. The review essay **of 2,000 words** should be critical analysis of one article from the list given for seminars. In the essay, students should give a short review of the main content of the article and to make a concise summary of the main argument. Moreover, students have to draw links between the article under review and the broader context of questions discussed at the seminar.

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.