

PROGRAMME HANDBOOK
**MASTER'S PROGRAMME
MASTER IN APPLIED
AND INTERDISCIPLINARY
HISTORY "USABLE PASTS"**



NATIONAL RESEARCH
UNIVERSITY
SAINT PETERSBURG



HSE UNIVERSITY
SAINT PETERSBURG

PROGRAMME HANDBOOK

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1. Background to the Programme

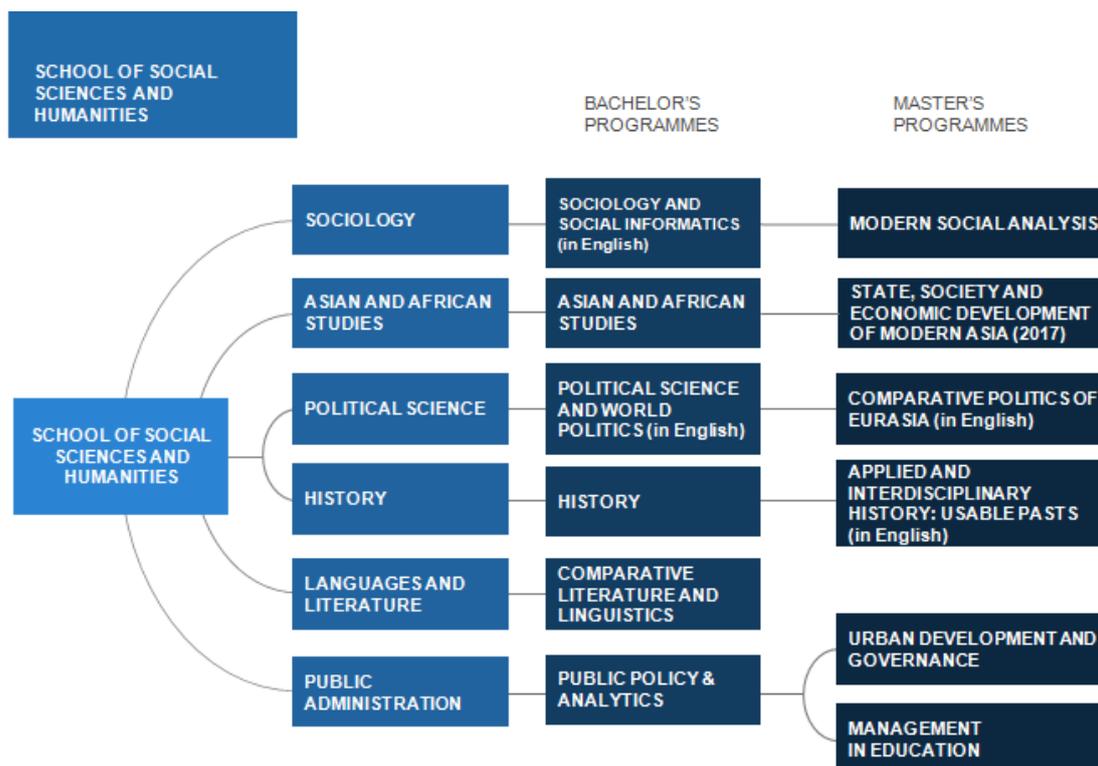
1.1 Institutional Context

National Research University Higher School of Economics (HSE), founded in 1992, is one of the top Russian research universities in the social sciences and management. The university comprises a unique, linked network of campuses spread across the country: Moscow, St.Petersburg, Nizhny Novgorod and Perm. The research and educational expertise of HSE professors has been widely recognized internationally as well as domestically. HSE is placed in the 411-420 position according to the 2016 QS World University Rankings. It is also in the top 200 in several QS Subject Rankings including those in Economics & Econometrics (101-150), Business & Management 151-200, and Accounting & Finance (151-200). In Economics and Business it has now also risen to 83 in the latest THE rankings.

The Higher School of Economics - St. Petersburg (HSE University St. Petersburg) was founded in 1997 and enrolled its first students in 1998. The internationalization of education and research is a strategic goal of the St. Petersburg campus and is reflected in its research and learning and teaching activities. Similarly, the campus has a strong commitment to promoting inter- and multidisciplinary approaches in both education and research.

The **HSE St. Petersburg School of Social Sciences and Humanities (SPbSSSH)** was established in 2014. The mission of the School is to prepare students for lifelong learning and provide a fundamental training, as well as quality research in the humanities and social sciences. The School maintains high international academic standards. Our approach combines acquiring in-depth theoretical knowledge of contemporary research methods with practically oriented courses and project activity to give graduates the best opportunity for professional success in both academic and applied fields.

The School offers the wide selection of undergraduate and master's programmes in 6 academic fields:



The School has 7 research centers and laboratories that create social research environment:

- Laboratory for Comparative Social Research (Led by Prof. Eduard Ponarin, HSE University St. Petersburg) ;
- Laboratory of Sociology in Education and Science (Led by Prof. Daniil A. Alexandrov, HSE University St. Petersburg);
- Internet Studies Lab (Led by Associate Professor Olessia Koltsova, HSE University St. Petersburg);
- Laboratory for Urban Studies (Led by Prof. Leonid E. Limonov, HSE University St. Petersburg);
- Center for Youth Studies (Led by Prof. Elena L. Omelchenko, HSE University St. Petersburg);
- Centre for Asian and African Studies (Led by Prof. Evgeny Zelenev, HSE University St. Petersburg) ;
- Centre for Historical Research (Led by Prof. Alexander Semyonov, HSE University St. Petersburg) _with Laboratory for Environmental and Technological History (Led by Prof. Julia Lajus HSE University St. Petersburg).

These centers and laboratories provide effective and encouraging support for students and early-career researchers and engage them in research activity to solve real social problems. It is a perfect occasion for students to be involved in internships, summer and winter schools and other research-related events.

1.2 Professional Context

A large part of historical studies is conducted as applied research. Using and interpreting historical data enables historian to construct “usable pasts” as a tool for understanding the present and imagining possible and alternative avenues of future development. Applied history is a history that helps to illuminate challenges and choices in the present by analysing historical precedents and analogues. It embraces methods and practices dealing with identification, preservation, interpretation, and presentation of tangible and intangible heritage, including historical artifacts, texts, structures, and landscape. On the one hand, it focuses on material objects and their meanings within the framework of heritage and memory studies. On the other hand, it encompasses a critical approach to the politics of circulation of historically formed discourses of identity and legitimacy in present day society. The two-pronged approach to the complex problem of historical legacy and heritage fills out the gap in professional training in history and provide a platform for creating interactive processes that link the historical object, the historian, and the public.

The international Master’s programme (46.04.01) in Applied and Interdisciplinary History “Usable Pasts” is the first and only of its kind in Russia. The programme is giving theoretical background and practical training in applied history and in interdisciplinary methodology of historical research for supporting a dialogue between history and other disciplines. Studying at this programme, internationally-oriented and taught completely in English, helps creating and developing competencies in modern fields of history such as new global, comparative, environmental, technological, economic history, history of empire and nationalism, heritage and historical memory studies. The program offers both research-related training methods as well as the development of practical tools pertinent to applied history. The focus of the programme is on research-based teaching. It is delivered through a combination of student research projects, internship opportunities, dissertation work. On the one hand, the programme is designed to prepare students for work in the public sphere right after graduation. On the other hand, it produces graduates with a strong research background in preparation for an academic career and trains them in new historical approaches and methodologies to ensure their success when applying to PhD programmes.

The programme is able to serve different types of students. For graduates in History, the programme is an ideal opportunity to continue their studies and deepen their knowledge especially through interdisciplinary training. The programme also welcomes strong students with a previous background in other subject disciplines who on the opposite wants to add historical training to reshape their previous competences. We incorporate ‘adaptation’ modules that are designed specifically for helping the transition from other fields into history. Both groups of students will get a unique opportunity to learn how to use historical knowledge in media, museums, tourism and other industries by applying methods in digital humanities and public history.

The programme is centered in St. Petersburg, which is a UNESCO World site. St. Petersburg and the surrounding areas are uniquely rich in museums, monuments, cultural-natural and archaeological heritage sites that provide unique opportunities for practical training. The history of the metropolitan imperial city and its complex environment provide ample opportunities to study variegated practices of preservation of material legacy and approaches to historical memory studies including symbolic representations of its imperial and Soviet past. Although the programme utilizes its location in Russia and provide respective training on the basis of Russian, Eurasian history and BRICS, it is not limited to that space and includes the following subfields of area- studies as the Baltic region and the Circumpolar North.

The programme has been thoughtfully designed by collaborative work of domestic and international historians and has incorporated the best practice and understanding of new trends in historical knowledge and its professional and public use. It complies with the Law of the Russian Federation on Education and, through this, a set of educational and professional standards, regulations and other approved documents of the federal and institutional levels. It is also aligned to international standards and requirements in teaching applied history as well as standards adopted by professional communities and international organizations (including the International Federation of Public History).

1.3 Relevance of the programme to the Institutional Mission

The Masters in Applied and Interdisciplinary History plays an important role in delivering the university's strategic mission and the specific objectives of SPbSSSH. It reflects the focus on comprehensive internationalisation, on training students in an international and multicultural environment, on research-oriented learning, and on promoting inter- and multidisciplinary studies. It is important in developing not only professional competencies, but also intercultural skills and communication skills in English. The programme curriculum fits well to the areas of excellence of our university: studies of diversity and tolerance, urban development and digital society.

2. Programme Overview

Awarding Institution	National Research University Higher School of Economics
Teaching Institution and location of delivery	National Research University Higher School of Economics, St. Petersburg campus (HSE University St. Petersburg)
Final Award	Master's degree in History (MA in History)
Programme Title	Master's programme in Applied and Interdisciplinary History "Usable Pasts"
Programme Code	46.04.01
Programme Accreditation	Accredited by Russian Ministry of Education and Science 2014
NFQ Level	7
Credits (ECTS)	120
Programme Duration	2 years
Modes of attendance	Full-time
Language of instruction	English
Academic Director	Julia Lajus, Cand. of Science in History
Last updated	January 2018

Programme Aims
<p>The aim of the programme is to train highly-skilled specialists to succeed in non-academic positions that demand historical expertise or further excel in the pursuit of their academic career..</p>
Programme objectives
<p>To offer an innovative combination of fundamental and applied training in order to provide graduates with an essential knowledge of global, comparative and transnational history as well as the specific expertise and skills related to the practice of applied history.</p> <p>To provide the theoretical and interdisciplinary training necessary to the practice of applied history. A part of this training is devoted to developing skills related to the policy and practices of managing cultural and historical heritage. The program aims at combining academic studies and research through organizing regular seminars and involving students in the projects currently conducted by the Center for Historical Research with its Laboratory for Environmental and Technological History.</p> <p>To train students in using modern IT and software in order to help them develop skills in applying historical data for the public sphere.</p> <p>To introduce active learning methods – case studies, project and team work into the learning process as well as research seminars, master classes and internships which will live up to present educational standards..</p>
Programme distinctions
<ul style="list-style-type: none"> - Unique combination of academic and practical training; - Interdisciplinary approaches: dialogue of history with anthropology, economics, law, ecology, technologies; - Focus on methods: source and text analysis, digital, oral and others; - Most of professors with international PhDs
Programme Partnerships
<p>Exchange programs provide students with the chance to spend one semester at a partner university abroad. These partners include the University of Jyväskylä (Finland), Ludwig Maximilian University of Munich (Germany), and many others. Students are eligible to participate in exchanges with any HSE partner institution. Many sponsor programmes exist, such as Erasmus+ (Europe-wide), FIRST (Finland) or DAAD (Germany).</p>
Who is the degree for?
<p>Undergraduate students with a Bachelor degree. The programme provides for a challenging education and training, and students will need to be highly motivated and with a demonstrable interest in history and with an ambition to develop professional or academic career in this area. Given that English is the language of instruction, all applicants should have a high level of English, both oral and written. We strongly encourage applications from international students.</p>
Admissions
<p>Master’s Degree Admission Requirements for Russian Citizens:</p> <ul style="list-style-type: none"> ▪ Submission of the full enrollment package before deadline (portfolio, proof of English proficiency (optional), and a Bachelor’s diploma or equivalent, etc.) ▪ Successful passing of examinations in English language. Those who

provide English proficiency certificate or is a native English speaker or have completed a degree exclusively in English do not need to pass this exam.

- Successful portfolio competition
- Successful participation in the HSE Olympiad

See full Application and Admissions Guideline on the website: <https://spb.hse.ru/ma>

Admission Requirements for International Applicants:

- Bachelor's degree diploma or equivalent recognized by the Russian Federation and duly legalized, if applicable (if an applicant does not yet have the diploma at the time of application, an official transcript of records for all years of study should be submitted)
- Submission of on-line application before the deadline
- Meeting programme-specific language (English or Russian) proficiency requirements
- Interview with programme's selection committee
- Successful portfolio competition
- Proper submission of enrollment package, incl. the Bachelor's degree diploma (or equivalent) in original, notary translated and duly legalized if applicable, to the Admissions Office before August, 30 at the latest

See full Application and Admissions Guideline on the website:

<https://spb.hse.ru/international/graduate>

Career Prospects

Specialization in applied and interdisciplinary history will allow graduates to enter the workforce or continue an academic path with a well-grounded education based in both research and practical experience, a dual advantage on the international job market. Professional careers include a wide range of professions where skills in applied history are particularly useful, such as museums, archives, libraries, media outlets, non-profit organizations, public institutions, professional scientific institutions and environmental services connected with heritage.

Graduates of the programme are fully prepared for academic careers and could be accepted to doctoral programs in Russia and abroad at prestigious institutions.

Alignment to national educational and occupational standards and other regulatory documents

- The Law of the Russian Federation on Education (№ 273-FL, dd. 29.12.2012);
- Original Educational Standard of the National Research University Higher School of Economics for Higher Education 38.04.08 Master's Level, Finance and Credit (adopted 06.12.2013);
- Procedures for Managing Higher Education Degree Programmes (bachelor's, master's and specialist's degrees), approved by RF Ministry of Education and Research (Order №1367, dd. 19.12.2013);
- Guidelines for Institutions of Higher Education in Providing Conditions for Teaching and Learning of Physically Challenged Students and Students with Special Needs, approved by RF Ministry of Education and Research (Order № AK-44/05 dd. 08.04.2014);
- University Charter. ([Charter of the federal state autonomous educational institution for higher professional education National Research University Higher School of Economics](#), approved by Government of The Russian Federation (Resolution №56, dd. 01.02.2016);
- Internal regulations for students of the National Research University Higher School of Economics (HSE Directive № 6.18.1- 01/2207 -16, dd. 22.07.2016);

– Regulations for Interim and Ongoing Assessment of students of the National Research University Higher School of Economics (HSE Directive № 6.18.1-01/1908-02, dd. 19.08.2014).
Alignment to international standards and requirements
–

3. Intended Programme Learning Outcomes

Learning Outcome code	Intended learning outcomes
LO1	Reflex (estimate and improve) examined research methods and techniques
LO2	Formulate scientific concepts, develop models, elaborate and approve new methods and tools in professional activity
LO3	Learn new research methods, transform scientific and applied activities profiles
LO4	Refine and develop intellectual and cultural potential, improve professional development and carrier trajectory
LO5	Make decisions, evaluate possible consequences and take responsibility
LO6	Analyze, verify, estimate completeness within professional activity, supply and synthesize missed information
LO7	Organize multilateral and international communication, and handle it
LO8	Provide professional, including scientific and research, activity in international environment
LO9	Organize project activities in the field of humanities and social sciences
LO10	Analyze and suggest scientifically based interpretation of historical events and their relationship

4. Curriculum Overview

4.1 Programme Content

The programme lasts for 2 years (full-time mode). It consists of courses, Research internship, term paper and a dissertation with a total of 120 credits. The teaching part consists of mandatory, optional and elective courses with value of 50 credits minimum. 46 credits are allocated to research

and internship; 24 credits – to the final state exam and dissertation. Each quarter contains a number of mandatory and optional courses that are taught in sequence in different semesters.

The 120 credits of the programme are distributed as follows:

Item number	Item Title	ECTS	C/E (C – core, E – elective)
1	Critical Analysis of Historical Sources and Information Resources for Historical Research (CA)	3*	C
2	Academic Writing (AW)	3*	C
3	Historical Textual Criticism (TC)	3	C
4	History of Historical Science (HH)	3	C
5	Historical Memory and Identity Narratives (HM)	4	C
6	Historical Heritage: Policy and Practices (HP)	3	C
7	Technology, Science and Environment in History (Interdisciplinary History) (TE)	3	C
8	History of Economics and Economic Institutions (HE)	4	E
9	Political Economy of Postcommunist Transformation (PE)	4	E
10	Practice and Pragmatics of Representation of the Past in Media: Instrumentalization of History (PP)	4	E
11	Digital Humanities (DH)	4	E
12	Historical Urbanism in Transnational Perspective (HU)	4	E
13	Conflict in the EU-Russia Relationship (EU)	4	E
15	Applied History in Area Studies: Baltic Region (BR)	4	E
16	History of Russia in Global Perspective (RG)	4	E
17	Global History of Empires (GH)	4	E
18	Russia in Arctic Region (AR)	4	E
19	Financial History of Western Europe: ca. 1494 – 2011 (FH)	4	E
20	Historical, Political and Economic Integration of BRICS (IB)	4	E
21	Elective course from other master's programs (EO)	4	E
22	The Modern World, Part Two: Global History since 1910 (MW)	2	E
23	Heritage under Threat (HT)	2	E
24	Recovering the Humankind's Past and Saving the Universal Heritage (PH)	2	E
25	Project (PJ)	6	C
26	Project Seminar (PS)	4	C
27	Research Practice (RP)	14	C
28	Course Paper (CP)	6	C
29	Research Seminar (RS)	16	C
30	MA Thesis Preparation and Writing (MDP)	21	C
31	MA Thesis Defense (Final Attestation) (MDD)	3	C

(*) – additional to the programme credits

4.2 Proposed Programme Structure Diagram

1-st year					
	Course	ECTS		Course	ECTS
1st semester (Fall)	Critical Analysis of Historical Sources and Information Resources for Historical Research	3*	2nd semester (Spring)	Historical Textual Criticism	3
	Academic Writing	3*		History of Historical Science	3
	Historical Memory and Identity Narratives	4		Technology, Science and Environment in History (Interdisciplinary History)	3
	Historical Heritage: Policy and Practices	3		Electives: Digital Humanities; Practice and Pragmatics of Representation of the Past in Media: Instrumentalization of History; Elective course from other master's programs	8
	Electives: Political Economy of Postcommunist Transformation; History of Economics and Economic Institutions	4		Electives: The Modern World, Part Two: Global History since 1910; Heritage under Threat; Recovering the Humankind's Past and Saving the Universal Heritage	2
	Research Seminar	4		Project	4
					Project Seminar
			Research Practice	8	
			Research Seminar	6	
			Course Paper	6	
			Total ECTS credits - 45		
Total ECTS credits - 15					
2-nd year					
	Course	ECTS		Course	ECTS
1st semester (Fall)	Theory and History of Culture	3	2nd semester (Spring)	Research Seminar	6
	Electives: Historical Urbanism in Transnational Perspective; Conflict in the EU-Russia Relationship	4		MA Thesis Preparation and Writing	21
	Electives: Applied History in Area Studies: Baltic Region; History of Russia in Global Perspective; Global History of Empires; Russia in Arctic Region; Financial History of Western Europe: ca. 1494 – 2011; Historical, Political and Economic Integration of BRICS	16		MA Thesis Defense (Final Attestation)	3
	Project	2			
	Project Seminar	2			
	Research Practice	6			
					Total ECTS credits - 30
			Total ECTS credits - 30		

5. Teaching Methods

Major approaches which lay the ground for the teaching and learning process are the following:

- *Student-focused approach* which emphasizes the learner's critical role in constructing meaning from new information and prior experience and focuses on skills and practices that enable lifelong learning and independent problem-solving.
- *Active Learning* which encourages to engage students in two aspects – doing things and thinking about the things they are doing. Active learning requires appropriate learning environment which promotes research based and interdisciplinary learning; encourages leadership skills of the students through self-development activities; stimulates collaborative learning for building knowledgeable learning communities; cultivates task based performance by giving students a realistic practical sense of the subject matter learnt in the classroom.

In the Master's Programme in Applied and Interdisciplinary History "Usable Pasts" **teaching and learning tools** include lectures, seminars, tutorials, individual and team assignments (research and practical projects), computer simulations, library sessions. Students participate in the research seminar which is the mandatory module of the Programme's curriculum. The primary aim of **research seminar** is the development of students' competencies in designing and performing an independent research, elaborating the appropriate academic language and writing the master's dissertation. The seminar's teaching and learning tools include introductory lectures; creating a research proposal; learning methods in applied and interdisciplinary history including digital humanities methods, oral history and others, presentations of different parts of the research according the plan approved by an academic council, professors who run research seminar and scientific advisor; group discussions; special trainings in academic writing and presentation skills.

6. Assessment

Broad aims of the assessment system in HSE University St. Petersburg and MA programme are related to the monitoring of students' progress in compliance with learning outcomes, students' motivation to further studies, providing students and teachers with the feedback on the quality of learning. The assessment is made at the course level, the overall progress is evaluated via the defense of master's dissertation.

The Programme team is committed to providing assessment that is timely, fair and corresponds to the learning outcomes attached to the module/unit. The assessment is aligned with the Programme's learning objectives and the LO of each course and provides the reflection of ILO consistency for all the courses.

At the course level the overall assessment is a combination of two types of grades:

- 1) grades for different types of activities, including home assignments, projects, classwork, midterms that provide the cumulative grade for students' progress (up to 70% of the final grade)
- 2) grade for the course examination, that commonly is at least 30% of the final grade.

HSE University uses the 10-points scale of assessment. The consistency of grades to the European Regulation Framework and Russian traditional grading systems is presented in the table below.

10-point scale	Russian grading framework	ECTS grading scheme	
10	Excellent	A+	Excellent
9	Excellent	A	Very good
8	Excellent	A–	Very good
7	Good	B+	Good
6	Good	B–	Good
5	Satisfactory	C+	Satisfactory
4	Satisfactory	C–	Satisfactory
3	Fail	F	Fail
2	Fail	F	Fail
1	Fail	F	Fail

Students' progression is subject to the University Regulations for Interim and Ongoing Assessment of students of the National Research University Higher School of Economics (HSE Directive № 6.18.1-01/1908-02, dd. 19.08.2014) which define the procedures of formative and summative assessment as well as reassessment opportunities with certain restrictions.

7. Academic Policy

7.1 Management of the Programme

Each programme at HSE is managed at two levels – academic and administrative. At the academic level the programme is coordinated by a Programme Director who is in charge of making all the major decisions concerning the programme and its content, as well as the study track of the students enrolled. The Programme Director is appointed by the rector for the period of 4 years.

In order to enhance the efficiency of academic management, functions and responsibilities of the Programme Director are supplemented by those of the Programme Board that is in charge of developing the content of the programme and academic requirements. The Board is appointed by the Academic Council for the period of 4 years, and its members are selected from teaching staff, external experts and alumni.

At the administrative level the programme is managed by the Study office headed by a Programme manager. The Study office supports students in all issues related to their study process, answering all their queries.

The Programme Director is Associate Professor Julia Lajus,
<https://www.hse.ru/en/org/persons/4414313>.

The programme manager is Dilorom Akhmedzhanova,
<https://www.hse.ru/en/org/persons/16689263>.

7.2 Plagiarism Policy

Plagiarism at HSE is defined as using the someone else`s ideas, words, concepts as if they were student`s own without any acknowledgement.

There are two types of plagiarism:

- 1) word-by-word copying someone else`s textual information;
- 2) paraphrasing - a restatement of someone else`s idea using other words.

Plagiarism is considered a serious academic offence and students who plagiarize are imposed to serious penalties.

The University makes routine plagiarism checks on all term papers and final theses.

The control of written home tasks, reports, essays, tests is organized on the instructor`s request. It means that a piece of work will be submitted to an electronic text matching software system – Turnitin (by a student, or by a member of Study Office staff).

Cases of plagiarism are first handled by the course instructor and Programme Director, and then by the Disciplinary Commission of HSE – Saint-Petersburg which considers the case and makes the decision about the kind of penalty to be imposed: from a written warning to the expulsion from the university.

More information may be found online: <https://istudents.hse.ru/copy>

7.3 Personal development of students

HSE University St. Petersburg considers the personal development of students as an integral part of studies. Students are encouraged to participate in a variety of activities and events, which foster personal and professional development. Personal development of students is supported through:

Student counseling, including consultations on participation in conferences, Summer Schools, applications to PhD programmes.

Students` projects including projects in HSE research centers such as Center for Historical Research with Laboratory for Environmental and Technological History <http://sh.spb.hse.ru/en/chr/> and <http://sh.spb.hse.ru/en/chr/eth/>

Students` internship and site visits in partners museums, media outlets, tourist firms, NGOs.

Research and training seminars including regular seminar “Boundaries of History” of Department of History

<http://sh.spb.hse.ru/en/chr/seminars>

Guest lectures by researchers and practitioners.

8. Resources and Facilities

8.1 E-learning environment

The delivery of programmes at HSE-SPB is supported by the University e-learning environment. It is used to provide access to resources, both print and online, to submit assignments and provide electronic feedback, to develop discussion and debate through discussion posts, to engage in online assessment and practice.

The University e-learning environment is comprised by:

- The Learning Management System (LMS);
- Electronic Information Resources of the HSE library;
- eTimetable

The Learning Management System (LMS) is the HSE's educational space that connects lecturers with the students. Teaching staff uploads course materials, tests and tasks via the LMS for distribution to students. Students, in return, submit their home assignments or questions to lecturers. The LMS supports learning processes at course level and provides access to a wide range of tools for self-directed learning. An electronic grade book is available in the student's personal account in LMS.

Click here for more details: <http://lms.hse.ru>

eTimetable is a service for posting the schedule of classes online. It offers learners access to the schedule of classes and class time updates from any place via any Internet-connected device. A student can find he/her timetable using the following options: on the webpage of the programme, via LMS, via HSE mobile app.

8.2 Library and IT facilities

The Higher School of Economics Library supports the teaching, learning and research activities of the HSE community through the provision of high-quality, international information resources.

The library has a large-scale collection tailored to meet the needs of the programmes and courses delivered at HSE. The majority of the collection relates to the fields of economics, management, and social and political sciences.

Students have full access to all library resources and facilities, and it is possible to order a book to be delivered from another building.

The library is equipped with computers having high-speed Internet access. Students can use a variety of library services: remote access to the electronic resources, photocopying, scanning; a wireless Internet connection (Wi-Fi) is also available.

Electronic Resources

HSE library provides access to the following resources:

- International and Russian Periodical Databases (more than 18,000 full-text periodicals and serial publications);
- eBook Databases (more than 150,000 full-text titles);
- Economic Indicators & Financial Statistics (e.g. World Bank Resources, OECD Resources, IMF Resources);
- Market & country profiles (e.g. Global Market Information Database, MarketLine);
- Reference & Citation databases (Web of Knowledge, Scopus);
- ProQuest Dissertations & Theses (More than 1.2 million dissertations);
- Encyclopedias and Dictionaries (e.g. New Palgrave Dictionary of Economics, Oxford Reference Online Premium).
- Elsevier Books (ScienceDirect) (more than 420,000 peer-reviewed research articles published annually. Elsevier provides [information analytics solutions](#) and digital tools in the areas of [strategic research management](#), [R&D performance](#), [clinical decision support](#), and [professional education](#))
- Springer (more than 2,900 journals and 250,000 books)
- Oxford Scholarship Online; Oxford Handbooks Online; Oxford Reference Online; Oxford English Dictionary, Oxford Art Online (the largest university press in the world, publishing in 70 languages and 190 countries, which makes the highest-quality academic and professional content available around the globe)
- JSTOR (Arts & Sciences: I - XI, Life Sciences) (provides access to more than 10 million academic journal articles, books, and primary sources in 75 disciplines).
- Oxford Journals Full Collection (Oxford University Press).
- Journals Freedom Collection (ScienceDirect) (articles from over 3,800 journals and more than 37,000 book titles).
- EBSCO: Academic Search Premier, Business Source Premier, Master FILE Premier.

- Emerald (the leading multidisciplinary research database, it provides acclaimed full-text journals, magazines and other valuable resources).
- Taylor & Francis Journals (publishes quality peer-reviewed journals, journal is hosted on content platform, where student can browse by subject, drill down to journal level to find the aims, scope and editorial board for each individual title)
- ArtStor Collection (features a wide range of multidisciplinary content from some of the world's top museums, artists, libraries, scholars, and photo archives, including rare collections not accessible anywhere else).

Location of the HSE-SPb Library for MA students: 16 Soyuz Pechatnikov Street.

Printing Services

Multifunctional printers that can be used for copying, printing and scanning are located in all of the campus buildings. You may fill your balance via on-line HSE Payment <https://pay.hse.ru/spb/> or in the Accounting Department located on Soyuz Pechatnikov 16, (office 216).

Email

All enrolled students receive a corporate e-mail address. The address consists of a unique name and domain address “@edu.hse.ru”.

All correspondence is automatically stored on the corporate mail server. However, all users may create personal email archives. To set personal archive folders, a user should contact technical support offices which are located in all of the campus buildings.

Mailbox size is limited. It is recommended to delete old emails periodically.

Sending video, music, and executable files (.mpg, .avi, .bat, .cmd, .exe, etc.) via email is prohibited.

Internet

All HSE's computers have Internet access. This service is intended for official purposes. It is not recommended to visit online resources which are not directly related to the performance of official duties.

Wi-Fi

Wireless access to the Internet is available in all the premises of HSE.

Presentation and Multimedia classroom

Many classrooms of the HSE are equipped with projectors, document-cameras, conference systems and other.

Computer labs

Computer labs are located in all of the campus buildings and available for administrative staff and students except when they occupied for training sessions.

8.3. Teaching facilities

HSE-St.Petersburg has 2 lecture rooms seating between 140 and 280 people, 16 seminar classrooms, 4 computer labs. Each lecture room is equipped with a marker board and a projector, microphone, sound-reinforcement system, Seminar rooms have interactive whiteboards. Computer labs contain 57 machines, all equipped with Windows 7 professional x32, Microsoft Office 2010, Kaspersky Endpoint Security 10.

9. Student Support

9.1 Academic support

Programme Director provides academic support that supplements the support provided by course instructors. Students are encouraged to visit faculty and the Programme Director during office hours, whether or not they are experiencing academic difficulty. The Programme director oversees the education aspects of student life, including giving advice and direction on academic paths and

how to meet graduation requirements. The academic director can help with the choice of elective courses and projects, term papers and dissertation themes, etc.

A research supervisor is appointed for every student. The student's research is guided by the supervisor from the initial definition of the area of research to the final drafting of the master's dissertation.

The Study Office provides the student guidance and administrative support. It deals with the matters related to the programme deadlines, structure of courses and exams. The Study Office also assists students with details about lectures, marks, internships, scholarships.

Possible student appeals can be formally submitted in two ways:

Online: <https://www.hse.ru/our/expresspolls/poll/162300245.html>

In the written statement delivered to the Study Office.

9.2 Study Abroad and International Mobility

Issues relating to the opportunities for study abroad and participation in international projects are coordinated by the International office where students can get all the necessary information and guidance.

HSE University St. Petersburg provides ample opportunities for degree students to study abroad in more than 50 partner universities. The call for study abroad applications takes place twice a year. The application for international mobility should be submitted at least a semester before the start of the mobility period. The students are eligible to apply for both university-wide call for applications and network campus-wide call for applications. HSE St. Petersburg Centre for International Cooperation gives advices to students wishing to go abroad and hosts international exchange students.

A number of Erasmus+ scholarships are available for the students.

More information on the international partners and international mobility may be found online:

<https://spb.hse.ru/international/partners>

<https://spb.hse.ru/international/faq/>

9.3 International Students Support

All international students (both degree and exchange ones) are supported with Russian study visa and further necessary immigration procedures upon arrival. More information on immigration process may be found here: <https://spb.hse.ru/international/visa>

Orientation week is an integral part of the academic year and it is organized twice a year, for all international students (degree and exchange ones) in the first week of September and for the exchange students in the second week of January. It's an important event where all relevant information about the university services is provided and where students may meet and get acquainted with each other. HSE local students are happy to become buddies for non-Russian speaking students to ensure a smoother immersion into a new environment.

HSE University - St. Petersburg provides students with lots of relevant facilities in each campus buildings such as [libraries](#) and printing services, cafes and canteens, recreation areas, etc. There are a lot of [extracurricular activities](#) as well. On the website there is always updated information concerning [living costs](#) and [life in Saint Petersburg](#).

9.4 Social Support

Office of social work is in charge of housing in university dormitories, catering on university premises and medical services.

HSE – St.Petersburg provides all non-resident students with accommodation. All the questions and suggestions in terms of the housing quality or conflicts with other dormitory residents can be forwarded to the dormitory administration or the staff of the Department of social work.

All HSE locations have canteens offering a wide variety of foods at low prices, also students can have a cup of coffee with delicious cakes in the cafeteria. In every building there are water dispensers, as well as coffee and snacks vending machines.

Medical assistance to foreign students is provided within the voluntary insurance program. Students are expected to purchase the voluntary insurance upon enrollment into the HSE.

Foreign citizens may purchase the insurance plan of their choice in their home country or from any Russian insurance company upon arrival to the Russian Federation. Each foreign citizen should always have an up-to-date medical insurance during the period of stay in the territory of the Russian Federation, in case that authorized police officers can require it upon documents inspection. Should you have any further questions regarding the medical insurance, do not hesitate to contact the Department of social work.

10. Quality Assurance

University level. As one of Russia's elite National Research Universities HSE is not required to comply with Russian National Education Standards though continues to use them as external regulatory guidelines. Alongside HSE has its own Education Standards for all programmes. In addition to this the University has adopted individual quality assurance mechanisms and HSE in St. Petersburg shapes its own QA guidelines within University framework to reflect the specificities of the campus, while respecting the overarching principles. The process is governed by Education Commission. In particular:

1. All new programme proposals pass through a multi-layered, bottom-up process of programme approval, culminating in approval from HSE Academic Council.

2. All new courses (modules) pass through internal quality controls involving the Academic Programme Board.

3. All courses (modules) are subject to student evaluation. There are additional formal and informal opportunities for students feedback. Student evaluations are reviewed by the Study Office and Education Commission (if the courses are taught in English, also by the International Steering Group) and are used as a tool to maintain and attain best practices of learning and teaching delivery.

4. Student representation on University, School and Programme committees contributes to develop the quality of programmes taking in account student experience.

5. Exam scores and performances are monitored through the Programme Study Office and are reported to the Academic Programme Board and Academic Council periodically.

6. Oral defences are attended by external experts.

7. Programmes are supported in achieving accreditations from professional organisations.

At the **national level**, the University processes for quality are overseen by the external panel of experts appointed by Russian Accreditation Agency every 6 years. The panel undertakes mapping of University regulations and procedures to the Russian National Education Standards and makes the conclusion of how well all the resources help students progress and award qualification. The final decision on accreditation for another period or abolition of accreditation is made by the Federal Education and Science Supervision Agency.

11. Key Sources of Information about the Programme

HSE St.Petersburg web page: <https://spb.hse.ru/en/>

General Information about HSE Academic Policy: <https://www.hse.ru/en/studyspravka/>

Programme web page: <https://spb.hse.ru/en/ma/apphist/>

12. Course Descriptors

Critical Analysis of Historical Sources and Information Resources for Historical Research

Title of the course	Critical Analysis of Historical Sources and Introduction to General History		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Optional / Introductory		
Prerequisites	Students should be familiar with the general contours of Russian and European history from the 16th-17th centuries to the present. No prior experience of working with primary sources is expected		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	44	70	114
Course Overview	This course explores the ways professional historians use documents, as well as other types of primary sources, in their research. It considers the role archives play in shaping collective memory of the past, and examines in details the peculiarities of institutional records, statistics, court and law files, surveillance reports, diaries, letters and memoirs, newspapers and fiction, maps, oral and visual sources.		
Intended Learning Outcomes (ILO)	<p>Know types and specificity of historical sources, the role of different types of sources in historical research, key methods, approaches and tools used in the analysis of historical sources.</p> <p>Be able to define types of sources, conduct different types of analysis of historical sources and approach sources critically.</p> <p>Possess the skills necessary for searching for historical sources and for the selection and use of appropriate approaches while working with sources.</p>		
Teaching and Learning Methods	The course will consist of 10 lectures (20 academic hours) and 12 seminars (24 hours). The seminars will focus on group discussions of the assigned readings.		
Indicative Assessment Methods and Strategy	Seminars (regular participation and discussion leader) - 42% of the final grade Team presentations (all students in a team get the same grade) - 18%, written exam - 40%.		
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Dobson, Miriam, and Benjamin Ziemann (eds.). <i>Reading primary sources: the interpretation of texts from nineteenth- and twentieth-century history</i>. London; New York: Routledge, 2009.</p> <p>Howell, Martha C., and Walter Prevenier, <i>From reliable sources: an introduction to historical methods</i>. Ithaca, N.Y.: Cornell University Press, 2011.</p>		

	<p>Langlois, Charles Victor, and Charles Seignobos, <i>Introduction to the study of history</i>. Create Space Independent Publishing Platform, 2015.</p> <p><u>Optional</u></p> <p>Blouin, Francis X. Jr., and William G. Rosenberg (eds.), <i>Archives, documentation, and institutions of social memory: essays from the Sawyer Seminar</i>. Ann Arbor, Mich.: University of Michigan Press, 2006.</p> <p>Briggs, Asa, and Peter Burke, <i>A social history of the media. From Gutenberg to the Internet</i>. Cambridge: Polity Press, 2002.</p> <p>Chartier, Roger, Alain Boureau, and Cécile Auphin, <i>Correspondence: models of letter-writing from the Middle Ages to the nineteenth century</i>. Princeton, N.J.: Princeton University Press, 1997.</p> <p>Hansen, Jason D. <i>Mapping the Germans: statistical science, cartography and the visualization of the German nation, 1848-1914</i>. Oxford: Oxford University Press, 2015.</p> <p>Hellbeck Jochen, <i>Revolution on my mind: writing a diary under Stalin</i>. Harvard University Press, 2006.</p> <p>Portelli, Alessandro. <i>The order has been carried out : history, memory, and meaning of a Nazi massacre in Rome</i>. New York: Palgrave Macmillan, 2004.</p> <p>Stoler, Ann Laura. <i>Along the archival grain: epistemic anxieties and colonial common sense</i>. Princeton, N.J.: Princeton Univ. Press, 2009.</p> <p>Thompson, Paul. <i>Voice of the past: oral history</i>. Oxford: Oxford, 2000.</p> <p>Zorin, Andrei. <i>By fables alone: literature and state ideology in late eighteenth – early nineteenth century Russia</i>. Boston, Mass.: Academic studies press, 2014.</p>
Course Instructor	Associate Professor Marina Loskutova

Academic Writing in English

Title of the course	Academic Writing in English		
Title of the Academic Programme	Master’s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Optional		
Prerequisites	Intermediate or Upper-Intermediate level of English language		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	44	70	114
Course Overview	The course aimed to development of communicative competences in academic environment, for strengthening of skills in writing, editing scientific writing accordingly to standards of academic writing in English		
Intended Learning Outcomes (ILO)	Improved communicative competences; Developed skills of writing in academic styles.		
Teaching and Learning Methods	The course consists of lectures (20 hours) and seminars (24 hours). One homework is included to the course program.		

Indicative Assessment Methods and Strategy	Homework, participation within seminars and final essay are assessed before the final examination. The course is completed by exam. Grading system: <ul style="list-style-type: none"> - Homework, essay, participation in seminars – 60%, - Final exam – 40%
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Swales, J., Feak, K. <i>Telling a research story. Writing a literature review.</i> Michigan Press, 2012. Cottrell, S. <i>Critical thinking skills: Developing effective analysis and argument.</i> Palgrave, 2011. Peck, J., Coyle, M. <i>The student’s guide to writing.</i> Palgrave, 2012. Sowton, Ch. <i>50 Steps to improving your academic writing.</i> Garnet Education, 2012.</p> <p><u>Optional</u> Trzeciak, J., MacKay, S. E. <i>Study skills for academic writing.</i> Hueber Max GmbH + Company KG, 1997. MacCarthy, M., O’Dell, F. <i>Academic vocabulary in use.</i> Cambridge University Press, 2012. de Chazal, E., McCarter, S. <i>Oxford EAP.</i> Oxford, 2012. Swales, J., Feak, K. <i>Telling a research story. Writing a literature review.</i> Michigan Press, 2012. Cottrell, S. <i>Critical thinking skills: Developing effective analysis and argument.</i> New York: Palgrave, 2011. Peck, J., Coyle, M. <i>The student’s guide to writing.</i> New Your: Palgrave, 2012</p>
Course Instructor	Assistant Professor Vladimir Pavlov

Historical Textual Criticism

Title of the course	Historical Textual Criticism		
Title of the Academic Programme	Master’s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	The prerequisites for this course include introductory-level familiarity with critical and social theory. The course is designed to more thoroughly elaborate what is covered in the related introductory course “Critical Analysis of Historical Sources and Information Resources for Historical Research”		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	28	86	114
Course Overview	This course is to ground students in forms of critical analysis of texts as historical sources. It uses a wide range of examples of historical work that draws on both different textual material and different methodological		

	<p>strategies. The course views texts as complex and often ambiguous phenomena, as having lifelines and biographies that are socially embedded and situated. Materials of the course reflect on a variety of methodologies of critical analysis that have emerged after linguistic turn and in reaction to the postmodern challenge of the late twentieth century.</p> <p>The focus of the course is equally theoretical and empirical. A large part of the course is designed to incorporate the “learning-by-doing” principle, and therefore maintain a practical focus of theoretical criticism. Students will learn about the interplay between the form and content of texts, as well as about the constructions which build narratives. The workload involves mandatory participation in and preparation for in-class discussions and writing assignments of original essays.</p>
<p>Intended Learning Outcomes (ILO)</p>	<p>Know the key features of text and narrative as historical sources, such as author, edition, original text, copy, amongst others.</p> <p>Be able to define the main stages in the history of historical source, characterize different texts and narratives, apply various approaches whilst analyzing texts.</p> <p>Possess basic theoretical and methodological notions of analysis of text.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of lectures (12 hours) and seminars (16 hours). Seminars will focus on marked* key readings for each of the themes</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>Grading System:</p> <ul style="list-style-type: none"> - seminar participation (15%) - class assignments (35%) - final essay exam (50%)
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>Conrad, Sebastian. <i>What is Global History</i>. Princeton Univ. Press, 2016.</p> <p>Graeber, David. <i>Debt: The First 5,000 Years</i>. Brooklyn, N.Y.: Melville House, 2011.</p> <p>Koselleck, Reinhart. <i>The practice of conceptual history: timing history, spacing concepts</i>. Stanford: Stanford University Press, 2002.</p> <p>Ricoeur, Paul. <i>Time and narrative</i>, Chicago: University of Chicago Press, 1984.</p> <p>Stoler, Ann Laura. <i>Along the archival grain: epistemic anxieties and colonial common sense</i>. Princeton, NJ: Princeton University Press, 2009.</p> <p>Ginsburg, Karlo. <i>The Cheese and the Worms: The Cosmos of a Sixteenth Century Miller</i>. Baltimore: Johns Hopkins University Press, 1980</p> <p>Ginzburg, Carlo. The Inquisitor as Anthropologist. In: <i>Clues, Myths and the Historical Method</i>. Baltimore: John Hopkins University Press, 1989</p> <p>Foucault, Michel. <i>Discipline and Punish: The Birth of the Prison</i>. Now York: Vintage Books, 1977.</p> <p>Polanyi, Karl. <i>The Great Transformation</i>. New York: Rinehart, 1944.</p> <p><u>Optional</u></p> <p>Rosaldo, Renato. From the door of his tent: the fieldworker and the inquisitor. In: <i>Writing culture: the poetics and politics of ethnography</i>,</p>

	<p>eds. James Clifford, & George E. Marcus. Berkeley and London: University of California Press, 1986.</p> <p>Wolf, Eric R. <i>Europe and the People Without History</i>. Berkeley: University of California Press, 1982.</p> <p>White, Hayden V. <i>Metahistory: the historical imagination in nineteenth-century Europe</i>. Baltimore: Johns Hopkins University Press, 1973.</p> <p>Clifford, James. The Mashpee Case. In: <i>The Predicament of Culture</i>. Cambridge, Mass.: Harvard University Press, 1988.</p> <p>Said, Edward W. <i>Orientalism</i>. London: Routledge and Kegan Poul, 1978.</p> <p>Richards, Thomas. <i>The Imperial Archive: Knowledge and the Fantasy of Empire</i>. London and New York: Verso, 1993.</p> <p>Appadurai, Arjun, ed. <i>The Social Life of Things: Commodities in Cultural Perspectives</i>, Cambridge: Cambridge University Press, 1986.</p>
Course Instructor	Associate professor Nikolai Ssorin-Chaikov

History of Historical Science

Title of the course	History of Historical Science		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	Basic knowledge of cultural history of Europe and the world from the times of Antiquity till the early twentieth century. Upper-intermediate or advanced reading and speaking skills in English.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	28	86	114
Course Overview	<p>This course is designed to familiarize students with the history of the historical science from the birth of the foundations of historical knowledge to the end of the 20th century. It aims to help students become critical readers and analysts of history through the in-depth study of historical theories and criticism. It explores a variety of historical writings over time and from different parts of the world according to their development. It introduces different interpretations of history as a narrative and enables Master's students to learn how to work with professional historical literature, and to accumulate and work individually within a rich environment of historiography.</p> <p>Within this course students will learn about the discipline through a wide interdisciplinary context in order to explore some themes and approaches that have been influential in the historical profession since approximately the mid-nineteenth century. Students will read widely across geographical and temporal borders and will discuss theoretical approaches that have been significant in the fields.</p>		

<p>Intended Learning Outcomes (ILO)</p>	<p>Know key problems and methods of historical research, main schools and approaches to the historical study of events and processes, trends in historiography. Be able to define the role, meanings and connections between global and local events; Generalize and systematize knowledge on global history, formulate their own opinions about key issues within global history. Have the ability to choose and handle methods needed for research and the analysis of historical phenomena, as well as understanding the connections between them.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of lectures (12 hours) and seminars (16 hours) , and involves the active participation of students in the discussion and writing of essays and reviews on the topic held lectures and seminars. In addition, each participant of the course prepares the presentation of large-scale pieces of history of historical science and makes a presentation during the seminar. The resources for this class are the primary sources, research literature, lectures, etc. Seminar discussions are based on the previously given readings, and fragments of sources introduced by the teacher and analyzed collectively by the class. During seminars, students will practice the writing of analytical historiographical reviews.</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>The grade will be composed of class attendance, participation in the discussions during the seminars (based on the readings), presentation and oral exam. The final grade is drawn on the 10-grades scale. The final grade’s composition will be the following: class attendance and participation in the discussions during the seminars based on the readings (40%), presentations (10%), and oral exam (50%). There is also a transitory non-graded (i.e. “pass” / “fail”) exam in the end of the first module. It is held in the form of a talk with the lecturer. Failure to pass this exam will result in failure to be allowed to pass the final oral exam and therefore in failure to secure a positive final grade.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Banner, J. M., and Gillis, J. R. (ed.) <i>Becoming Historians</i>. Chicago and London, 2009. Bloch, M. <i>The Historian`s Craft</i>. Manchester, 1992. Braudel, F. <i>On History</i>. Chicago, 1982. Budd, Ad. (ed.). <i>The Modern Historiography Reader: Western Sources</i>. London, 2009. Burke, P. <i>History and Social Theory</i>. Cambridge, 1992. Bentley, M. <i>Companion to Historiography</i>. London, 2002. Fulbrook, M. <i>Historical Theory: Ways of Imagining the Past</i>. London, 2002. Iggers, G. <i>Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge</i>. Wesleyan, 2005. Iggers, G. and Wang, E. <i>A Global History of Modern Historiography</i>, London, 2008. Saunier, P.-Y. <i>Transnational History</i>. New York, 2013</p>

	<p><u>Optional</u></p> <p>Assmann, Jan. <i>Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination</i>. Cambridge, New York: Cambridge University Press, 2012.</p> <p>Black, J. <i>Contesting History: Narratives of Public History</i>, Bloomsberry, 2014.</p> <p>Halbwachs, Maurice. <i>On collective memory</i>. Chicago, University of Chicago Press, 1992.</p> <p>Ricoeur, Paul. <i>Memory, History, Forgetting</i>, trans. K. Blamey, D. Pellauer. Chicago, University of Chicago Press, 2004.</p> <p>Macmillan, M. <i>The uses and abuses of history</i>, New York, 2009.</p>
Course Instructor	<p>Associate Professor Marina Loskutova</p> <p>Associate Professor Julia Lajus</p> <p>Professor Alexander Semyonov</p> <p>Associate professor Nikolai Ssorin-Chaikov</p> <p>Associate Professor Tatiana Borisova</p> <p>Associate Professor Nathan Marcus</p> <p>Senior lecturer Evgeny Khvalkov</p>

Historical Memory and Identity Narratives

Title of the course	Historical Memory and Identity Narratives		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	Students need to know key concepts, the most important events and processes of world history, main approaches to the study of modern and contemporary history; be able to analyze historical research and works in the related fields of knowledge and to summarize this information, work with library catalogs and electronic databases		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	38	114	152
Course Overview	<p>This course is to introduce students to methodologies that are required for understanding history as a multiple, layered, and contested set of representations. The course is built as an in-depth series of case studies, with the aim of bringing together three distinct areas of analytical questions that are implied by its title's key terms: "history", "memory" and "identity": What are main approaches to social and cultural memory? What, and whose history is being remembered and narrated? How identity is understood?</p>		

<p>Intended Learning Outcomes (ILO)</p>	<p>Know the general historical context of how nationalism appeared and developed, key approaches to studying historical memory, commemoration, national narratives of history; Able to make a distinction between ethnicity and the political and modern phenomenon of nationalism and national ideology, apply theoretical approaches in analyzing the regional specifics of national movements, national myths and narratives of national history.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of both lectures (18 hours) and seminars (20 hours) that will focus on marked* key readings for each of the themes (see the syllabus below)</p>
<p>Indicative Assessment Methods and Strategy</p>	<ul style="list-style-type: none"> - 15% seminar participation: seminar attendance, two presentations on readings of the course, and two review essays of key seminar readings that are due a week after the presentation - 35% class assignments: one of the review essays of key seminar readings - 50% final essay exam: this is essay-long discussion of randomly selected two questions from the list of exam questions. Exam asks students to debate across empirical material and different approaches covered in the course. Specifically, in answering each of these questions, students are required to use at least three individual pieces of writing from this course syllabus, not to repeat material in discussion of each of the two questions, and in answering both questions to draw on only one piece of readings that you presented on in class.
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Kukulín, I.V. “Memory and Self-Legitimization in the Russian Blogosphere: Argumentative Practices in Historical and Political Discussions in Russian-Language Blogs of the 2000s // <i>Memory, Conflict and New Media: Web wars in post-socialist states</i>. Ed. by J. Fedor, E. Rutten, V. Zvereva. New York: Routledge, 2013 Hellbeck, Jochen. <i>Fashioning the Stalinist Soul: The Diary of Stepan Poddubnyi, 1931-9 // Stalinism: New Directions</i> / ed. Sheila Fitzpatrick. London and New York: Routledge, 2000. P. 77-116. Halbwachs, Maurice 1980 [1950] <i>The Collective Memory</i>. New York: Harper and Row. Tumarkin, Nina. <i>The living and the dead: the rise and fall of the cult of World War II in Russia</i>, New York, NY: Basic Books, 1994. Hobsbawm, Eric, & Terence Ranger, eds. <i>The Invention of Tradition</i>, Cambridge: Cambridge University Press, 1983. Herzfeld, Michael. <i>A Place in History: Social and Monumental Time in a Cretan Town</i>, Princeton: Princeton University Press, 1991. Nora, Pierre. <i>Realms of memory: rethinking the French past</i>, New York: Columbia University Press, 1996. (vol. 1) Ballinger, Pamela. <i>History in exile: memory and identity at the borders of the Balkans</i>, Princeton, N.J.; Woodstock: Princeton University Press, 2002. Oushakine, Sergei. <i>The Patriotism of Despair: Nation, War, and Loss in Russia</i>, Ithaca: Cornell University Press, 2009.</p>

	<p>Navaro-Yashin, Yael. <i>The make-believe space: affective geography in a postwar polity</i>, Durham, NC:Duke University Press, 2012.</p> <p><u>Optional</u></p> <p>Halfin, Igal. <i>Terror in my soul: communist autobiographies on trial</i>, Cambridge, Mass.: Harvard University Press, 2003.</p> <p>Connerton, Paul. <i>How societies remember</i>, Cambridge: Cambridge University Press, 1990.</p> <p>Klein, Norman. <i>The History of Forgetting: Los Angeles and the Erasure of Memory</i>. Verso 1997.</p> <p>Handler, Richard and Eric Gable <i>The new history in an old museum: creating the past at Colonial Williamsburg</i>. Durham, NC : Duke University Press, 1997</p> <p>Shnirel'man, Victor A. <i>Who Gets the Past? Competition for Ancestors among Non-Russian Intellectuals in Russia</i>, Washington and Baltimore: The Woodrow Wilson Center and The John Hopkins University Press, 1996</p> <p>Gellner, Ernest. <i>Nations and Nationalism, Ithaka: Cornell University Press, 1983.</i></p> <p>Anderson, Benedict. <i>Imagined Communities</i>, London: Verso, 1983.</p> <p>Boym, Svetlana. <i>The Future of Nostalgia</i>. New York: BasicBooks, 2002.</p> <p>Hubert, Henri, and Marcel Mauss. <i>Sacrifice: Its Nature and Function</i>, Chicago: University of Chicago Press, 1964.</p>
Course Instructor	Associate professor Nikolai Ssorin-Chaikov

Historical Heritage Policy and Practices

Title of the course	Historical Heritage Policy and Practices		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	Basic knowledge of cultural history of Europe and the world from the times of Antiquity till the early twentieth century. Upper-intermediate or advanced reading and speaking skills in English.		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	28	86	114
Course Overview	This is one of the basic courses within the program on applied history looks at material historical heritage. The first, more theoretical, part of the course is devoted to the multi-sided and deep analysis of the meanings of heritage and monuments. The second part is focused on cultural policy in Russia, Europe and other parts of the world. The course also includes lectures and seminars related to problems of archeology and monument protection. The originality of the course is the focus on both cultural and natural heritage as an interconnected unity, within which cultural heritage is considered in		

	<p>a framework of its place within the specific landscape and environment. Special focus will be placed upon new practices and technologies for the maintenance of historical heritage, and on the role of international institutions such as UNESCO in heritage protection.</p>
Intended Learning Outcomes (ILO)	<p>Know the content and approaches to notions of monuments and heritage, cultural policy in various countries in different periods of history, functions of museums; Be able to reveal temporal and geographical specifics of historical monuments, use theoretical approaches while analyzing heritage; Possess the research skills required for investigating monuments and historical heritage.</p>
Teaching and Learning Methods	<p>The course consists of lectures (12 hours) and tutorials (16 hours), 2 home works.</p>
Indicative Assessment Methods and Strategy	<p>The grade will be composed of cumulative grade (50%) and written exam (50%). The cumulative and final grade is drawn on the 10-grades scale. The cumulative grade's composition will be the following: attendance (30%), class participation (30%) and individual presentation about the one of the museum exposition (40%). Failure to pass this exam will result in failure to be allowed to pass the final exam and therefore in failure to secure a positive final grade.</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Harrison, Roodney. <i>Heritage: Critical Approaches</i>. London and New York: Routledge, 2013. Dean, David, <i>Museum Exhibition: Theory and Practice</i>, Routledge: London and New York, 1994. <i>The Venice Charter Revisited: Modernism, Conservation and Tradition in the 21st Century</i>. Cambridge, 2008. <i>UNESCO Convention Concerning the protection of the World Cultural and Natural Heritage</i> (The World Heritage Convention). Paris, 1972.</p> <p><u>Optional</u> Andrea Rihter, "Notes about Experiences of Excellence in Industrial Heritage Preservation and Enhancement in Europe", in "<i>Heritage and Socialism</i>", Film. Lubiana: FSC, 2012. Alexander, E.P. and Alexander, M. <i>Museums in Motion: An Introduction to the History and Functions of Museums</i>, 2nd. Lanham, MD: AltaMira Press, 2008. Bunker, Emma C. "The Acquisition and Ownership of Antiquities in Today's Age of Transition," In <i>Who Owns the Past?: Cultural Policy, Cultural Property, and the Law</i>, edited by Kate Fitz Gibbon. New Brunswick, NJ: Rutgers University Press, 2005, pp.311-317. Carlsson, D., Selin, A. <i>In the Footsteps of Rurik: The Northern Dimension Partnership of Culture</i> (NCDP), 2012. <i>Conservation and sustainability in Historic Cities</i>. London, 2007. <i>Convention for the Protection of the Archaeological Heritage of Europe</i> (revised), Valletta, 16.I.1992, Council of Europe Treaties ETS No. 143.</p>

	<p>Duncan, Carol. "From the Princely Gallery to the Public Art Museum: The Louvre Museum and the National Gallery, London" In <i>Representing the Nation: A Reader</i> (London: Routledge, 1999), 304 - 331.</p> <p>Falk, J. and Dierking, L. <i>Learning From Museums: Visitor Experiences and the Making of Meaning</i>, Washington, 2000.</p> <p><i>Good Practice Guide for Local Heritage Listing</i>. London, 2012.</p> <p>Graham, B., Ashworth, G.J. and Tunbridge, J.E. 2000 <i>A Geography of Heritage: Power, Culture and Economy</i>. London: Hodder Arnold.</p> <p>Holm, S. <i>Facts and Artifacts: How to Document a Museum Collection</i>. Cambridge: Museum Documentation Association, 1991.</p> <p>Redwill, D. <i>The Revitalization of World Heritage Cities in Central and Eastern Europe</i>. Paris, 1999.</p> <p>Srinivas, Burra. The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. In: <i>Le patrimoine culturel de l'humanité</i>, ed. by Nafziger, James A.R.; Scovazzi, Tullio 2008, p. 529-557.</p>
Course Instructor	Professor Adrian Selin, Associate Professor Margarita Dadykina

Technology, Science and Environment in History (Interdisciplinary History)

Title of the course	Technology, Science and Environment in History (Interdisciplinary History)		
Title of the Academic Programme	Master's program « Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	Basic knowledge of history of the world, especially the 19 – 20 cc. Upper-intermediate or advanced reading and speaking skills in English.		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	28	86	114
Course Overview	<p>The aim of this core course is two-fold: to introduce students to methodologies of interdisciplinary history on the basis of technological and environmental history and to show the advantages and contradictions in emerging of interdisciplinarity as one of the main tendencies in development of science. Learning methodology and gaining basic understanding of historiography of these two subfields in their close connection with the history of science is crucially important for students who prepared themselves either to academic career in interdisciplinary history or to doing applied research and practical work with heritage because the essential part of heritage has industrial / technological and / or natural components. Most of cultural heritage are a part of dynamically growing human-built world defined by technology, on the one hand, while on the other hand, are imbedded into natural landscapes or have natural components. The course is thematically based and focused on how ecological and technological aspects intertwined and shaped with each</p>		

	<p>other and with the science. The course examines in historical perspective such key concepts as “nature”, “environment”, “landscape”, “river”, “ocean”, “city”, “infrastructure” and etc.</p>
Intended Learning Outcomes (ILO)	<p>Know recent historiographical trends of environmental and technological history and the history of science</p> <p>Comprehend concepts of environmental and technological history, history of science</p> <p>Be able to apply critically contemporary approaches and methods of interdisciplinary studies working on their own research projects</p>
Teaching and Learning Methods	<p>The course consists of lectures (12 hours) and seminars (16 hours).</p>
Indicative Assessment Methods and Strategy	<p>Coursework 750-word encyclopedia article and 2000-word essay (review) (25%):</p> <p>Oral examination in a form of essays presentation (35%)</p> <p>Class participation (40%)</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Hughes T. <i>Networks of Power: Electrification in Western Society, 1880-1930</i>. Baltmor, 1988.</p> <p>Nye D. <i>Technology Matters: Questions to Live With</i>. Cambridge, 2012.</p> <p>Pickstone, J.V. <i>Ways of Knowing: A New History of Science, Technology and Medicine</i>. Chicago, 2000.</p> <p>Scott J. C. <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>. New Hven: Yale Univ. Press, 1998</p> <p>Carse, Ashley. Nature as Infrastructure: Making and Managing the Panama Canal Watershed. <i>Social Studies of Science</i>, 42 (2012): 539-563.</p> <p>Emmett R. and Zelko F. <i>Minding the Gap: Working Across Disciplines in Environmental Studies</i>, <i>RCC Perspectives</i>, no. 2, 2014</p> <p>Hughes P. Th. The Evolution of Large Technological Systems. In: <i>The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology</i>. MIT Press: Cambridge, MA, 1987, pp. 51-82.</p> <p><u>Optional</u></p> <p>Kaiser A. System Building from Below. Institutional Change in Dutch Water Control Systems // <i>Technology and Culture</i>. 2002. Vol. 43. N 3. P. 521-548</p> <p>Kojevnikov A. The Great War, the Russian Civil War, and the Invention of Big Science // <i>Science in Context</i> (2002) 15: 239-275.</p> <p>McNiell J. <i>Something New Under the Sun: An Environmental History of the Twentieth- Century World</i>. London, 2000.</p> <p>Shapin S. "Pump and Circumstance: Robert Boyle's Literary Technology." <i>Social Studies of Science</i> 14, no. 4 (1984): 481-520.</p> <p>Siddiqi A. Sputnik 50 years later: New evidence of its origin, <i>Acta Astronautica</i> 63 (2008): 529 – 539.</p> <p>Siddiqi A. Competing Technologies, National(ist) Narratives, and Universal Claims: Towards a Global History of Space Exploration, <i>Technology and Culture</i> 51, 2 (2010): 425 –443.</p> <p>Cronon, W. The Trouble with Wilderness: Or, Getting Back to the Wrong Nature, <i>Environmental History</i>, Vol. 1, No. 1 (Jan., 1996)</p>

	<p>Turchetti S., Naylor S., Dean K., Siegert M. On thick ice: scientific internationalism and Antarctic affairs, 1957–1980, <i>History and Technology</i>, 24(4) (2008): 351-376.</p> <p>Uekotter F. <i>Turning Points in Environmental History</i>. Munich, 2010.</p> <p>Weiner D. Demythologizing environmentalism, <i>Journal of the History of Biology</i>, 25, 3 (1992): 385 - 411.</p>
Course Instructor	Associate Professor Julia Lajus, Associate Professor Alexandra Bekasova

History of Economics and Economic Institutions

Title of the course	History of Economics and Economic Institutions		
Title of the Academic Programme	Master’s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	Upper-intermediate or advanced reading and speaking skills in English.		
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	112	152
Course Overview	<p>This course aims at giving students a comprehensive overview of the importance of institutions in global history, from the dawn of mankind to modernity. The role played by institutions for economic growth is currently being studied by some of the most gifted economic historians. Besides classics of economic history on institutions, the readings therefore also cover a large amount of cutting-edge working papers. Class discussions focus on understanding the role of institutions, their origins and evolution, and why they are so hard to change. The first part of the course studies the prehistoric origins of present-day time-preferences and of gender divisions of the Western economies. Two subsequent weeks are devoted to the emergence of institutions in Ancient Greece and Rome and their lasting impact on today’s economies. The remainder of the course focuses on the evolution of institutions in medieval Europe and Northern Africa. Weekly classes are devoted to the relationship between the development of institutions and the role of the Catholic Church, the Reformation and Anti-Semitism, of Trade and Commerce in the Mediterranean world, or of Britain’s Glorious and Industrial Revolutions. Further readings highlight how the development of institutions, spread by colonialism, slavery and international trade, impacted the economic development of the world and continues to shape it to this day.</p>		
Intended Learning Outcomes (ILO)	Know key terminology of economic history, the main stages and events within economic development, specifics of economic institutions and their role in national economies, global economic system.		

	<p>Be able to apply approaches and methods of research on economic history, define connections between various regions and countries. Possess skills of research work, methods of analysis of economic history, analysis of events and activities of various actors.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of lectures (16 hours) and seminars (24 hours). Students are to cover all the weekly readings and are required to write weekly responses by the day before class. Responses should be circulated via email with the rest of the class and engage with the readings. All tests and exams can be answered based on the class readings alone, but class lectures and seminar discussions are an important part of the course.</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>Grades will consider the originality of a student’s answer, the use made of secondary sources, the quality of argumentation, and the form and structure of presentation. Students’ final grade will consist of: Homework: 10% Test: 10% Midterm Exam: 30% Final Exam: 50%</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Quamrul, A. and O. Galor (2013) “The 'Out of Africa' Hypothesis, Human Genetic Diversity, and Comparative Economic Development” <i>American Economic Review</i>, 103/1. Kaiser, Brooks. 2007. “The Athenian Trierarchy: Mechanism Design for the Private Provision of Public Goods.” <i>Journal of Economic History</i> 67 Greif A., (2000), “The fundamental problem of exchange: A research agenda in historical institutional analysis,” <i>Explorations in Economic History</i>, 4 (3). Edwards. J and Ogilvie S., (2012), “What lessons for economic development can we draw from the Champagne fairs” <i>Explorations in Economic History</i>, 49. Milgrom, P.R., D.C. North and B.R. Weingast. 1991. “The Role of Institutions in the Revival of Trade: The Law Merchant, Private Judges, and the Champagne Fairs.” <i>Economics & Politics</i>, 2(19). Greif, A., Milgrom, P., and Weingast, B. W. (1994). Coordination, commitment, and enforcement: The case of the merchant guild. <i>Journal of Political Economy</i>, 102(4):745–766 Greif, A. (1993). Contract enforceability and economic institutions in early trade: The maghribi traders’ coalition. <i>American Economic Review</i>, 83(3):525–548 Cantoni, D. and Yuchtman, N. (2010). Medieval universities, legal institutions, and the commercial revolution. <i>The Quarterly Journal of Economics</i> 129 (2): pp. 823-887. Robert B. Ekelund, Robert F. Hébert, and Robert D. Tollison, “An Economic Model of the Medieval Church: Usury as a Form of Rent Seeking”, <i>Journal of Law, Economics and Organization</i>, 5,2 (1989): Becker, S. O. and Wößmann, L. (2009). Was Weber wrong? a human capital theory of protestant economic history. <i>Quarterly Journal of Economics</i>, 124(2):531–596</p>

- Dittmar J. E., (2011) “ Information Technology and Economic Change: the Impact of the Printing Press” *The Quarterly Journal of Economics* 126, pp. 1133–1172.
- Kremer, Michael. 1993. “Population Growth and Technological Change: 1,000,000 B.C. to 1990,” *Quarterly Journal of Economics*, August, pp. 681-716.
- Robert C. Allen, “The Great Divergence in European Wages and Prices from the Middle Ages to the First World War”, *Explorations in Economic History*, Vol 38, October 2001: 411-47.
- Suleyman Landes, DS. 2006. “Why Europe and the West? Why Not China?” *Journal of Economic Perspectives* 20 (2): 3-22.
- Acemoglu, D., Johnson, S., and Robinson, J. A. (2001). The colonial origins of comparative development: An empirical investigation. *American Economic Review*, 91(5):1369–1401 3
- Acemoglu, D., Johnson, S., and Robinson, J. A. (2002). Reversal of fortune: Geography and institutions in the making of the modern world income distribution. *Quarterly Journal of Economics*, 117(4):1231–1294
- Feyrer, James D., and Bruce Sacerdote, “Colonialism and Modern Income: Islands as Natural Experiments,” *Review of Economics and Statistics*, 2009
- Andrei Markevich and Ekaterina Zhuravskaya: *Economic Effects of the Abolition of Serfdom: Evidence from the Russian Empire*, working paper 2015.
- Jah S. 2015. Financial Asset Holdings And Political Attitudes: Evidence From Revolutionary England”, *The Quarterly Journal of Economics* , pp. 1485–1545.
- Stephan Quinn, ‘The Glorious Revolution's effect on English private finance: a Microhistory, 1680-1705’. *Journal of Economic History*, 61(3) 2001: 593-61
- Joel Mokyr, “The Intellectual Origins of Modern Economic Growth,” *Journal of Economic History*, 65 (2005)
- David, Paul A. 1994. "Why Are Institutions the 'Carriers of History'? Path-Dependence and the Evolution of Conventions, Organizations and Institutions," *Structural Change and Economic Dynamics*, 5(2)
- Acemoglu, D., Johnson, S., and Robinson, J. (2005). The rise of Europe: Atlantic trade, institutional change, and economic growth. *American Economic Review*, 95(3)
- Nathan Nunn, “The Importance of History for Economic Development”, *Annual Review of Economics*, 1, 1 (2009)
- Optional
- Furubotn, Eirik G. and Rudolf Richter. 1997. *Institutions and Economic Theory*. Ann Arbor: The University of Michigan Press.
- Bates, Robert H. Avner Greif, Margaret Levi, Jean-Laurent Rosenthal and Barry R. Weingast. 1998. *Analytical Narratives*. Princeton University Press.
- Aoki, Masahiko. 2001. *Toward a Comparative Institutional Analysis*. Cambridge: MIT Press.
- Greif, Avner. 2006. *Institutions and the Path to the Modern Economy: Lessons from Medieval Trade*. Cambridge University Press.
- Powell W. and P. DiMaggio (eds.). 1991. *The New Institutionalism in Organizational Analysis*, Chicago: University of Chicago Press.

	<p>Scott, W. Richard. 1995. <i>Institutions and Organizations</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Brinton, Mary and Victor Nee (eds.). 1998. <i>The New Institutionalism in Sociology</i>. New York: Russell Sage Foundation.</p> <p>Cameron, Rondo E. (and Larry Neal.) 2003 <i>A Concise Economic History of the World: From Paleolithic Times to the Present</i>. New York: Oxford University Press.</p> <p>Nathan Rosenberg and L.E. Birdzell, Jr. 1986. <i>How the West Grew Rich</i>. New York: Basic Books</p>
Course Instructor	Associate professor Elena Kochetkova

Political Economy of Post-Communist Transformation

Title of the course	Political Economy of Post-Communist Transformation		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	None		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	120	152
Course Overview	<p>This course explores relations between politics and economy in the 20th century Russia with main focus on post-communist developments. We will investigate how market reforms launched by Gorbachev and Yeltsin led to the emergence of independent entrepreneurial class and a specific pattern of business-government relations. The course covers such topics as political economy of the Russian state, the “oligarchs” phenomenon, Putin’s policies towards big business and the role of the state companies in contemporary Russia.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a good knowledge of comparative political economy scholarship and debate on Postcommunist political and economic transformations - the assumptions, 'tools' and limitations. • Critically evaluate and apply this knowledge to political and policy situations. • Demonstrate how similar economic processes may work in entirely different social and political institutional settings. • Provide a more effective rationale for the politics that we encounter. • Understand and contribute to policy making debates. 		
Indicative Course Content	<p>An overview of the command economy: theory and practice. The shadow economy in the USSR. The Perestroika and Gorbachev’s economic reforms. Economic reasons of the collapse of the USSR. Russia’s transition to the markets economy: shock therapy reforms. Privatization in Russia. The rise of oligarchs. Power and business in Russia under Yeltsin. The 1998 financial crisis. Russia’s economy growth under Putin: sources and policies. Oil shock and Russia: the “resource curse” theories. The 2008 economic crisis in Russia. The Medvedev’s presidency and the ‘modernization’ agenda. Putin’s third term and the ‘conservative turn’ in Russian politics. New reality: the Ukrainian crisis and sanctions against Russia after 2014.</p>		

Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).
Indicative Assessment Methods and Strategy	First, as the course is grounded on discussion of problems with no sole optimal solution, each student must take part in the discussions during seminars (20% of the final grade). Attendance is obligatory (10%). Second, an instructor assesses student`s individual work by means of short quizzes (3-4 questions on compulsory reading), 2 quizzes per module (20%). Finally, to pass exam each student has to submit an essay on one of the books that were discussed during the course (50%).
Readings / Indicative Learning Resources	<u>Mandatory</u> <i>M.Steven Fish</i> . Democracy Derailed in Russia. The Failure of Open Politics. Cambridge University Press, 2005. <u>Optional</u> <i>L.Shevtsova</i> . Eltsin`s Russia. Myths and Reality. Washington D.C.: Carnegie Endowment for International Peace, 1999. <i>Hoffman D</i> . The Oligarchs: Wealth and Power in the New Russia. N. Y.: Public Affairs, 2002. <i>V.Volkov</i> . Violent Entrepreneurs: The Use of Force in Making Russian Capitalism. Ithaca, Cornell University Press, 2002.
Course Instructor	Assistant Professor Andrey Shcherbak, Department of Political Science

Practice and Pragmatics of Representation of the Past in Media: Instrumentalization of History

Title of the course	Practice and Pragmatics of Representation of the Past in Media: Instrumentalization of History		
Title of the Academic Programme	Master`s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	<ul style="list-style-type: none"> • Upper Intermediate English skills, other languages are welcome • Text analyzing skills • Basic skills in visual sources analysis • Basic knowledge of critical analysis of historical sources 		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	38	114	152
Course Overview	This interactive course has a focus on means and possibilities of representation of certain historical events in digital cinema art. The discussion topics include the formation and differences of various types of history-based movies and the problems the authors face while creating such films. The discipline also includes the group-based presentations		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a knowledge of main concepts of the theory of cinema in a whole and theories of digital cinema and digital culture in particular 		

	<ul style="list-style-type: none"> • Skills of modern movies analysis, review writing and creating texts about both professional and amateur digital cinema • Show the skills of scriptwriting, film editing, creating and presentation of short digital films
Teaching and Learning Methods	The course consists of lectures (18 hours) and seminars (20 hours). The class is discussion-intensive and has accent at small group work.
Indicative Assessment Methods and Strategy	Assessment: examination (40%); coursework (60%) Coursework: Colloquium (33%) History Film Analysis (33%) Group Presentation (33%)
Readings / Indicative Learning Resources	<u>Mandatory</u> Cohen D. J., Rosenzweig R. Digital History. Philadelphia: University of Pennsylvania Press, 2006. P. 1- 13 (Introduction. Promises and Perils of Digital His-tory). Ellis John. Documentary: Witness and Self-Revelation. Routledge, 2011. P. 22-34 (Chapter 3. New Attitudes to Documentary). Groot Jerome de. Consuming History: Historians and Heritage in Contemporary Popular Culture. L., N.Y.: Routledge, 2009. P. 208-216 Manovich L. The Language of New Media. The MIT Press, 2001. P. 18 – 61 (1. What is new media?) Rosenstone R. The Historical Film as Real History // Film-Historia, Vol. V, No.1 (1995): 5-23
Course Instructor	Associate Professor Ekaterina Lapina-Kratasyuk

Urban History in Transnational Perspective

Title of the course	Urban History in Transnational Perspective		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	Students should be familiar with the general contours of the world history from the 16th-17th centuries to the present.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	38	114	152
Course Overview	The aim of this course is to introduce interdisciplinary trends of urban studies and focus on the functioning of these processes through historical perspective. Special attention will be given to research studies focusing on urbanization in the context of social, ecological and technological history, and history of science. It introduces urban history through major works in the field and examines the major topics of urban history from a transnational perspective. Moving from the early 19th century through to		

	<p>the late 20th century, this course will focus discussion on the analytic trends, major questions and issues shaping urban history. Themes will include: cities as urban machines, cities and environment, cities and science, the urban “crisis,” the problems of disease and environmental pressure, and suburbanization, cities as the loci of various practices, cities and collective memory; cities and the development of the tourism industry.</p>
Intended Learning Outcomes (ILO)	<p>Be acquainted with recent historiographical trends on urban history studies in the context of global and transnational history</p> <p>Be able to discuss literature on urban history and to write a review and historiographical essay;</p> <p>Comprehend concepts of urban studies and be able to use them critically in their own research.</p>
Teaching and Learning Methods	<p>The course consists of lectures (18 hours) and seminars (20 hours). This class is reading, writing, and discussion-intensive. Students expected to submit a final historiographical essay.</p>
Indicative Assessment Methods and Strategy	<p>Assessment: oral examination (50%); coursework (50%);</p> <p>Coursework:</p> <p>Class participation (50%)</p> <p>Essay (50%)</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Cronon W. <i>Nature's Metropolis: Chicago and the Great West</i>, W. W. Norton, 1991.</p> <p>Divall, C. and Winstan, B. (eds.). <i>Suburbanizing the Masses: Public Transport and the Urban Development in Historical Perspective</i>. Ashgate, 2003</p> <p>Hard, M. and Misa, T. (eds.). <i>Urban Machinery: Inside Modern European Cities</i>. London, Cambridge, Massachusetts, 2010.</p> <p>Legg, S. <i>Spaces of Colonialism: Delhi's Urban Governmentalities</i>. Oxford, 2007</p> <p>McShane, Cl. and Tarr, J. <i>The Horse in the City: Living Machines in the 19th Century</i>. Baltimore, 2007.</p> <p>Osiris. 2003. 2nd Series. Vol. 18. <i>Science and the City</i></p> <p>Schivelbusch W. <i>Disenchanted Night: The Industrialisation of Light in the Nineteenth Century</i>. Oxford, 1988.</p> <p>Schivelbusch, W. <i>Disenchanted Night: The Industrialization of Light in the Nineteenth Century</i>. University of California Press, 1988</p> <p>Scott J. C. <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>. New Heaven, 1998.</p> <p>Peter Clark Ed. <i>The European City and Green Space. London, Stockholm, Helsinki and St. Petersburg, 1850–2000</i>. Ashgate, 2006</p> <p><u>Optional</u></p> <p>Allen, M. <i>Cleansing the City: Sanitary Geographies in Victorian London</i>. Athens, 2008.</p> <p><i>Exploring the Urban Past: Essays in Urban History</i>, David Cannadine and David Reeder (eds) Cambridge; New York: Cambridge University Press, 1982.</p>

	<p>Filtzer D. <i>The Hazards of Urban Life in Late Stalinist Russia: Health, Hygiene, and Living Standards, 1943-1953</i>. Cambridge: Cambridge University Press, 2010.</p> <p>Harvey, D. <i>Paris, Capital of Modernity</i>. New York, 2003.</p> <p>Klingle, M. <i>Emerald City: An Environmental History of Seattle</i>. New Haven, 2009</p> <p>Lefebvre H. <i>The Production of Space</i>. Oxford: Blackwell, 1991</p> <p>Mumford, L. <i>The City in History. Its Origins, Its Transformations, and Its Prospects</i>. San Diego, 1961.</p> <p>O’Mara M. P. <i>Cities of Knowledge: Cold War Science and the Search for the Next Silicon Valle</i>. Princeton, NJ, 2004.</p> <p>Shearda S. and Power H. <i>Body and City: Histories of Urban Public Health</i>. Aldershot: Ashgate, 2000.</p> <p><i>Space, Difference, Everyday Life: Reading Henri Lefebvre</i>. S.Kipfer, R., Milgrom K., Goonewardena and Ch,Schmid (eds.), London, 2008.</p>
Course Instructor	Associate Professor Aleksandra Bekasova

Conflict in the EU-Russia Relationship

Title of the course	Conflict in the EU-Russia Relationship		
Title of the Academic Programme	Master’s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	none		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	112	152
Course Overview	<p>The European Union (EU) and Russia are not exactly friends and not exactly enemies. Their relationship defies simple characterisation. This course examines the rivalry in what is officially termed a ‘strategic partnership’, in order to explain the causes, dynamics and manifestations of conflict between the EU and Russia. But it also looks to explain the moves away from conflict, towards cooperation, and why these have not produced a sustainable peace. The period covered is from the end of the Cold War to the ongoing crisis in Ukraine.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Understand the post-Cold War order as a form of peace settlement • Understand why the EU-Russia ‘Strategic Partnership’ is important for sustaining this peace settlement • Interpret the logic of conflict in the EU-Russia ‘Strategic Partnership’ • Know European and Russian policy-makers’ perspectives on the key events in this conflict from 1990 to the present day • Know why attempts at conflict resolution failed to prevent the crises in Georgia (2008) and Ukraine (2014-present) • Judge whether the EU and Russia are at the center of a ‘new Cold War’ 		
Indicative Course Content	The post-Cold War order. The logic of Strategic Partnerships. Between cooperation and conflict. Crises of the post-Cold War order. A new Cold War?		
Teaching and Learning Methods	The course consists of lectures and seminars. Most of the intellectual work in the course will be done in the seminars, in preparing written		

	work, engaging in class discussions, group presentations and role-play exercises.
Indicative Assessment Methods and Strategy	The final grade will be based on a combination of in-class work, through written answers to seminar questions and class presentations (30%), an essay (40%), and a final exam. The final exam will take the form of a 2-hour written test that amounts to 30% of the grade.
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Ian Clark (2001). <i>The Post-Cold War Order: The Spoils of Peace</i>, Oxford: OUP; Hiski Haukkala (2009). <i>The EU-Russia Strategic Partnership</i>, London: Routledge; Hiski Haukkala and Toumas Forsberg (2016). <i>The European Union and Russia</i>, London: Palgrave Macmillan; LSE Ideas (2016). <i>Avoiding a new Cold War? The Future of EU-Russia relations</i>, available here: http://www.lse.ac.uk/IDEAS/publications/reports/SR20.aspx ; Rajan Menon and Eugene Rumer (2015) <i>Conflict in Ukraine: The Unwinding of the Post-Cold War Order</i>, Cambridge: MIT Press; Iver Neumann (2016). <i>Russia and the Idea of Europe</i>. London: Routledge; Sergei Prozorov (2016). <i>Conflict in the EU-Russia Relationship</i>. London: Palgrave Macmillan</p> <p><u>Optional</u> Michael Howard (2001). <i>The Invention of Peace: Reflections on War and International Order</i>, New Haven: YUP; Edward Luttwak (2001). <i>Strategy: The Logic of War and Peace</i>, New York: Belknap Press</p>
Course Instructor	Dr. Iain Ferguson, Department of Political Science

Applied History in Area Studies: the Baltic Region

Title of the course	Applied History in Area Studies: the Baltic Region		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	Knowledge in key concepts, important events and processes in modern history, main approaches and study areas in Modern and Post-Modern history. Ability to analyze historical research and papers in related subjects, generalize information, work with library catalogues and electronic data bases.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	38	114	152
Course Overview	This course focuses on the history of the Circumpolar North and Baltic regions. The course combines the methodology of historical science, international relations, geography, nationalism studies, environmental and		

	<p>cultural studies. Classes are structured chronologically and thematically, and cover political, social, economic and cultural processes in the regions. The course will enable students to analyze the global and trans-regional trends with a regional perspective, and identify different points of view and interests of international, national and local actors. In addition, as part of the course, students will learn to apply different theoretical models in the study of regional economic, political and environmental phenomena and processes.</p> <p>The course covers topics such as the Viking Age, the Baltic region during the Middle Ages, the state and resources in the early modern times, the political transformation in Scandinavia, the Napoleonic Wars and their importance for the region, the indigenous population in the context of the policy of the northern states, colonization and decolonization, environmental development the Baltic and the North, the world wars and the Cold war in the history of the regions, polar expeditions, opposition and international cooperation. Covering a wide chronological and thematic field, the course allows you to highlight the key processes in the history of the Nordic and Baltic regions.</p>
<p>Intended Learning Outcomes (ILO)</p>	<p>Know the main events in the history of the region, key steps of Baltic regional integration.</p> <p>Be able to define connections between separate countries within a larger region, determine long-term consequences of events and procedures in the history of the region, and its relation to the current situation, reveal the role of natural resources and the environment and its impact on the political, economic, social and cultural development of the region.</p> <p>Comprehend methods of individual research as well as the skills needed for analyzing literature and sources.</p>
<p>Teaching and Learning Methods</p>	<p>The course consists of lectures (20 hours) and seminars (20 hours). 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.</p> <p>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. 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.</p> <p>For the first six topics in the end of the first module students submit a review essay. For the next ten topics students are required to make an oral presentation on any chosen region. Oral presentations should be based on the collective project. Students split into a few groups (4-5 persons per group), choose a region (Greenland, Canada, among others) and a problematic question (colonization, national interests, among others). Students should consult the instructors before starting their research.</p>

<p>Indicative Assessment Methods and Strategy</p>	<p>The grade will be composed of attendance, class participation, review and collective project. The final grade is drawn on the 10-grades scale. The final grade's composition will be the following: attendance and class participation (40%), review (30%), collective projects (30 %).</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Arlov, Thor B. The Discovery and Early Exploitation of Svalbard. Some Historiographical Notes // <i>Acta Borealia</i> 2005, vol. 22: 3 -19. Arnold, Martin. <i>The Vikings: culture and conquest</i> (Hambleton Press, 2006) . Derry, T.K. <i>History of Scandinavia: Norway, Sweden, Denmark, Finland, and Iceland</i>. Minnesota Press, 2010 Farish, Matthew and Lackenbauer Whitney P. High modernism in the Arctic: planning Frobisher Bay and Inuvik // <i>Journal of Historical Geography</i> 2009, vol. 35: 517–544 Grzechnik, Marta (2012) Making Use of the Past: The Role of Historians in Baltic Sea Region Building, <i>Journal of Baltic Studies</i>, 43:3, 329-343 Hiden John W. and David J. Smith (2006) Looking beyond the Nation State: A Baltic Vision for National Minorities between the Wars, <i>Journal of Contemporary History</i>, Vol. 41, No. 3: 387-399 Houltz, Anders (2013) Displaying the Polar Nation: Nordic Museum Exhibits and Polar Ambitions // <i>Science, Geopolitics and Culture in the Polar Region: Norden beyond Borders</i>, ed. S. Sörlin. Farnham: Ashgate, , pp. 293 – 327. Ingebritsen, Christine. <i>Scandinavia in world politics I</i> (Rowman & Littlefield, 2006) Piper, Lisa and Sandlos, John. A Broken Frontier: Ecological Imperialism in the Canadian North // <i>Environmental History</i> 12 (October 2007): 759-95. Sorlin, Sverker. Rituals and Resources of Natural History: The North and the Arctic in Swedish Scientific Nationalism // <i>Narrating the Arctic. A Cultural History of Nordic Scientific Practices</i>. Ed. by S. Sorlin & M. Bravo. Canton, MA: Science History Publications, 2002, pp. 73-124. <i>The Northern Lights Route</i>. Available at http://www.ub.uit.no/northernlights/eng/omagnus.htm <u>Optional</u> Icelandic Saga Database. Available at http://www.sagadb.org Shima, Sonoko (2007) Dimensions and Geopolitical. Diversity of the Baltic: Then and Now// <i>Regions in Central and Eastern Europe: Past and Present</i>, ed. by Tadayuki Hayashi and Fukuda Hiroshi. Aslund, 2007 Jaanson Kaido (2001) The Baltic Sea region in international relations of the twentieth century: The seminal nature of the interwar period, <i>Journal of Baltic Studies</i>, vol. 32, no. 3: 267-288 Nielsen, Kristian H., Henry Nielsen & Janet Martin-Nielsen (2014) City under the Ice: The Closed World of Camp Century in Cold War Culture, <i>Science as Culture</i>, 23:4,443-464 Olaus Magnus. <i>Historia de gentibus septentrionalibus (The History of Nordic Peoples)</i>. Available at http://runeberg.org/olmagnus/</p>
<p>Course Instructor</p>	<p>Professor Adrian Selin, Associate professor Julia Lajus, Senior lecturer Elena Kochetkova</p>

History of Russia in Global Perspective

Title of the course	History of Russia in Global Perspective		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	Knowledge in key concepts, important events and processes in modern history, main approaches and study areas in Modern and Post-Modern history. Ability to analyze historical research and papers in related subjects, generalize information, work with library catalogues and electronic data bases.		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	112	152
Course Overview	<p>This course aims to examine the notion of Russia and Eurasia as relatively unified geographical spaces, and to analyze events and procedures in the region in the broad international context. Students will study Russia and Eurasia (worlds – not appropriate) from the perspectives of the historical, political, economic, environmental, technological and cultural background of the region. The course is designed to illustrate connections between various procedures within the regions during different periods of their history. The course is built around such themes as the Russian Empire, the USSR, post-Soviet Russia, Russian relations with Eastern Europe and Asia. It is based on an interdisciplinary teaching approach in order to provide different points of view on the transformations which took place during the examined periods in the three dimensions of Russia and Eurasia – European culture, Eastern state, and Orthodox world. The main focus is given to the interplay between economic, political, social, and technological development and cultural and natural heritage.</p>		
Intended Learning Outcomes (ILO)	<p>Know the main events within Russian and Eurasian history, key dates and facts, the most significant works within the field;</p> <p>Be able to analyze events and phenomena connected to the history of the region, conduct individual research on problems of Russian and Eurasian history, find relevant historical sources;</p> <p>Comprehend methods and possess the skills of individual research in the field of Russian and Eurasian studies.</p>		
Teaching and Learning Methods	The course consists of lectures (16 hours) and seminars (24 hours).		
Indicative Assessment Methods and Strategy	Grading system: Final mark consists of: 60% accumulated mark, 40% examination mark		
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Richard Pipes, <i>Russia Under the Old Regime</i> (New York: Scribner, 1974).</p>		

	<p>Martin Malia, <i>The Soviet Tragedy: a History of Socialism in Russia, 1917–1991</i> (New York: Free Press, 1994).</p> <p>Ronald Grigor Suny, “Socialism, Post-Socialism, and the Appropriately Modern: Thinking About the History of the USSR,” in: Idem, <i>Red Flag Unfurled: Historians, the Russian Revolution, and the Soviet Union</i> (London and New York: Verso Press, forthcoming).</p> <p>Richard Wortman, <i>Scenarios of Power. Myth and Ceremony in Russian Monarchy</i> (Princeton: Princeton University Press, 1995)</p> <p>Iver Neumann, <i>Uses of the Other. The East in European Identity Formation</i> (Minneapolis: University of Minnesota Press, 1999), 65–112;</p> <p>Ilya Gerasimov, Sergey Glebov, Marina Mogilner, “The Postimperial Meets the Postcolonial: Russian Historical Experience and the Postcolonial Moment,” <i>Ab Imperio</i> 2 (2013): 97–135.</p> <p>Sebastian Conrad, <i>What is global history?</i> (Princeton: Princeton University Press, 2016).</p> <p>Jürgen Osterhammel, <i>The Transformation of the World. A Global History of the Nineteenth Century</i> (Princeton: Princeton University Press, 2009).</p> <p>Dominic Lieven, “Empire on Europe’s Periphery: Russian and Western Comparisons,” in: Alexei Miller and Alfred Rieber, eds. <i>Imperial Rule</i> (Budapest: CEU Press, 2004), 133–149.</p> <p>Seymour Becker, <i>Nobility and privilege in late Imperial Russia</i> (DeKalb: Northern Illinois UP, 1985).</p> <p>David Schimmelpenninck van der Oye, <i>Russian orientalism: Asia in the Russian mind from Peter the Great to the emigration</i> (New Haven: Yale University Press, 2010).</p> <p>Michael Branch, Janet Hartley, and Antoni Maćzak, eds. <i>Finland and Poland in the Russian Empire: a comparative study</i> (London: UCL School of Slavonic and East European Studies, 1995).</p> <p>Timothy Snyder, «Ukrainians and Poles» // CHR. Vol. 2 (Cambridge: Cambridge UP, 2006), 165–183.</p> <p>Eric Lohr, <i>Russian citizenship: from empire to Soviet Union</i> (Cambridge, MA: Harvard UP, 2012).</p> <p>Joshua Sanborn, <i>Imperial apocalypse. The great war and the destruction of the Russian Empire</i> (Oxford: Oxford UP, 2014);</p> <p>Eric Lohr, <i>Nationalising the Russian Empire</i> (Cambridge, MA: Harvard UP, 2003).</p> <p><u>Optional</u></p> <p>Mark Bassin, “Inventing Siberia: Visions of the Russian East in the Early Nineteenth Century,” <i>American Historical Review</i> 96,3 (1991): 763–794.</p> <p>Jürgen Kocka, “Asymmetrical Historical Comparison: the Case of the German ‘Sonderweg’,” <i>History and Theory</i> 38,1 (1999): 40–50;</p> <p>Michael Werner and Bénédicte Zimmermann, “Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity,” <i>History and Theory</i> 45,1 (2006): 30–50.</p> <p>Michael Hamm, ed. <i>The city in late imperial Russia</i> (Bloomington: Indiana University Press, 1986).</p>
Course Instructor	Professor Alexander Semyonov

Russia in the Arctic Region

Title of the course	Russia in the Arctic Region		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»»		
Type of the course	elective		
Prerequisites	none		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	120	152
Course Overview	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. Special attention will be given to Russia's involvement into the region and Arctic's standing in global affairs.		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Demonstrate a good knowledge of major historical patterns and influences in the Arctic region. • Critically evaluate and apply this knowledge to political and policy situations. • Demonstrate how similar processes may work in entirely different social and institutional settings. • Understand and contribute to policy making debates related to international relations in the region. 		
Indicative Course Content	<p>The course will be organized into two parts. The first one will cover economic, environmental, cultural and political history of the Arctic. 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.</p> <p>The second part will focus on international relations in the region and Russia's standing in the Arctic. It will explore regional structure of international organizations as well as Russia's Arctic policies (at both federal and local levels). Special attention will be paid to Russia's Arctic resources, energy and security strategies.</p>		
Teaching and Learning Methods	The course consists of interactive lectures and seminars comprised of diverse learning tools: literature discussion, student presentations (in small groups), and the individual assignments (projects).		
Indicative Assessment Methods and Strategy	Final grade for the course will be based on the following criteria: class attendance, preparation and participation (30% of the final grade), research essay (40%), final exam (written test, 30% of the final grade).		
Readings / Indicative Learning Resources	<p>Mandatory</p> <p>Hönneland, Geir. Russia and the Arctic: Environment, Identity and Foreign Policy. London: I.B. Tauris, 2016.</p> <p>Dodds Klaus and Mark Nuttall. The Scramble for the Poles: The Geopolitics of the Arctic and Antarctic. Cambridge: Polity Press, 2016.</p> <p>Laruelle Marlene. Russia's Arctic Strategies and the Future of the Far North. New York: Routledge, 2015.</p>		

	<p>Sergunin Alexander and Valery Konyshhev. <i>Russia in the Arctic. Hard or Soft Power?</i> Stuttgart: ibidem-Verlag, 2016.</p> <p>Optional</p> <p>Howkins, Adrian. <i>The Polar Regions: An Environmental History.</i> Cambridge: Polity Press, 2016.</p> <p>Jensen, Leif Christian and Geir Hönneland (Eds.). <i>Handbook of the Politics of the Arctic.</i> Cheltenham: Edward Edgar Publishing Ltd, 2015.</p> <p>McGhee, Robert. <i>The Last Imaginary Place: A Human History of the Arctic World.</i> Oxford: Oxford University Press, 2005.</p> <p>Slezkine, Yuri. <i>Arctic Mirrors: Russia and the Small Peoples of the North.</i> Ithaca & London: Cornell University Press, 1994.</p>
Course Instructor	Associate Professor Julia Lajus, Department of History

Global History of Empires

Title of the course	Global History of Empires		
Title of the Academic Programme	Master's program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Elective		
Prerequisites	Students should possess familiarity with current methodologies of historical research and 20 th century historiographic debates		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	112	152
Course Overview			
Intended Learning Outcomes (ILO)	<p>Know the general historical context of the development of imperial formations within world history in modern and contemporary history, general historic context of the development of nationalism and its influence on projects of political imaginations in imperial formations. Be able to define different factors of crisis of classical (dynastic) and colonial empires, distinguish political, economic, and ideological factors, and reveal their role in a crisis of imperial formations, define parameters of comparative and global history of transfers needed for the analysis of continental and colonial empires in a historical perspective, criticize typologies of imperial formations.</p> <p>Comprehend general methodology of analysis of imperialism and colonialism, distinguish various approaches to the history of empires and colonialism, differentiate structuralist and post-structuralist approaches to the phenomenon of nationalism.</p>		
Teaching and Learning Methods	The course consists of lectures (16 hours) and seminars (24 hours).		

<p>Indicative Assessment Methods and Strategy</p>	<p>Class attendance, students are required to read the required texts and be prepared to summarize the main arguments and conclusions as well as explicate the methodology and sources of the author. Class participation will constitute 40% of the final grade.</p> <p>If a student happens to miss a class a short summary of required literature is due (not exceeding 10 pages).</p> <p>Exam: written assignment, review of a monograph that should include the analysis of the historiographic context, the historiographic tradition (for instance, intellectual history, social history, post-colonial studies) in which the text is written, the main arguments and sources of the book. The choice of a monograph is to be discussed with the instructor. Ideally, the monograph should be from the list of historiographic works worked upon for the MA dissertation. The neat overlap will hardly be possible for all project. Family resemblance logic may be used instead. The logic of this assignment for the second-years of the MA program is underpinned by the desire to help MA students to better shape the historiographic sections of their dissertation. The written assignment should be 15-20 pages long and will constitute 60% of the final grade. For every day the assignment is late one point is taken from the grade.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Benedict Anderson, <i>Imagined Communities: Reflections on the Origins and Spread of Nationalism</i> (London–New York: Verso, 1991). Benedict Anderson, “We study empires as we do dinosaurs,” <i>Ab Imperio</i> 3 (2003): 57–73. Rogers Brubaker, “Myths and Misconceptions in the Study of Nationalism,” John Hall, ed., <i>The State of the Nation</i> (Cambridge: Cambridge University Prtess, 1998). Pp. 272-306</p> <p>Dominic Lieven. <i>Empire, History, and the Contemporary Global Order</i> (2005 Elie Kedourie Memorial Lecture)</p> <p>Hirsch Francine, <i>Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union</i> (Ithaca and London: Cornel University Press, 2005).</p> <p>Valerie A. Kivelson and Ronald Grigor Suny, <i>Russia’s Empires</i> (New York: Oxford UP, 2017). Mark R. Beissinger, “The Persisting Ambiguity of Empire,” <i>Post-Soviet Affairs</i> XI,2 (1995): 149–184. Ronald Grigor Suny, “Ambiguous Categories: States, Empires and Nations,” <i>Post-Soviet Affairs</i> XI,2(1995): 185–196; Ronald Grigor Suny, “Writing Genocide: The Fate of the Ottoman Armenians,” in Ronald Grigor Suny, Fatma Müge Göçek, and Norman Terry Martin, “An Affirmative Action Empire, or The Soviet Union as the Highest Form of Imperialism,”in: Ronald Suny and Terry Martin, eds. <i>A State of Nations: Empire and Nation-Making in the Ageof Lenin and Stalin</i> (Oxford: Oxford UP, 2001), 67–89.</p>

	<p>Ilya Gerasimov, Sergey Glebov, Marina Mogilner, “The Postimperial Meets the Postcolonial: Russian Historical Experience and the Postcolonial Moment, <i>Ab Imperio</i> 2 (2013): 97–135;</p> <p>Ilya Gerasimov, Sergey Glebov, Alexander Kaplunovski, Marina Mogilner, and Alexander Semyonov, “In search of a new imperial history,” <i>Ab Imperio</i> 1 (2005): 33–56.</p> <p>Ilya Gerasimov, Sergey Glebov, Jan Kusber, Marina Mogilner, and Alexander Semyonov, “New imperial history and the challenges of empires,” in: Ilya Gerasimov, Jan Kusber, and Alexander Semyonov, eds., <i>Empire speaks out: languages of rationalization and self-description in the Russian empire</i> (Leiden: Brill, 2009): 3–32;</p> <p>Alexander Semyonov, “Empire as a Context Setting Category,” <i>Ab Imperio</i> 1 (2008): 193–204.</p> <p>Ann Laura Stoler, “Considerations on imperial comparisons,” in: Gerasimov, Kusber and Semyonov, <i>Empire speaks out</i>, 33–55.</p> <p>Rogers Brubaker, “The return of biology,” Idem, <i>Grounds for Difference</i> (Cambridge: Harvard UP, 2015), 48–84.</p> <p>Ronald Grigor Suny, “Constructing Primordialism: Old Histories for New Nations,” <i>Journal of Modern History</i> LXXIII, 4 (2001): 862–896;</p>
Course Instructor	Professor Alexander Semyonov

Research Seminar

Title of the course	Research Seminar		
Title of the Academic Programme	Master’s program «Applied and Interdisciplinary History «Usable Pasts»»		
Type of the course	Compulsory		
Prerequisites	Basic knowledge of history of the world, especially 19 – 20 cc. Upper-intermediate or advanced reading and speaking skills in English		
ECTS workload	20 (in 2 years. Year 1 -16, Year 2 - 4)		
Total indicative study hours	Directed Study	Self-directed study	Total
	152	456	608
Course Overview	<p>Today education in history reveals a need to look for an appropriate combination of applied and fundamental knowledge which enables graduates to choose between careers in applied areas and academic path. The MA program in applied and interdisciplinary history has the objective to realize a unique combination of fundamental and applied training to prepare graduates who will demonstrate interdisciplinary commitments and academic research skills as well as expertise and skills related to the key elements of applied history.</p> <p>The Master`s studies imply active involvement into research activities, in particular into a research seminar. These seminars are designed to help students gain advanced research skills and enable them apply these skills into practice. Research seminar aims at providing students with a thorough</p>		

	<p>understanding of the central components of research design, development of a well-structured research project, development of MA Thesis proposal, presentation of research results, giving and receiving academic critique, and implementation of research design in the MA Thesis.</p> <p>Through the seminar the students will be introduced to high quality research in the broad realm of applied and interdisciplinary history, production, translation, and application of historical knowledge. As a result, the seminar is expected to help students produce high quality Master`s theses on a publishable level.</p> <p>Students are expected to receive deep experience of working with academic literature, participation in academic discussions, and skills required for producing and reasoning their own point of view as well as participation in project-based activities built up on the experience and knowledge they got during the internship periods. These skills will simplify and conceptualize dissertational research, improve the quality of Master`s thesis, enable the concerned students to continue their academic activities on the PhD level, as well as help shape the setting of analytical tools necessary for professional work in applied history. At the seminar students will develop the skills and ability to critically conduct a research problem.</p> <p>The seminar will thereby specifically address the following core aspects as research design, academic practice in history and practices in applied history, interdisciplinary approach, Master Thesis proposal and Master Thesis writing. The received knowledge and skills would be of high importance and value for those students aimed at entering academia as well as for those aiming into seeking a job in museums, media, consultancy and other fields where historical education might be needed.</p> <p>Research seminars, thus, pursue a two-fold aim: they prepare students for the final academic assessment and offer paths to orient in the activities which correspond to a chosen track in the program.</p>
<p>Intended Learning Outcomes (ILO)</p>	<p>Learn different approaches in historical research and writing; Learn methodology of applied history: digital methods, oral history etc. Develop research and presentation skill towards writing an original historical work (academic or project-based) and successfully defend it.</p>
<p>Teaching and Learning Methods</p>	<p>Year 1 Students are expected to attend seminars and to regularly do the homework reading. On seminars, students are expected to take active part in the discussion and demonstrate knowledge of the content of readings. They should constantly work on their own projects, present them for discussion in the class in the assigned time. The deadlines should be met. The project will lead to a course paper in the end of the academic year. The oral exam by the end of the course will be provided in the form of a conversation of the student with the course instructor on one of the topics of the course.</p> <p>Year 2 In addition to the requirements of the 1st year seminar, the most important part of the evaluation criteria is meeting formal and substantial</p>

	<p>requirements of master thesis' writing. They are to be found at the program web page: https://spb.hse.ru/en/ma/apphist/thesis#s The deadline-calendar is to be found also at the program web page: https://spb.hse.ru/en/ma/apphist/thesis#s</p>
<p>Indicative Assessment Methods and Strategy</p>	<p>Year 1 The grade will be composed of class attendance and participation in the discussions during the seminars (based on the readings), essay paper, colloquium in the form of the MA Thesis project presentation and its discussion and the oral exam. The score for the seminar will be compiled of current marks for various steps of course work, presentations, and group discussions. The final grade consists of: 1) Class participation and discussion (35%) 2) MA Thesis Proposal and its presentation (not less than 15 pp.) (35%) 3) Oral exam (30 %) In the first year students have to: o Present a research plan of course work; o Provide a written historiography (review on academic literature) on a chosen topic; o Present course work; o Participate in research projects / internships. All the materials must be a result of individual research under supervision of experienced teachers. Each presentation should be followed up by discussions. Course paper will be reviewed by one of the lecturers of the program who will provide critique and suggestions for improving.</p> <p>Year 2 The final grade consists of: 1) Class participation and discussion (35%) 2) MA thesis chapter and thesis plan and its presentation (not less than 20 000 characters) (30%) – module 1 3) Revised MA thesis chapter and thesis plan and its presentation (not less than 30 000 characters) (35 %) – module 2 In the second year students have to: Module 1 o Present a research plan of MA thesis; o Provide a chapter of MA thesis; o Defend both research plan and chapter; Module 2 o Revise and extend both plan and chapter; o Defend both research plan and chapter; Module 1-2 o Prepare for the seminar discussions and constructively participate in them, and not just concentrate on their own work.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> Burke P. <i>History as Social Memory, Varieties of Cultural History</i>, Cornell University Press, 1997. Cuesta H. <i>Practical Data Analysis</i>. Packt Publishing, 2013. Cronon W. A Place for Stories: Nature, History, and Narrative. <i>Journal of American History</i> 78:4 (March, 1992), p.1347-1376.</p>

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Attachments

Attachment 1. Mapping of the Programme and Course (Module) Learning Outcomes

(D – direct contribution to LO; I – indirect contribution to LO)

	Optional courses		Mandatory courses					Electives																Research Activities							
	CA	AW	HH	TC	HM	HP	TE	HE	PE	DH	EU	AR	MC	HS	PP	HU	BR	RG	GH	EO	FH	MW	HT	PH	PS	RP	CP	RS	MDP	MDD	
LO ₁					D	D				D					I											I	D	I	I	D	
LO ₂			II					D	D	D			D	D	I	D	D	D	D	D	I						I	D	D		D
LO ₃				I		I				D																					
LO ₄	D	I		I		I	I								D						I	D	D	D							
LO ₅					I		I				I	I														I				I	
LO ₆			D		I		D	I	I		I	I	I	I		I	I	I	I	I								I			
LO ₇	I	I																													
LO ₈		D									D	D														I					I
LO ₉										I																D	I		I	I	

