

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Санкт-Петербургская школа социальных и гуманитарных наук

Рабочая программа дисциплины

для направления "Международный бизнес и менеджмент" подготовки бакалавров,
1 курс

Разработчики программы

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*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения кафедры-разработчика программы*

Название дисциплины	История Арктики и Балтийского региона		
Образовательная программа	История		
Тип дисциплины	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	-уверенное владение английским языком -базовые знания глобальной истории		
Объем з.е.	4		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	54	98	152
Краткое описание курса	В рамках курса рассматриваются ключевые события российской и мировой истории, сочетающие в себе национальные, транснациональные и глобальные перспективы. По окончании курса студенты получают глубокое понимание экономического, социального, культурного и политического развития России в глобальном контексте с XVIII века до наших дней, а также получают возможность ознакомиться с основными методами исследования истории и социальных наук.		
Образовательные результаты по дисциплине	По окончании курса студенты должны: -быть знакомы с ключевыми исследованиями в области российской и мировой истории и иметь способность критически оценивать исследования, проводимые другими. - иметь представление об основных политических, культурных и экономических процессов в российской и мировой истории. - владеть методологией, необходимой для проведения исследований, а также базовыми компетенциями в области исторических исследований.		
Краткое содержание дисциплины	В течение курса будут рассмотрены такие темы, как капитализм, социализм и экономическое развитие; модернизация и современность; революция в России; культура и политика во время "оттепели";		

	<p>взаимодействие времен холодной войны через железный занавес; религия в России; история судебной системы Советского Союза; ностальгия по Советскому Союзу. Методологический состав курса уникальным образом сочетает в себе традиционные и инновационные методы обучения, включает в себя лекции, семинары-дискуссии по соответствующей стипендии, групповые и индивидуальные исследовательские проекты.</p>
<p>Образовательные технологии</p>	<p>-общие аудиторные дискуссии</p> <p>-работа в малых группах в аудитории</p> <p>- лекции</p> <p>-проекты и групповые презентации</p>
<p>Формы контроля</p>	<p>По окончании курса студенты сдают устный экзамен с предварительно распространенными вопросами, относящимися к темам курса.</p> <p>Итоговая оценка в равной степени складывается из классных занятий и устных экзаменов.</p> <p>50 % семинаров (60% посещение + 40% выпускного проекта) + 50 % экзаменов</p>
<p>Литература</p>	<p>Основная</p> <p>Conrad S. What is Global History? Princeton, 2016. 1 Chapter. (Open Access https://press.princeton.edu/titles/10748.html)</p> <p>Travelling Chronicles: News and Newspapers from the Early Modern Period to the Eighteenth Century / edited by Siv Gøril Brandtzæg, Paul Goring and Christine Watson. Leiden, Boston. 2018. 1,5,10 Chapters. (Open Access https://brill.com/view/title/34453?rskey=mNr4z6&result=3)</p> <p>The Corporation as a Protagonist in Global History, c. 1550-1750 / edited by William A. Pettigrew and David Veevers. Leiden, Boston. 2018. Part 2. (Open Access https://brill.com/view/title/39482?rskey=z8gjKP&result=1)</p> <p>Дополнительная</p> <p>John Lewis Gaddis, The Landscape of History: How Historians Map the Past(Oxford: Oxford University Press, 2002), 1–16.</p> <p>George S. Painter, “The Idea of Progress,”American Journal of Sociology</p>

	<p>28, no. 3 (November 1922): 257–282.</p> <p>Gregory Freeze, “Russian Orthodoxy: Church, People and Politics in Imperial Russia” in <i>The Cambridge History of Russia: Volume 2, Imperial Russia, 1689–1917</i>, edited by Dominic Lieven (Cambridge: Cambridge University Press, 2006), 284–305.</p> <p><i>Sacred stories: religion and spirituality in modern Russia</i> / edited by Mark D. Steinberg and Heather J. Coleman. Indiada University Press, 2007. 1 Chapter.</p> <p>Eugene Huskey, “A Framework for the Analysis of Soviet Law,” <i>Russian Review</i> 50, no. 1 (January 1991): 53–70.</p> <p>Judith Pallot, “The Gulag as the Crucible of Russia’s 21st-Century System of Punishment,” <i>Kritika: Explorations in Russian and Eurasian History</i> 16, no. 3 (Summer 2015): 681–710.</p> <p>John Reed, preface for <i>Ten Days That Shook The World</i> (1919): [https://www.marxists.org/archive/reed/1919/10days/10days/preface.htm]</p> <p>Yuri Slezkine, <i>Arctic mirrors: Russia and the small peoples of the North</i> (Ithaca: Cornell University Press, 1994), 131–186.</p> <p>Robert Daniels, “Stalin’s Cultural Counterrevolution,” in <i>The Rise and Fall of Communism in Russia</i> (New Heaven: Yale University Press, 2009), 227–243.</p> <p>Eleonor Gilburd, “Picasso in Thaw Culture,” <i>Cahiers du Monde russe</i> 47, no. 1–2 (January–July 2006): 65–108.</p> <p>Eva Cockroft, “Abstract Expressionism: Weapon of the Cold War.” <i>Artforum</i> 12, 10 (1974): 39–41.</p> <p>Susan Reid, “Cold War Binaries and the Culture of Consumption in the late Soviet Home,” <i>Journal of Historical Research in Marketing</i> 8, no. 1 (February 2016): 17–43.</p>
Преподаватели	Е.А. Кочеткова, К.А. Чунихин, П.М. Демченко

Course Syllabus

Title of the course	<u>History</u>		
Title of the Academic Programme	International Business and Management		
Type of the course	Core		
Prerequisites	Advanced command of English		
ECTS workload	4		
Total indicative study hours	Directed Study	Self-directed study	Total
	54	98	152
Course Overview	<p>The course examines key developments of Russian and global history combining national, transnational, and global perspectives. Upon completion of the course, students will have a deep understanding of economic, social, cultural, and political development of Russia within a global context from the 18th century up to date. The course also empowers students with major method for researching into history and social sciences. The course explores crucial themes, such as capitalism, socialism, and economic development; modernization and modernity; the Russian revolution; culture and politics during the Thaw; Cold War interactions across the Iron Curtain; religion in Russia; judiciary history of the Soviet Union; and nostalgia for the Soviet. The methodological composition of the course uniquely combines traditional and innovative methods of learning teaching, and includes lectures; seminar discussions of relevant scholarship; group and individual research projects.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • Introduce students to key research works on Russian and global history and develop their abilities to evaluate critically research performed by others. • Provide students with an overview of key events, political, cultural and economic processes of Russian and global history. • Provide students with methodologies required for research and basic competences and knowledge. 		
Teaching and Learning Methods	<p>The course combines traditional and innovative methods of teaching and learning. Seminar activities require reading of suggested texts and active participation in class discussions. As a final project, each student will present a paper within final project session. Papers should explore an object of nostalgia. Focusing on things from the past, students will analyze former and contemporary meanings of objects created during previous epochs of Russian history. Themes of presentations should be discussed with tutors in advance. It is also possible to present a paper on a scholarly theory of nostalgia, instead of exploring a particular object. Those willing to make a presentation on a theory of nostalgia should approach tutors to inquire about a relevant text. A successful presentation should be a ten- to fifteen-minute oral report on a suggested topic.</p>		

Reports should be accompanied with Power Point presentations.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Introduction: Russian history in global perspective	12	2	4	6
2	Economic developments, modernization and modernity in Russian history, 18-20 centuries	4	2	0	2
3	The problems of innovations in Russia	4	2	0	2
4	Russian revolution and the world	4	2	0	2
5	Between totalitarianism and democracy: political changes in Russian history	4	2	0	2
6	Cold War Tensions and Cooperation	4	2	0	2
7	Pollution and Protection: Russian Economic and Environmental History	4	2	0	2
8	Urban developments: Diversity of urban life	4	2	0	2
9	Soviet in/and Post-Soviet: Continuities and Disruptions	10	2	0	8
10.	Religion in Russia	12	0	4	8
11.	Justice in Russia	12	0	4	8
12.	The Russian Revolution	12	0	4	8
13.	Stalinism	12	0	4	8
14.	Culture and Politics during the Thaw	12	0	4	8
15.	Cold War Interactions	12	0	4	8
16.	Final Project: Objects of Nostalgia	32	0	8	24

Total study hours	152	18	36	98
Indicative Assessment Methods and Strategy	<p>At the end of the course students pass an oral exam with preliminary circulated questions related to the themes of the course.</p> <p>The final grade is equally made up from class activities and oral exam.</p> <p>50 % seminars (60% attendance + 40% final project) + 50 % exam</p>			
Readings / Indicative Learning Resources	<p>Mandatory:</p> <p>Neal L. The Integration and Efficiency of the London and Amsterdam Stock Markets in the Eighteenth Century // <i>The Journal of Economic History</i>, Vol. 47, No. 1 (Mar., 1987), pp. 97-115.</p> <p>Barbieri K., Levy J. S. Sleeping with the Enemy: The Impact of War on Trade // <i>Journal of Peace Research</i>, Vol. 36, No. 4, Special Issue on Trade and Conflict (Jul., 1999), pp. 463-479.</p> <p>Ojala J. Approaching Europe: The merchant networks between Finland and Europe during the eighteenth and nineteenth centuries // <i>European Review of Economic History</i>, Vol. 1, No. 3.</p> <p>Optional:</p> <p>George S. Painter, "The Idea of Progress," <i>American Journal of Sociology</i> 28, no. 3 (November 1922): 257–282.</p> <p>Eugene Huskey, "A Framework for the Analysis of Soviet Law," <i>Russian Review</i> 50, no. 1 (January 1991): 53–70.</p> <p>Frazier I., John Reed's Unblinking Stare // <i>The American Scholar</i>, Vol. 71, No. 3, pp. 29-39.</p> <p>Clark W. A., The Ryutin Affair and the "Terrorism" Narrative of The Purges // <i>Russian History</i>, Vol. 42, No. 4 (2015), pp. 377-424</p> <p>Eleonor Gilburd, "Picasso in Thaw Culture," <i>Cahiers du Monde russe</i> 47, no. 1–2 (January–July 2006): 65–108.</p> <p>Silina M. The Struggle Against Naturalism: Soviet Art from the 1920S to the 1950S // <i>Canadian Art Review</i>, Vol. 41, No. 2, The Nature of Naturalism: A Trans-Historical Examination, pp. 91-104.</p>			
Indicative Self- Study Strategies	Type	+/-	Hours	
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+		
	Assignments for seminars / tutorials / labs			

	E-learning / distance learning (MOOC / LMS)		
	Fieldwork		
	Project work	+	
	Other (please specify)		
	Preparation for the exam	+	
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	Power Point presentations, projector		
Course Instructors	Dr Elena Kochetkova, Dr Kirill Chunikhin, Pavel Demchenko		

Course Content

Plan of lectures:

1. Introduction: Russian history in global perspective
2. Economic developments, modernization and modernity in Russian history, 18-20 centuries
3. The problems of innovations in Russia
4. Russian revolution and the world
5. Between totalitarianism and democracy: political changes in Russian history
6. Cold War Tensions and Cooperation
7. Pollution and Protection: Russian Economic and Environmental History
8. Urban developments: Diversity of urban life
9. “Soviet in/and Post-Soviet: Continuities and Disruptions”

Seminars:

Week 1: Introduction to the Discipline of History

Week 2: Religion in Russia

Week 3: Justice in Russia

Week 4: The Russian Revolution

Week 5: Stalinism

Week 6: Culture and Politics during the Thaw

Week 7: Cold War Interactions

Week 8–9: Final Project: Objects of Nostalgia

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation			*	
	Project			*	

	In-class Participation				
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				
Summative Assessment	Exam			*	

Assessment Criteria

In-class Participation

Students are to cover all the weekly readings. 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. Attendance of lectures is also important for successful completion of the course.

Self-study work

The student needs to clearly understand that independent work is not just a mandatory requirement, but a prerequisite for obtaining knowledge of the discipline and the development of competencies necessary for future professional activities.

Independent work is carried out for the purpose:

- systematization and consolidation of theoretical knowledge obtained in lectures;
- deepening and expanding theoretical knowledge;
- formation of skills to use normative, legal, reference documentation and special literature;
- development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- Formation of independence of thinking, abilities to self-development, self-improvement and self-realization;
- formation of practical (general and professional) skills and abilities;
- development of research skills;
- acquiring skills of effective independent professional (practical and scientific-theoretical) activity.

There are two types of independent work in the educational process:

- auditorium;
- extracurricular.

Auditor independent work in the discipline is carried out at training sessions under the direct supervision of the teacher and on his behalf.

Outside auditor independent work - planned educational work of students, carried out outside auditor's time on the task and with the guidance of the teacher, but without his direct participation.

Independent work, which is not provided for by the curriculum of the discipline, revealing and specifying the content, is carried out by the student proactively, in order to implement their own educational and scientific interests.

For more effective performance of independent work on discipline the teacher recommends sources for work, characterizes the most rational technique of independent work, demonstrates earlier executed by students of work, etc.

Types of tasks for extracurricular independent work, their content and nature can have a variable and differentiated character, take into account individual characteristics of the student.

Independent work can be carried out individually or by groups of students online and in the classroom, depending on the purpose, scope, specific subjects of independent work, level of complexity.

Control over the results of extracurricular independent work is carried out within the time limit set for mandatory training in the discipline at the seminar or control classes.

Oral exam:

To complete the course, the students pass an oral exam. The exam is designed to check students' knowledge of the themes discussed at the course. Each student gets two questions from preliminarily circulated list of questions. The reply should have a clear argument and demonstrate a deep knowledge of historical context. Sample questions are given below. Course Instructors may have questions to the student. These answers will affect the students' marks both up and down.

- What is global history?
- Religion in Russia
- Modernization and modernity in Russian history
- Revolution of 1917
- Stalinism as a phenomenon
- Cold War: between tensions and cooperation
- Paths of perestroika
- Nostalgia for the "Soviet"

Projects

Students have to present their own projects. The projects have to be made in groups of 4-5 students. The main purpose of the project is to develop and train students' skills of observation, investigation, original thinking and proper presentation. Also they have to demonstrate the knowledge and understanding of the seminar literature and include it onto the analysis. The presentation of the project has to involve all of the participants of the projects, as well as preparation of it. The common theme for the projects is "Nostalgia". Because of plenty varieties the certain theme of the project is coordinated with the course instructors, but it ought to be connected to some commemorated matters in the past, which one has some impact on our life (for example the sales of souvenir stuff with imperial of soviet symbols, or some memories of the past located). Moreover

In-class Participation

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

Project Work

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

Oral Exam

Grades	Assessment Criteria
«Excellent»(8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good»(6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory»(4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgment include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail»(0-2)	Fails to demonstrate any appropriate knowledge.

Recommendations for students on how to organize independent research work/recommendations for projects:

Self-study is organized in order to:

- Structure theoretical knowledge received at lectures;
- Extend theoretical knowledge;
- Learn how to use professional literature;
- Develop cognitive and soft skills: creativity and self-sufficiency;
- Enhance critical thinking and personal development skills;
- Develop research skills;
- Obtain skills of efficient independent professional activities.

Students work in small groups of five – six persons. In groups, the students discuss the theme, choose an object for nostalgia and discuss the plan of the presentation, and define the individual work/tasks. In groups they make a plan for a presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance. Then each work individually. Each student should look for relevant resources for making a presentation, define relevant methods for self-study and demonstrate own past experiences. To follow, the students discuss their findings together and make a presentation.

The structure of the presentation:

- title page – the theme and names of the presenters
- content – outline of main sections of the presentation
- main slides
- conclusions

Students should supply the presentation with illustrations.

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

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

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