Course descriptor

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| Title of the course | Applied History in Area Studies: the Baltic Region |
| Title of the Academic Programme  | Applied and Interdisciplinary History «Usable Pasts» |
| Type of the course[[1]](#footnote-1) | Optional |
| Prerequisites | -command of English-basic knowledge of global history |
| ECTS workload | 4 |
| Total indicative study hours | Directed Study | Self-directed study  | Total |
| 38 | 114 | 152 |
| Course Overview | This course is devoted to the history of the Baltic Sea Region. The course is structured in an interdisciplinary manner, combining the methodology of historical science, international relations, geography, nationalism, environmental and cultural studies. The classes are viewed on a chronological and thematic basis and cover the political, social, economic and cultural processes of the past regions. The course will allow students to analyze global and transregional trends from a regional perspective, as well as to identify different points of view and interests of interethnic, state and local actors. In addition, students will learn how to apply different theoretical models in the study of regional economic, political and environmental phenomena and processes. The course covers topics such as the Viking Age, the Baltic region in the Middle Ages, the state and resources in the early modern era, political transformations in Scandinavia, the Napoleonic wars and their significance for the region, colonization and decolonization, environmental development in the Baltic States, world wars and the Cold War in the history of the region. Covering a wide chronological and thematic field, the course provides an opportunity to highlight the key processes in the history of the Baltic regions. |
| Intended Learning Outcomes (ILO)[[2]](#footnote-2) | Upon completion of the course students should gain the following outcomes: Is able to reflex (evaluate and rework) the learned scientific and activity methods (УК-1)Is able to create new theories, invent new ways and tools of professional activity (УК-2)Masters new research methods independently , changes the scientific and production profile of his/her activities (УК-3)Is able to improve and develop his intellectual and cultural level, to build a trajectory of professional development and career (УК-4)Is able to work with information: identify, evaluate and use information from a variety of sources for scientific and professional purposes (including with a systematic approach) (ОПК-1)Is able to analyze historical sources, scientific texts and reports, to review scientific literature in Russian and foreign languages (ОПК-2)Is able to present historical information in a scientific and popular form (ОПК-3)Is able to create and edit scientific and popular texts, to present complex historical information in a publicly accessible form (ОПК-4)Capable of conducting independent research, including problem analysis, setting goals and objectives, identifying the object and subject of research, choosing the mode and methods of research, and assessing its quality (ОПК-7)Is able to conduct independent fundamental and applied research using classical and modern methodology, analysis of problems, setting goals and objectives, selection of the object and subject of research, choice of research mode and methods, as well as assessment of its quality (ПК-1)Is able to analyze and propose scientific interpretation of historical events in their interrelation in accordance with the requirements of modern historical science (ПК-2)Is able to take part in scientific polemics in oral and written form (ПК-4)Is capable of extracting, selecting and structuring information from a variety of types of sources according to professional objectives (ПК-7) |
| Indicative Course Content |

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| № | Topic / Course Chapter | Total | Lectures | Tutorials | Self-directed Study |
| 1 | Pre-Viking and Viking World | 14 | 2 | 2 | 10 |
| 2 | Baltic Space in Middle Ages | 14 | 2 | 2 | 10 |
| 3 | Early Modern Scandinavia: State and resources | 14 | 2 | 2 | 10 |
| 4 | Early Modern Scandinavia: Society and Confession | 14 | 2 | 2 | 10 |
| 5 | Scandinavia in 17-18th cc.: From Swedish Baltic Hegemony to Gustav III Murder | 16 | 2 | 2 | 12 |
| 6 | Scandinavia in Napoleonic Wars | 12 | 0 | 2 | 10 |
| 7 | Dynamic borders and conflicts of heritage and memory in the Baltic. | 14 | 2 | 2 | 10 |
| 8 | Projections of Power and representations of the Baltic Landscape | 14 | 2 | 2 | 10 |
| 9 | The Baltic World through a long-term perspective | 14 | 0 | 2 | 12 |
| 10 | Conflicts in the Baltic Sea region: Inner Affairs and International Contradictions | 14 | 2 | 2 | 10 |
| 11 | Facets of identity – the Baltic Sea region and beyond Theories of identity. Baltic identity in the 20th century | 12 | 0 | 2 | 10 |
| Total |  | 152 | 16 | 22 | 114 |

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| Teaching and Learning Methods | The course is based on traditional methods of teaching and combines traditional lectures and seminars. Seminar activities require reading of suggested texts and active participation in class discussions. |
| Indicative Assessment Methods and Strategy | * Assessment

Students’ final grade will consist of:Class attendance and engagement: 40 %Written Exam: 60%* Guidelines for Knowledge Assessment

Students are expected to attend both lectures and seminars, to regularly do their homework reading and study according to the lists of sources provided by the lecturer. The resources for this class are the primary sources, research literature, lectures, etc. On seminars, students are expected to take active part in the discussion and demonstrate knowledge of the content of lectures and readings. Seminar discussions are based on the previously given readings, and fragments of sources introduced by the teacher and analyzed collectively by the class. Attendance and levels of participation in class discussions during the seminars influence the final grade. If the student misses more than 20% of class meetings, additional assignment can be provided. In the end of the course students submit an essay. The grade will be composed of attendance, class participation, and an essay. The final grade is drawn on the 10-grades scale. The final grade’s composition will be the following: attendance and class participation (60%), essay (40%). O stands for “grade”. The formula for the final grade (O final) is the following: O final = 0,6O attendance + 0,4O essay. |
| Readings / Indicative Learning Resources[[3]](#footnote-3) | Mandatory:1. Lee, John W. I., and Michael North. *Globalizing Borderlands Studies in Europe and North America. Borderlands and Transcultural Studies*. Lincoln: University of Nebraska Press, 2016 (Ch. 3, 11)

Optional:1. Blomkvist, Nils. Discovery of the Baltic: The Perception of a Catholic World System in the European North. BRILL, 2004, Ch 1, 4.
2. Bucas, Jurgis et al., “Minding Our Manors: Lithuanian Heritage at Risk.” *The Public Historian* 30 (Fall 2008): 35-58.
3. Clemmesen, Michael et al. *Northern European Overture to War, 1939-1941 : From Memel to Barbarossa.* BRILL, 2013. Ch. 1-2.
4. Frandsen, Karl-Erik. *Last Plague in the Baltic Region, 1709-1713.* Copenhagen: Museum Tusculanum Press, 2010. Intro, part 2.
5. Galbreath, David et at. *Continuity and Change in the Baltic Sea Region : Comparing Foreign Policies*. Editions Rodopi, 2008. Ch. VI.
6. Lane, Thomas, et al. *The Baltic States: Estonia, Latvia and Lithuania*, Routledge, 2002.

Oakley, Steward. *War and Peace in the Baltic, 1560-1790.* London: Routledge, 1993. 1. Räsänen, Tuomas and Simo Laakkonen. “Cold War and the Environment: The Role of Finland in International Environmental Politics in the Baltic Sea Region.” *Ambio* 36 (2007): 229–236.
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| Course Instructor | Senior Lecturer Dr. Elena Kochetkova, Prof. Adrian Selin, Ass. Prof. Alexey Kraikovski  |

1. ***Notes:***

Type of the course - core (mandatory); optional or elective. [↑](#footnote-ref-1)
2. Intended Learning Outcomes (ILO) - for the academic programmes which are exposed to international accreditation or other forms of external evaluation, the list of ILO must be complemented with “Mapping of Programme and Course/module learning outcomes”. [↑](#footnote-ref-2)
3. Indicative Learning Resources - to be filled either in the Course descriptor or in the Course Syllabus. [↑](#footnote-ref-3)