

**Приложение**  
**к рабочей программе учебной**  
**дисциплины/ модуля, реализуемой на**  
**английском языке**



**EU and Russia in the Arctic: History of Cultural and Political Interaction (Autumn semester program)**

Degree programme (code and name)

**Master**

Level of qualification (bachelor, master, specialist)

**Cross-border contacts, Mobility and European Identity**

Course (code and name)

ECTS credits	<i>8</i>
Workload: total/contact/independent	<i>288/36/252</i>
Duration (1 semester/ 1 year)	<i>1 semester</i>
Semester/trimester when the course is delivered (fall, spring)	<i>Fall</i>
Study place / Location (Arkhangelsk, Severodvinsk, Koryazhma)	<i>Arkhangelsk</i>
Responsible institute	<i>Institute of Humanities, Social and Political Sciences</i>
Responsible chair/ department	<i>World History Department</i>
Language of instruction	<i>English</i>
Mode of study (full time, part time)	<i>full time</i>
Type of course unit (compulsory, optional, elective)	<i>optional</i>
Mode of delivery (face-to-face, blended, distance learning)	<i>face-to-face</i>
Name of lecturer(s) / course responsible person	<i>Tatiana Teterevleva</i>

E-mail address	<i>t.teterevleva@narfu.ru</i>
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### **Course overview / general description**

The course consists of 3 parts: historical experience of border building and border crossing; security issues and borders and Arctic peoples divided and connected/joined by the borders. So, the course emphasizes the key issues of the experience of border crossing. The idea of the Arctic divided and connected/joined by the borders is taught through ethno-demographic, security and border/frontier issues.

### **Learning outcomes**

At the end of this course, the student should be able to:

- identify and discuss the key concepts of the border, border contacts and trans-borderism
- discuss the cultural and historical forces driving the formation and overcoming/crossing different types of borders
- discuss how national identity, gender, religion, and language use can shape representations of border life
- demonstrate an understanding of the ethno-demographic situation in the Arctic countries, and BEAR in particular
- have knowledge about the key features and the main stages of the Arctic and Circumpolar regions security policy and their transformation into the new international space and into field of the strategic state interests during the first half of 20th century within the globalization and regionalization context
- be familiar with the content, key stages and directions of Russian foreign policy and international relations in the Arctic and Circumpolar region.

### **Course contents**

Concept of the Border. Borders: Metaphors and Realities.

Political and Cultural Borders: Similarities, Differences, Influence.

Borders Within: Social Interaction on the Border.

Border History in the European North and Arctic.

Mapping the Border.

Security issues and borders.

The Border in News Media.

Crossing the Border: Practicalities.

Trans-border contacts & trans-border mobility: the main research approaches and concepts.

Transborder contacts in the North: the main stages of development.

Language: Border, Bridge, or Barrier?

Border & Identity; Border as Identity. Border Legends, Myth & Folklore.

## Prerequisites

Completion of the Bachelor programme.

## Planned learning activities and teaching methods

The planned learning activities include:

- 1) scheduled learning activities in the form of 12 lectures and 6 seminar discussions coming to a total of 36 academic hours of education;
- 2) guided independent study (work on the selected problem and the project).

The main approach to the teaching methods is the concept of a problem- and project-based learning process.

## Assessment methods and criteria

Form of assessment	% of credit	Size of the assessment (length / duration)	Feedback method
Essay on the selected problem	20	1750 words	Written feedback, meeting with tutor
Presentation on the selected project	10	10-15 minutes, with supporting documentation of 500 words	Oral and written feedback
University-based, closed-book written examination	70	4 hr	Exam feedback

The exam grade will be on a scale from A to F, where F is a fail. The course allows the students the opportunity to re-sit their examination in the following semester.

## Assessment methods and criteria

**Research essay** (dates specified in the calendar).

The student will need to write a research essay for this class. The essay will be on a topic of your choice and the topic will be researched throughout the course. Essays will be written in different stages closely monitored by the tutor:

- 1) Topic selection and bibliography. In this first stage, the student will choose a topic and compile a bibliography. It will be necessary to justify your choice of topic in the context of the course. The student will also need to explain what he/she expects to learn and which questions is trying to answer by researching and writing this essay. (5% of final grade for the essay)

2) Draft and peer evaluations. The student will share a draft of the essay with an assigned peer and become a peer reviewer for one of classmates in turn. Peer reviewers will provide comments on content and organization, and will highlight passages and/or arguments that are difficult to follow or understand in order to exchange approaches and ideas (45 % of final grade)

3) Final version. You will need to turn in a final version of the essay after reading comments and suggestions. (50 % of the grade)

**Oral report.** All students in the class will have to prepare an oral report on an assigned topic. All students will need to turn in a Power Point version of the report.

**Exams.** University-based, closed-book written examination The topics covered by the exam will specified in the course.

**Participation.** Class participation is essential in the form of contributions to class discussions. Such contributions will be evaluated as to quantity and quality. Written homework assignments are designed to help you think critically about the course's readings before coming to class. They will involve reading the assigned texts and answering specific questions about them. They will serve as the base for oral participation and discussion in class. They will also serve as a guide for the kinds of questions you should be asking yourself when preparing for exams and the research essay. Due to the interactive nature of this course, this may be the element most crucial to the students' interest and, therefore, to the class's success.

### **Mandatory and recommended reading**

To be provided later.