

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF RUSSIAN HISTORY

PHD PROGRAM

Наименование дисциплины: «HISTORIOGRAPHY»

Recommended for specialization

46.06.01 – Historic Sciences and Archeology
(07.00.15 - History of International Relations and Foreign Policy)

Graduates' qualification (degree):

Researcher. Lecturer-Research

COURSE SYLLABUS AND STUDY GUIDE

1. Course objectives:

The purpose of the discipline is the formation of knowledge about the features of the development of foreign historiography in Russia, Europe and the United States on the history of international relations.

The main tasks to be solved in the process of studying the course are:

- Identify the main trends of foreign historiography, outline the main concepts, assess their real contribution to science, show their dignity and inevitable shortcomings;
- To familiarize students with the concrete historical works of historiography on international relations, to demonstrate their achievements in terms of the reconstruction of historical reality and the weak points of research;
- Conduct a comparative analysis of the main provisions of foreign studies on key issues of national history in comparison with the main provisions of Soviet and modern Russian historiography.

2. Course targets: introduce graduate students to the Russian and foreign historiography on the history international relation; acquire the skills of the independent expert studies and presentations, as well as the preparation of analytical materials. During this course graduate students will acquire the skills of self-analyst, ready to participate in various Russian and international competitions and projects.

COURSE PREREQUISITES

3. Learning outcomes:

Education process is focused on the formation of the following competences:

<i>General professional competences</i>	
the ability to independently carry out research and development in respective professional field using modern research methods and information and communication technologies	GPC-1
<i>Professional competences</i>	
The ability to isolate and analyze, using the methods of the system, comparative and interdisciplinary analysis, the basic laws of the world historical process, the development of civilizations and historical eras, regions, countries	PC-1
possession of skills and of finding new thinking and rethinking of previously known facts, processes, phenomena, trends in the historical processes	PC-5
knowledge of methods of formation of skills of independent work, professional thinking and the development of creative abilities; the ability to formulate and solve advanced research and applied problems; possession of the techniques and methods of conducting scientific debate	PC-7
ability to navigate the current trends of world development, global geopolitical processes, understanding their perspectives and possible consequences for Russia	PC-8

As a result of studying under current program graduate student should:

Know:

- The main lines of Russian and foreign historiography in the study of history of international relations;
- The main stages of formation and development of the system of international relations in foreign historiography;
- Key issues and features of historiography of history of Russia's development in the system of international relations.

Be able to:

- Put the issue to develop the project (structure, methodology, etc.) the holistic scientific research;
- Critically analyze, to evaluate and to be prepared for the synthesis of new complex ideas;
- Communicate in a dialogue format with their colleagues, the scientific community and society in general on issues related to the scope of its specialization;
- To locate, evaluate and use information from different sources, necessary for solving scientific and professional problems;
- Freely navigate foreign literature on the Russian history of international relations;
- To conduct analytical processing of the collected factual material;
- Be able to conduct research, including the analysis of the problems, setting goals and objectives, the selection of the object and subject of the study, the choice of method and research methods, as well as an assessment of its quality; be able to use specific concepts, methods, techniques and tools in the study of foreign historiography on the history of Russia in international relations;
- To be able to summarize and draw conclusions from the work done, including in the form of presenting scientific reports;

Master:

- Methods of systemic analysis applied to international problems;
- Skills to work with the Data bases on the subject of research,
 - Methods of work with foreign scientific literature;
- The basics of the application of computer and information technologies in the scientific work;
- Independent work skills;
- The skills of the comparative analysis of foreign scientific literature;
- Skills for further learning and self-study.

4. Course workload and academic activities:

The course total workload is 2 credit hours.

Varieties of study	Total hours	course
		2
Class hours (total)	28	28
Including:		
Lectures	16	16
Practicum (P)	-	-
Seminars (S)	12	12
Laboratory work (LW)	-	-
Independent work (total)	17	17
Control	27	27
Course project (work)	-	-

Calculative and graphics work	-	-
Structural abstract		
<i>Other types of independent work</i>		
Types of midterm attestation (attestation, examination)	Attestation	Attestation
Total labor intensity	Hours	72
Credits		2

5. Course content

5.1. Content per units

Pre-revolutionary Russian historiography of international relations.	The main features and directions of the Russian pre-revolutionary historiography of international relations. Conservative, liberal and radical directions of historiography. Polemics about the foreign policy course of Russia in the legacy of Russian thinkers of the XIX century. Foreign policy concepts of Russia in the estimates of historians and socio - political figures of the XIX-early XX centuries.
The formation and development of Soviet historiography of the international relations in the years 1918-1945.	The main features of the development of historical science in the 1920s-1930s. Sosa-existence of the two trends in the development of national historiography of traditional Russian and Marxist-Leninist. Historical logs. The transformation of the social sciences into an instrument of the Party and state leadership, propaganda and agitation. Form-ing party-state control of the historical science. The nature of relations between the two areas of historical science. Scientific problems of pre-revolutionary and Marxist historical science. MN Intercession of the foreign policy of the Soviet Russia. EV Tarle.
Domestic historiography of international relations in the second half of the XX century.	Problems of methodology and research on the history of international relations. Influence of the Second World War on the research work of Soviet historians of international relations. Strengthening the influence of Stalinism on the historical science in the postwar period. The struggle against cosmopolitanism and bourgeois science. The impact of the XX Congress of the CPSU and the "Khrushchev thaw" in the development of Soviet historiography of international relations. Increased research perspective. The policy of "perestroika" and "glasnost", posing the problem of Stalinism and its negative impact on Soviet foreign policy. Influence of political pluralism in the division of historians.
French historiography of international relations during the second-half of the XX century – beginning XXI century.	Terms of historiography in France after the Second World War. "Annales" school. Fernand Braudel. Features of the methodological approach of Fernand

	Braudel: the opposition of sustainable patterns of rapidly changing events and different "speed" of historical time. P. Renouvier and J.-B. Dyurozel - the idea of the need to shift from the traditional "diplomatic history" to the full and broad "international relations history."
Historiography of International Relations in the UK the second half of the XX century– beginning XXI century..	Terms of the historiography of the international relations and foreign policy of the United Kingdom after the Second World War. Theoretical and methodological foundations of British historiography of international relations. The main directions of foreign policy historians Be-Britain. The liberal direction. Conservative direction. Revisionist direction.
The historiography of the international relations of Germany.	Trends in the development and main areas of historical science. The Organization of historical research. The conservative trend of the 1950s. F. Fisher. Heidelberg School B. End. Marburg school. Co-socio-critical school. The concept of German history G.-U. Wohler. Making neoistorizma. The problem of the study of National Socialism. Historical science after the reunification of the two Germanys.
Italian historiography of international relations.	Terms of historiography in Italy in the postwar period. The Organization of historical science in the late 1940s-1980s. Historiographical trends and schools. Changes in the subject of research. Historiography of Fascism. The historiography of the Resistance. The search for new research approaches. The current state of the historiography of international relations-between.
The historiography of the international relations in the United States in the second half of the XX century– beginning XXI century..	US Terms of historiography in the middle of the 1940s-1990s. Methodological changes in the historiography of international relations-tions and US foreign policy. Decline progressivist direction. The theory of "concerted interests." Conservative direction. Neoliberal istoriografiya. Teoreticheskie methodological changes. Radical-democratic trend. "The new science of history." Neo-conservatism. Radical-democratic trend.

8. Technical Support Requirements

We use only licensed software, installed in the People's Friendship University. This includes the package of Microsoft Office programs and specialized software Sound Forge, Cool Edit, Adobe PhotoShop, Adobe Premier.

9. Web-sites, data base and search engines

The Governance World Watch <http://www.unpan.org/>
World Citizen Web <http://www.worldcitizen.org/>

International Studies Association (ISA) <http://www.isanet.org/>

Scientific periodic

Foreign Affairs <http://www.foreignaffairs.org/>

Foreign Policy <http://www.foreignpolicy.com/>

World Politics http://www.muse.jhr.edu/journals/world_politics/

10. Academic, methodological and informational support for the course

Main readings

1. Baylis J., Smith S. and Owens P. The globalization of world politics: an introduction to international relations.- Oxford: Oxford University Press, 2014.
2. Brown C. and Ainley K. Understanding international relations. - London: Palgrave Macmillan, 2009.
3. Viotti, Paul R., and Mark V. Kauppi. International Relations Theory. 4th ed. New York: Prentice Hall, 2009.

Additional readings

1. Dalacoura K. The 2011 uprisings in the Arab Middle East: political change and geopolitical implications // Chatham House. International Affairs. 2012. - http://www.chathamhouse.org/sites/default/files/public/International%20Affairs/2012/88_1/88_1_dalacoura.pdf

11. Course Studies Recommendations

Preparation and active seminar work.

The ability to lead a discussion is evaluated on the following criteria:

- The degree of correctness with respect to the opponent, respect of scientific ethics;
- The ability to clearly and successfully express thoughts in writing and by oral response;
- Justified representation of the proper position, the ability to analyze, compare, generalize, make own conclusions;
- Creativity, originality of thought;
- Material ownership level, the volume and depth of knowledge of the problems that go beyond their own research concerning patterns of world history, the characteristics of the evolution of the modern system of international relations, topical issues of world politics.

Independent work of post-graduate students

One of the urgent problems of modern methods of teaching undergraduate and graduate students - the orientation of the entire educational process on an active independent work of students, creation of conditions for their self-expression and self-development.

The purpose of individual work is to develop the capacity for self-training and raising the professional level of a graduate student.

With the development of the discipline used combinations of various types of educational work with the methods and forms of activation of digital activity of graduate students to achieve the learning outcomes and form respective competences. It is assumed independent study of graduate students theoretical material discipline using Internet resources, information databases, teaching materials, special educational and scientific literature. Independent work of a graduate student, aimed at deepening and reinforcement of knowledge and the development of practical skills, suggests:

- Post-graduate work with historical and historiographical material, search and analysis of literature and electronic sources of information on a given issue;
- Homework, involving materials of thematic information resources;
- The study made by an independent elaboration;
- Study of theoretical material to prepare for the competition.

Basic requirements for creative work or an abstract:

Contemporary theme, its scientific novelty, consistency, coherence and consistency of presentation, scientific style and language, self-study material (validation of the electronic version of the work in the system "Anti-plagiarism").

Abstract structure:

- Theme of the essay and its choice. The subject should be properly formulated, it is necessary to determine the chronological framework of the study, which should not be too wide or too narrow in the abstract title. It should, if possible, refrain from using the title in controversial from a scientific point of view, the terms of value judgment.
- Table of Contents. Immediately after the title page table of contents should proceed. The abstract shall consist of four parts: introduction, main body (it can consist of several chapters), conclusions, list of sources and literature.
- Essential requirements for the introduction. The introduction should include a brief justification for the relevance of the essay topics that can be related to the underdevelopment of the question in science, as well as numerous discussions and debates on the issues under consideration. In this part of the work must include an assessment of the degree of scrutiny and the problems of development are highlighted object and subject of research, set goals and objectives that characterize the state of the sources and historiographical research base. The volume of administration is typically 2-3 pages of text.
- Requirements for the main body of the essay. The main part of the essay contains material disclosing the subject of the study. It is necessary to pay attention to the validity of the distribution of the material into chapters and paragraphs, the ability to formulate their names, by observing the logic of the material. The author should reflect his own opinion on the issues studied and formulate their own conclusions,
- Requirements for the conclusion. Conclusion – part of the work, where general conclusions are formed, attention is drawn to the fulfillment of the introduction goals and objectives, here it is appropriate to give a forecast for the studied problem. Total volume for the conclusion - 2-3 pages.
- The main requirements to the list of sources and literature. It is advised to divide it into 2 parts: the sources and literature. The list is built in alphabetical order, are separate publications in foreign languages. You must specify the place of publication, publisher name, year of publication, number of pages.

The abstract should contain a sufficient number of footnotes. The text of the abstract should be typed font Times New Roman, 14, single or one and a half line spacing. A4 page settings should be standard. The total volume of the abstract shall not be less than 20 or more than 30 pages.

Academic honesty

Plagiarism and copy right violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

Recommendations for teachers

The course includes 15 the most important items that cover the major current issues within the field of the history of international relations. It offers to study history of international relations on the subject of analyzing Russian place in it. Each item include the lecture synopsis, references list, questions, sources to prepare for classroom activities. Additional activities comprise case studies and project work. As far as the lecturing stage is concerned the teacher recommended to look through the sources listed in the reference section to be ready to provide additional comments on students' questions and remarks during the lecture itself. It is also recommended to coordinate the module material with the previous studies. The course favors the lecture and discussion combination.

Students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits. In this case the teacher is recommended to identify the reasons for the student's interest and consult him or her on possible basic sources. The teacher should focus the students' attention that all kind of activities require students' prior self-studies.

Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. To keep students aware of the everyday progress the teacher is recommended to mark and grade students' activities after each session.

The teacher should draw students' attention to the midterm and final assessment forms and contents in advance for students to be able to gradually enhance their knowledge.

Recommendations for students

The course includes 16 the most important items that cover the major current issues within the field of history of international relations on the subject of analyzing Russian place in it. The student is recommended to look through the contents at the course start to identify the overall learning prospective and goals.

Each item include the lecture synopsis, references list, questions for revision, sources to prepare for classroom activities. Students are recommended to look through the lecture synopsis in advance and identify those matters that seem not to be clear enough, to address the questions at the lecture itself.

Additional activities comprise case studies and project work. The students are expected to accumulate their previous knowledge. The students should focus their attention on the reference list that covers the basic reading, and on the sources for further classroom activities. The students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits of the module content scope. In this case the teacher will consult him or her on possible basic sources for further individual studying.

The students should understand that all kind of activities within the course studies require students' prior individual learning, including reading, analysis and synthesis through the information under study processing. The students are recommended to plan their participation in classroom discussions by arranging a list of possible questions or suggestions on each topic specified for classroom presentations and discussion. Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. The students are recommended to follow their progress evaluation and should check how the teacher marks and grades students' activities after each session. The students are recommended to pay their attention to midterm and final assessment forms and contents in advance, thus preparing step by step to controlling new knowledge appropriation and enhancement.

12. *Materials for assessment of the level of the discipline mastery "Historiography" (estimated materials), their formations including the list of competences with the indication of stages, the description of indicators and criteria of estimation of competences at various stages of their formation, the description of scales of estimation, standard control tasks or other materials necessary for assessment of knowledge, abilities, skills and (or) experience of activity, competences of process of development of the educational program characterizing stages of formation, the methodical materials defining procedures of estimation of knowledge, abilities,*

skills and (or) experience of activities characterizing the stages of competence formation are developed in full and are available for trainees on the discipline page in TUIS RUDN.

Developer

Dr, Associate Professor E.V.Linkova

Head of Department

Theory and History of International Relations

A handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

D.Degterev