

**Texas A&M University-Central Texas**  
**HIST 5342 Selected Topics in European History: Russia in the Arctic**  
**Eight (8) Weeks Online Course**

**Instructor and Contact Information**

**Instructor:** Dr. Cadra Peterson McDaniel

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**Office Hours:** By Appointment Only

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**Mode of Instruction and Course Access**

This course is an online course with all information and assignments posted on Canvas.

Students will be submitting all assignments via Canvas.

**Student-Instructor Interaction**

If students have any questions about the class or assignments, they should contact the instructor. Please contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email, or students may make an appointment to meet with the instructor. The instructor will respond to all email in a timely manner, usually within one (1) business day. Unless students have an assignment due on a Monday, email may not be answered on weekends. **Students should only contact the instructor via the email address listed on the syllabus. The instructor may not be aware of questions, emails, or other messages that are posted in Canvas, sent via the email feature in Canvas, or sent/posted in any other format, and thus, students may not receive a reply to these emails or messages.**

Announcements for the class will be posted on Canvas under the Announcements Section. Please check this section regularly. For all questions concerning upcoming assignments, please send all questions via email before 4:00p.m. the day before the due date. The “cut-off” time for questions allows all students an equal chance to have questions answered before the due date.

## **Emergency Warning System for Texas A&M University-Central Texas: SAFEZONE**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in.

If you would like more information, you can visit the [SafeZone](#) website

[[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:  
[iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]  
[Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)  
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. [{name}@tamuct.edu](#))
3. Complete your profile and accept the terms of service

## **Course Information**

### **Course Description**

Research and writing on selected topics in European history. May be repeated for credit when topics vary. This specific course will examine the historic and contemporary importance of the Arctic to Russia.

### **Overall Course Objective**

After successfully completing the course, students will be able to analyze the reasons for the Arctic's historic and contemporary importance in Russian culture, economics, and politics.

### **Student Learning Outcomes (SLOs)**

After successfully completing the course, students will be able to

1. Analyze Russian rulers' and leaders' as well as other statesmen's and scholars' perceptions of the Arctic, especially the Russian Arctic.
2. Examine various Russian rulers' and leaders' changing and constant approaches to the Arctic.
3. Review the influence of Russia's historic perceptions of and actions in the Arctic upon contemporary policies.
4. Author original research that examines a specific facet of contemporary Russia's Arctic policy and examine the extent to which this policy is an outgrowth of previous policies.

### **Required Texts**

#### **Book**

McCannon, John. *A History of the Arctic: Nature, Exploration and Exploitation*. London: Reaktion Books, 2012. ISBN: 9781780230184.

#### **Articles and Other Online Readings**

Articles, without a URL, are available via EBSCOHOST or JSTOR on the University Library Website. Articles and other texts are listed in the order to be read.

Sorokina, Anna. "Where Can You see Russia's Most Stunning White Nights? (Photos)." June 7, 2020. *Russia Beyond*. <https://www.rbth.com/travel/332288-white-nights-russia>

Mackinder, H. J. "The Geographic Pivot of History." *The Geographical Journal*, 23 no. 4 (Apr. 1904): 421-437.

Hill, Alexander. "Russian and Soviet Naval Power and the Arctic from the XVI Century to the Great Patriotic War." *Journal of Slavic Military Studies*, 20 no. 3 (Jul-Sept. 2007): 359-392.

Hall, H. U. "A Siberian Wilderness: Native Life on the Lower Yenisei." *Geographical Review*, 5 no. 1 (Jan. 1918): 1-21.

Jääts, Indrek. "The Komi, Ethnic Stereotypes, and Nationalities Policy in Late Imperial Russia." *The Russian Review*, 68 no. 2 (Apr. 2009): 199-220.

"The Development of Siberia." *Journal of the Royal Society of Arts*, 57 no. 2935 (Feb. 1909): 284-285.

Zenzinov, Vladimir. "The Soviet Arctic." *The Russian Review*, 3 no. 2 (Spring 1944): 65-73.

- Hill, Alexander. "Russian and Soviet Naval Power in the Arctic, 1914-1945." *Journal of Slavic Military Studies*, 20 no. 3 (Jul.-Sept. 2007): 351-357.
- Vego, Milan. "The Destruction of Convoy PQ17: 27 June-10 July 1942." *Naval War College Review*, 69 no. 3 (Summer 2016): 83-142.
- Harrison, Katherine and Matthew Hughes. "Mushroom Clouds in the Arctic." *History Today*, 63 no. 8 (Aug. 2013): 18-20.
- Vartanov, Raphael V. and Alexei Yu. Roginko. "New Dimensions of Soviet Arctic Policy: View from the Soviet Union." *The Annals of the American Academy of Political and Social Science*, 512: The Nordic Region: Changing Perspectives in International Relations (Nov. 1990): 69-78.
- Kalemeneva, Ekaterina. "From New Socialist Cities to Thaw Experimentation in Arctic Townscapes: Leningrad Architects Attempt to Modernise the Soviet North." *Europe-Asia Studies*, 71 no. 3 (Apr. 2019): 426-449.
- Bartels, Dennis and Alice L. Bartels. "Soviet Hegemony Among Northern Peoples." *Dialectical Anthropology*, 23 no. 4 (Dec. 1998): 337-359.
- Antrim, Caitlyn L. "The New Geographic Pivot: The Russian Arctic in the Twenty-first Century." *Naval War College Review*, 63 no. 3 (Summer 2010): 14-38.
- "Russia's Chairmanship Priorities for the Arctic Council 2021-2023." Information and analytical Centre of State Commission for Arctic Development. Prepared for the Arctic Council. [Арктика приоритеты\\_англ\\_21.06.2021.pdf \(arctic-council.org\)](#)
- Basaran, Ilker. "The Lomonosov Ridge and the Overlapping Outer Continental Shelf Claim to the North Pole." *Journal of Maritime Law and Commerce*, 46 no. 1 (Jan. 2015): 1-21.
- Dams, Ties and Louise van Schaik. "The Arctic Elephant: Why Europe Must Address the Geopolitics of the High North." Clingendael: Netherlands Institute of International Relations. (November 2019): 1-12.
- Magomedov, Arbakhan. "The Russian State and the Arctic Indigenous Peoples: Is Politics Coming Back?" *Demokratizatsiya: The Journal of Post-Soviet Democratization*, 28 no. 4 (Fall 2020): 541-564.
- "Russia Gives Arctic Archipelago Clean Bill of Health Decades After Soviet Era Nuke Testing." November 23, 2018. Telegraph Agency of the Soviet Union (TASS). [Russia gives Arctic archipelago clean bill of health decades after Soviet-era nuke testing - Science & Space - TASS](#)

“Deep Trouble: Russia Finally Moves to Raise Radioactive Debris from Arctic Waters.” May 29, 2020. Radio Free Europe/Radio Liberty. [Deep Trouble: Russia Finally Moves To Raise Radioactive Debris From Arctic Waters \(rferl.org\)](http://www.rferl.org)

“Clean Up Arctic Project to Continue in Yakutia’s 3 Villages.” February 2, 2022. Telegraph Agency of the Soviet Union (TASS). [Clean Arctic project to continue in Yakutia’s 3 villages - Society & Culture - TASS](https://tass.com/culture/2022/02/02/clean-arctic-project-to-continue-in-yakutias-3-villages)

## **Course Requirements**

### **Syllabus Acknowledgement Statement**

Students need to submit a Syllabus Acknowledgement Statement indicating that they have read and understand the information in the syllabus. Students should submit the statement on Canvas. Students’ acknowledgement of this statement is worth five (5) points. If students have any questions about the syllabus, they should contact the instructor as soon as possible.

### **Importance of Writing**

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or résumé, and not a traditional classroom assignment, the writing skills developed in graduate courses will aid students in constructing a well-organized and clear letter or resume so that they make a positive first impression.

### **Student Introductions**

During the first week of class, students will need to introduce themselves on the discussion board. These introductions will aid in the formation of discussion groups, and these introductions should be two to three (2-3) sentences. In these introductions, students should include only information that relates to their scholarly interests in history. Students should not post personal information such as information about their families or hobbies. The instructor has introduced herself on the discussion board, and students should refer to her post as an example.

Posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings.

**Criteria for Student Introductions=5 points each**

Discussion of scholarly interests in history=4 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=1 points

**Book and Article Reviews**

During the semester, students will read a book and several groups of articles. Students only need to write a review for the book, John McCannon's *A History of the Arctic* and for the group of articles when they lead discussion. These reviews should be four to five (4-5) typed pages, double spaced, with one (1) inch margins, and should be typed in twelve (12) point Times New Roman Font. Students should not consult any outside sources for these reviews, but instead only base their reviews on that week's assigned reading. As students read the assigned material, they may want to take notes, and these notes will help with completing the review and discussion posts. All reviews' due dates are listed in the course schedule in the syllabus.

**Criteria for Book and Article Reviews=15 points**

Introduce clearly the author's or authors' thesis=4 points

Examine and discuss the author's or authors' use of examples to support the thesis=5 points

Overall impression of the book or articles, which may include a discussion of: the intended audience; contribution to existing scholarship; effective use of maps and/or images=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

In these reviews, no lengthy quotations will be accepted. Students may include only two (2) quotations per review, and each quotation should be ten (10) words or less. The use of more than two (2) quotations or quotations of more than ten (10) words will reduce significantly students' grades by five (5) points. The emphasis is that students paraphrase the material. When

students paraphrase the material, they have to engage critically with the material, which leads to a more thorough understanding of the text.

Also, students should keep their papers to the four to five (4-5) page limit. Papers that exceed the length limit will reduce students' grades by five (5) points. One of the objectives in graduate school is to be very specific and precise when expressing written ideas. Students should proofread their papers before the due date, and papers should be free generally of typographical errors and misspellings. Students will use correct grammar; will avoid slang terms; and will write in third person. For each review, students should have a title page, which does not count toward the required number of pages. Also, should students quote material, then they need an endnotes page. Endnotes come on a separate sheet of paper at the end of the book review. The endnotes page does not count toward the required number of pages. If a student is only paraphrasing the material, endnotes are not needed. Links are posted under the Files tab on Canvas which provide examples of a correct title page and endnote formatting according to the *Chicago Manual of Style*, 17<sup>th</sup> edition. **These reviews must be submitted on Canvas. Assignments submitted in any other format will not be accepted.**

### **Leading Discussion in a Group**

Students will be part of a group of two to three (2-3) students who will lead discussion as a group. Each group will lead discussion once this semester. For the week that a group is leading discussion, each member of the group should submit along with their review a list of ten (10) questions that address the reading(s) for the week. Discussion leaders will begin posting questions after the deadline for the review has passed. Questions should focus on the reading's (s') thesis and themes and may make connection to other readings assigned in this course. Students who are leading discussion need to check the discussion board at least once each day to respond promptly to their classmates' posts and to ask follow-up questions.

Discussion leaders may ask follow-up questions that are not part of the original set of ten (10) questions. However, discussion leaders need to ask all of their original ten (10) questions and should not ask all these questions at once. Instead, these questions should be asked throughout the week's discussion period. All students who are not leading discussion are expected to contribute to discussion.

### **Criteria for Leading Discussion in a Group=10 points**

Submission of ten (10) questions=3 points

Ask original ten (10) questions and follow-up questions as well as respond to classmates' and/or the instructor's posts throughout the entire discussion period=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

### **When Not Leading Discussions**

After the deadline for a review has passed, students will begin responding to the questions posed by that week's discussion leaders, other classmates, and the instructor. Students' posts must be composed using correct grammar, punctuation, and spelling. Students should use specific evidence from the readings to support their comments made in their discussion posts. A student's initial post should address an aspect of the reading(s) that they found to be highly informative and/or interesting. Posts should be at least one (1) paragraph of five to seven (5-7) sentences. Having unclear posts, vague posts, or very short posts will cause a loss of points for that week's discussion. Also, posts need to be written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings. If students agree or disagree with their classmates' posts, then they need to explain with specific information the reasons for this agreement or disagreement.

To receive full credit for each week's discussion, students need at least three (3) posts that follow the guidelines noted in the above paragraph. Students should check the discussion



board frequently to respond to their classmates', discussion leaders', and instructor's questions and posts. To earn the total points possible for each post, it is important that students contribute regularly throughout the week and that their posts relate to the assigned readings. Specific due dates are in the course schedule.

**Criteria for When Not Leading Discussions=7 points each**

Use of specific evidence from the readings to support comments made in posts and inclusion of student's original analysis=5 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=2 points

**The Future of the Arctic Discussion**

After concluding the various readings for the course, students will participate in a discussion concerning the future of the Arctic. In this discussion, students will outline the issue that they believe is the most pressing concern regarding the Russian Arctic. This topic may or may not be related to their research topic. For this discussion assignment, students should outline their views and use supporting evidence either from the readings or outside sources to justify their position. This post should be at least eight to nine (8-9) sentences. Students should outline their views on the development of the issue. If the issue examines a problem, students should feel free to propose a possible solution. Students may consider the role of non-Arctic factors in affecting Russia's Arctic policies. Next, students should respond to at least two (2) of their classmates' posts. In these responses, of at least five to seven (5-7) sentences, students should note if their classmates' posts prompted them to consider or reconsider the role of other issues as significant factors concerning the Russian Arctic.

**Criteria for the Future of the Arctic Discussions=9 points**

Use of specific evidence from the readings or outside sources to justify the issue as the most pressing concern facing the Russian Arctic=3 points

Responses to classmates' posts concerning issues facing the Russian Arctic=3 points

Written clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

### **Submission of Research Topic**

A major component of each student's grade will be a research paper that examines a specific facet of contemporary Russia's Arctic policy and that examines the extent to which this policy is an outgrowth of previous policies. Students may select a topic that is covered in class but are not required to do so. The discussion of research interests on the first day of class will aid students in selecting a topic. Early in the semester, students will submit a possible paper topic(s) for their research papers. Students should consider topics that appeal to their historical interests.

### **Criteria for Research Topic=3 points**

Submission of possible research topic(s)=3 points

### **Research Paper Outline and Working Bibliography**

After selecting a research topic, students will submit an outline of their entire research papers and annotated bibliographies. Students' outlines will need to address their entire papers and not solely focus on the initial sections of their papers. Examples of acceptable outline forms are posted under the Files tab on Canvas. Students should review these examples. Also, students will submit annotated bibliographies of ten to fifteen (10-15) primary and secondary scholarly sources. At least seven (7) of these sources should be primary sources. Under the Files tab on Canvas, there is a list of possible websites that may aid students in locating sources. Sources should be cited in accordance with the *Chicago Manual of Style*, 17<sup>th</sup> edition.

### **Criteria for Outline and Working Bibliography=20 points**

Thorough outline of each part of the research project=10 points

List of ten to fifteen (10-15) sources cited according to Chicago Style=10 points

### **Research Paper Presentation**

At the end of the semester, students will present their research findings from their research paper. On July 18, students should post a short description of their research including: the thesis statement; three or four (3 or 4) examples of supporting material that strongly advances the thesis; and a brief conclusion. This information should be presented in two (2) paragraphs that are at least seven to eight (7-8) sentences.

On July 19 and 20, students will need to ask two (2) of their classmates each a question concerning their research. Examples of the types of questions that may be asked include but are not limited to: questions that concern research conclusions; questions that focus on the types of sources used; or questions that seek addition information regarding a specific statement or topic. Students should be sure to ask a question to two (2) different students who have not yet been asked questions.

On July 21 and 22, students should respond to questions asked about their research papers. Depending on class size, students may be asked more than two (2) questions. Students are only required to answer two (2) questions but may address all questions asked. Students' responses should address the questions in as much detail as possible with specific examples. Each response should be at least four to five (4-5) sentences.

#### **Criteria for Presentation=30 points**

Paragraphs posted on discussion board that includes thesis, examples, and conclusion=15 points

Questions to two (2) classmates=4 points

Answers to classmates' questions using specific examples=8 points

Paragraph, Questions, and Answers presented clearly with correct grammar and punctuation and generally free of typographical errors and misspellings=3 points

### **Research Paper**

A major component of students' grades will be a thorough study of a topic that examines a specific facet of contemporary Russia's Arctic policy and that examines the extent to which this policy is an outgrowth of previous policies. Under the Files tab on Canvas, there is a list of possible websites that may aid students in locating sources. The paper will be seven to ten (7-10) pages in length and will utilize primary and secondary sources. The paper should have one (1) inch margins; be double spaced; be typed in twelve (12) point Times New Roman Font; and employ Chicago Style endnotes and a Chicago Style bibliography. Please be aware that endnotes are not at the bottom of the page. Instead, endnotes begin on a new page after the final page of the paper and before the bibliography.

All material that is either quoted or paraphrased MUST be cited using Chicago Style. Links to material that provides examples from the *Chicago Manual of Style*, 17<sup>th</sup> edition are posted under the Files tab on Canvas. Students will need a title page, an endnote page(s), and a bibliography, which do not count toward the required seven to ten (7-10) pages. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the papers. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the papers. Students may use only two (2) quotations, and each quotation must be twenty (20) words or less. The emphasis is that students paraphrase the material. When students paraphrase the material, then students must engage critically with the material, which leads to a more thorough understanding of the information.

It is important that students follow the paper guidelines closely. Not following the guidelines will lower a student's grade. For example, the use of more than two (2) quotations or quotations of more than twenty (20) words will reduce students' grades by ten (10) points. Also,

students should keep their papers to the seven to ten (7-10) page limit. Papers that exceed the length limit, that are under the minimum page requirement, or that do not follow all paper guidelines and requirements will reduce students' grades by ten (10) points. Students should proofread their papers before the due date, and the papers should be free generally of typographical errors and misspellings.

**Criteria for Research Paper=100 points**

Well-developed thesis clearly stated in the first paragraph=10 points

Use material from primary and secondary sources to support the thesis and include students' original analysis=70 points

Clearly written, correct grammar, and be free generally of typographical errors and misspellings=10 points

Have all information cited properly using Chicago Style=10 points

**Since this may be the first time that students have composed a historical research paper that prompts them to also analyze contemporary events, students have the entire semester to ask the instructor questions about their research papers. While the instructor will not read drafts of the papers, the instructor is more than willing to answer specific questions. Only in cases of documented extreme hardship will an extension be granted for the final papers.**

### **Class Grading Scale, Points Possible, and Conversion**

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-

70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points  
Student Introductions=5 points  
Leading Discussion in a Group=10 points  
Book or Article Review=15 points  
Discussions when not Leading Discussion=28 points  
Future of the Arctic Discussion=9 points  
Research Paper Topic=3 points  
Research Paper Outline and Working Bibliography=20 points  
Research Paper Presentation=30 points  
Research Paper=100 points  
Total=225 points

Students may determine their grades by taking the total number of points earned and dividing by the total number of points possible.

### **Posting of Grades**

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

### **Course Schedule (Course Outline and Calendar)**

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated syllabus and schedule will be posted online through Canvas. **All assignments are due before Noon (12:00) p.m. on the dates listed below.**

### **Week 1: June 6-June 10 Introduction to Course, Student Introductions, and Formation of Groups to Lead Discussion.**

June 8 Assignment Due: Student Introductions and Syllabus Acknowledgment

June 6 through June 10 Read: McCannon, John. *A History of the Arctic: Nature, Exploration and Exploitation* and Sorokina, Anna. "Where Can You see Russia's Most Stunning White Nights? (Photos)."

June 10: Discussion: Sorokina, Anna. "Where Can You see Russia's Most Stunning White Nights? (Photos)."

## **Week 2: June 13-June17 The Historical and Contemporary Arctic**

June 14: Review Due McCannon, John. *A History of the Arctic: Nature, Exploration and Exploitation*.

June 13 through June 17 Discussion: McCannon, John. *A History of the Arctic: Nature, Exploration and Exploitation*.

June 14 Assignment Due: Research Paper Topic

June 13 through June 17 Read Five (5) Articles: **1)** Mackinder, H. J. “The Geographic Pivot of History”; **2)** Hill, Alexander. “Russian and Soviet Naval Power and the Arctic from the XVI Century to the Great Patriotic War”; **3)** Hall, H. U. “A Siberian Wilderness: Native Life on the Lower Yenisei”; **4)** Jääts, Indrek. “The Komi, Ethnic Stereotypes, and Nationalities Policy in Late Imperial Russia”; **5)** “The Development of Siberia.”

## **Week 3: June 20-June 24: The Russian Arctic in the Muscovite and Imperial Eras**

June 21: Review due if leading discussion in a group Five (5) Articles: **1)** Mackinder, H. J. “The Geographic Pivot of History”; **2)** Hill, Alexander. “Russian and Soviet Naval Power and the Arctic from the XVI Century to the Great Patriotic War”; **3)** Hall, H. U. “A Siberian Wilderness: Native Life on the Lower Yenisei”; **4)** Jääts, Indrek. “The Komi, Ethnic Stereotypes, and Nationalities Policy in Late Imperial Russia”; **5)** “The Development of Siberia.”

June 20 through June 24 Discussion of Five (5) Articles: **1)** Mackinder, H. J. “The Geographic Pivot of History”; **2)** Hill, Alexander. “Russian and Soviet Naval Power and the Arctic from the XVI Century to the Great Patriotic War”; **3)** Hall, H. U. “A Siberian Wilderness: Native Life on the Lower Yenisei”; **4)** Jääts, Indrek. “The Komi, Ethnic Stereotypes, and Nationalities Policy in Late Imperial Russia”; **5)** “The Development of Siberia.”

June 20 through June 24 Read Seven (7) Articles: **1)** Zenzinov, Vladimir. “The Soviet Arctic”. **2)** Hill, Alexander. “Russian and Soviet Naval Power in the Arctic, 1914-1945”; **3)** Vego, Milan. “The Destruction of Convoy PQ17: 27 June-10 July 1942.”; **4)** Harrison, Katherine and Matthew Hughes. “Mushroom Clouds in the Arctic”; **5)** Vartanov, Raphael V. and Alexei Yu. Roginko. “New Dimensions of Soviet Arctic Policy: View from the Soviet Union”; **6)** Kalemeneva, Ekaterina. “From New Socialist Cities to Thaw Experimentation in Arctic Townscapes: Leningrad Architects Attempt to Modernise the Soviet North”; **7)** Bartels, Dennis and Alice L. Bartels. “Soviet Hegemony Among Northern Peoples.”

#### **Week 4: June 27-July 1 The Arctic in the Soviet Era**

June 28: Review due if leading discussion in a group Seven (7) Articles: **1)** Zenzinov, Vladimir. “The Soviet Arctic”; **2)** Hill, Alexander. “Russian and Soviet Naval Power in the Arctic, 1914-1945”; **3)** Vego, Milan. “The Destruction of Convoy PQ17: 27 June-10 July 1942.”; **4)** Harrison, Katherine and Matthew Hughes. “Mushroom Clouds in the Arctic”; **5)** Vartanov, Raphael V. and Alexei Yu. Roginko. “New Dimensions of Soviet Arctic Policy: View from the Soviet Union”; **6)** Kalemeneva, Ekaterina. “From New Socialist Cities to Thaw Experimentation in Arctic Townscapes: Leningrad Architects Attempt to Modernise the Soviet North”; **7)** Bartels, Dennis and Alice L. Bartels. “Soviet Hegemony Among Northern Peoples.”

June 27 through July 1 Discussion of Seven (7) Articles: **1)** Zenzinov, Vladimir. “The Soviet Arctic”; **2)** Hill, Alexander. “Russian and Soviet Naval Power in the Arctic, 1914-1945”; **3)** Vego, Milan. “The Destruction of Convoy PQ17: 27 June-10 July 1942.”; **4)** Harrison, Katherine and Matthew Hughes. “Mushroom Clouds in the Arctic”; **5)** Vartanov, Raphael V. and Alexei Yu. Roginko. “New Dimensions of Soviet Arctic Policy: View from the Soviet Union”; **6)** Kalemeneva, Ekaterina. “From New Socialist Cities to Thaw Experimentation in Arctic Townscapes: Leningrad Architects Attempt to Modernise the Soviet North”; **7)** Bartels, Dennis and Alice L. Bartels. “Soviet Hegemony Among Northern Peoples.”

June 30 Assignment Due: Research Paper Outline and Working Bibliography

June 27 through July 1 Read Eight (8) Articles or Other Readings: **1)** Antrim, Caitlyn L. “The New Geographic Pivot: The Russian Arctic in the Twenty-first Century”; **2)** “Russia’s Chairmanship Priorities for the Arctic Council 2021-2023”; **3)** Basaran, Ilker. “The Lomonosov Ridge and the Overlapping Outer Continental Shelf Claim to the North Pole;” **4)** Dams, Ties and Louise van Schaik. “The Arctic Elephant: Why Europe Must Address the Geopolitics of the High North”; **5)** Magomedov, Arbakhan. “The Russian State and the Arctic Indigenous Peoples: Is Politics Coming Back?”; **6)** “Russia Gives Arctic Archipelago Clean Bill of Health Decades After Soviet Era Nuke Testing”; **7)** “Deep Trouble: Russia Finally Moves to Raise Radioactive Debris from Arctic Waters”; **8)** “Clean Up Arctic Project to Continue in Yakutia’s 3 Villages.”



## **Week 5: July 4-July 8 Post-Soviet and Contemporary Russia in the Arctic**

July 5 Review due if leading discussion in a group Eight (8) Articles: **1)** Antrim, Caitlyn L. “The New Geographic Pivot: The Russian Arctic in the Twenty-first Century”; **2)** “Russia’s Chairmanship Priorities for the Arctic Council 2021-2023”; **3)** Basaran, Ilker. “The Lomonosov Ridge and the Overlapping Outer Continental Shelf Claim to the North Pole;” **4)** Dams, Ties and Louise van Schaik. “The Arctic Elephant: Why Europe Must Address the Geopolitics of the High North”; **5)** Magomedov, Arbakhan. “The Russian State and the Arctic Indigenous Peoples: Is Politics Coming Back?”; **6)** “Russia Gives Arctic Archipelago Clean Bill of Health Decades After Soviet Era Nuke Testing”; **7)** “Deep Trouble: Russia Finally Moves to Raise Radioactive Debris from Arctic Waters”; **8)** “Clean Up Arctic Project to Continue in Yakutia’s 3 Villages.”

July 5 through July 8 Discussion of Eight (8) Articles: **1)** Antrim, Caitlyn L. “The New Geographic Pivot: The Russian Arctic in the Twenty-first Century”; **2)** “Russia’s Chairmanship Priorities for the Arctic Council 2021-2023”; **3)** Basaran, Ilker. “The Lomonosov Ridge and the Overlapping Outer Continental Shelf Claim to the North Pole;” **4)** Dams, Ties and Louise van Schaik. “The Arctic Elephant: Why Europe Must Address the Geopolitics of the High North”; **5)** Magomedov, Arbakhan. “The Russian State and the Arctic Indigenous Peoples: Is Politics Coming Back?”; **6)** “Russia Gives Arctic Archipelago Clean Bill of Health Decades After Soviet Era Nuke Testing”; **7)** “Deep Trouble: Russia Finally Moves to Raise Radioactive Debris from Arctic Waters”; **8)** “Clean Up Arctic Project to Continue in Yakutia’s 3 Villages.”

## **Week 6: July 11-July 15: The Future of the Arctic Discussion**

July 11 and July 12 Assignment Due: Students post specific evidence from the readings or outside sources to justify the issue as the most pressing concern facing the Russian Arctic

July 13, 14, and 15 Assignment Due: Students’ responses to classmates’ posts concerning issues facing the Russian Arctic

## **Week 7: July 18-July 22: Research Paper Presentation**

July 18 Assignment Due: Online Presentation of research.

July 19 and 20 Assignment Due: Ask a question to two (2) classmates regarding their research presentation from July 18.

July 21 and 22 Assignment Due: Respond to two (2) questions.

## **Week 8: July 25-July 29 Research Paper**

July 29 Assignment Due: Research Paper

### **Instructor and Course Policies Make-Up Work**

Since assignments are posted several weeks in advance of the due date, make-up work will be allowed only in cases of documented unforeseen extreme hardships, which count as an excused absence. For unforeseen hardships, students should email the instructor written documentation, such as a note from their doctor, which covers the days that they missed. **ONLY** with documentation will students be granted an excused absence and be able to make up work. Without documentation, absences are considered unexcused absences. Students cannot make up work or turn in late work with unexcused absences. Excused absences are not granted for planned events. Instead, students should work ahead in the course and submit assignments early. **ALL make-up work must be turned in no later than one (1) week from when the instructor receives the documentation. No work will be accepted after the one (1) week period. Near the end of the semester, there may be a shorter amount of time for make-up work. No make-up work will be accepted after Noon (12:00p.m.) on the final day of the course, July 29.**

### **Incompletes**

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

### **Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates**

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is the students' responsibility to withdraw from a class. Also, it is the students' responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

### **Plagiarism**

Plagiarism is copying or using the words or the ideas of another individual(s) and submitting that work as one's original work. Material taken from any source, including books, articles, journals, the Internet, or any other sources, must be paraphrased (put in your own words) and cited correctly (refer to individual assignment guidelines) and if quoted, set off in quotation marks, and cited correctly. Plagiarism will be emphasized on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, then students should ask questions via email or make an appointment to discuss concerns with the instructor.**

**Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment.** SimCheck in Canvas will check assignments for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (fifty percent (50% F) or lower) for an assignment when there is evidence that the plagiarism is from a purchased paper or when there is evidence of blatantly copying sources or material without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

### **Cheating**

Cheating is assisting other students with completing class assignments. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

### **Academic Integrity**

**For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at <https://www.tamuct.edu/student-affairs/academic-integrity.html>**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week.

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

### **University Resources, Procedures, and Guidelines**

#### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.  
[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled,

FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct.

When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),  
[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),  
[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please

contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

## **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and most Saturdays from 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the



relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].