

School
of Advanced
Studies



BA Course Catalogue



2019-2020

University of
Tyumen, Siberia

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WHAT IS SAS

The School of Advanced Studies is a portal to the wider world, both from the student and faculty mobility perspective, and from intellectual engagement in the most pressing global debates. We invite you to join these debates.

The School of Advanced Studies (SAS), a new and rapidly growing institution at the University of Tyumen, central to the university's strategy supported by the Russian Academic Excellence project 5top100, opened in 2017. The strategic goal of SAS is to contribute to the global debate on the most important problems in the area of social sciences and humanities, life sciences and IT, and to provide a unique, high-quality education for the best prepared, most talented, and most highly motivated students from Russia and abroad.

The distinctive feature of SAS is that it is a Russian university that employs professors who received their PhDs from best universities in the USA, Canada, and Europe and who form into several interdisciplinary research teams. The Bachelor program in SAS is bilingual, which means that courses are taught both in Russian and English.

This interdisciplinary education approach gives SAS students an opportunity to undertake interdisciplinary study across the social sciences and humanities, extending to their intersection with information technology and the biological sciences, and offering wide latitude and personal choice regarding the individual's educational path. Students are able to choose their major after the second year. An interdisciplinary required course of study is modeled on the core curricula of leading universities, while one-third of the course load consists of electives selected by students from dozens of unique courses developed by the SAS faculty.

WHO IS SAS

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WHO IS SAS

FACULTY



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Environmental
anthropology



David Melbye

Film and media studies



Anne Mulhall

Cultural studies,
comparative literature,
critical theory



Erika Wolf

Art history



Corinne Doria

History



Evgeny Grishin

History, religious studies



David Dusseault

Political science



Fabio Grazioso

IT, computer science,
physics

WHO IS SAS

FACULTY



Giacomo Andreoletti

Philosophy



Krishna-K

Social neuroscience



Jay Silverstein

Anthropology, GIS



Louis Vervoort

Philosophy, physics



Julie Reshe

Philosophy,
psychoanalysis,
neuroscience



Matvey Lomonosov

Sociology



Juliette Colinas

Biology



Maxim Alyukov

Media studies, sociology

WHO IS SAS

FACULTY



Michael Schapira

Philosophy, pedagogy



Tomasz Blusiewicz

History, international
relations, economics



Munesh Singh
Chauhan

IT



Vitaly Nikolaev

IT, computer science



Peter Jones

History, cultural studies



Zachary Reyna

Political theory, law and
culture



Svetlana Erpyleva

Sociology

WHO IS SAS

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WHO IS SAS

STUDENT'S AMBASSADORS

THE SAS BA PROGRAM WELCOMES PROSPECTIVE STUDENTS WHO:

- are ready to accept modern world challenges, are willing to go outside their intellectual comfort zone, and are interested in a wide range of disciplines and areas of knowledge
- are ready to make conscious choices about their educational trajectory in terms of their classes, professors, and careers
- are ready for an intensive work environment, rigorous intellectual dedication, and commitment to values of academic integrity.

As of June 2020, 141 students study at SAS BA

1 year - 45
2 year - 58
3 year - 38



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1st year



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2nd year

WHO IS SAS

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3rd year



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3rd year

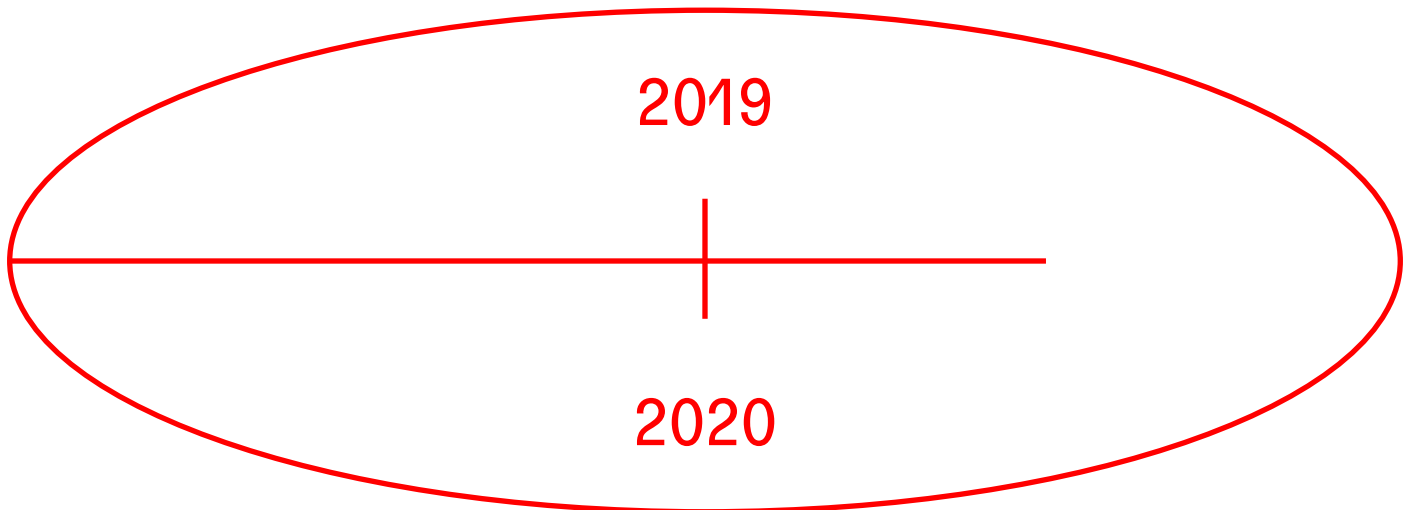
SAS CALENDAR 2019-20

Quarter 1:

September 2, 2019 –
October 19, 2019

Quarter 2:

November 5, 2019 –
December 28, 2019



Quarter 4:

April 20, 2020 –
June 13, 2020

Quarter 3:

February 3, 2020 –
March 28, 2020

EVENTS 2019-20

November 9–10

Student conference
“Violence and Its Other:
MeToo, Safezones,
Nohatespeech and Eco-
Activism in Modern
Societies”

December 15

Students Conference “Soviet
Visual Propaganda”

December 22
Day at SAS

March 12-16

Faculty Search:
Interdisciplinary Research
Project Design Session

April 25

Day at SAS Online

May 2

Online-presentation of
3rd year student research
projects in Pecha Kucha
format

June 10-16

SAS Students’ Presentations
Week

June 15

(Im(media)te creative lab)
Memory Against News
project

July 14

Presentation of the
new Master of Arts in
Experimental Higher
Education (MA X-HE)
program

SAS CURRICULUM

CORE COURSES

YEAR 1

Q1

Writing, Thinking, Analysis,
Interpretation
City as a Text
English as a Second Language
Physical Education*

Q2

History 1.1
Great Books: Philosophy and
Social Thought 1.1
Quantitative Methods 1.1
Academic Writing 1.1
1 elective

Q3

History 1.2
Great Books: Philosophy and
Social Thought 1.2
Quantitative Methods 1.2
Global Issues
1 elective

Q4

History 1.3
Great Books: Philosophy and
Social Thought 1.3
Information Technology
Topics of the First Year
1 elective

*Physical Education is a mandatory course for each quarter for three years

SAS CURRICULUM

CORE COURSES

YEAR 2

Q1 / Q5

Interpreting Artworks
Academic Writing 2.1
Problems of the Modern Sciences 1.1
1 elective

Q2 / Q6

Academic Writing 2.2
Problems of the Modern Sciences 1.2
2 electives

Q3 / Q7

Great Books: Literature 2.1
Design Thinking 1.1
2 electives

Q4 / Q8

Great Books: Literature 2.2
Design Thinking 1.2
2 electives

YEAR 3

Q1 / Q9

-

Q2 / Q10

Research Seminar 1

Q3 / Q11

Research Seminar 2

Q4 / Q12

Research Seminar 3

SAS CURRICULUM

MAJORS

SAS's BA program offers the most international undergraduate education in Russia. It proceeds from a liberal arts and sciences philosophy. Accordingly, in addition to providing specialized majors, our program is designed to mobilize interdisciplinary breadth, critical thinking, communication, and leadership skills.

At the end of the second year, students declare one of seven majors for completion of their Bachelor's diplomas. Students take a mixture of upper level courses in their majors as well as freely chosen electives.

The curricula of the seven majors reflect the current state of the relevant disciplines at the world-class universities. The uniqueness of SAS allows students to acquire an internationally recognized university education and, thus, participate in a global discussion on contemporary issues.

SAS BA PROGRAM OFFERS THE FOLLOWING MAJORS:

MAJOR	LEADER
<u>Information Technology and Digital Society</u>	Munesh Chauhan
<u>Cultural Studies</u>	Anne Mulhall
<u>Life Sciences</u>	Juliette Colinas
<u>Economics</u>	Taisia Pogodaeva
<u>Film and Media Studies</u>	Andrey Shcherbenok
<u>Historical Studies</u>	Peter Jones
<u>Sociology and Anthropology</u>	Matvey Lomonosov

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INFORMATION TECHNOLOGY AND DIGITAL SOCIETY

Since all repeatable, routine processes (including programming) are being automated, so professionals are capable of looking at the system as a whole – systems analysts – are becoming ever more important. SAS major in Information Technology and Digital Society focuses on educating people with can analyze complex systems in various subject domains and find IT-solutions for problems that emerge in them.

Liberal Arts and Sciences educational model at SAS, where 1st and 2nd year students develop a systematic worldview through the core curriculum and can delve deeper in the subject domains that interest them most by choosing appropriate electives, allows IT majors to effectively connect this knowledge with IT-competencies in their 3rd and 4th year.

SAS IT majors will work as mediators between IT development teams and their clients from different subject domains, from economics and culture to biology and business. They will begin their careers as systems analysts, as well as business-analysts, product and project managers, specialists in digital transformation.

IT

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Math Tools for IT 48 hours/5 ECTS Computer Hardware and Operating Systems 48 hours/5 ECTS	1 elective 48 hours/4 ECTS			Physical Education 30 hours
Q2 / Q10	Data Structures Programming with Python 48 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 32 hours
Q3 / Q11	Information Systems Architecture and Parallel Computing 48 hours/4 ECTS	1 elective 48 hours/4 ECTS		Research Seminar 16 hours per quarter	Physical Education 34 hours
Q4 / Q12	Project Management in Information Technology 48 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13	Deep Learning 48 hours/5 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Effective Communication 32 hours
Q2 / Q14	Database Management Systems 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 144 hours		Effective Communication 32 hours
Q3 / Q15	Information Transmission Systems and Networks 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 108 hours	Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

CULTURAL STUDIES

The SAS offers a unique platform for studying culture in its widest range of forms. Our institution is home to a diverse internationally-trained faculty, with academic specialties including literary studies, critical theory, art history, performance studies, philosophy, anthropology and cultural history.

At the SAS we recognize that culture and cultural expression are complex objects of study, demanding nuanced and interdisciplinary approaches. Our aim, in putting our specialties into contact with one another, is to develop a truly vibrant program, one that will set Russia's unique artistic heritage into dialogue with global cultural critique. By choosing the Cultural Studies Major at SAS, you will be committing to learning how to blend diverse methodologies, practices and critical perspectives to create innovative new interpretations of literature and culture. Across your time as a Cultural Studies Major you will study seven core courses and eight elective courses. Each core course is designed to deepen and develop your knowledge of the practices of cultural criticism, while each elective is designed to broaden your intellectual and cultural horizons. Finally, together, we aim to establish the Cultural Studies Major as a locus of artistic and humanistic endeavor at the University of Tyumen by encouraging events, readings, plays and student publishing alongside our teaching.

Cultural Studies Majors are trained to offer critical, insightful perspectives on culture, politics and society. At a personal level, this unique training can open up new ways of seeing the world around you. At a practical level, completing a Cultural Studies major will prepare you to undertake further study in other areas outside of the humanities; in law, business, the social sciences, and even medicine. Of all majors, Cultural Studies graduates are uniquely qualified to gain entry to a variety of masters and doctoral programs thanks to the broad set of transferable skills acquired during their studies. Similarly, graduates in the humanities are especially sought after by employers because they have developed important skills that are now considered essential in the global workplace: creativity, the ability to think critically and to challenge established perspectives, the willingness to engage in productive problem-solving, and finally and possibly most importantly, an ability to thrive in complexity and ambiguity. In an increasingly contingent global economic order, the habits and the mindset developed through a humanities degree are solid foundations for the cultivation of a fulfilling and enriching post-university career.

You will also have unique international advantages as an SAS Cultural Studies Major. By conducting all of your research in English, and by being exposed to a wide variety of international perspectives through teaching and coursework, you will be unrivaled in your preparation for the globalized job market or for international postgraduate study. SAS faculty are perfectly positioned to offer advice on pursuing further studies in the US and North America, Europe, or elsewhere. Equally, as many Russian businesses and institutions are increasingly looking towards a globalized future, your fluent English skills and practices working in international education will be an invaluable resource. As Cultural Studies develops the sharpest skills in critical thinking, global awareness, and cultural sensitivity, you will be uniquely prepared for building academic, business, and diplomatic ties across the world.

CULT

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Foundations of the Humanities 48 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 30 hours
Q2 / Q10	Critical Theory: Key Thinkers, Texts, and Concepts 48 hours/6 ECTS	2 electives 48 hours/4 ECTS each		Research Seminar 16 hours per quarter	Physical Education 32 hours
Q3 / Q11	Modernism and Modernity 48 hours/6 ECTS	1 elective 48 hours/4 ECTS			Physical Education 34 hours
Q4 / Q12	Gender, Sexuality and Biopolitics 64 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13	Russian Culture: The Classics and the Avant-garde 48 hours/4 ECTS	2 electives 48 hours/4 ECTS each	Internship during studies, 36 hours		Effective Communication 32 hours
Q2 / Q14	Politics and Culture: Nation, Empire, Class 48 hours/5 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours	Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q3 / Q15	Digital Humanities and Contemporary Culture 48 hours/5 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

LIFE SCIENCES

The following elements distinguish the Life Sciences program at SAS from traditional biology programs:

World issues. The SAS program teaches biology in light of current environmental and public health issues, such as global warming, environmental pollution, or the diseases of affluence. We believe that biology's particular way of seeing the world can be fruitfully applied to an understanding of the current world problems.

Holistic, integrative. Given that world issues span multiple scales and disciplines, students will be trained to develop a holistic understanding of biology that meaningfully integrates its various scales of inquiry (molecular, cellular, evolutionary, etc.) with each other and with the natural sciences, the social sciences, and the humanities.

Emphasis on complex systems and evolutionary principles. Emphasis is placed on thoroughly understanding the principles governing complex and evolutionary systems and on using this lens to understand and integrate more specific biological topics. For example, what can we infer about genetics or ecology from the study of complex systems, or about physiology from the principles of evolution?

Collaborative science. Addressing world problems requires effective collaborative problem solving. Students are taught to truly collaborate with other biologists and other disciplines, in light of the recent developments in the field of collaborative science research. A core course is devoted to the topic, and the principles learned are applied in the research projects undertaken in the electives.

Life Sciences at SAS are taught in collaboration with X-Bio Institute for Ecological and Agricultural Biology which will provide our students with the access to their lab infrastructure.

The knowledge, thinking, communication and collaboration abilities that the students will gain will allow them to think effectively about humans, other living beings and the ecosystem as biological and evolutionary systems, and prepare them to become positive contributors of society, whether they chose to pursue a career in research, in applied biology, or any other field.

lab or field technician
environmental attorney
scientific journalism
scientific advisor
museum curator

pursue further studies to do research or more specific/higher level jobs

LIFE

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Cytology 48 hours/4 ECTS Brain and Behavior 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Physical Education 30 hours
Q2 / Q10	History and Philosophy of Biology 48 hours/3 ECTS Development and Physiology 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 108 hours		Physical Education 32 hours
Q3 / Q11	Ecology 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 108 hours Internship during studies, 108 hours	Research Seminar 16 hours per quarter	Physical Education 34 hours
Q4 / Q12			Internship during studies, 108 hours Internship during studies, 108 hours Internship 4 weeks		Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13	Biochemistry 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 180 hours		Effective Communication 32 hours
Q2 / Q14	Genomics 48 hours/4 ECTS Evolution 48 hours/4 ECTS	1 elective 48 hours/4 ECTS			Effective Communication 32 hours
Q3 / Q15	Public Health and the Environment 48 hours/6 ECTS	1 elective 48 hours/4 ECTS		Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

ECONOMICS

The Economics major at SAS provides students with a wide range of tools for understanding current economic trends and how economics enhances our understanding of global societies. The interdisciplinary educational and research agenda at SAS encourages intensive dialogue between Economics and related fields of study. The structure of the major integrates mandatory study of the standard divisions of economics with the opportunity to apply economic theory to other disciplines available at SAS in independent research projects.

The Economics major at SAS guides students toward acquiring fundamental skills in the field of economics, which include analyzing socio-economic processes and intersectoral communication, working with statistical and analytical data, and developing design solutions in high uncertainty and rapid change for the environment. These skills are immediately applicable to possible careers in state and international organizations, as well as toward successful admission into masters programs in such areas as economics, sociology, history, law, finance, entrepreneurship, and international relations.

The Economics major at SAS guides students toward acquiring fundamental skills in the field of economics, which include analyzing socio-economic processes and intersectoral communication, working with statistical and analytical data, and developing design solutions in high uncertainty and rapid change for the environment. These skills are immediately applicable to possible careers in state and international organizations, as well as toward successful admission into masters programs in such areas as economics, sociology, history, law, finance, entrepreneurship, and international relations.

ECON

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9		3 electives 48 hours/4 ECTS each			Physical Education 30 hours
Q2 / Q10	Probability Theory and Statistics 48 hours/4 ECTS International Economics 48 hours/5 ECTS Economic History 48 hours/5 ECTS			Research Seminar 16 hours per quarter	Physical Education 32 hours
Q3 / Q11	Econometrics 48 hours/5 ECTS Probability Theory and Statistics 48 hours/5 ECTS	1 elective 48 hours/4 ECTS			Physical Education 34 hours
Q4 / Q12	Macroeconomics 48 hours/6 ECTS	1 elective 48 hours/4 ECTS			Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13	Game Theory 48 hours/3 ECTS Microeconomics 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Effective Communication 32 hours
Q2 / Q14	Microeconomics 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours	Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q3 / Q15	Applied Economics 48 hours/6 ECTS		Internship during studies, 72 hours		Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

FILM AND MEDIA STUDIES

The SAS allows to study film and media within a broad interdisciplinary context in an institution that brings together faculty from different disciplines and different countries trained at some of the world's leading universities. You will learn to change your perspective and language rapidly and collaborate with philosophers, historians, performance artists, media sociologists and political theorists. You will deal with various theories, methodologies, analytical models, practices and critical approaches coming from psychoanalysis, semiotics, linguistics, Marxism, the literary theories of narrative, the theories of image and gender, postcolonial and cultural studies.

You will learn to think historically, theoretically, and analytically about all forms of audiovisual expression, from photography and cinema to online media within and across national traditions. You will also be able to take practical courses and learn how to create media products with the faculty teaching in SAS professional masters' program Digital Cultures and Media Production .

Studying a wide range of media formats in the framework of the SAS BA program will prepare you for domestic and international careers in the area of online media, film and television, as well as in any company or organization that uses media in its PR and advertisement. At the same time, the major's academic rigor, interdisciplinary and strong emphasis on analytical and interpretive skills provide an excellent preparation for continuing your education by doing an MA program in various areas of social sciences and the humanities in any leading university.

FIME

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Film History I 48 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 30 hours
Q2 / Q10	New Media I 48 hours/3 ECTS Film History II 48 hours/3 ECTS	1 elective 48 hours/4 ECTS		Research Seminar 16 hours per quarter	Physical Education 32 hours
Q3 / Q11	Media and Society 48 hours/3 ECTS New Media II 48 hours/4 ECTS Film History III 48 hours/3 ECTS				Physical Education 34 hours
Q4 / Q12	Film and Transmedia Storytelling 48 hours/3 ECTS Gender, Sexuality and Biopolitics 48 hours/5 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 36 hours		Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13	Introduction to Interactive Media 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 108 hours		Effective Communication 32 hours
Q2 / Q14	Avant-garde and Media 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours	Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q3 / Q15	Digital Humanities and Modern Culture 48 hours/3 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

HISTORY

Studying History at SAS will give you the opportunity to work with a faculty trained at some of the world's leading institutions. The professional study of History has been advancing rapidly in recent years, and our historians are all closely involved with the latest methods and debates in the field. But what truly makes History at SAS unique is the faculty's broad interdisciplinary focus and expertise.

As well as introducing an expansive scope of issues, SAS's undergraduate curriculum will equip students with a range of analytical skills, methodologies, and theoretical foundations, allowing them to put their historical knowledge into dialogue with all of the other branches of the humanities.

Although SAS's History faculty has a breadth of expertise, we are particularly strong in: Medieval, Early Modern and Modern European History (including Russia and the former Soviet Union, Central and Eastern Europe, Germany, and Great Britain), American History, the History of Economic Thought, Visual History (including art, photography, and propaganda), Intellectual History, the History of Religion, and the History of Material Culture.

Studying History at SAS will prepare students for a first class graduate education in diverse fields in the humanities and social sciences. The successful History student's ability to efficiently process vast amounts of contradictory information, to form complex explanations, and to produce persuasive arguments will make them an attractive candidate for a great many MA and PhD programs. With our faculty's international connections, we are also particularly well prepared to place students in graduate programs at the top universities in Russia, as well as in other countries.

A History major also provides an ideal preparation for domestic and international careers in media, business, and public institutions. At the core of the History major are a series of skills – searching for and analyzing evidence, identifying and exploring connections and patterns, developing advanced writing skills, communicating interpretations eloquently and effectively – that will be crucial assets in a great range of careers and enterprises.

HIST

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Essentials of Global History 48 hours/5 ECTS	2 electives 48 hours/4 ECTS each			Physical Education 30 hours
Q2 / Q10	Historiography 48 hours/4 ECTS	2 electives 48 hours/4 ECTS each		Research Seminar 16 hours per quarter	Physical Education 32 hours
Q3 / Q11	Work with Primary Sources: Contextualization 48 hours/4 ECTS	1 elective 48 hours/4 ECTS			Physical Education 34 hours
Q4 / Q12	The West and the Rest: Europeans in the World 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours		Physical Education 32 hours

YEAR 3 (2020-2021)

Q1 / Q13	Russia in World History 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 108 hours		Effective Communication 32 hours
Q2 / Q14	Public History 48 hours/4 ECTS	1 elective 48 hours/4 ECTS	Internship during studies, 72 hours	Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q3 / Q15	Digital Humanities and Contemporary Culture 48 hours/3 ECTS Work in the Archive 48 hours/2 ECTS	1 elective 48 hours/4 ECTS			Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship 2 weeks Internship 2 weeks		

SOCIOLOGY AND ANTHROPOLOGY

The modern study of sociology and anthropology requires not only learning sociological and anthropological theories and practical research skills, but also a deep understanding of human life in light of the opportunities afforded us by modern technology. SAS major allows students to master key contemporary concepts of human, society, and culture. However, it also offers an intellectual immersion in affiliated disciplines that deal with the most pressing developments in the contemporary world such as market expansion, environmental degradation, digitalization, and intercultural communication.

Following recent trends in global education, the SAS major provides a solid stepping stone for applied, professional and academic master programs. Our students will find themselves well prepared to apply and enter both international master's (e.g. Erasmus, CEU, Visby) and master's in top Russian universities (e.g. Higher School of Economics, European University, MGIMO, RANEPA). For those interested in directly going to labor market, the joint major in sociology and anthropology lays firm background for "real world" occupations. A deep knowledge of contemporary social and cultural processes and analytical skills equips the alumni to work in a broad variety of fields requiring profound, evidence-based understanding of social reality. These fields include public administration, human resources, journalism, advertising and marketing, politics, public policy and public diplomacy. SAS internship policy offers students ample opportunities to receive work experience and forge working contacts in major companies, industries and public institutions at both regional and federal level.

ANSO

SAS CURRICULUM

YEAR 3 (2019-2020)

Q1 / Q9	Introduction to Culture 64 hours/5 ECTS Sociological Perspectives 64 hours/4 ECTS	1 elective 48 hours/4 ECTS			Physical Education 30 hours
Q2 / Q10	Design and Methods 48 hours/4 ECTS Qualitative Methods 48 hours/4 ECTS	1 elective 48 hours/4 ECTS		Research Seminar 16 hours per quarter	Physical Education 32 hours
Q3 / Q11	Anthropological and Sociological Theory: The Classics 48 hours/4 ECTS	1 elective 48 hours/4 ECTS			Physical Education 34 hours
Q4 / Q12		3 electives 48 hours/4 ECTS each			Physical Education 32 hours

YEAR 4 (2020-2021)

Q1 / Q13		2 electives 48 hours/4 ECTS each			Effective Communication 32 hours
Q2 / Q14	Quantitative Modeling and Data Analysis 48 hours/4 ECTS	2 electives 48 hours/4 ECTS each		Research Seminar 16 hours per quarter	Effective Communication 32 hours
Q3 / Q15	Anthropological and Sociological Theory: Current Perspectives and Approaches 48 hours/4 ECTS Anthropological and Sociological Theory: Modern Thought 48 hours/4 ECTS		Internship during studies, 108 hours		Effective Communication 32 hours
Q4 / Q16	Bachelor's Thesis		Internship during studies, 108 hours Internship 4 weeks		

SAS CURRICULUM

In addition to the major, students may also complete one of nine available minors:

Life Sciences

Informational Technology and Digital Society

History

Film and Media Studies

Economics

Cultural Studies

Sociology and Anthropology

Philosophy

Environmental Humanities

1/3 of the course load in the SAS BA program is composed by the Core — a series of mandatory courses that provide an interdisciplinary outlook and a set of universal soft skills.

NEXT SECTION



School of
Advanced
Studies

University of
Tyumen

CORE CURRICULUM



CORE COURSES

COURSES

Core courses constitute a common basis for all students at SAS. The purpose of SAS core courses is to provide general knowledge from the humanities, sciences, and social sciences, acquaint students with lateral thinking that lies at the heart of a liberal arts approach, and to instill universal soft skills from early on in the academic journey. Depending on the major, Core Courses comprise between 30-40% of a student's curriculum; they happen mostly during Years 1 and 2.

CORE COURSES

YEAR 1

Click title for full syllabus

Q1.

WRITING, THINKING, ANALYSIS, INTERPRETATION

This course is part of an intensive, mandatory introductory seminar for all first-year SAS students. The course is aimed at introducing you to the academic writing and thinking skills you will need to perform during your undergraduate studies, as well as teaching you how to engage through analysis and interpretation texts written by others. Throughout the course, you will learn the principles of traditional rhetoric, the structure of academic argument and logical reasoning, and writing models designed to develop one's creativity and improve one's written argumentative skills.

PROFESSORS:
ZACHARY
REYNA, ANNA
VARFOLOMEEVA,
JULIE RESHE,
MAXIM ALYUKOV,
SVETLANA
ERPYLEVA, TOMASZ
BLUSIEWICZ
CONTACT HOURS:
100
ECTS: 6

ENGLISH AS A SECOND LANGUAGE

The course is designed to measurably build on students' academic English skills to make them fully prepared to actively, confidently and meaningfully take part in other courses taught exclusively in English. The course also covers and reinforces main grammar conventions and puts an emphasis on expanding and acquiring new vocabulary needed to talk about a wide variety of topics from different angles and from different academic areas.

PROFESSORS:
ZHANNA VASILYEVA,
EKATERINA
NOVOKRESH-
HENNYKH, DIANA
GLOVATSKYAYA,
IRINA PARAKHINA,
ELENA YARKOVA,
OLGA ULYANOVA
CONTACT HOURS:
40
ECTS: 3

CORE COURSES

YEAR 1

CITY AS A TEXT

“The City As a Text” is a special educational course wrapping up the first quarter at SAS. The aim of the course is to learn how to apply skills acquired during the course “Writing, Thinking, Analysis, Interpretation” to a interdisciplinary object – a Russian city with its unique culture, history, economy and social structure, to enrich students’ knowledge with practical experience gained through field studies and teamwork practices.

The daily educational program during this internship consists of three parts. In the morning, there are lectures given by professors, researchers and experts in urban development. Then, based on lecture materials and tasks students conduct field studies in various city locations working in small teams. Afterwards, there is work in groups and a plenary session where they present results of their studies. The curators of the group work are SAS second-year students who completed this course in previous years.

PROFESSORS:
VISITING

PROFESSORS
CONTACT HOURS: 80
ECTS: 4

COURSE VIDEO

COURSE PAGE

CORE COURSES

YEAR 1

Q2.

GREAT BOOKS: PHILOSOPHY AND SOCIAL THOUGHT 1.1

This course is a survey of the tradition of European political and philosophical thought from Plato to Descartes. It includes a variety of important works from Greek and Roman antiquity, the middle ages, and early modernity. It aims to give students a sense of the historical contingency of ideas, but also of the common concerns that have animated thinkers in different times and places. The first module covers the Classical and Medieval eras.

PROFESSORS:
MAXIM ALYUKOV,
EVGENY GRISHIN,
PETER JONES,
MATVEY
LOMONOSOV
CONTACT HOURS: 32
ECTS: 3

HISTORY 1.1

This is a survey history course designed to familiarize students with the evolution of the Western civilization from Antiquity to the twentieth century. The course introduces students to the academic discipline of history as well as to the major developments in cultural, religious, political, social, economic, and intellectual history across the centuries. From pre-socratic philosophers and Roman expansion to feudalism and the Crusades, from the Reformation(s) and the birth of scientific mindset to the American and French Revolutions, from the era of Napoleon to the Cold War and “the end of history,” the course uses wide strokes to discuss the major developments, breaks, and revivals in the past. At the same time, it supplements the Great Books core course by situating the texts discussed in that course within a historical context. This is the 1st part of the course, covering the period of history from Antiquity to early modernity.

PROFESSOR:
EVGENY GRISHIN
CONTACT HOURS: 16
ECTS: 2

CORE COURSES

YEAR 1

ACADEMIC WRITING 1.1

This course is an introduction to the conventions of Academic Writing. Topics to be covered include grammar and academic style, the writing and revision process, conventions of citation, learning to dissect arguments and read critically, and the mechanics of writing an expository essay. Students will participate in a number of in-class writing activities and compose a polished, expository essay at the end of the course which will incorporate all the aspects of the writing process covered in this course.

PROFESSORS:
MICHAEL
SCHAPIRA, ANNA
VARFOLOMEEVA,
SVETLANA
ERPYLEVA,
DAVID
DUSSEAUULT
CONTACT HOURS: 32
ECTS: 3

QUANTITATIVE METHODS 1.1

1ST TRAJECTORY 2ND TRAJECTORY

The aim of this course is to help students develop the necessary knowledge and skills for mastering mathematical methods, for use both in further specialist study as well as within a wide range of professional fields in the future.

Course objectives:

- to develop students' understanding of mathematics as a developing science, which has its own subject, objectives and methods
- to develop students' general understanding of the basic ideas, concepts and methods of set theory, mathematical logic, graph theory, probability theory, and mathematical statistics
- to cultivate students' skills of working with mathematical apparatuses, solving routine problems of set theory, mathematical logic, graph theory, probability theory, and mathematical statistics
- to develop students' abilities with existing mathematical methods and models, as well as their applications

PROFESSORS:
DMITRY SHARMIN,
OLGA UFUKOVA,
MAXIM PLATONOV,
OKSANA
BERDYUGINA
CONTACT HOURS: 32
ECTS: 3

This course is taught
in Russian

CORE COURSES

YEAR 1

Q3.

GREAT BOOKS: PHILOSOPHY AND SOCIAL THOUGHT 1.2

This course is a survey of the tradition of European political and philosophical thought from René Descartes to John Stuart Mill. It includes a variety of important works from the European Enlightenment, political theory, the skeptical tradition, and early modern epistemology. It aims to give students a sense of the historical contingency of ideas, but also of the common concerns that have animated thinkers in different times and places. The focus is on short, complete works. Students will see how great writers are in conversation with each other across the centuries, and with us today by entering into these conversations through classroom discussion, presentations and essay writing.

PROFESSORS:
GIACOMO
ANDREOLETTI,
JAY SILVERSTEIN
CONTACT HOURS: 32
ECTS: 3

HISTORY 1.2

The aim of the course is to provide a broad overview of the major political and intellectual developments that structured and transformed Europe in the period often referred to as the long nineteenth century (1789-1914). This is the period that begins with the intellectual transformation of the Enlightenment and the political transformation of the French Revolution of 1789. What came out of this was a period of intellectual and political ferment that saw the rise of revolutionary movements and the birth of nationalism as a major political force. This period also witnessed the massive social and economic change brought about by industrialisation. It came to a catastrophic end with the rise of colonial Empires and the outbreak of the First World War.

PROFESSOR:
CORINNE DORIA
CONTACT HOURS: 16
ECTS: 1

CORE COURSES

YEAR 1

GLOBAL ISSUES

This class is designed to familiarize students with some of the most pressing global issues of the 21st century: the technological revolution, the environmental challenge & the evolving human condition. While the material of this class will be framed in the language of global politics, the purpose of this class is to put students of different disciplinary backgrounds in conversation with alternative disciplinary perspectives. Students will not only be invited to think about what their discipline has to say about the subject, but they will also be challenged to put their disciplinary approach in conversation with their fellow classmates.

QUANTITATIVE METHODS 1.2

1ST TRAJECTORY 2ND TRAJECTORY
(SEE PAGE 35)

PROFESSORS:
DAVID DUSSEAUT,
JAY SILVERSTEIN
CONTACT HOURS: 48
ECTS: 3

CORE COURSES

YEAR 1

Q4.

GREAT BOOKS: PHILOSOPHY AND SOCIAL THOUGHT 1.3

This course tells a story about the tradition of European political and philosophical thought from Nietzsche to Foucault. It includes a range of important works that respond to changing social and political conditions in the late 19th and the 20th centuries. It aims to give students a sense of the historical contingency of ideas, but also of the common concerns that have animated thinkers in different times and places. The focus is on short, complete works. Students will see how great writers are in conversation with each other in the modern period and across the centuries, and will themselves enter into this conversation through classroom discussion and essay writing.

PROFESSORS:
ANNE MULHALL,
JULIE RESHE,
LOUIS VERVOORT
CONTACT HOURS: 32
ECTS: 3

HISTORY 1.3

"In the nineteenth century the problem was that God is dead.
In the twentieth century, the problem is that man is dead."
Erich Fromm

This lecture series will take a tour through the long twentieth century, exploring the cultural and intellectual roots of the most violent era in human history. To better understand the worlds of Nietzsche, Weber, Freud, and Foucault, we will consider post-impressionist art, detective fiction, absurdist theater, jazz, rock and roll, cigarette adverts, and video games. Approaching the core principles of existentialism, sociology, psychoanalysis, and (post)structuralism, we will assess the outbreak of two World Wars, the assassination of presidents and activists, the break-up of global Empires, and the birth of global news television. Along the way, we will look at the paintings of Vincent Van Gogh, read the novels of George Orwell, and listen to the music of the Beatles. Connecting up with the four Great Books, every week we will also take the opportunity to reflect on how these currents of history were both shaped by and shaped the texts.

PROFESSOR:
PETER JONES
CONTACT HOURS: 16
ECTS: 2

CORE COURSES

YEAR 1

INFORMATION TECHNOLOGY

This IT course is designed to give practical knowledge, and considers mostly “the computer as a tool”. The course is designed with the assumption that students already have some working knowledge of computers and the internet. The course will still begin with some brief theoretical general definitions about computers, hardware, and software. It will then focus on some advanced use of software tools for word processing, spreadsheets, presentations, scientific typesetting, and graphic editing. We will then examine theoretical notions for sound code design, illustrating different coding approaches. It will then give knowledge on programming, with focus on applications and concrete examples. The programming will be done mostly in Python language, with some examples of C language. The programming will be done in practical sessions.

PROFESSORS:
FABIO GRAZIOSO,
VITALY NIKOLAEV
CONTACT HOURS: 64
ECTS: 4

TOPICS OF THE FIRST YEAR

This core course aims to give students an opportunity to revisit themes they have studied in different courses over the academic year and connect them with each other, thereby developing individual cross-disciplinary agenda needed to make an informed choice of major after the 2nd year. To do so, students will pick up a topic among those addressed during the first year and work to connect it with themes, ideas and insights from other courses they have taken. The course work involves participating in Topics of the First Year seminars and giving a final 7-minute presentation (in English) towards the end of the quarter.

PROFESSORS:
ANDREY
SHCHERBENOK,
PETER JONES
CONTACT HOURS: 28
ECTS: 3

A REFLECTION PIECE ON THE TOPICS OF THE FIRST YEAR
COURSE BY PETER JONES

CORE COURSES

YEAR 2

Q5.

ACADEMIC WRITING 2.1

Throughout the module, we will focus on developing your academic writing skills. While we will be exploring different purposes and forms of writing, many of our discussions will focus on the mutually enriching relationship between good analytical writing and close, critical reading. No matter what your background is or what field you decide to pursue, strengthening this relationship can help you to sharpen and maintain valuable communication skills. We will be integrating a variety of sources into our conversations, mostly from philosophy and debates on applied ethics. By exploring a range of topics we will be exploring the difference between good academic writing and other forms of communication.

PROFESSORS:
MICHAEL SCHAPIRA,
GIACOMO
ANDREOLETTI
CONTACT HOURS: 32
ECTS: 3

INTERPRETING ARTWORKS

Interpreting Artworks is focused on the close analysis of individual artworks, buildings, and monuments from the first century to the present. The course consists of fourteen lectures with accompanying seminars, most of which are structured around the interpretation of one particular artwork. This is not a chronological survey of art. The emphasis is more on examining key concepts and issues of interpretation rather than a given style or period or individual creators.

PROFESSOR:
ERIKA WOLF
CONTACT HOURS: 64
ECTS: 3

CORE COURSES

YEAR 2

PROBLEMS OF THE MODERN SCIENCES 1.1

This course is an introduction to basic ideas, concepts, theories and methods in natural sciences, focusing on physics and life sciences, as well as to essential philosophical and sociological questions which are triggered by these sciences.

Of course, “modern sciences” comprise many more disciplines than physics and life sciences. Its three main branches are formal sciences (e.g., mathematics and computer science) and, as empirical sciences, social sciences (e.g., economics, psychology, pedagogy) and natural sciences. Physics and life sciences are only two of the several disciplines, alongside others such as earth science, chemistry, and medicine, within the natural science branch. However, focusing on two particular disciplines, and within these a selected number of topics, and using these as “case-studies”, will allow to delve more deeply into the subject matter, and to have more informed and precise discussions. Thereby the students will be able to better understand and appreciate the scientific ideas presented and the complexities of the scientific endeavor.

PROFESSORS:
LOUIS VERVOORT,
JULIETTE COLINAS,
KRISHNA-K
CONTACT HOURS: 48
ECTS: 3

CORE COURSES

YEAR 2

Q6.

ACADEMIC WRITING 2.2

This course will familiarize students with the finer points of academic writing. Students will refine important skills such as note taking, formulating research questions, writing for public speaking, and revising their work. Moreover, students will learn the conventions of writing in the humanities and the social sciences, composing an original essay on a topic of their choosing in each discipline. The course will conclude with an emphasis on writing for public speaking and academic conversation.

PROBLEMS OF THE MODERN SCIENCES 1.2 (SEE PAGE 41)

PROFESSORS:
MICHAEL SCHAPIRA,
ZACHARY REYNA,
ANNE MULHALL,
CORINNE DORIA
CONTACT HOURS: 48
ECTS: 3

CORE COURSES

YEAR 2

Q7.

GREAT BOOKS: LITERATURE 2.1

The aim of this core course is to familiarize students with various literary genres, develop their ability to understand and appreciate literary texts, and introduce them to some of the great works of world literary tradition. This is not a survey course which would attempt to cover dozens of classical literary works essential to world literary canon; instead, the aim of the course is to develop intellectual skills and predispositions which would prompt students to continue reading literature and derive inspiration, insights and enjoyment from it for the rest of their lives.

PROFESSORS:
ALLA KONONOVA,
ANDREY
SHCHERBENOK,
JOANNA LONGDEN,
ILYA KALININ
CONTACT HOURS: 32
ECTS: 4

COURSE LITERATURE:

Section 1, Alla Kononova
The Poetry of W.B. Yeats

Section 3, Joanna Longden
Frankenstein by Mary Shelley (1817)

Section 2, Andrey Shcherbenok
Texts by Anton Chekhov

Section 4, Ilya Kalinin
“The Foundation Pit” / Kotlovan by Andrei
Platonov’s (1968)

DESIGN THINKING 2.1

The Professional Development course is designed to improve the ability of students to describe their accomplishments and sell their ideas in situations like professional networking, company meetings, response to proposals for services, and interviews. It teaches writing skills and workplace integration for new jobs.

Particular emphasis is put on verbal communication and preparation for verbal communication. Students will learn to create career plans that require them to research career options and potential employers and prepare a developmental roadmap that will lead them to success within the chosen profession.

PROFESSORS:
EKATERINA
SELIKHOVKINA,
DAVID DUSSEAU
CONTACT HOURS: 48
ECTS: 3

CORE COURSES

YEAR 2

Q8.

GREAT BOOKS: LITERATURE 2.2

The aim of this core course is to familiarize students with various literary genres, develop their ability to understand and appreciate literary texts, and introduce them to some of the great works of world literary tradition. This is not a survey course which would attempt to cover dozens of classical literary works essential to world literary canon; instead, the aim of the course is to develop intellectual skills and predispositions which would prompt students to continue reading literature and derive inspiration, insights and enjoyment from it for the rest of their lives.

PROFESSORS:
ELENA GRIGOREVA,
ANNE MULHALL,
OLGA USHAKOVA,
CAROLINE
WINTERSGILL
CONTACT HOURS: 32
ECTS: 4

COURSE LITERATURE:

Section 1, Elena Grigoreva
Oniegin by Alexander Pushkin

Section 2, Anne Mulhall
Trial by Franz Kafka

Section 3, Olga Ushakova
The Love Song of J. Alfred Prufrock by T.S. Eliott
The Waste Land by T.S. Eliott

Section 4, Caroline Wintersgill
Great Gatsby by Fitzgerald

DESIGN THINKING 2.2

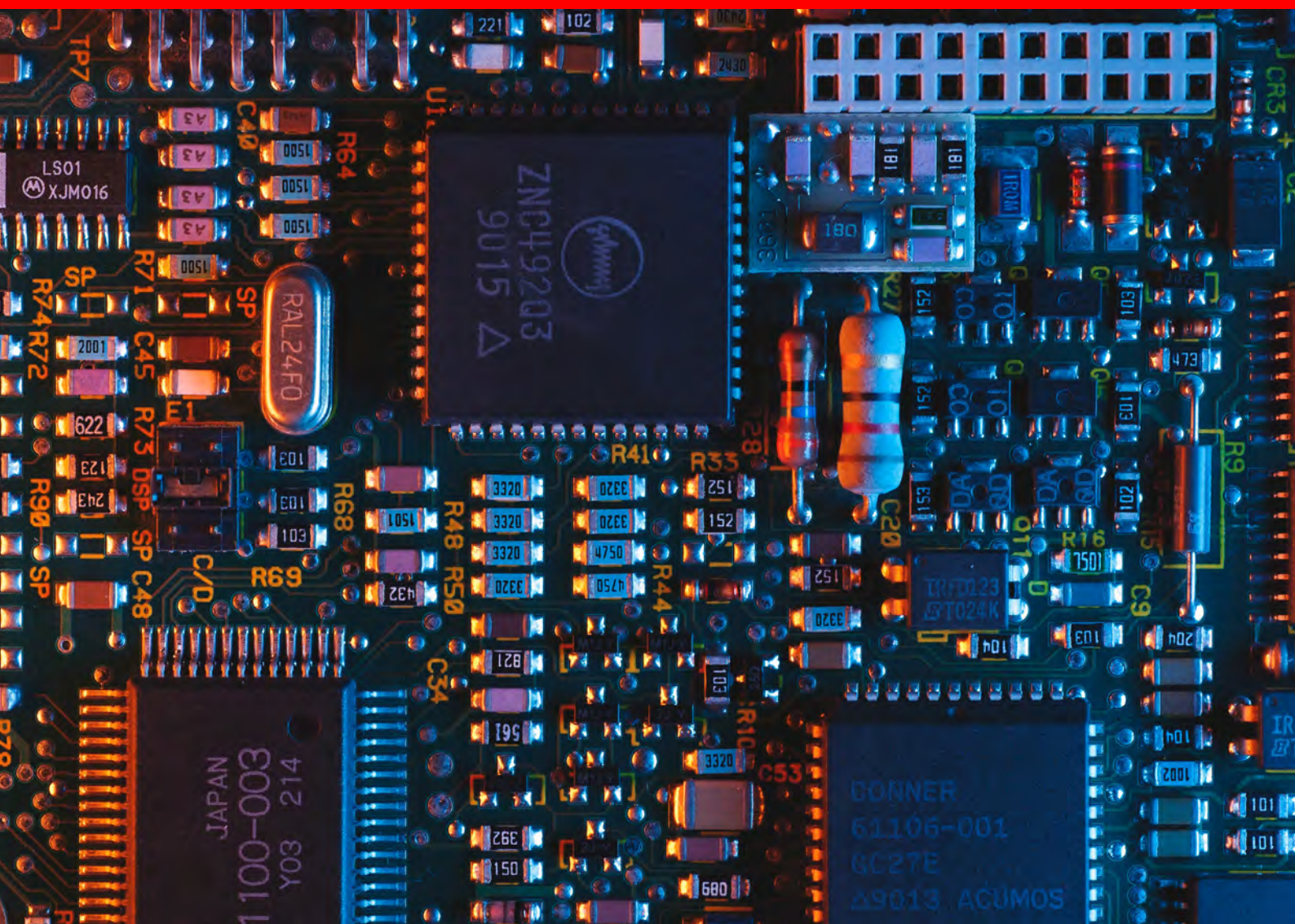
The second component of this Professional Development course is designed to activate the individual competencies emphasized in the previous module (professional networking, company meetings, response to proposals for services, and interviews) by placing students within a real-world project based, group work environment. It is also designed to prepare second year students for their summer internships.

PROFESSOR:
DAVID DUSSEAULT
CONTACT HOURS: 48
ECTS: 3

School of
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MAJOR:
INFORMATION TECHNOLOGY
AND DIGITAL SOCIETY



INFORMATION TECHNOLOGY AND DIGITAL SOCIETY

MATH TOOLS FOR IT

Q9.

This course is designed to give you some part of the mathematical foundations needed to work in computer science in any of its fields, from numerical computations to digital arts. At any stage of the computer science problem solving and modeling you will require numerical and computational tools. The aim of the course is to present and refresh basic mathematical tools such as linear algebra (basics, matrix decompositions, solving of linear systems, matrices and their geometric aspects), analysis (basics, differential calculus, classical Fourier series), optimization (convexity, linear and non-linear optimization), probability theory (random variables, basic examples of the statistics and probabilistic method), discrete mathematics (sets, graphs, relations), needed in various fields of computer science (mainly practical, not theoretical). The content will be given in a way to show math applications in some areas like imaging and visualization (e.g. medical imaging, image processing, computer vision).

PROFESSOR:
VITALY NIKOLAEV
CONTACT HOURS: 48
ECTS: 5

COMPUTER HARDWARE AND OPERATING SYSTEMS

The aim of the course is to provide an introductory view of how a computer actually works. Any computing machine has two fundamental components; the underlying hardware and the operating system. The operating system is the system software that allows users to access the hardware of the machine in an optimal and productive way. The learners will have the opportunity to study how a software process is created in order to run jobs/ tasks on computers. The process interaction with memory and the underlying storage systems are also discussed in detail. The course will be delivered in parts. The first part deals with hardware whereas the second part deals with the operating system.

PROFESSOR:
MUNESH CHAUHAN
CONTACT HOURS: 48
ECTS: 5

DATA STRUCTURES

Q10.

PROGRAMMING WITH PYTHON

The course provides an introduction to data structures and algorithms, including their design, analysis, and implementation in Python programming language. The design and analysis of various data structures (e.g. arrays, lists, classes, maps etc.) has had a long history in computer science and now is a fundamental part of the core curricula in computer science and computer engineering degrees.

The course covers the following content:

- Basics of Python;
- Algorithms Analysis;
- Recursion;
- Lists, Trees, Queues, Maps;
- Sorting and Selection;
- Text Processing;
- Graph Algorithms;
- Object-Oriented Programming.

The key learning goal is that the students can apply different data structures and algorithms to solve problems in information technology and in different application fields.

PROFESSOR:
VITALY NIKOLAEV
CONTACT HOURS: 48
ECTS: 5

INFORMATION SYSTEMS

ARCHITECTURE AND PARALLEL COMPUTING

Q11.

The course examines a range of techniques for programming multithreaded and distributed applications. Topics include synchronization mechanisms used for programs that communicate via shared memory, and message passing techniques for programs that communicate across a network. Practical work involves implementing programs using these techniques in a modern concurrent language, such as Python and CUDA C/C++.

Concurrent programming paradigms are well established in the areas of operating systems, computer networks and databases. Today, concurrency finds increasing use in sophisticated multithreaded and distributed applications, and the ability to construct concurrent programs is becoming an important skill for a modern programmer. Concurrency is also a very rich area of both practical and theoretical study in Computer Science. This course will present both the theory of concurrent programming and a range of useful paradigms for the construction of concurrent algorithms.

PROFESSOR:
MUNESH CHAUHAN
CONTACT HOURS: 48
ECTS: 4

PROJECT MANAGEMENT IN INFORMATION TECHNOLOGY

Q12.

IT project management is a critical skill that is in high demand in almost all medium to large tech companies. A software development task is primarily accomplished in a team setting, and thus it is essential to understand and be conversant with the existing tools and techniques that are employed for the successful completion of a project. Possessing software skill (in a required discipline) is essential but not the only prerequisite for being a successful developer. A current trend in the software industry is the establishment of startups where the key ingredient is a novel idea that works. Anyone can aspire to launch a startup as nowadays novel ways of funding are available in the form of venture capital and crowdsourcing. Unfortunately, most of the startups fail in the first few months of their inception. Among other reasons, one of the primary being the lack of skills to manage a setup. Hence, it becomes all the more imperative to develop this critical skill that always comes in handy in the management of an industrial enterprise.

PROFESSOR:
MUNESH CHAUHAN
CONTACT HOURS: 48
ECTS: 5

School of
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of
Tyumen

MAJOR:
CULTURAL STUDIES

**VOTES FOR
WOMEN.**

CULTURAL STUDIES

FOUNDATIONS OF THE HUMANITIES

Q9.

Scholars in the humanities approach their research from a variety of disciplinary angles. But whether they focus on literature, history, film and cinema, anthropology, political theory, or visual culture, they all share a fundamental concern with the bigger questions of what it means to be human, and what it takes to create a good society. In Foundations of the Humanities we will explore how they approach these common purposes, taking a tour of the different disciplinary approaches to humanities research at SAS. With a series of guest lectures, we will have the opportunity of studying active researchers, critiquing how they formulate projects, and observing how they negotiate some of the key issues uniting scholars across the humanities. As well as engaging with cutting-edge research, in the process we will also gain unique insights into what makes a successful project materialize.

PROFESSOR:
ANNE MULHALL
CONTACT HOURS: 48
ECTS: 5

CRITICAL THEORY: KEY THINKERS, TEXTS, AND CONCEPTS

Q10.

This major course introduces Cultural Studies students to the most important interventions in critical theory from the mid-twentieth century to the present. We begin, however, with an introduction to the three founding fathers of Western critical theory—the “masters of suspicion” as they were called by Foucault: Marx, Nietzsche, and Freud. We will then examine the development of critical theory in French Poststructuralism, the Frankfurt School of Critical Theory, and Psychoanalytic Theory. The course will conclude with an exploration of contemporary trends in the practice of critical theory. Overall, this course will help Cultural Studies Majors to develop the necessary tools for the thoughtful examination of diverse modes of culture—from social structures and political processes to art objects. The course will consist of three seminars per week and one reading-intensive instructed study hall/group work. All class meetings are mandatory. The seminars will primarily take the form of close discussion of a particular text (see Course Schedule) that will be initiated by a student presentation or guided questions. Lectures will be kept to a minimum.

PROFESSORS:
ZACHARY REYNA,
JULIE RESHE
CONTACT HOURS: 48
ECTS: 6

CULTURAL STUDIES

MODERNISM AND MODERNITY

Q11.

With the first industrial revolution, radical transformations took place that changed the very experience of daily life in Western societies. “Modernity” refers to this transformed nature of society, politics and daily life that accompanied the industrial revolution. “Modernism” was a cultural response to modernity; it presented a radical break in European culture that rejected tradition in favor of new and different modes of creation. This course provides a broad survey of modernism – from its emergence on the margins of 19th century culture to its ascendance as a major cultural force in the early 20th century and the assault on it with the rise of postmodernism. We will consider the broad cultural and intellectual history of modernism. We will examine major modernist works in art, architecture, and literature. We will also interrogate some of the key critics and theorists of modernism.

PROFESSOR:
ERIKA WOLF
CONTACT HOURS: 48
ECTS: 6

GENDER, SEXUALITY AND BIOPOLITICS

Q12.

This course will be an introduction to the concepts and issues related to topics of sexuality, gender, biopolitics, and their interrelatedness. Since the course is aiming at developing an interdisciplinary understanding and analysis, students will learn about the historical, philosophical, political, psychoanalytic and biological perspectives on sexuality and gender issues. We will analyse and discuss the emergence and the impact of some of the most meaningful themes and analytic frameworks of contemporary social, political, and cultural theory: feminism, gender theory, sex and sexuality, and how they have been defined, framed, normalized, controlled, as well as their revolutionary, disruptive, and creative potential. At the end of the course, the students will achieve a basic understanding of concepts and issues related to these topics and have the to grasp the developments and shifting configurations in western thought, and be able to analyse a range of interdisciplinary tools and methods for understanding and analyzing gender, sexuality and biopolitics.

PROFESSORS:
CORINNE DORIA,
JULIE RESHE
CONTACT HOURS: 64
ECTS: 5

**School of
Advanced
Studies**

**University
of
Tyumen**

**MAJOR:
LIFE SCIENCES**



LIFE SCIENCES

CYTOLOGY

Q9.

Cells are the fundamental units of any living being, and are intricate, fascinating entities. (The human body contains approximately 37 trillion (10¹²) of them!) Though of course different cell types can be quite different in form and function, all cells share some fundamental features. It is those fundamental features that we will study in this course, focusing on eukaryotic cells. What kinds of molecules are cells composed of? How are cells internally structured and organized? What molecular mechanisms are involved in their basic processes such as cell division, energy production, gene expression, intra-cellular trafficking, intra- and intercellular communication?

PROFESSOR:
JULIETTE COLINAS
CONTACT HOURS: 48
ECTS: 4

BRAIN AND BEHAVIOUR

Human beings are inherently socio-political animals, but relatively little attention has been paid to understand social influences on the brain and vice versa. The primary goal of this course will be to explore social influences on the nervous system, and also the neural code for social interaction, and neural map of our social world. Evolutionary theories underline large expansion of the human brain evolved due to the complex demands of social interactions: competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. This module provides an overview of the new field of social neuroscience in particular, to understand how others influence our thoughts, feelings, and behaviour and how we shape the society

This course is intended to provide an introduction to students on current topics in brain, mind and behaviour with a special stress on social aspects. The course content will cover fundamental questions in the study of the human brain and main topics of neuroscience. Many of the topics discussed in this curriculum have evolved from various disciplines and the essence of knowledge comes from multidisciplinary study, such as neuroscience, psychology, political science, sociology, anthropology etc. It introduces students to the structure and function of the brain as it affects human behaviour.

PROFESSOR:
KRISHNA-K
CONTACT HOURS: 48
ECTS: 4

LIFE SCIENCES

HISTORY AND PHILOSOPHY OF BIOLOGY

Q10.

Learning the history and philosophical issues of a field is not only important to better understand its current research questions and debates, but also to better grasp its important concepts, its way of thinking and approaching problems and the particular conceptual and practical difficulties that it may face in doing so. Such understanding is essential for non-biologists and biologists who wish to better understand the field, and for researchers who wish to conduct better research. It is also useful for anyone interested in understanding how knowledge is created.

This course aims at developing a sense of some historical and philosophical dimensions of research in biology. How have the currently held views developed and evolved throughout history? Mostly the history will be framed in terms of the evolution of concepts within the field, but whenever appropriate mention will be made of influences from other spheres of human society, such as the economic or political context.

DEVELOPMENT AND PHYSIOLOGY

This course will provide students a basic understanding of how complex multicellular organisms with diverse forms and cell types arise from single cells and how the major physiological systems function and integrate to sustain the lives of animals. The course will provide a conceptual framework for understanding the lives of animals at every level of organisation.

In many ways the basic understandings of developmental biology provide an invaluable foundation for other aspects of biology. We explore how embryos develop how the body axes are established. We ask how organs are formed. How does the brain develop? What is sex determination? This course aims to provide a broad, comprehensive look at embryology and functioning of different organs in the system.

PROFESSORS:
JULIETTE COLINAS,
KRISHNA-K
CONTACT HOURS: 48
ECTS: 3

PROFESSOR:
KRISHNA-K
CONTACT HOURS: 48
ECTS: 3

LIFE SCIENCES

ECOLOGY

Q11.

Though most branches of the life sciences primarily focus on understanding the functioning or evolution of individual living beings, ecology is the branch that takes these organisms back into their real-world context of the ecosystem, and the intricate interactions within the living and non-living world in which they are embedded. Understanding these ecosystems is not only allows to fully understand the evolution and functioning of individual species, but also to properly interact with these ecosystems to sustain them. This course will focus on surveying key notions in ecology, including a complex systems approach to ecology, and on how these notions can be applied to environmental management and conservation.

PROFESSORS:
JULIETTE COLINAS,
KRISHNA-K
CONTACT HOURS: 48
ECTS: 3

NO MAJOR COURSES

Q12.

**School of
Advanced
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**University
of
Tyumen**

**MAJOR:
ECONOMICS**



ECONOMICS

NO MAJOR COURSES

Q9.

PROBABILITY THEORY AND STATISTICS Q10.

Probability theory is a science that aims to study probabilistic events, phenomena, processes, their properties, qualities, patterns. Everything that happens on the financial markets is subject to the principles and laws of this science, due to the fact that the largest number of events in the vast market is random. It is impossible to predict the results of transactions and operations in financial markets with accuracy, because the consequences depend on a large number of factors, which are difficult to predict. This science is an important way to predetermine the possibility of creating connections and relationships. In particular, for the study of economic data, the Bernoulli formula, the local de Moivre-Laplace theorem, and the Laplace integral formula are used. Probability theory is a science that studies the use of characteristic methods in considering problems that appear in the analysis of random variables, revealing mass patterns. From this concept, we can conclude that if we study the laws governing random events, then we will be able to influence the process of occurrence of these events. Probability theory methods must be applied where it is allowed to create and analyze probabilistic models of actions or phenomena. An example is the characteristics in the field of lending and insurance. Probability theory is a science that studies the use of characteristic methods in considering problems that appear in the analysis of random variables, revealing mass patterns. From this concept, we can conclude that if we study the laws governing random events, then we will be able to influence the process of occurrence of these events. It is rather difficult to overestimate the importance of the science in question. Using probability theory, they solve issues related to the study of controversial and inconspicuous interconnections of various events and phenomena in different branches of science.

PROFESSOR:
OLGA UFUKOVA
CONTACT HOURS: 48
ECTS: 4

This course is taught
in Russian

ECONOMICS

INTERNATIONAL ECONOMICS

International economics class will provide students with the knowledge and understanding of the complex topics related to: international trade theories; protectionism versus free trade policies; political economy and international trade; different exchange rate systems (fixed versus floating); balance of payments and implications of its imbalances, and foreign exchange markets.

Why nations trade? What are the costs and benefits of protectionism versus free trade? Which exchange rate system (fixed or floating) gives a country more power to conduct its economic policy? Is trade deficit good or bad for a country?

PROFESSOR:

GORDANA

PESAKOVIC

CONTACT HOURS: 48

ECTS: 5

ECONOMIC HISTORY AND ECONOMIC THOUGHT 1492 - PRESENT

The main focus of this course will be on tracing and explaining the divergent and unequal growth trajectories of different continents in the five centuries after the birth of European colonial empires. Among the main questions asked will be the following: What advantages allowed European powers to dominate world affairs for so long? What was the secret recipe behind the industrial revolution? Which industrial revolution do we live in currently? What types of societies are conducive to technological progress and which tend to hinder it? What types of institutions help to launch and sustain economic growth? Are strong states necessary for economic growth or do they prevent it? Why economic crises happen with regularity of a Swiss watch? Which economic theories helped to spur growth, and which slowed it? What can we learn from economic history to better govern world economies today? What is a business cycle? How mainstream economic views evolve, under pressure of what events?

PROFESSOR:

TOMASZ

BLUSIEWICZ

CONTACT HOURS: 48

ECTS: 5

ECONOMICS

PROBABILITY THEORY AND STATISTICS **Q11.**

The course has two special features. First, it is flipped and experience-based. As all laws and theorems of probability theory and statistics are clearly testable, we build digital models of random processes and study it prior to learning analytical proofs. Second, it introduces several alternative frameworks to deal with randomness and uncertainty.

The theory of mathematical probability emerged in the XVII century as “quantitative measure of hope” – a collection of tools that helped nobles win in games of chance. Since then its status and scope changed drastically. One can trace two lines of thought in the field: measure-theoretic, leading away from betting, to elegant, but less fun systems of abstract notions and axioms: Fermat-Bernoulli-Laplace-Cournot-Kolmogorov; and game-theoretic, less pronounced nowadays and leaning back to betting basics: Pascal-Huygens-Ville-Lof-Schnorr-Dempster/Shافر. This second line, developed in recent papers and books by Vladimir Vovk and Glen Shafer, is especially well-suited for general risky decision making in the domains of economics, finance and machine learning; while the first one is best for science and engineering.

ECONOMETRICS

This course is dedicated to studying various forms of linear and non-linear regression, time-series and panel data econometrics using real-world cases, Monte-Carlo simulations and replication and discussion of classic papers. The course is built around a series of cases and datasets, described in the textbooks “The Statistical Sleuth: A Course in Methods of Data Analysis” (Fred Ramsey/Daniel Schafer) and “Econometrics” (Fumio Hayashi), as well as research papers reproduction, as described in “Time Series Econometrics” (John D. Levendis). The goal of the course is to equip students with the tools, intuition, original ideas, and motivation to critically assess quantitative economic research, as well as develop their own research design.

PROFESSOR:
ALEXANDER
DIDENKO
CONTACT HOURS: 48
ECTS: 5

PROFESSOR:
ALEXANDER
DIDENKO
CONTACT HOURS: 48
ECTS: 5

ECONOMICS

MACROECONOMICS

Q12.

Macroeconomics is about the growth of the economy and fluctuations in output, employment, and general level of price. The growth of output is extremely important because it makes higher levels of consumption and living standards possible. Fluctuations in output and prices can inhibit growth and generate economic hardship. Throughout the semester, we will examine appropriate fiscal and monetary policy actions for dealing with, output, unemployment, and inflation in our economy. Gaining from international trade and foreign exchange markets will also be explored.

PROFESSOR:
EKATERINA SVIRINA
CONTACT HOURS: 48
ECTS: 6

**School of
Advanced
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**University
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Tyumen**

**MAJOR:
FILM AND MEDIA STUDIES**



FILM AND MEDIA STUDIES

FILM: HISTORY AND FORM I

Q9.

The creation of any type of visual media requires aesthetic choices. These choice involve the combination of images and sounds in unique and interesting ways. The main objective of this introductory course is to enhance awareness of the aesthetic choices made in visual media production and to explore how the tools and techniques used in its creation can be joined to generate a variety of meanings and messages. The course will involve practicing detailed analysis of the aesthetic choices made in different forms of visual media, with particular emphasis given to narrative film and television. Some practical exercises will also be given to deepen understanding of aesthetic principles.

PROFESSOR:
DAVID MELBYE
CONTACT HOURS: 48
ECTS: 5

FILM AND MEDIA STUDIES

NEW MEDIA ANALYSIS I

Q10.

This course deals with the theory and methods for analysis of and reflection upon the new media, as well as with the practice of critique through media. More than defining what the term new media denotes, this course discusses some common elements of this heterogeneous field. Its relevance lies in the object of study – the new media itself which defines everyday life of a media user. The course should help students not only to become aware of the (horizons of the) media representations, but it should also empower them to see beyond the representation, to reflect about the infrastructure of media, the social consequences of the media industry, its role in the everyday life, the culture and the economy.

PROFESSOR:
JAN KRASNI
CONTACT HOURS: 48
ECTS: 3

FILM HISTORY II: EVOLUTION OF THE MOTION PICTURE

This two-part course familiarizes students with the evolution of the motion picture art form as a visual storytelling medium and an industry, from its inception at the end of the nineteenth century up to the present. Students will be given a thorough aesthetic, technological, and industrial perspective on the history of filmmaking, and, accordingly, the first course proceeds chronologically from the silent era to World War II. Both the development of the classical Hollywood studio system and the impact of European, Asian, and other national cinemas, movements, and filmmakers are considered concurrently. As a result of this course, students will be prepared for more advanced academic studies and production practices of filmmaking.

PROFESSOR:
DAVID MELBYE
CONTACT HOURS: 48
ECTS: 3

FILM AND MEDIA STUDIES

MEDIA AND SOCIETY

Q11.

This course focuses on the complex relationships between media, society, and the individual. How do mass communication technologies, such as newspaper, radio, and television, shape the political, social, and economic fabric of society? How do economic conditions, social practices, and political process influence the functioning of mass media technologies? How do people use media and how do media affect people? How do new media, such as the Internet, social networks, and videogames, replot the media landscape, social practices, and political processes? These are some of the questions we will address in this course. This course has a threefold structure. In the first part, we will address mass communication technologies of the 20th century – newspaper, radio, and television. In the second part, we will focus on newer forms of mass communication, such as the Internet, video games, and social media. In the third part of the course, we will focus on the issues which arise when boundaries blur and different types of media and different genres intersect, such as convergence, hybridization, and infotainment.

PROFESSOR:
MAXIM ALYUKOV
CONTACT HOURS: 48
ECTS: 3

NEW MEDIA ANALYSIS II

This course deals with the theory and methods for analysis of and reflection upon new media, as well as with the practice of social, cultural, and/or intellectual critique through media. The relevance of New Media Analysis lies in the object of study – new media define the everyday life of its users. The course will help students to become aware of the problems of media representations, to reflect about the infrastructure of media systems, the social consequences of the media industry, its consequences on the society, culture and economy.

New Media Analysis II will cover the ways of material media production (e.g. Fab Labs), various kinds of actors that govern media content on a global level (e.g., the role of large companies as gatekeepers, media agencies), new technologies and the cultural/social practices connected to them (e.g. wearable media), the risks of its constant use (e.g., information bubbles), as well as theoretical speculation on how these new technologies might change existing and/or traditional societies (e.g., AI, social scoring system, swarm intelligence).

PROFESSOR:
JAN KRASNI
CONTACT HOURS: 48
ECTS: 4

FILM AND MEDIA STUDIES

FILM: HISTORY AND FORM III

This two-part course familiarizes students with the evolution of the motion picture art form as a visual storytelling medium and an industry, from its inception at the end of the nineteenth century up to the present. Students will be given a thorough aesthetic, technological, and industrial perspective on the history of filmmaking, and, accordingly, the first course proceeds chronologically from the silent era to World War II. Both the development of the classical Hollywood studio system and the impact of European, Asian, and other national cinemas, movements, and filmmakers are considered concurrently. As a result of this course, students will be prepared for more advanced academic studies and production practices of filmmaking.

PROFESSOR:
DAVID MELBYE
CONTACT HOURS: 48
ECTS: 3

FILM AND MEDIA STUDIES

FILM AND TRANSMEDIA STORYTELLING Q12.

A transmedia narrative integrates entertainment experiences across a range of media platforms. Franchises, such as Star Wars, The Walking Dead, Game of Thrones, the Marvel cinematic universe, Harry Potter, or Riverdale, move fluidly across media platforms (television, film, comics, games, the web, and even alternate or virtual reality) picking up new audiences as they go and allowing the most dedicated consumers to penetrate deeper. Such fans, in turn, may translate their interests in the franchise into concordances and Wikipedia entries, fan fiction, videos, fan films, cosplay, game mods, and a range of other participatory practices perpetually expanding the story world in new directions. Both commercial and grassroots expansion of narrative universes contribute to a new mode of storytelling, one which is based on an encyclopedic expanse of information, configured individually as well as processed collectively by social networks and online communities.

In order to fully understand how transmedia entertainment works, students will be expected to immerse themselves in at least one major media franchise for the duration of the term.

PROFESSOR:
DAVID MELBYE
CONTACT HOURS: 48
ECTS: 3

GENDER, SEXUALITY AND BIOPOLITICS (SEE PAGE 52)

**School of
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MAJOR: HISTORY



HISTORY

ESSENTIALS OF GLOBAL HISTORY

Q9.

What does it mean to study history on a global scale? Introducing students to some of the most essential themes, methods, and topics in global history, this course will offer in-depth case studies of six foundational events. Our focus will be on moments of cultural, intellectual and political contact between disparate regions, viewed through a range of primary sources and scholarly debates. We will explore the spread of Islam throughout the Middle East in the 600s; the emergence of print media and nation states in the European Renaissance of the 1400s; the transatlantic currents of the Haitian Revolution of the 1790s; the British colonization of Africa in the 1800s; the emergence of the Communist regime in China in the mid-1900s; and the tech boom in Silicon Valley at the turn of the 2000s. While we will assess each of these events as “global” in their own right, considering their transnational scope and impact, we will also use them to explore the limits and possibilities of a global historical method. By the end of the course, as well as being fluent in several foundational episodes in world history, students will be well-equipped to think critically about the global as a lens for work in the humanities more widely.

PROFESSOR:
PETER JONES
CONTACT HOURS: 48
ECTS: 5

“HISTORY” MAJOR COURSES DID NOT RUN IN Q2, Q3 AND Q4 DUE TO THE LACK OF MAJORS.

**School of
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**University
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Tyumen**

**MAJOR:
SOCIOLOGY AND
ANTHROPOLOGY**



SOCIOLOGY AND ANTHROPOLOGY

INTRODUCTION TO CULTURE

Q9.

Anthropology is a global, historical and holistic study of human diversity. Thus, the evolution of human culture and social organization lie at the core of anthropology. This course offers a general survey of anthropological theoretical paradigms, methods, and key research areas. Specific cases exemplifying cultural and social dynamics of human behavior are taken from both traditional and contemporary societies with the goal of developing an intellectual platform for understanding world cultures and providing tools for cultural introspection. The course will emphasize the origins and reasons for cultural diversity and the role of culture in the past, present, and future survival of our species. Stress will be placed on the interaction of culture with the physical and social environment and the exploration of the forces which direct the evolution of cultures.

PROFESSOR:
JAY SILVERSTEIN
CONTACT HOURS: 64
ECTS: 5

SOCIOLOGICAL PERSPECTIVES

The course aims to familiarize you with the discipline of sociology and prepare to take additional specialized classes in social sciences. In North America and beyond this course often serves as a prerequisite for several other classes and is a key requirement for many social science majors. The course has four leading objectives: (1) to introduce you to common sociological subjects and concepts; (2) to shed light on different perspectives within sociology; (3) to encourage you to think deeply, critically, and coherently about our social world; (4) to help you establish links between theory, problems, and policy.

Notably, the Sociological Perspectives is purposefully designed to spark interest in social sciences. In class you will learn how to be professional marijuana user, what are the social mechanics beyond student hook up, when education can lead to bigotry and ethnic violence, and what employers ultimately seek from you. In order to retain the greatest amount of knowledge, students are encouraged to raise both conventional and controversial questions in class and after.

By the end of the Sociological Perspectives course you will develop sociological imagination and be familiar with the key theories, concepts, ideas and insights from sociological perspective on social world.

PROFESSOR:
MATVEY
LOMONOSOV
CONTACT HOURS: 64
ECTS: 4

SOCIOLOGY AND ANTHROPOLOGY

INTRODUCTION TO RESEARCH DESIGN Q10. AND METHODS

Courses in research methods similar to this one are given internationally in majors such as sociology, anthropology, political science, economics, administrative science and others to introduce students the imperative, rules, logic and rigor of social scientific inquiry. This course has two objectives: (a) to help students in understanding how empirical research in sociology, anthropology and other social sciences is organized and (b) to provide an elementary survey of research methods which will enable you to take more specialized methods courses (e.g. Probability and Statistics, Quantitative Modeling and Data Analysis, Qualitative Methods, Field Research). On the practical level, the course equips students with conceptual, theoretical and methodological tools to construct their own research and critically read social scientific materials. Thus, after this course you will be able not only do your own study, but also to professionally read academic sources, to assess the claims that appear in public debates and mass media, and to express an informed opinion on specific public policy alternatives. Importantly, this course includes a small practical research, calculation and EXCEL statistical analysis components, which, however, do not require good familiarity with sociology and anthropology or math beyond basic algebra.

QUALITATIVE METHODS

The course covers the main methods of conducting qualitative research, such as interview, observation, experiment, content analysis, and some others. Is it possible to conduct scientific research just talking to or observing people? Is an experiment in social science possible? Why do contemporary social scientists not always trust only statistics and polls? What is the difference between a qualitative sociologist and a quantitative sociologist? And the most important, how to organize qualitative social research? The course will explore all these questions.

We will also consider the problems researchers usually face when organizing their fieldwork: how to find informants, how to empathize with their feelings and to preserve emotional distance necessary for the analysis at the same time, how to work in a dangerous field.

PROFESSOR:
MATVEY
LOMONOSOV
CONTACT HOURS: 48
ECTS: 4

PROFESSOR:
SVETLANA
ERPYLEVA
CONTACT HOURS: 48
ECTS: 4

SOCIOLOGY AND ANTHROPOLOGY

ANTHROPOLOGICAL AND SOCIOLOGICAL THEORY: THE CLASSICS

Q11.

This course will provide an introduction to the classical readings of sociological and anthropological theory. It will focus on the works by “founding fathers” of both disciplines: James Frazer, Bronisław Malinowski, Franz Boas, Karl Marx, Emile Durkheim, and Max Weber. The final part of the course will be devoted to the problems of gender, ethnic origin, and race in classical anthropological and sociological theory and will include the works of W.E.B. Du Bois, Georg Simmel, and Charlotte Perkins Gilman. Through these readings, the students will be introduced to sociological ways of understanding reality and to basic concepts in anthropology. The course will focus on interpreting anthropological and sociological texts, positioning these texts in relation to other texts in the same field, as well as situating the texts in a larger socio-historical context. The readings have been selected with the purpose to link classical anthropological and sociological texts with contemporary empirical studies.

PROFESSOR:
ANNA
VARFOLOMEEVA
CONTACT HOURS: 48
ECTS: 4

NO MAJOR COURSES

Q12.

**School of
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ELECTIVES 2019-2020



ELECTIVES 2019-2020

COURSES

Electives are courses that permanent and visiting faculty offer for all the SAS students based, primarily, on the faculty's research interests. All electives are intensive 4-credit seminars that, typically, convene four times a week for 90 minutes during one two-month quarter. Out of 4 weekly sessions, one is reserved for student teamwork.

Q1.

Emerging from the Shadows: 21st century African Politics
Medical Humanities: Interdisciplinary Approaches to Medicine and Society

Q2.

English as a Second Language
Fragility and Resilience in Twenty-First Century Culture
International Business
Introduction to Artificial Intelligence
Selected Topics in Life Sciences
Soviet Visual Propaganda

Q3.

Children and Politics
Curating Contemporary Art
Economics, Society and Law
Economics: Brain, Behavior and Institutions
Introduction to Data Analysis and Visualization with Python
Liberal Arts: Vision, Design, Experience
Psychoanalysis and the Pursuit of Happiness
Public Speaking: Engaging Your Audience in English
Storytelling and the Self: Narratives of Identity and Performance
The Ecological Disaster: What to Do?
The University in Crisis
Thinking on Paper: Efficient and Elegant Professional English
What If? Counterfactual & Alternate Histories

Q4.

A Sense of Humor
Anthropological Archaeology
Arctic Encounters: Humans and Other Sentient Beings in the North and Siberia
English as a Second Language
Formal Logic
Still Moving? Diasporas in Comparative Perspective
Structure of the Literary Text
The Golden Age of Russian Literature
The Rise and Fall of Complex Societies
What is the Anthropocene?

Q1.

EMERGING FROM THE SHADOWS: 21ST CENTURY AFRICAN POLITICS

Africa provides a living laboratory in which researchers, educators and students alike are challenged to question preconceived ideas surrounding the role of the state in governing 21st century society, the extent to and direction in which glocalization of the world's economy will influence quality of life of the earth's population as well as how inter-state cooperation and conflict continue to be conducted on the world stage. This class will use states, cultures and identities which populate Sub-Sahara Africa to illustrate just how fluid structural conditions which define our understanding our world have become.

PROFESSOR:
DAVID DUSSEAULT
CONTACT HOURS: 48
ECTS: 4

MEDICAL HUMANITIES: INTERDISCIPLINARY APPROACHES TO MEDICINE AND SOCIETY

This course will introduce students to the Medical Humanities, an interdisciplinary research field that acknowledges questions of health and illness as related in the first place to the experience of being human, and hence deserving to be studied beyond a mere biomedical viewpoint.

What can history, philosophy, art, or literature teach us about health, disease, practices, and policies of care? How can humanities have an impact on medical practice and vice-versa?

Through the analysis of a wide variety of sources (novels, essays, art-works, graphic-novels, movies), we will examine how arts and humanities offer different ways of thinking about health, illness, healing, and care, which are complementary rather than opposed to the scientific ones.

PROFESSOR:
CORINNE DORIA
CONTACT HOURS: 48
ECTS: 4

OPEN COURSE

ENGLISH AS A SECOND LANGUAGE

The course is designed to measurably build on students' academic English skills to make them fully prepared to actively, confidently and meaningfully take part in other courses taught exclusively in English. The course also covers and reinforce main grammar conventions and puts an emphasis on expanding and acquiring new vocabulary needed to talk about a wide variety of topics from different angles and from different academic areas. The course encourages students to be independent learners and look for opportunities to study and practice English outside of class.

PROFESSORS:
ZHANNA VASILEVA,
EKATERINA
NOVOKRESH-
HENNYKH,
DIANA
GLOVATSKAYA,
IRINA PARAKHINA,
JEFF BAIN,
STEVEN KAYE
CONTACT HOURS: 48
ECTS: 4

FRAGILITY AND RESILIENCE IN TWENTY-FIRST CENTURY CULTURE

Since at least the late 2000s, the twin discourses of fragility and resilience have begun to dominate a range of social and political debates. Scholars and critics working on contemporary social issues, ranging from education to ecology, health, gender, sexuality, race, labor, and refuge, have increasingly foregrounded these approaches. At the same time, these ideas have permeated right across the cultural landscape, and recent years have seen a sharp rise in artistic forms that speak the language of fragility and resilience. This eight-week course will survey a wealth of material, including novels, poetry, films, artworks, photography and video games, among other works of popular culture. Putting these artistic expressions into contact with philosophical debate, the course will allow us to come to a new understanding of these ideas in their current context.

PROFESSOR:
ANNE MULHALL
CONTACT HOURS: 48
ECTS: 4

INTERNATIONAL BUSINESS

What is international business? Why it matters to me? What is the significance of culture in international business? Will marketing strategy change or company can use the same strategy globally? How does global and regional economic cooperation and integration shape the international business? What is International Monetary System? How can changes in exchange rates make successful business a failure? Does ethics differ from country to country? What can I learn that will help me understand global business and its impact on the overall economy and life? International business class will search the answers to these questions.

PROFESSOR:
GORDANA
PESAKOVIC
CONTACT HOURS: 48
ECTS: 4

OPEN COURSE

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

This course covers the introductory aspect of artificial intelligence. How superintelligence and machines interact with humans in future will be discussed in detail. The ethical issues as well as the grand challenges in enabling machines to serve humans will find occasional mention throughout the course. After completing the course, a student should be able to comprehend the future development paths of machine intelligence and appreciate the various technologies in vogue and their future ascendancies in the context of a more human-machine interaction paradigm. The primary aim of the course is to enable proper assimilation of the future AI-based technologies among different disciplines with the least possible apprehension and confusion.

PROFESSOR:
MUNESH CHAUHAN
CONTACT HOURS: 48
ECTS: 4

SELECTED TOPICS IN LIFE SCIENCES

This experimental course will be co-taught by a range of instructors connected to X-Bio Institute. The course explains what is life, reveals life science and some derived disciplines to wide audience. The backbone of this course is life origin and evolution. This backbone proliferates to related life science topics, presented by X-BIO specialists, performing actual research in these areas

PROFESSOR:
DMITRY ANDREYEV
CONTACT HOURS: 48
ECTS: 4

SOVIET VISUAL PROPAGANDA

This course will introduce students to a broad range of Soviet visual propaganda. We will survey the development of Soviet propaganda art at distinct moments in Soviet history – from the October Revolution to “the Great Break” that initiated Stalinism to Great Patriotic War and then the ensuing Cold War. We will consider a range of distinctive types of Soviet propaganda: the political poster, monumental sculptures, agitational trains and boats, exhibition displays, street kiosks, illustrated magazines, photobooks, public murals, and wartime aerial leaflet propaganda. We will also investigate a number of distinctive forms of visual propaganda: political caricature, photomontage, and visual statistics. By examining related primary source documents, we will consider how the visual was mobilised to promote the policies and ideologies of the Soviet state.

PROFESSOR:
ERIKA WOLF
CONTACT HOURS: 48
ECTS: 4-

CHILDREN AND POLITICS

Today, we typically see childhood and politics as incompatible. Childhood is associated with innocence, while politics is considered to be something 'dirty.' Children are portrayed as not yet fully developed and so dependent on others, while participation in contemporary political systems is cast as requiring the cognitive abilities to express 'independent' opinions. Our cultural beliefs are embedded in our legal systems: the right to vote (as well as many other rights) is granted to people only after they turn a certain age. However, with more and more minors starting to participate in protest politics across the world, our cultural beliefs about the incompatibility of childhood and political experience, as well as the way we measure political maturity are put into question. The course will turn to literature in sociology, social history, political science, political theory, etc. in order to problematize our conventional view about incompatibility of childhood and politics. Politics is understood broadly in this course and refers not only to minors' conventional and protest political participation but also to their access to the public sphere in general and their ability to be political subjects and not the objects of adult care.

This course will teach students to question ideas that seem to be "natural" through analysis of historical, cultural, and social circumstances of these ideas' development. Moreover, the course will demonstrate how different disciplines may approach the same object or phenomenon.

PROFESSOR:
SVETLANA
ERPYLEVA
CONTACT HOURS: 48
ECTS: 4

CURATING CONTEMPORARY ART

This course explores what a contemporary art exhibition can be and offers students the opportunity to work towards presenting an exhibition at SAS. The course will provide an overview of the history of art exhibitions, surveying a range of different projects including biennials, artist and curator-run spaces, performance, public art projects and those that take place outside the institution. Throughout the 8-week course students will be presented with actual artworks as learning tools.

Taking the stance that a hands-on approach is the best way to explore curating, working with these artworks will form a crucial component of the course. These artworks will be lent by artists who have agreed to contribute them as learning resources to the course. Students will be lead through exercises in which the artworks are analysed and discussed and then 'played' with in a workshop in regards to spatial arrangement, contextualisation, juxtaposition, etc.

The course will also explore the curatorial turn and urge in wider contemporary culture, unpacking some current theories and thinking around taste, selection, and display. Students will become familiar with approaches from visual and material culture studies along with art history and museum studies. The course will include visits to local museums and galleries and a voluntary weekend trip to Yekaterinburg to visit art institutions including The Ural Branch of the National Center for Contemporary Art.

The course will include a section overviewing practical components of exhibition making including self-organising, seeking funding, promotion, installation, and exhibition text writing. In the second half of the course students will individually propose a theoretical exhibition and then co-curate an actual exhibition, working with the artworks provided. The course hopes to encourage the students to develop an ongoing student-led exhibition programme at SAS that could be shared across multiple disciplines for different curatorial purposes.

PROFESSOR:
HENRY DAVIDSON
CONTACT HOURS: 48
ECTS: 4

ECONOMICS, SOCIETY AND LAW

Economics tries to explain many aspects of human behavior. Likewise, law attempts to regulate multiple facets of our lives. This course bridges the two disciplines to develop an understanding of the ways in which societies function and regulate themselves. Law will act as an interface that will show how behavioral theories can apply to real-life situations. The course will acquaint students with several principal theories of institutional and behavioral economics such as rational choice theory, group behavior and principal-agent relations. It will also cover the critique of the above theories. Through the course, we will apply the theories to a number of topics, concerning the organization of society and the state. Those topics will include the following: Family and Property, State and Sovereignty, Capitalism and Democracy, Regulation in a Capitalist Economy, Balancing the Competing Interests, the Impact of Economic Crises, Migration, and Internet Governance. They will be illustrated by examples from the case-law of the Russian, US and international courts. The course can serve as a stepping stone to further studies in Law and Economics.

ECONOMICS: BRAIN, BEHAVIOR AND INSTITUTIONS

Economics is a science about choices people make when they face resource scarcity, and aggregate effects of these choices. Generally, human's decisions are shaped by two huge forces: internal – their own brains, and external – institutions. Brain processes rewards and risks, learns and motivates actions. Repetitive behavioral patterns are routinized, exchanged and adopted, and finally emerge into constantly evolving institutions.

Throughout the course we time after time start from the middle layer of this scheme: behavior, which students exhibit during classroom experiments. We then discuss experiments, build agent-based models of behavior, and then move in two directions: toward biology, and toward institutions, studying how individual choices are made, and what that might mean in aggregated sense. We learn to construct economic structures behind empiric material and explain observed behavior from institutional and neuroeconomic frameworks.

PROFESSOR:
DMITRY
KURNOSOV
CONTACT HOURS: 48
ECTS: 4

PROFESSOR:
ALEXANDER
DIDENKO
CONTACT HOURS: 48
ECTS: 4

INTRODUCTION TO DATA ANALYSIS AND VISUALIZATION WITH PYTHON

The course provides an introduction to data analysis and visualization, including necessary introduction into programming in Python language.

The key learning goal is that the students can apply basic tools of Python and some of its libraries for analyzing and visualizing quantitative data of their interest.

The course will help you to understand how you can use specific Python tools and libraries like pandas and matplotlib to examine a dataset with summary statistics and graphs, and extract meaningful information. You will learn how to import, clean and prepare data before analysis, and how to visualize this data in an appropriate way to communicate results.

LIBERAL ARTS: VISION, DESIGN, EXPERIENCE

Should the Liberal Arts be understood as a rigid educational model, or one that can be easily altered? How much can students affect their experience within its parameters? Is a Liberal Arts education ultimately more effective than a traditional higher education, particularly when one attempts to evaluate its students': a) acquired benefits (competency-related skills as well as existential awareness) and/or b) actual employability? Where does SAS locate itself in the global arena of Liberal Arts education? What are the advantages and disadvantages of the various incarnations of the Liberal Arts approach?

This course on Liberal Arts education focuses on various case studies, and is taught by a primary instructor along with a number of senior guest lecturers who are or have been engaged with this approach in their educational experience. In this course, students will be challenged to probe the Liberal Arts philosophy, as well as explore the variety of its applications in institutions around the world. In turn, students are expected to apply this philosophy to new and imagined contexts, thereby entering into a wider conversation with pedagogical scholars, educational professionals, and, last but not least, their immediate classmates.

PROFESSOR:
VITALY NIKOLAEV
CONTACT HOURS: 48
ECTS: 4

PROFESSOR:
DANIEL
KONTOWSKI
CONTACT HOURS: 48
ECTS: 4

OPEN COURSE

PSYCHOANALYSIS AND THE PURSUIT OF HAPPINESS

In this course, we will focus on the history and theory of psychoanalysis and contemporary psychotherapies in the context of our happy-oriented culture.

In our days happiness is thought to be our organic natural state, while sadness and emotional suffering are stigmatized as a pathology. We believe that at all costs we have to stay positive. Influenced by this prevailing cultural paradigm (or imposing it?) most psychotherapies today aim towards alleviating emotional suffering and towards the supposed goal of greater happiness.

Freud, the father of psychoanalysis, perceived the emergence of today's positivity-oriented psychotherapy as a distortion of his original model. He openly acknowledged universal suffering as being constituent of being human. Psychoanalysis proper rather has a function of disillusionment that opposes the aims of the overly optimistic psychologies of today.

This course will introduce students to Freud's initial model of psychoanalysis and trace its subsequent evolution up to the present time. We'll pay particular attention to Michel Foucault's and Catherine Malabou's criticism of psychoanalysis and psychotherapies. We will also consider neo-Freudianism, Freudo-Marxism, existential psychoanalysis, Ljubljana school of psychoanalysis (Slavoj Žižek, Alenka Zupančič) and the Depressive Realism hypothesis in psychology.

PROFESSOR:
JULIE RESHE
CONTACT HOURS: 48
ECTS: 4

PUBLIC SPEAKING: ENGAGING YOUR AUDIENCE IN ENGLISH

Stage fright is real, and the fear of public speaking only gets multiplied if one has to do it in one's non-native language. To prepare oneself for the versatile needs of work life, this course will strengthen your speaking and listening skills of English as a second language. Specifically, you will learn how to communicate effectively in different types of professional settings (meetings, seminars, small talk), to recognise the importance of communication skills (both verbal and non-verbal) in these settings, and in this way to gain confidence in yourself as a user of English. You will also learn how to provide constructive peer feedback on each other's presentations. This course is for students who want to learn how to speak in public without fear. For this reason, you ought to be ready to step outside of your comfort zone for the duration of the course. Also students who simply want to become better public speakers are encouraged to attend the course.

PROFESSOR:
MELINA
AARNIKOIVU
CONTACT HOURS: 48
ECTS: 4

STORYTELLING AND THE SELF: NARRATIVES OF IDENTITY AND PERFORMANCE

This interdisciplinary course explores how the self is constituted through storytelling across theatre, film, and contemporary art and offers students the opportunity to develop and present a short performance relating to their own identity or ideas on the construction of self. The course will feature an introduction to narratology, providing an overview of the study of narrative, especially in relation to the formation and navigation of identity. Each week is devoted to different texts that explore identity, focusing on examples with inherent performativity, ranging from the overt to latent. We will consider plays, performance art, film, and video art, in which individuals strive, through performance, to express self, establish collective identities, negate structures of identity control, as well as experience losses of self, or disintegration and disassociation of identity. The course will provide students with an understanding of current debates around identity politics, including key ideas related to race, gender, and sexuality. The course will canvas feminism, masculinities, queer identities, the relationship of technology to identity, and post-identity.

PROFESSOR:
HENRY DAVIDSON
CONTACT HOURS: 48
ECTS: 4

THE ECOLOGICAL DISASTER: WHAT TO DO?

This course intends to study the ecological / environmental challenges that humanity faces at this very moment, linked to climate change (global warming), the depletion of natural resources (including air and water), pollution by plastics and chemicals, etc. This course is fact-based, so we will study the data at hand and the causes of the phenomena involved; further we will put an emphasis on the potential solutions that have been proposed, or that can be envisaged by the students themselves. The course looks at the problems on the global and, whenever possible, Russian level. We aim at a systemic treatment of the matter, integrating knowledge from different scientific disciplines. Indeed, since coping with climate change and the other enormous ecological problems we face is a highly complex and interdisciplinary enterprise, this course will touch upon a variety of disciplines, such as ecology, climate science, technology, philosophy, ethics, sociology, political science, economics, etc. Perhaps the greatest challenge that awaits this and the coming generation is to cope with climate change, so an important part of the course will be dedicated to this topic. We will study the mechanisms behind climate change, the causes, the most relevant scientific data available, and we will aim at identifying potential solutions, such as the use of 'renewable' or 'green' energies. A few classes will be dedicated to technological aspects of renewable energies.

PROFESSOR:
LOUIS VERVOORT
CONTACT HOURS: 48
ECTS: 4

THE UNIVERSITY IN CRISIS

This course is an exploration of the university, which the sociologist Gerard Delanty has called "the paradigmatic institution of the public sphere and of modernity in general." In many countries, the project of building a prestigious university has gone hand in hand with boosting one's international standing. However, much like the dreams of progress and enlightenment that the modern public sphere was supposed to grant, belief in the university has begun to waver, leading many to declare it in a state of crisis. In this course we will explore the political, ideological, and material conditions from which the university emerged, appreciating both its own course of internal development and its growing importance in society at large.

PROFESSOR:
MICHAEL SHAPIRA
CONTACT HOURS: 48
ECTS: 4

Q3.

THINKING ON PAPER: EFFICIENT AND ELEGANT PROFESSIONAL ENGLISH

This course will help you become a better reader and writer of English. You will learn how to write clear, well-organised, and persuasive text for different types of professional purposes. You will also learn how to analyse, evaluate, and summarise texts of varying length and difficulty, as well as to identify the appropriate tone and level of formality of different kinds of texts (emails, minutes, reports) in relation to your audience and the purpose of the text. You will also familiarise yourself with a multi-stage revision process: during the course, you will produce short texts both alone and together and share them with each other to provide constructive feedback on each other's (un)finished writing.

PROFESSOR:
MELINA
AARNIKOIVU
CONTACT HOURS: 48
ECTS: 4

WHAT IF? COUNTERFACTUAL & ALTERNATE HISTORIES

Orthodox historians have tended to dislike attempts to think counterfactually about the past, on the grounds that 'virtual history' offers little more than entertainment and degenerates too easily into banal trivialities. Yet popular and professional interest in counterfactual history continues to grow, spawning a growing number of books on the 'what if?' This course will explore the counterfactual approach to history – the history of "what might have happened" – in its multifaceted embodiments (literature, film, philosophy, social sciences, and historiographical practice).

PROFESSOR:
CORINNE DORIA
CONTACT HOURS: 48
ECTS: 4

A SENSE OF HUMOR

“Humor is... a superior revolt of the mind”

André Breton

Why do we laugh, and can a sense of humor be powerful? Has humor changed over time? How has satire shaped the politics of the contemporary West? Are there limits to what we should make jokes about? Can humor be ethical? What are the differences between a conservative and a progressive joke? And what might dark humor reveal about our inner psyche? This course will take a broad theoretical and historical approach to humor, exploring the mechanics of comedy through a range of media. Alongside the work of influential philosophers, political theorists, and psychoanalysts, we will hear from stand-up comedians and legendary clowns. We will also watch some of the most celebrated comic movies of the past century, including the work of Charlie Chaplin, Peter Sellers, and Monty Python. We will analyze YouTube videos of political sketches, listen to radio comedy routines, and trawl through internet memes. While attempting to comprehend the power and influence of humor in contemporary Western discourse, we will pay close attention to the political effects of joking. By the end of the course we will have a better sense of how humor can open minds and change hearts, and a sense of how it might, still, alter the course of history.

PROFESSOR:

PETER JONES

CONTACT HOURS: 48

ECTS: 4

ANTHROPOLOGICAL ARCHAEOLOGY

While in Russia archaeology has been tightly linked to history, archaeology in the United States has been a part of four-field anthropology. This means that archaeological theories (systems of ideas used to explain material remains) in these countries developed along two non-intersecting trajectories. This course will introduce Russian students to the main theoretical debates that shaped the discipline of archaeology in the Anglo-American scholarly tradition. We will contextualize these debates historically in terms of wider theoretical discussions taking place within philosophy and social sciences. In addition to purely theoretical pieces, we will examine a number of case studies that connect anthropological theories with material remains in the archaeological record.

PROFESSOR:

DENIS SHARAPOV

CONTACT HOURS: 48

ECTS: 4

ARCTIC ENCOUNTERS: HUMANS AND OTHER SENTIENT BEINGS IN THE NORTH AND SIBERIA

Over the last two decades, the Arctic, North and Siberia have collectively emerged as a region of dramatic environmental and socioeconomic change. This vast part of the planet, once seen as a wild, empty and remote area, is now understood and represented increasingly as a vulnerable and fragile place. This course aims to provide a general introduction to contemporary issues in the circumpolar North and Siberia with a focus on interactions between humans, non-human sentient beings (animals and spirits), and landscape. We will be examining some of the most critical issues facing the peoples and environments of the Arctic today, including: sustainable livelihoods; natural resource use; interactions between Arctic residents; human – animal relations; environmental, social, cultural and political changes in the region. The course will encourage students to relate anthropological ideas, perspectives and information to a range of contemporary social, cultural, political and environmental issues in the modern regions of the North and Siberia.

ENGLISH AS A SECOND LANGUAGE

The course is designed to develop students' English language proficiency levels in all four domains of language (reading, listening, speaking, and writing). The primary goal of the course is to teach communicative competence, and an essential aspect of this competence is the correct use of grammar. Students will review the grammatical forms of English in specific communicative contexts. Extra grammar exercises will be given to students depending on their areas for improvement. The course emphasizes vocabulary enrichment by using different learning strategies. A learner-centered, activity-based approach gives students a clear sense of progression. The course aims to provide extra language learning to develop students' ability to use English effectively for further study using English as the medium.

PROFESSOR:
ANNA
VARFOLOMEEVA
CONTACT HOURS: 48
ECTS: 4

PROFESSORS:
DANIEL
WILLIAMSON,
IRINA PARAKHINA
CONTACT HOURS: 48
ECTS: 4

FORMAL LOGIC

Logic is about reasoning. We all reason, but logic helps us distinguish what is good reasoning from bad reasoning. The study of logic improves our natural capacity to reason, and it proves especially helpful when our reasoning faces abstract and challenging questions. Formal logic is the study of what follows from what, or what inferences are valid. It originated with the work of Aristotle and it has been developing ever since. Nowadays it is used in Philosophy, Artificial Intelligence, Linguistics, and other fields.

Logic studies reasoning by means of a regimented formal language that aims at clarifying our natural languages. In class we will cover the following topics: the nature of an inference, reasoning fallacies, validity and soundness, how to set up a formal language, logical connectives, quantifiers, truth tables, predicate calculus, and some basics of modal logic (the study of inferences on what is possible and impossible).

PROFESSOR:
GIACOMO
ANDREOLETTI
CONTACT HOURS: 48
ECTS: 4

STILL MOVING? DIASPORAS IN COMPARATIVE PERSPECTIVE

In our increasingly interconnected and globalized world we wonder how international migration transforms receiving societies, sending states, and migrants themselves. Media pundits, experts, and scholars no longer view migrant cultures as entrapped and frozen in the countries of destination. Instead they emphasize the transnational experiences of moving populations. Migrants actively shape their lives, participate in global cultural change and stay involved “here and there.” Exactly for this reason the course adopts a diasporic lens. Originally, the term “diaspora” referred to the ancient Jewish, Greek, and Armenian dispersions – the reputed “classical diasporas.” In recent decades the meaning of “diaspora” has been expanded to include migrant, refugee and émigré populations as groups defined primarily in relation to their historic “homelands.” Therefore, in this course we will explore to what extent the archetypical diasporas can serve as a useful analytical framework for understanding the migrations, displacements, and resettlements of modern times.

PROFESSOR:
MATVEY
LOMONOSOV
CONTACT HOURS: 48
ECTS: 4

[see next page](#) →

Q4.

Departing from influential theories of diaspora, transmigration, and nationalism, we will answer four principal questions: Who can count as a diaspora member and what distinguishes her from an “indigenous” dweller? How do diasporans live, interact, imagine, and govern themselves? How do they contribute to the well-being of their “beloved homeland”? Does the homeland appreciate their contributions? Importantly, our intellectual march through these topics with all their complexity will assist in better grasping issues of major public resonance: Is there a “loyalty problem”? Should/can “diasporas” return “home”? Are they longing for an eventual “homecoming”? How strong are transnational diasporic links? Is there a threat of diasporas “hijacking” local politics? Should/do/can homeland offer a “bread and salt” welcome to diasporics? Examination of paradigmatic diaspora cases and student presentations on other diasporas will help to illuminate the stated problems.

STRUCTURE OF THE LITERARY TEXT

A text and its meta-description leads to a single humanitarian discourse that functions as an integral field of the general cultural process. The convergence of different methods and types of meta-description developed in the framework of related humanitarian disciplines is needed to study humanitarian discourse. It is in literature that all textual phenomena met in different fields of culture are presented in the form of models (a concentrated form) and almost all humanitarian disciplines use concepts borrowed from literary criticism. That is why literary criticism remains the fundamental type of discourse of all realms in humanitarian studies. The course must help with navigating the main realms of the science of text from formalism to deconstructivism, mastering the various methods of text analysis, understanding the possibility and necessity to combine different methodological approaches to the literary work while reading it, using certain methods as hermeneutic practices that the text itself suggests. This course will be taught in Russian.

PROFESSOR:
ELENA
GRIGORYEVA
CONTACT HOURS: 48
ECTS: 4

This course is taught
in Russian

THE GOLDEN AGE OF RUSSIAN LITERATURE

The main topic of the course is the history of The Russian Literature of the first half of the 19th century. The lectures will cover the poetry of V. A. Zhukovsky and K. N. Batyushkov, works of A. S. Griboyedov, A. S. Pushkin, M. Yu. Lermontov, N. V. Gogol, etc. The main goals of the course are to demonstrate the main patterns which had determined the development of the Russian literature in the first half of the 19th century: the destruction and transformation of the existing literary forms, the change of the literary movements, the formation of the new ideas about the basis of the literature, the invention of the Russian classical novel. Why do we need to care about Russian classical literature nowadays? Using Pushkin's words "person's independence" is not possible without any knowledge about their culture, one of the bases of which is the literature of the Golden Age. Today this knowledge is the most accurate. What message do the works of Pushkin, Lermontov, or Gogol translate? To understand how incorrect this question is you need to attend this course. The course is delivered in the Russian language.

PROFESSOR:
ELENA
GRIGORYEVA
CONTACT HOURS: 48
ECTS: 4

This course is taught
in Russian

THE RISE AND FALL OF COMPLEX SOCIETIES

Civilization represents the apex of human socio-political achievement and its destruction the epitome of societal failure. We will evaluate definitions of civilization and collapse and conduct a survey of civilizations from history. Cultures examined will span the Bronze Age to Modernity and Eurasia and from geographical regions covering Eurasia to the Americas. We shall evaluate theories and models of the behavioral and natural factors that nurtured success and precipitated failure to identify commonalities and idiosyncratic circumstances across space and time. Students will become conversant in theory associated with the dynamics of complex societies and be able to apply these in a critical manner to contemporary times.

PROFESSOR:
JAY SILVERSTEIN
CONTACT HOURS:
48
ECTS:
4

OPEN COURSE

WHAT IS THE ANTHROPOCENE?

Is it still possible to distinguish human culture from the natural world? Or does this conventional distinction make no sense today? In 2000, a group of geologists proposed that we have entered a new geological era that is fundamentally defined by irreversible human activity: the Anthropocene. According to these scientists, human beings have become “planetary actors” in the sense that our actions now no longer simply have consequences for the human social world, or even the organic biological world, but the very ground of our earthly existence: the geophysical systems (hydrological, atmospheric, and geological) of the planet itself. What are the political, legal, and ethical implications of suggesting we now live in the Anthropocene? This course will approach the Anthropocene as a troubling and contested concept linked with geology, biology, and climate change science, as well as underlying diverse political, ethical, and social assumptions. Students will learn to investigate and speak knowledgeably about the relationship between nature and culture, come to understand how this relationship is and always has been changing, and explore the political-ethical implications of these changes.

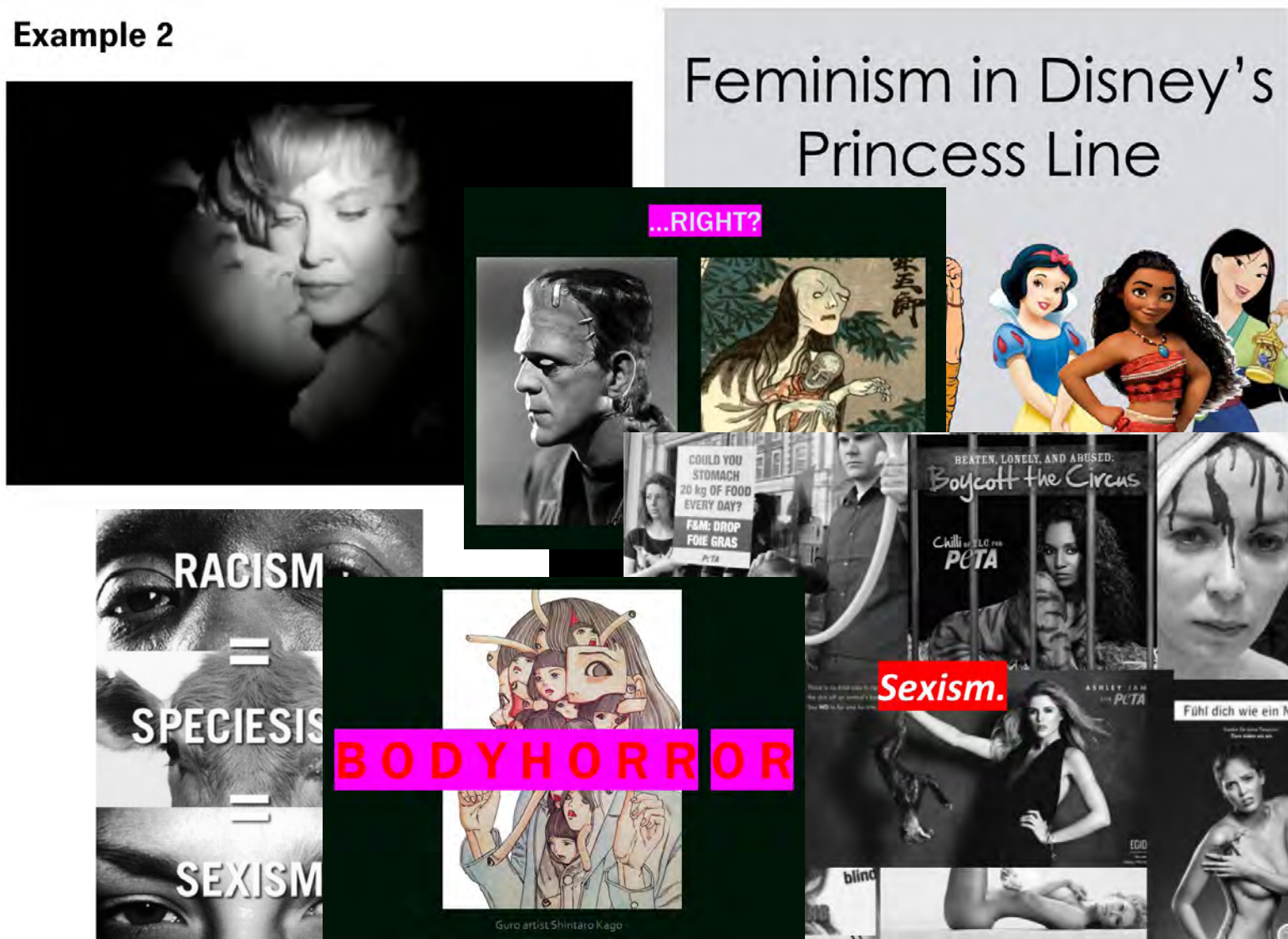
PROFESSOR:
ZACHARY REYNA
CONTACT HOURS: 48
ECTS: 4

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RESEARCH SEMINAR

Example 2



RESEARCH SEMINAR

SAS is a newly established undergraduate institution that is developing a liberal arts and sciences undergraduate degree program. Successful completion of undergraduate research projects in English is an important part of the SAS degree. The students study a broad core curriculum in their first two years before pursuing a specific major in the final two years of study.

During the first year of their major, students work on a related supervised research project that requires a high degree of methodical application, self-discipline, and time management. The projects culminate in the submission of a 4,000 to 5,000 word research essay, excluding citations, bibliography, and supplementary materials. Successful research essays should demonstrate initial mastery of the professional standards of research methodology, argumentation, documentation, and presentation for a given major.

Specific learning objectives of the research project for all majors include:

- The development of the capacity to work independently;
- The refinement of skills in identifying, accessing, and evaluating relevant information;
- The capacity to analyze material in a logical and coherent manner;
- The articulation of ideas in the form of an extended academic discourse;
- The development of habits of scholarship, in particular the ability to set high standards, to be self-critical, to critique sources, and to prepare and present material in a professional standard.

As a small school, SAS is adopting an external examination process to ensure fairness and objectivity in the assessment of student performance. External examination also impacts the student-supervisor relationship to one that is more about support and intellectual dialogue.

The grade for the research project is determined by a formal examination process that includes the submission of the final draft, preliminary assessment by the external examiner, an oral examination, and completion of any required corrections.

SAS RESEARCH PROJECT GUIDE 2019-2020

Click number for full syllabus

INFORMATION TECHNOLOGY AND DIGITAL SOCIETY RESEARCH
SEMINAR SYLLABUS

CULTURAL STUDIES RESEARCH SEMINAR SYLLABUS

LIFE SCIENCES RESEARCH SEMINAR SYLLABUS

ECONOMICS RESEARCH SEMINAR SYLLABUS

FILM AND MEDIA STUDIES RESEARCH SEMINAR SYLLABUS

SOCIOLOGY AND ANTHROPOLOGY RESEARCH SEMINAR SYLLABUS

WATCH THE THIRD YEAR RESEARCH CONFERENCE (PECHAKUCHA)

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Tyumen**

INTERNSHIPS



2ND-YEAR SUMMER INTERNSHIP

INTERNSHIPS

Internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. This experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks.

Students are expected to see how the theory matches the practice, get introduced to the working environment and obtain skills and competencies that are initial. The purpose of practical training is to systematize, consolidate and deepen the knowledge gained within the courses completed. They are also expected to develop primary skills of independent research work. This internship does not have to align with the selected major rather students should be focusing on the competencies they would like to build.

This time it should be only a distant internship conducted online due to the global pandemic situation.

The Internship is held from July 13 to August 1.

[CLICK TO OPEN SUMMER INTERNSHIP SYLLABUS](#)

2ND-YEAR SUMMER INTERNSHIP

The internships were carried out in the following placements:

Ural Industrial Biennial of Contemporary Art

The Ural Industrial Biennial is the largest international project in the field of contemporary art in the Russian Federation.

Kontora Parokhodstva

It is an art space, the main goals of which are to develop citizens' creative thinking and change the urban environment.

Tyumen House of Photography

Museum of photography and multimedia exhibition center.

Russian Geographical Society, Youth Club

The Youth club aims to bring young people together around ideas and values of The Russian Geographical Society, which are concluded, first of all, in the studying of geography, history, traditions, culture and heritage of Russia, including abroad.

State Autonomic Cultural Institution of Tyumen region Museum Complex named after Ivan Slovtsov

The Museum is a platform for organizing creative meetings of artists, art lovers, history of the region, experts of various areas and, of course, visitors.

COSMOS and CHAOS (International Media Art Festival CYFEST-13)

The festival promotes the emergence of new forms of art and high technology interactions, developing professional connections between artists, curators, engineers and programmers around the world and exposing wide audiences to the works in the field of robotics, video art, sound art and net art.

Mediapolis

«Mediapolis» is a place that develops regional media and cinema in a small, but rich in talents Tyumen.

Bank DOM.RF

«Bank DOM.RF» (Joint stock company) is a universal bank with an extensive branch network, one of the top 30 Russian banks which provides services for all types of customers.

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SAS ONLINE



SAS ONLINE

SAS educational model relies upon close individualized interaction between the students and faculty. Like many other institutions, in mid-March we had to suddenly move all our classes online, striking a difficult balance between empathy and quality (see Policies for Online classes). For Quarter 4 already, we have also added a range of activities that aimed at supporting the SAS community in the new realities. We have used this time as an opportunity to open up SAS educational space and invite everybody to join in.

Some of the initiatives SAS introduced during this time include:

SAS LIVE on Instagram

Here SAS professors, administration and students were sharing things they find interesting or care about.

SAS Quizzes on Telegram

From time to time, we organized quizzes for our prospective students, current students and friends in the SAS Quizziz Telegram-channel.

SAS Zoom Bar

It's an online-bar in Zoom where everyone could discuss SAS online activities (live streams on Instagram, Quizzes, Conferences and etc.), ask questions about SAS and simply socialize with SAS faculty, students and administration.

SAS DISCORD

Missing the informal communication and the SAS building, students have created our very own Discord server which offers a virtual space for chats, parties, collaborations, and special interest groups. Rumor has it students discussed socialism, Nietzsche, cats and even organised a Karaoke night. Everyone felt safe as all communication was encrypted.



More information

STUDENT EXCHANGES

2019-2020 MOBILITIES

Semester Abroad

From SAS to

the Tallinn University (Tallinn, Estonia) 1 student

the University of Applied Sciences (Osnabrück, Germany); 2 students

the University of Salerno (Salerno, Italy) 2 students.

From

the University of Kuala Lumpur (Kuala Lumpur, Malaysia); 2 students

the University of Freiburg (Freiburg im Breisgau, Germany); 2 students

the University of Passau (Passau, Germany); 1 student

the University of Guadalajara (Guadalajara, Mexico) 1 student

to SAS.



You can find student exchange partners here

SAS also has a partnership with the following universities:

Maastricht University (Maastricht, the Netherlands)

Tilburg University (Tilburg, the Netherlands)

Mondragon University (Mondragon, Spain)

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ACADEMIC POLICIES AND REGULATIONS



ACADEMIC POLICIES AND REGULATIONS

SAS POLICIES

Attendance

Attendance is required for all classes and will be recorded on a grading sheet. If you must miss a class meeting due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance. Students can miss up to two classes without an excuse, but students who miss more than two classes will have their final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Being more than 15 minutes late for a class meeting is considered missing a class, unless the student has received prior approval or an exception from the Education Office.

If you are sick, email the instructor as soon as possible to notify them that you will be missing class. If you need to miss more than one day of school due to an illness, be sure to get medical help and receive a certificate to document your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home, breakdown in transport), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are known from the start of the course, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate). Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

ACADEMIC POLICIES AND REGULATIONS

Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with the Education Office to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from the Education Office about the changed schedule. If the instructor requires a substitute to replace them, students will be notified by email.

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see the next page). Cheating, plagiarism, and disrespectful behavior will not be tolerated and must be sanctioned by the instructor in accordance with the document. Furthermore, the use of Google Translate and other translation applications in completing work is highly discouraged, and students are required to follow instructions concerning the citation of any sources employed in written assignments.

ACADEMIC INTEGRITY

Academic integrity refers to a set of academic values that have to do with honesty, mutual respect, trust, and willingness to improve our own intellect. Every member of SAS at any level is expected to adhere to the principles of academic integrity. The respect of academic integrity is of great value for SAS and it is conducive to the establishment of the School at an international level. In fact, the absence of academic integrity would undermine the credibility of SAS and, as a result, the value of degrees and diplomas. For instance, if plagiarism were tolerated, the value of the study and research at SAS would become and be perceived as valueless, thereby affecting negatively everyone who studies and works at SAS, or will receive a degree from SAS. It is thus important to stress that violations of academic integrity would impact SAS as a whole and therefore cannot be tolerated.



SAS ACADEMIC INTEGRITY REGULATIONS

TEACHING COUNCIL GUIDELINES

The Teaching Council aims to provide students with good quality education and learning experience, create conditions for the constructive dialogue between students, faculty members, the SAS Board, and administrative staff, protect students' rights, build mutual trust between students and faculty. Any SAS faculty member, student (group of students) or a member of SAS administration has a right to appeal to the TC in a case they experience problems related to conducting educational activities.

TEACHING COUNCIL APPEAL PROCESS

1. The TC deals with cases of alleged unfairness, not with the basic evaluation of coursework. If you receive an 8 for an essay, but think you deserve a 9, this is not an issue for the TC. However, if the syllabus was not followed, the grade breakdown was not respected, or general rules were broken, then it may be appropriate to initiate an appeal.
2. It is necessary to first attempt to solve conflicts with instructors directly. You may also want to consult with the TC's student representatives (presently Pavel Shlegel and Ahmed Elghandour). They can provide advice on resolving things with your instructor and filing appeals. If you submit an appeal, you need to explain how you attempted this and why it was unsuccessful.
3. Appeals must be sent to the official Teaching Council email (sasteachingcouncil@gmail.com). An appeal must be clear and contain all necessary information. It must state explicitly what is being contested (if it is a grade, specify which one -- e.g., for an individual element of assessment or the final course grade). You must argue for your position and state why you think the situation is unfair. You must provide evidence supporting your appeal (course syllabus, excerpts from written communication with your instructor, related assignments, final grade breakdown, etc.). The appeal must also clarify the timeline of the events contested.
4. In Q4, you may contest a grade within 7 days of it being made available to you. Hence, a grade for an assignment early in the course cannot be contested at the end of the quarter. Similarly, the final grade and any assignment grades communicated after a course ends must be contested within 7 days.
5. Once an appeal is made, the TC (3 faculty and 2 student representatives) decides if the appeal merits further consideration. The decision is made by a majority. However, should the student representatives consider the appeal legitimate, while the faculty representatives think otherwise, a decision will be made in favor of the student opinions.
6. If an appeal is accepted, a meeting is held for all parties to the conflict with the TC and a representative of the Education Office. The student will have up to 10 minutes to present their case, with emphasis on what is being contested and the reasons behind it, supported by clear and specific evidence. The other party (usually, the instructor) will have up to 10 minutes to reply. Then the TC and Education Office representatives may ask questions. The parties involved will then leave the meeting, and the TC and Education Office representative will make a decision, which will be communicated to all parties involved via email.

Do note that instructors may also appeal to the TC with complaints about students. The decision making in such cases will be done following the same basic procedure.

ONLINE TEACHING GUIDELINES

SAS POLICIES

Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education (d.kontowski@utmn.ru) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

ONLINE TEACHING GUIDELINES

Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Modeus.

Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova (a.bunkova@utmn.ru) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

ONLINE TEACHING GUIDELINES

Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension. If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Modeus. If the instructor requires a substitute to replace them, students will be notified by email.

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

ONLINE TEACHING GUIDELINES

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and must be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

SUMMARY OF GRADING SYSTEM

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 is an excellent grade given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a median (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. If general performance is low, a lower overall median/average may apply – if performance is outstanding, a higher overall median may apply.

SAS Grading Scale

Courses at SAS are taught by a diverse international faculty. The below chart provides the basic grading scale and equivalences in the US, UK, and Russian Systems.

Note that 10 and 9 are exceptional grades that should only be given in rare circumstances.

SAS Round Grade	SAS Decimal Grade	Meaning	US Grades	US 100-pt scale	US 4-pt GPA	UK Degree Class	UK 100-pt scale	Russian 5-pt scale
10	9.5-10	Perfection	A+	100	4.0	First Class Honours	70-100	5 Excellent
9	8.5-9.49	Excellent	A to A+	95-99				
8	7.5-8.49	Very good	A- to A	90-94	3.0	Second Class Honours	50-69	4 Good
7	6.5-7.49	Good	B to B+	85-89				
6	5.5-6.49	Satisfactory	B- to B	80-84	2.0	Third Class Honours	40-49	3 Satisfactory
5	4.5-5.49	Sufficient	C to C+	73-79				
4	3.5-4.49	Barely sufficient	D to C-	60-72	1.0	Ordinary/ Unclassified	35-39	
0-3	Below 3.5	Fail			0	Fail	Below 35	2 Unsatisfactory

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