



SYLLABUS

Course	Central Transcaucasia and the Outer World (From a Diachronic Point of View)					
Program	Caucasian Studies					
Faculty	Faculty of Education and Humanities					
Course code	-					
Lecturer	<p>Name and Surname: Giorgi L. Kavtaradze Status: Invited Lecturer Academic Degree: PhD, Dr habil. Work Telephone: 299 06 82; 222 30 50 Extension: Mobile: 558152884 Fax: Email: gkavtaradze@gmail.com Weekday(s), Time and Place for Consultations:</p> <p>Name and Surname: Tamta Tskitishvili Status: Invited Lecturer Academic Degree: PhD candidate Work Telephone: (+995 32) 2595005 Extension: Mobile: 558108332 Fax: Email: ttskitishvili@ibsu.edu.ge Weekday(s), Time and Place for Consultations: Tuesday-Friday from 15:00 till 17:00 Room N302</p>					
Study cycle	Master's					
Study semester	I					
Course status	Compulsory					
Amount of credits and distribution of hours	<p>10 ECTS: 250 hours. 46 contact hours, 204 hours of independent work. 15 study weeks. Contact time 3 hours in a week. 2 lectures and 1 seminar per week</p> <table border="1" data-bbox="411 1473 1331 1637"> <tr> <td>Lecture – 29 hours</td> <td>Midterm exam –2 hrs.</td> </tr> <tr> <td>Seminar – 13 hours</td> <td>Final Exam -2 hrs.</td> </tr> </table>		Lecture – 29 hours	Midterm exam –2 hrs.	Seminar – 13 hours	Final Exam -2 hrs.
Lecture – 29 hours	Midterm exam –2 hrs.					
Seminar – 13 hours	Final Exam -2 hrs.					
Admission preconditions	"None"					
Purposes of the course	<p>This course will give students a broad comprehension to the major topics of Georgian and Transcaucasian history from the ancient times till the collapse of the USSR. Below mentioned topics will be analyzed from historic and political points of view. The course is designed to accommodate students who have no background knowledge in Transcaucasian history.</p> <ul style="list-style-type: none"> • During lectures and seminars students will learn key terminology in politics, history and archeology. • The course focuses on development of historical skills like: chronological reasoning, comparing and contextualizing, crafting historical arguments using 					



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	<p>historical evidence, and interpreting and synthesizing historical narrative.</p> <ul style="list-style-type: none"> Understanding of content learning objectives organized around themes, such as identity, peopling, and Transcaucasia in the world.
Learning outcomes	<p>After completing this course, students should be able to broadly understand how the factors of geopolitical character caused not only the emergence of statehood in Transcaucasia of the Classical period, but also determined its historical development in Medieval, New and Newest times.</p>
Knowledge and understanding	<p>It is formed and revealed during seminars and preparation to them:</p> <ol style="list-style-type: none"> Key terminology of history, politics, archeology Highlights of the history of Transcaucasia and Russia from the ancient times till the fall of the Soviet Empire and the Post-Soviet World <p>Students will develop:</p> <ul style="list-style-type: none"> understanding of the history, heritage, environment, geography and culture of Transcaucasia, and an appreciation of local and national heritage within the world broaden understanding of the world by learning about human activities and achievements in the past and present Understanding of values, beliefs and cultures. Understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
Applying knowledge	<p>It is developed and revealed during seminar and preparation to them. Students will have ability to:</p> <ol style="list-style-type: none"> Carry out fair and objective classification of historical, political and archeological sources. Prepare research paper, analyze concrete and abstract data using current articles as well as materials from the archive Define the place and role of Transcaucasia in the world and analyze the process of changing the role of Transcaucasia in the world.
Making judgments	<p>It is developed and demonstrated during the seminars and presentations:</p> <ol style="list-style-type: none"> Critical analysis of covered materials identifying problems, suggest solutions and analyzing already provided researches. Can make judgments about changing the consciousness and values of society of Transcaucasia. Can explore and evaluate different types of sources and evidence; Can learn how to locate, explore and link periods, people and events in time and place Can engage in activities which encourage enterprising attitudes
Communication skills	<p>They are developed during interactive lecture and seminar, also during presentations.</p> <ol style="list-style-type: none"> Can communicate effectively regarding historical and political aspects of Central Transcaucasia and the Outer World



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	<ol style="list-style-type: none"> 2. Can interact effectively within a professional group, recognize, support be productive in leadership, negotiate in a professional context and manage conflicts. 3. Can engage effectively in debate in a professional manner and produce detailed and coherent reports in history and politics. 4. Chronological reasoning, Comparison and Contextualization, Crafting historical arguments from the historical evidence, Historical Interpretation and Synthesis.
Learning skills	<p>They are demonstrated during the homework and seminars:</p> <ol style="list-style-type: none"> 1. Writing, communication and presentation of reports, reviews and other documents in scientific style. 2. Use of educational technologies to enhance effective professional activities. 3. Use a self-reflective approach to devising, developing and delivering presentation (research) in the field. 4. Manage information and competently undertake reasonably straight-forward research tasks.
Values	<p>They are formed/developed during the course</p> <ol style="list-style-type: none"> 1. Fairness and justice (pragmatic approach towards historical and political issues) 2. The increasing responsibility in the guidance given and the tasks set 3. The sense of autonomy and self-management to overcome influence of other researchers ideas 4. Professional and diplomatic ethics



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Content	WEEK	LECT. (HRS.)	TOPIC
	1.	3 hours Lecture	<p style="text-align: center;">Introduction; The Geopolitical Division of the World</p> <ul style="list-style-type: none"> • The Geographical Setting: The Caucasus and Areas to the North from it. • Which One is More Well-Founded Term – the South Caucasus or Transcaucasia? • The Orient and the Occident; The Clash of Ancient Civilizations. • The Challenge and Response Theory.
	<p>Literature</p> <p>H. J. Mackinder. The Geographical Pivot of History, – The Geographical Journal, vol. XXIII, No. 4, 1904, pp. 421-437.</p> <p>Arnold J. Toynbee, D. C. Somervell. A Study of History, vol. II. The Genesis of Civilizations. New York, Oxford: Oxford University Press, 1987, pp. 60-163.</p> <p>D. Sinor. Introduction: The Concept of Inner Asia. In: The Cambridge History of Early Inner Asia. D. Sinor (ed.). Cambridge, 1987, pp. 1-18.</p> <p>S. Huntington. The Clash of Civilizations and the Remaking of World Order. New York, 1996, pp. 19-55.</p> <p>T. V. Gamkrelidze. Transkaukasien oder Südkaukasus? Zur Präzisierung einiger Termini aus der geopolitischen Nomenklatur, – Caucasia, the Journal of Caucasian Studies, 2, 1998, SS. 77-79.</p> <p>Robert Irwin. For Lust of Knowing. The Orientalists and their Enemies. London: Allen Lane, 2006, pp. 1-53, 189-330.</p> <p>Giorgi L. Kavtaradze. The Geopolitical Role of the Caucasus Mountains from the Historical Perspective. In: Causes of War – Prospects of Peace. Patriarchate of Georgian Orthodox Church & Konrad-Adenauer-Foundation. Tbilisi: Printed by CGS ltd, 2009, pp. 214-218.</p> <p>გიორგი ქავთარაძე. საქართველო, კავკასიონი და გეოპოლიტიკა, – წარსული და თანამედროვეობა, – მარი ბროსე – 210. სოხუმის სახელმწიფო უნივერსიტეტის საქართველოს ისტორიისა და ეთნოლოგიის ინსტიტუტი. თბილისი: მერიდიანი, 2012, გვ. 41-59.</p>		



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	2.	2 hour Lectures + Seminar 1hour)	Ancient History of the Caucasus and Transcaucasia <ul style="list-style-type: none"> • The Bible and the Savage Tribes of Gog and Magog. • Uruk Culture. • Kurgan Tribes. • Early Indo-Europeans. • Early Bronze Age Cultures of the Caucasus and their External Contacts. • Urartu. • Cimmerians and Scythians. • The Achaemenid Empire and the North.
	Literature <p>A. R. Anderson. Alexander's Gate, Gog and Magog, and the Inclosed Nations. The Medieval Academy of America. Cambridge, Massachusetts, 1932, pp. 3-91.</p> <p>W. M. McGovern. The Early Empires of Central Asia. New York, 1939, pp. 27-84.</p> <p>Giorgi L. Kavtaradze. Probleme der historischen Geographie Anatoliens und Transkaukasiens im ersten Jahrtausend v. Chr., – Orbis Terrarum, Internationale Zeitschrift für Historische Geographie der Alten Welt, 2, 1996. Stuttgart: Franz Steiner Verlag, 1996, SS. 191-216.</p> <p>Giorgi L. Kavtaradze. Some Problems of the Interrelation of Caucasian and Anatolian Bronze Age Cultures, – Quaderni di Archeologia Università di Messina 1 (1), 2000. In memoria di Luigi Bernabò Brea. Messina: Rubbettino, 2001, pp. 107-123.</p> <p>A. T. Smith, T. T. Thompson. Urartu and the Southern Caucasian Political Tradition. In: A View from the Highlands. Archaeological Studies in Honour of Charles Burney. Edited by Antonio Sagona. (Ancient Near Eastern Studies. Supplement 12). Leuven: Peeters Press, 2004 , pp. 557-580.</p> <p>Emeri J. van Donzel, Andrea Barbara Schmidt, Claudia Ott. Gog and Magog in Early Eastern Christian and Islamic Sources: Sallam's Quest for Alexander's Wall. [Brill's Inner Asian library, v. 22.] Leiden, Boston: Brill, 2010, pp. 3-57.</p> <p>Giorgi L. Kavtaradze. Transcaucasia and the Problem of the Uruk Cultural Phenomenon. In: Scripta, Essays in Honour of Veli Sevin – A Life Immersed in Archaeology. Editor: A. Özfirat. Istanbul: Ege Yayınları, 2014, pp. 13-20.</p>		



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	3.	2 hour Lectures + Seminar 1hour)	<p>Pre-Christian Transcaucasia between Orient and Occident</p> <ul style="list-style-type: none"> • Alexander the Great; Hellenism. • The Domination of Armenians. • Pax Romana; Rome and Parthia; Rome and Alans.
<p>Literature</p> <p>N. C. Debevoise. A Political History of Parthia. Chicago: The University of Chicago Press, 1938, pp. 29-202, 213-269.</p> <p>W. M. McGovern. Op. cit., pp. 87-129, 356-419.</p> <p>A. B. Bosworth. <i>Vespasian's Reorganization of the North-East Frontier</i>, - <i>Antichton</i>, vol. 10, 1976, pp. 63-78.</p> <p>A. B. Bosworth. <i>Arrian and the Alani</i>, - <i>Harvard Studies in Classical Philology</i>, vol. 81, 1977, pp. 217-255.</p> <p>A. N. Sherwin-White. <i>Roman Foreign Policy in the East 168 B.C. to A.D. 1</i>. London, 1984, pp. 172-206, 306-309.</p> <p>H. Halfmann. <i>Die Alanen und die römische Ostpolitik unter Vespasian</i>, - <i>Epigraphica Anatolica</i>, H. 8, 1986, SS. 39-50.</p> <p>B. Isaac. <i>The Limits of Empire. The Roman Army in the East</i>. Oxford: Clarendon Press, 1990, pp. 42-53, 74-75, 228-235, 260-263, 382-383, 402-405.</p> <p>David Braund. <i>Georgia in Antiquity: A History of Colchis and Transcaucasian Iberia 550 BC-AD 562</i>. Oxford: Clarendon Press, 1994.</p> <p>მ. ინაძე. კასპიის კარი (დარიალი, დარუბანდი) ახ. წ-ის I-VI საუკუნეთა საერთაშორისო დიპლომატიურ ურთიერთობებში, - ქართული დიპლომატია. წელიწდეული 3. თბილისი: უნივერსიტეტის გამომცემლობა, 1996, გვ. 49-68.</p> <p>Giorgi L. Kavtaradze. <i>The Interrelationship between the Transcaucasian and Anatolian Populations by the Data of the Greek and Latin Literary Sources</i>, - <i>The Thracian World at the Crossroads of Civilisations</i>. Edited by P. Roman. Bucharest, 1997, pp. 352-361.</p> <p>Giorgi L. Kavtaradze. <i>Georgian Chronicles and the raison d'être of the Iberian Kingdom (Caucasica II)</i>, - <i>Orbis Terrarum, Journal of Historical Geography of the Ancient World</i>, 6, 2000. Stuttgart: Franz Steiner Verlag, 2001, pp. 177-237.</p> <p>M. Chahin. <i>The Kingdom of Armenia: A History</i>. Richmond Surrey, 2001, pp. 185-227.</p>			



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	4.	2 hour Lectures + Seminar 1hour)	<p style="text-align: center;">Christianity and Islam: Their Role in the History of Early Medieval Transcaucasia</p> <ul style="list-style-type: none"> • The Carthaginians and Transcaucasia; Asylum of Hannibal. • Vakhtang Gorgasali and Northern Tribes. • The Byzantine and Sasanian Empires; Khazars. • The Emergence of Islam and the new political situation in the Middle East. • The Arabs and the North.
<p>Literature</p> <p>C. Toumanoff. Christian Caucasia between Byzantium and Iran: New Light from Old Sources, - Traditio, vol. 10, 1954, pp. 109-189.</p> <p>C. Toumanoff. Caucasia and Byzantium, – Traditio, Studies in Ancient and Medieval History, Thought and Religion, vol. 27. New York, 1971, pp. 111-158.</p> <p>N. Garsoian. Prologomena to a Study of the Iranian Aspects in Arsacid Armenia. In: N. Garsoian. Armenia between Byzantium and the Sasanians. London: Variorum Reprints, 1985, pp. 1-46.</p> <p>Walter E. Kaegi. Byzantium and the Early Islamic Conquests. Cambridge: Cambridge University Press, 2000, pp. 181-204.</p> <p>გიორგი ქავთარაძე. კავკასია და “კართაგენელები”, – კრებული: იბერია-კოლხეთი, საქართველოს კლასიკური და ადრემედიევური პერიოდის არქეოლოგიურ-ისტორიული მკვლევარი, № 4. მთ. რედაქტორი: გ. გამყრელიძე. თბილისი, 2008, გვ. 112-119, ტაბ. 199; with an English Summary, pp. 208-210.</p> <p>Jane Burbank, Frederick Cooper. Empires in World History: Power and the Politics of Difference. Princeton, N.J.: Princeton University Press, 2010, pp. 61-92.</p> <p>Emeri J. van Donzel et al. Op. cit., pp. 88-235.</p> <p>Stephen H. Rapp. The Sasanian World through Georgian Eyes: Caucasia and the Iranian Commonwealth in Late Antique Georgian Literature. Farnham, Surrey, England: Ashgate, 2014, pp. 261-270, 331-376.</p> <p>Christopher Haas. Geopolitics and Georgian Identity in Late Antiquity: The Dangerous World of Vakhtang Gorgasali. In: Georgian Christian Thought and its Cultural Context. Leiden, Boston: Brill, 2014, pp. 29-44.</p>			



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	5.	2 hour Lectures + Seminar 1hour)	<p style="text-align: center;">Georgian States and their Struggle for Freedom</p> <ul style="list-style-type: none"> • Varangians in Transcaucasia. • David the Builder and his Northern Policy. • Queen Tamar's Georgia. • The Phenomenon of the Empire of Trebizond. • The Crusaders and the Image of Georgia in the Middle East. • The Invasion of Mongols and the Hordes of Tamerlane. <p>Literature</p> <p>ზ. ავალიშვილი. ტრაპიზონის საქმე, 1204. წგნ.: ზ. ავალიშვილი. ჯვაროსანთა დროიდან. ოთხი საისტორიო ნარკვევი. პარიზი, 1929, გვ. 52-94.</p> <p>A. A. Vasiliev. The Foundation of the Empire of Trebizond (1204 1222), - Speculum, A Journal of Mediaeval Studies, Vol. XI, No. 1, 1936, pp. 3-37.</p> <p>C. Toumanoff. Medieval Georgian Historical Literature (VIIth - XVth Centuries), – Traditio, Studies in Ancient and Medieval History, Thought and Religion, vol. 1. New York, 1943, pp. 139-182.</p> <p>Giorgi L. Kavtaradze. An Attempt to Interpret Some Anatolian and Caucasian Ethnonyms of the Classical Sources, – Sprache und Kultur # 3 (Staatliche Ilia Tschawtschawadse Universitaet Tbilisi für Sprache und Kultur Institut zur Erforschung des westlichen Denkens). Tbilisi, 2002, pp. 68-83.</p> <p>Alfred S. Bradford; Pamela M. Bradford. Flying the Black Flag: a Brief History of Piracy. London: Praeger Publishers, 2007, pp. 57-78.</p> <p>Vazha Kiknadze. The Eurasian State of Georgia in the Fourteenth Century (the Mongol Era and Its End). Lewiston/Queenston/Lampeter: The Edwin Mellen Press, 2013, pp. 1-182; Commendatory Foreword by Giorgi L. Kavtaradze, pp. i-vi.</p>
	6.	2 hour Lectures + Seminar 1hour)	<p style="text-align: center;">The Fall of Constantinople and the Caucasus</p> <ul style="list-style-type: none"> • The Emergence and Development of the Ottoman Empire. • The Ottomans and Persians and their Fight for the Dominance in Transcaucasia. • Amasya Peace Treaty between the Ottoman Empire and Iran and its Implication for Transcaucasian Countries.



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Literature

Pears Edwin The Fall of Constantinople Being the Story of the Fourth Crusade, 1st ed. New York: Harper & Brothers, Franklin Square, 1886, pp. 347-413.

Mikheil Svanidze. The Amasya Peace Treaty between the Ottoman Empire and Iran (June 1, 1555) and Georgia, - Bulletin of the Georgian National Academy of Sciences, vol. 3, no. 1, 2009, pp. 191-197.

Steven Runciman. The Fall of Constantinople 1453. London: The Folio Society, MMXIII, 1965, pp. 133-201.

Daniel Goffman. The Ottoman Empire and Early Modern Europe. (New Approaches to European History, 24). Cambridge: Cambridge University Press, 2002, pp. 1-20, 27-54, 227-234.

Donald Quataert. The Ottoman Empire, 1700–1922, 2nd ed. New York: Cambridge University Press, 2005, pp. 13-53.

David Nicolle, John F. Haldon, Stephen R. Turnbull. The Fall of Constantinople: The Ottoman Conquest of Byzantium. Oxford: Osprey Publishing, 2007, pp. 14-103, 174-243.

7.	2 hour Lectures + Seminar 1hour)	<p style="text-align: center;">The Third Rome: the Emergence of the Post-Mongolian Russian State in Moscow and its Caucasian Policy</p> <ul style="list-style-type: none"> • The Gathering of the Lands of the White/Golden Horde. • The First Steps of the Russian Penetration in the Northern Caucasus; Tmutaracan. • The White King and Kakheti. • Russian Contradictions with Ottomans and Russian-Persian Alliance.
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Literature

Philippe-Paul de Segur. History of Russia and of Peter the Great. London: Treuttel and Würtz, Treuttel, jun. and Richter, 1829, pp. 73-89.

Henry Tyrrell. History of the Russian Empire: from its Foundation, by Ruric the Pirate, to the Accession of the Emperor Alexander II. London, New York: The London Printing and Publishing Company, 1859, pp. 33-124.

Cyril Toumanoff. Moscow the Third Rome: Genesis and Significance of a Politico-Religious Idea, - The Catholic Historical Review, Vol. 40, No. 4, 1955, pp. 411-447.

ივ. ჯავახიშვილი. ქართველი ერის ისტორია, წიგნი მეოთხე. თბილისი, 1967, 205-401.

W. E. D. Allen. Russian Embassies to the Georgian Kings (1589-1605). Vol. I. Cambridge: Cambridge University Press, 1972, pp. xv-xxi, 1-84, 92-96, 204-223, 256-368.

Robert Geraci. Genocidal Impulses and Fantasies in Imperial Russia. In: Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History. Edited by Anthony Dirk Moses. New York: Berghahn Books. 2010, pp. 343-371.

Andreas Kappeler. The Russian Empire: A Multi-ethnic History. New York: Routledge, 2013, pp. 1-59.

8.	2 hours	Midterm Exam
9.	2 hour Lectures + Seminar (1hour)	<p style="text-align: center;">Peter the Great and the Georgians</p> <ul style="list-style-type: none"> • Repeated Appeals of Georgian Political Circles to Western European Rulers for Military Assistance. • The Aims of Peter the Great's Caspian Expedition. • Vakhtang VI of Kartli. • The Forced Emigration of the Georgian Nobility to Russia; Georgian Colony in Moscow.



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Literature

Philippe-Paul de Segur. Op. cit., pp. 235-433.

Henry Tyrrell. Op. cit., pp. 124-204.

П. Г. Бутков. Материалы для новой истории Кавказа с 1722 по 1803 год. Часть первая. Санкт-Петербург, 1869, 1-98.

John Baddeley. The Russian Conquest of the Caucasus. London: Longmans, Green and Company, 1908, pp. xxi-xxxviii, 1-31.

W. E. D. Allen. A History of the Georgian People from the Beginning down to the Russian Conquest in the Nineteenth Century. London, 1932, pp. 174-203.

Muriel Atkin. Russian Expansion in the Caucasus to 1813. In: Michael Rywkin (ed.), Russian Colonial Expansion to 1917. London: Mansell, 1988, pp. 139-187.

Alfred Rieber. The Struggle for the Eurasian Borderlands. New York: Cambridge University Press, 2014, pp. 371-400.

10.	2 hour Lectures + Seminar (1hour)	<p style="text-align: center;">The Revival of Georgian Statehood in the Era of Teimuraz II and Heraclius II</p> <ul style="list-style-type: none"> • Nadir Shah of Iran and Transcaucasia; Teimuraz II and Russia. • The Caucasian Policy of Catherine II. • Heraclius II and the Russian-Ottoman War • The Pan-Georgian Policy of Heraclius II • Russian Descendants of Vakhtang VI and their Confrontation with Heraclius II. • The Treaty of Georgievsk and the Reaction of the External World. • The Iranian Punishment of Georgia and Russia's Benefit.
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Literature

Henry Tyrrell. Op. cit., pp. 204-334, 349-351.

П. Г. Бутков. Op. cit., pp. 98-339.

П. Г. Бутков. Материалы для новой истории Кавказа с 1722 по 1803 год, часть вторая. Санкт-Петербург, 1869, сс. 1-562.

Н. Дубровин. История войны и владычества русских на Кавказе, том II. С.-Петербург, 1886, сс. 1-52, 76-85.

Н. Дубровин. История войны и владычества русских на Кавказе, том III. С.-Петербург, 1886, сс. 1-84, 204-230.

А. А. Цагарели. Сношение России с Кавказом в XVI-XVIII столетиях. Санкт-Петербург, 1891, pp. 1-48.

John Baddeley. Op. cit., pp. 32-56.

ივანე ჯავახიშვილი. დამოკიდებულება რუსეთსა და საქართველოს შორის მე-XVIII-ე საუკუნეში. ქართული კლუბის გამოცემა. თბილისი: სახელმწიფო სტამბა, 1919, გვ. 63-120.

Muriel Atkin. Russia and Iran, 1780-1828. Minneapolis: University of Minnesota Press, 1980, pp. 1-65.

11.	2 hour Lectures + Seminar 1hour)	<p>Dreams and Reality – the Last King of Eastern Georgia, Giorgi XII</p> <ul style="list-style-type: none"> • The Abolishment of the Georgian (Kartli-Kakhetian) Kingdom and Its Implications for the Fate of the Caucasus. • Reasons for the Fall of the Georgian Statehood.
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	<p>Literature</p> <p>Henry Tyrrell. Op. cit., pp. 372-393.</p> <p>Н. Ф. Дубровин. Закавказье от 1803-1806 года. Санкт-Петербург, 1866, сс. 1-62.</p> <p>Н. Дубровин. История войны..., том III, сс. 231-281, 330-429.</p> <p>З. Авалов. Присоединение Грузии к России. Санкт-Петербург 1901, сс. iii-viii, 1-305.</p> <p>John Baddeley. Op. cit., pp. 57-72.</p> <p>D. M. Lang. The Last Years of the Georgian Monarchy 1658-1832. New York: Columbia University Press, 1957, pp. 159-283.</p> <p>Donald Rayfield. Edge of Empires: A History of Georgia. London: Reaktion Books, 2012, pp. 250-264.</p>	
	12.	<p style="text-align: center;">2 hour Lectures + Seminar 1hour)</p> <p>Transcaucasia – Russia’s Political and Military Base in the Middle East.</p> <ul style="list-style-type: none"> • 117 Years of Struggle for the Restoration of the Georgian State; The Repeated Uprisings and Conspiracies. • The Georgians in Russian-Ottoman and Russian-Persian Wars. • The First World War and Transcaucasia.



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Literature

Philippe-Paul de Segur. Op. cit., pp. 172-206.

Н. Дубровин. История войны..., том III, сс. 444-462, 497-542.

Н. Дубровин. История войны и владычества русских на Кавказе, том IV. С.-Петербург, 1886, сс. 47-72, 116-124, 285-294, 339-391.

Oliver Wardrop. The Kingdom of Georgia. Notes of Travel in a Land of Women, Wine, and Song. London, 1888, pp. 1-168.

В. Потто (ред.). Утверждение русского владычества на Кавказе, том III, часть 2. Тифлис, 1904, сс. 443-538.

Luigi Villari. Fire and Sword in the Caucasus. London, 1906, pp. 15-143, 312-341.

John Baddeley. Op. cit., pp. 73-482.

M. von Tseretheli. Georgien und der Weltkrieg. Zuerich, 1915, Orient-Verlag, SS. 9-58.

W. E. D. Allen, P. Muratoff. Caucasian Battlefields. A History of Wars on the Turco-Caucasian Border 1828 - 1921. Cambridge, 1953, pp. 3-157, 221-239, 436-527.

Robert F. Baumann. Russian-Soviet Unconventional Wars in the Caucasus, Central Asia, and Afghanistan. Fort Leavenworth (Kansas), 1993, pp. 1-47.

R. G. Suny. The Making of the Georgian Nation, 2nd ed. Bloomington and Indianapolis: Indiana University Press, 1994, pp. 63-181.

Don K. Rowney, Eugene Huskey. Introduction: Russian Officialdom since 1881. In: Russian Bureaucracy and the State. Officialdom From Alexander III to Vladimir Putin. Edited by Don K. Rowney, Eugene Huskey. London: Palgrave Macmillan, 2009, pp. 1-16.

Oliver Reisner. Travelling between Two Worlds – the Tergdaleulebi, their Identity Conflict and National Life, - Identity Studies, vol. 1, 2009, pp. 36-50.

Sean McMeekin. The Russian Origins of the First World War. Cambridge (Massachusetts), London: Harvard University Press, 2011, pp. 1-243.

Andreas Kappeler. Op. cit., pp. 168-194.

Joshua A. Sanborn. Russian Imperialism, 1914–2014: Annexationist, Adventurist, or Anxious? - Revolutionary Russia, vol. 27, no. 2, 2014, pp. 92-108.



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	13.	2 hour Lectures + Seminar 1hour)	<p>The Georgian Democratic Republic – The First Social-Democratic State of the World</p> <ul style="list-style-type: none"> • Preconditions of the Termination of Russian Rule in Transcaucasia. • The Reemergence of States in Transcaucasia. • German, Ottoman and British Military Forces in Transcaucasia. • The White and Red Russians and their Fight for the Caucasus.
<p>Literature</p> <p>Zurab Avalov. The Independence of Georgia in International Politics, 1918-1921. New York: Hyperion Press, 1940, 286pp.</p> <p>D. M. Lang. A Modern History of Georgia. London: Weidenfeld and Nicolson, 1962, pp. 42-244.</p> <p>E. M. Hirsch. Die Beziehungen Georgiens zu England und zu Sowjetrussland in der Zeit vom Herbst 1918 bis zum Frühjahr 1921. [Dok. Diss.] Wien, 1973, SS. 1-124.</p> <p>R. G. Suny. Op. cit., pp. 185-208.</p> <p>Charlotte Mathilde Louise Hille. State Building and Conflict Resolution in the Caucasus. Leiden, Boston: Brill, 2010, pp. 67-128.</p> <p>Donald Rayfield. Op. cit., pp. 323-348.</p> <p>A. Vagnini. Great War in Transcaucasia: From Ottoman Occupation to the Treaty of Kars, - Mediterranean Journal of Social Sciences, vol. 3, no. 2, 2012, pp. 93-102.</p> <p>ა. ჩაჩხიანი. რუსეთ-საქართველოს სამხედრო-პოლიტიკური ურთიერთობები და საბრძოლო მოქმედებები აფხაზეთის რეგიონსა და შავიზღვისპირეთში (1918-1920 წლები). თბილისი, 2014, გვ. 27-41, 60-166, 197-275, 295-367, 385-398.</p> <p>Cory Welt. A Fateful Moment: Ethnic Autonomy and Revolutionary Violence in the Democratic Republic of Georgia (1918-1921). In: St. F. Jones, ed., The Making of Modern Georgia, 1918-2012: The First Georgian Republic and its Successors. New York: Routledge, 2014, pp. 205-231.</p> <p>St. Jones. Between Ideology and Pragmatism: Social Democracy and the Economic Transition in Georgia 1918-21, - Caucasus Survey, vol.1, no.2, 2014, pp. 63-81.</p>			



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	14.	2 hour Lectures + Seminar 1hour)	<p>The Red Terror – The Case for Psychiatry</p> <ul style="list-style-type: none"> • The Treaty of Friendship between Soviet Russia and the Democratic Republic of Georgia, Signed in Moscow on May 7, 1920. • The Occupation of Transcaucasian States by the Red Army. • The August 1924 Uprising in Georgia. • The Stalinist Purges. • Georgia within the Soviet Empire. • Transcaucasia during the Second World War.
	<p>Literature</p> <p>Arthur Feiler, H. J. Stenning. <i>The Russian Experiment</i>. New York: Harcourt Brace and Company, 1930, pp. 5-163.</p> <p>Sean Kelly. 'Britannia Has Ruled Here': Transcaucasia and Considerations of Imperial Defence in Lord Curson's Search for a Near Eastern Settlement, 1918-1923. Simon Fraser University, 2003, pp. 89-114.</p> <p>Karl W. Ryavec. <i>Russian Bureaucracy: Power and Pathology</i>. Lanham, Md.: Rowman & Littlefield Pub., 2003, pp. 41-80.</p> <p>Mark von Hagen. <i>Federalisms and Pan-movements: Re-imagining Empire</i>. In: <i>Russian Empire: Space, People, Power, 1700-1930</i>. Edited by Jane Burbank, Mark Von Hagen, A. V. Remnev. Bloomington: Indiana University Press, 2007, pp. 494-510.</p> <p>Liliana Riga. <i>The Bolsheviks and the Russian Empire</i>. Cambridge: Cambridge University Press, 2012, pp. 186-226.</p> <p>Andrei P. Tsygankov. <i>Russia and the West from Alexander to Putin: Honor in International Relations</i>. Cambridge, New York: Cambridge University Press, 2012, pp. 97-117, 155-171, 216-235.</p>		
	15.	2 hour Lectures + Seminar 1hour)	<p>The Fall of the Soviet Empire and the Post-Soviet World</p> <ul style="list-style-type: none"> • The Economic Collapse of the Soviet Union; Chimera of "Glasnost" and "Perestroika". • Soviet coup d'état Attempt of the August, 1991. • Dissolution of the Soviet Union. Turmoils in the Post-Soviet Space: Reasons and Perspectives.



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Literature

Paul B. Henze. Russia and the Caucasus, - Perceptions, June-August, 1996, pp. 53-71.

Robert W. Strayer. Why Did the Soviet Union Collapse? Understanding Historical Change. Armonk, New York: Sharpe, 1998, pp. 3-45, 86-131, 174-206.

გიორგი ქავთარაძე. საქართველოს სახელმწიფოებრივი განვითარების საკითხები (ადრეული ხანიდან). თბილისი: "უნივერსალი", 2006, 245 გვ., with an English Summary, pp. 219-224.

Ronald D. Asmus. A Little War That Shook the World: Georgia, Russia, and the Future of the West. New York: Palgrave Macmillan, 2010.

Richard G. Whitman, Stefan Wolff. The EU As a Conflict Manager? The Case of Georgia and its Implications, - International Affairs. Vol. 86, no. 1, 2010, pp. 1-21.

John B. Dunlop. The Rise of Russia and the Fall of the Soviet Empire. Princeton, N.J.: Princeton University Press, 2011, pp. 186-302.

Rovshan Ibrahimov. Turkish-Azerbaijani Relations and Turkey's Policy in the Central Caucasus, - The Caucasus & Globalization, Journal of Social, Political and Economic Studies, vol. 5, issue 3-4, 2011, pp. 14-19.

A. Cohen, R. E. Hamilton. The Russian Military and the Georgia War: Lessons and Implications. The Strategic Studies Institute; ERAP Monograph. June 2011, pp. 1-100.

Andrew C. Kuchins and Igor A. Zevelev. Russian Foreign Policy: Continuity in Change, - The Washington Quarterly, vol. 35, no. 1, 2012, pp. 147-161.

Andrei P. Tsygankov. Op. cit., pp. 1-62, 118-136, 172-194, 236-276.

Donald Rayfield. Op. cit., pp. 381-400.

Jeremy Smith. Red Nations: The Nationalities Experience in and after the USSR. Cambridge: Cambridge University Press, 2013, pp. 282-364.

Henry Hale. Patronal Politics. Cambridge: Cambridge University Press, 2014, pp. 39-60, 123-240, 307-371.

S. Saari. Georgia's Search for the Third Way. Despite a Westward Pull, Georgia Attempts to Improve Its Relations with Russia, - FIA (The Finnish Institute of International Affairs) Briefing Paper 157, June 2014, pp. 2-7.



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	16.		Preparation for Final Exam
	17-19	2 hours	Final Exam
Teaching/learning methods	Teaching process of this course will be emphasized by using of multiple methods such as:		



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- Lectures (Explanatory method)
- presentation-seminars
- discussion, debates and analysis
- Collaborative work
- Problem Based Learning (PBL)
- Case studies and analysis by means of articles and books
- Designing and presenting a project
- E-learning

How these methods are distributed in the educational process:

Lecture (Explanatory method)

The lecture is based on explaining and discussing a given issue. In the process of explaining the material the teacher brings concrete examples the detailed analysis of which is made in the framework of given topic.

Problem Based Learning (PBL)

A concrete problem will be stated during the lecture by the teacher, which will be used as an initial stage for acquiring new knowledge and integration process. Students will be divided in pairs or in groups (***Collaborative work***) and each of them will have the different task. They will work individually and the result will be presented to the whole audience.

Case Study

The teacher will discuss concrete cases together with the students and the students will study the issue thoroughly. E.g. It can be a study of concrete problem Migration of Ethnic Ossetians to Georgia

Presentation-Seminars

Students hold presentations on the topic under study which they choose in the beginning of the course.

In project-based environment students gain opportunities to engage in real-world problem solving, conduct research, analyze data, nail the deadlines and manage their time efficiently.

Presentation will be followed by ***discussion and analysis*** of the presented topic that will involve the whole audience. Presenter should manage to handle questions of the audience and defend his/her statements.

Independent Work

E-Learning

Students use internet to make a research for their presentations and research paper.

Independent work and preparation for presentations, topics should be discussed in class in the form of seminars.



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Evaluation criteria

Student may be assessed orally and in written. At the end of the course a final exam is held, which involves the material under study and corresponds thematically to the syllabus. The assessment of student's knowledge and skills is carried out by a 100 grade system. It includes the midterm and final assessment, individual and group presentations, participation in discussions during seminars, and a course project.

Positive assessment will be considered:

- Excellent –maximum assessment 91% and higher;
- Very good- maximum assessment 81-90%;
- Good - maximum assessment 71-80%;
- Satisfactory- maximum assessment 61-70%;
- Enough - maximum assessment 51-60%;

Negative assessments will be considered:

(FX) failure - maximum assessment 41-50%, which means that student has to work more to pass the course, is given additional independent work hours and is admitted to the exam one more time.

(F) failure - maximum assessment 40% and lower, which means that work hours for the student in this course is not enough and he should retake this course.

Student assessment is done with 100-point system. This includes:

Midterm exam I	40 points	60%
Presentation	20 points	
Class participation	13 points	
Couse project (Research paper)	27 points	
Final exam	100 points	40%
	Sum	100

Student obtains course credits if he/she gets 51 out of 100 points. according to this system, points are assigned as follows:



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Midterm exam format and assessment (40 points):

1. Answer the questions (30points). There will be 6 questions each worth maximum 5 points. 0 - No answer

5 - 4	3 - 2	1
<ul style="list-style-type: none"> • Knows all historical facts and dates regarding stated question • Compares controversial articles regarding the question topic • Makes his own assumptions based on different materials. 	<ul style="list-style-type: none"> • Knows historical facts and dates quite well • Has attempt to use controversial sources • Does not have his/her own assumptions 	<ul style="list-style-type: none"> • Has poore knowledge of historical facts • Does not use controversial souces • Does not provide his/her own assumptions

2. **Definition of Terms (10 points).** There will be 5 questions. Each worth maximum 2 points. 2- extremely well qualified, well qualified, 1 - Qualified, Possibly qualified, 0 – No answer



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Course Project (27 points):

Students will be given specific task; they will be grouped and present topics in the class. Time for teamwork is from 10 up to 30 minutes.

Evaluation Criteria:

27-25	Excellent: 1) All members of the group have excellent knowledge of facts and dates; 2) Presentation is excellently prepared, full of perfectly organized audio-visual aids; 3) Controversial materials are analyzed; 4) Students provide their own fair assumptions and suggestions on a stated topic; 5) Students work as a good team and support each other; 6) All of them have fluent English.
25-21	very well qualified: 1) All members of the group have excellent knowledge of facts and dates; 2) Presentation is excellently prepared, full of perfectly organized audio-visual aids; 3) Students had attempt to provide controversial materials; 4) Students had attempt to provide their own fair assumptions and suggestions on a stated topic; 5) Students work as a good team and support each other; 6) All of them have fluent English.
20-16	Well qualified: 1) All members of the group have excellent knowledge of facts and dates; 2) Presentation is well- prepared, with audio-visual aids; 3) Students work as a good team and support each other; 4) All of them have good English.
15-11	Qualified: 1) All members of the group have knowledge of facts and dates; 2) Presentation is well- prepared, with audio-visual aids; 3) Students try to work as a team and support each other; 4) All of them have acceptable language skills.
10-6	Possibly qualified 1) All members of the group have knowledge of facts and dates; 2) Presentation has some audio-visual aids; 3) Student had attempts to work as a team. 4) Language skills are satisfactory.
5-1	Poorly qualified 1) Have vague knowledge of facts and dates. 2) No Presentation, students read from the paper; 3) No team work; 4) Poor language skills.
0	No answer

Presentation assessment (20 points):

- Correspondence to the topic, maximum 5 points. 5 - 4 corresponds to the topic, 3 - 2 - 1 partly corresponds to the topic, 0 - Doesn't correspond to the topic.
- Correct structure (introduction - main part - conclusion -linkage), Maximum 5 points. 5 - 4 perfect structure, 3 - 2 - 1 Good, Fair Structure, 0 - Bad structure
- Good audio-visual aids, maximum 5 points. 5 - 4 perfect audio-visual aids, 3 - 2 - 1 Good, Fair audio-visual aids, 0 - No audio-visual aids
- Fluent Language, maximum 5 points. 5 - 4 perfect language skills, 3 - 2 - 1



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	Good, Fair language skills, 0 – Bad language skills.
	The presentation should last 15-20 minutes, if it is longer, for each extra minute the fine is 1 point.
	Presentation topics selected by different students should not coincide.
	If the presentation is not told, but read, maximum points can be 10, on condition that otherwise the presentation is very good.
	Class participation (13 points):
	Participation in each lecture is worth of 1 point. The students' participations is assessed to the following criteria:
	✓ Knowing the content of the handout
	✓ Participation in discussions during a class
	✓ Answering questions



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Final exam format and assessment (100 points):

1. There will be three essays one worth of maximum 25 points.

Evaluation Criteria:

25-21	Extremely well qualified. 1) Student has excellent knowledge of facts and dates; 2) Controversial materials are analyzed; 3) Student provides his/her own fair assumptions and suggestions on a stated topic; 4) Has fluent English.
20-16	Well qualified: 1) Student has good knowledge of facts and dates; 2) She/he attempts to provide controversial materials; 3) Student has attempt to provide his/her own fair assumptions and suggestions on a stated topic; 4) Student has good English.
15-11	Qualified: 1) Student has knowledge of facts and dates; 2) Does not provide analysis of controversial materials; 3) Does not provide his/her own assumptions and judgments. 4) Fair language skills.
10-6	Possibly qualified: 1) Student has fair knowledge of facts and dates; 2) Does not provide analysis of controversial materials; 3) Does not provide his/her own assumptions and judgments. 4) Fair language skills.
5-1	Poorly qualified 1) Student has vague knowledge of facts and dates; 2) Does not provide analysis of controversial materials; 3) Does not provide his/her own assumptions and judgments. 4) Poor language skills.
0	No answer

2. Definitions of Terms: maximum 25 points. There will be 5 questions each worth maximum 5 points.

5 - 4	3 - 2	1
Provides Full Definition explaining the meaning Provides Several Examples	Provides fair definition Provides one example	Has attempt to provide definition No Examples



SYLLABUS

<p>Basic literature *</p>	<p>W. E. D. Allen. A History of the Georgian People from the Beginning down to the Russian Conquest in the Nineteenth Century. London, 1932.</p> <p>David Braund. Georgia in Antiquity: A History of Colchis and Transcaucasian Iberia 550 BC-AD 562. Oxford: Clarendon Press, 1994.</p> <p>Donald Rayfield. Edge of Empires: A History of Georgia. London: Reaktion Books, 2012.</p> <p>გიორგი ქავთარაძე. საქართველოს სახელმწიფოებრივი განვითარების საკითხები (ადრეული ხანიდან). თბილისი: "უნივერსალი", 2006, 245 გვ., with an English summary, pp. 219-224.</p>
<p>Auxiliary literature *</p>	<p>З. Авалов. Присоединение Грузии к России. Санкт-Петербург 1901.</p> <p>W. M. McGovern. The Early Empires of Central Asia. New York, 1939.</p> <p>D. M. Lang. A Modern History of Georgia. London: Weidenfeld and Nicolson, 1962.</p> <p>Giorgi L. Kavtaradze. Georgian Chronicles and the raison d'être of the Iberian Kingdom (Caucasica II), – Orbis Terrarum, Journal of Historical Geography of the Ancient World, 6, 2000. Stuttgart: Franz Steiner Verlag, 2001, pp. 177-237.</p>

***Books are available at university library**