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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

(Moscow Poly)

APPROVE
Vice-President
for International Affairs
/Yu.D. Davydova/
"30" 05 2022

Dean,
Faculty of Economics and Management
/A.V. Nazarenko/
"30" 05 2022

WORKING PROGRAM OF THE DISCIPLINE

"History (History of Russia, General History)"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2022

1. Goals and objectives of the discipline

Goalsmastering the discipline "History (History of Russia, General History)" are:

- understanding of the laws of socio-cultural development. The main task of teaching history is the actualization of historical material in order to form students' understanding of modern socio-economic, cultural and political reality. It is necessary to show that the foundations of the socio-cultural, economic and political development of any society are laid at all previous stages of its history.

- vision of one's professional activity and its results in a socio-cultural context, formation of a socio-cultural identity. A professional must understand that by his activity he affects not only his personal well-being, but also the development of the whole society and its culture.

Main taskshistory development are:

- mastering the laws of socio-cultural development and the formation of the ability to see one's professional activity in a socio-cultural context, to understand the degree of influence of this activity on social progress.

2. The place of discipline in the structure of the EP

The discipline "History (History of Russia, General History)" is one of the disciplines of the basic part of the block (B.1.1.01) of the bachelor's degree program.

The discipline "History (History of Russia, General History)" is connected logically and methodically with the discipline "Philosophy".

3. The list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the educational program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes should be achieved as a stage in the formation of the relevant competencies:

Competency code	As a result of mastering the educational program, the student must have	List of planned learning outcomes by discipline
UK-5	The ability to perceive the intercultural diversity of society in the socio-historical, ethical	IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural

	and philosophical contexts	traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration

4. The structure and content of the discipline:

On a part-time basis

The total labor intensity of the discipline for part-time education is 2 credit units, i.e. 72 academic hours (of which 54 hours are independent work of students).

Sections of the discipline "History (History of Russia, General History)" are studied in the first year.

First semester:lectures - 8 hours, seminars and practical classes - 10 hours, form of control - test.

The structure and content of the discipline "History (History of Russia, General History)" in terms of terms and types of work are reflected in the appendix.

The content of the modules (sections) of the discipline

Topics of lectures.

Teaching and instrumental goals

1. To acquaint students with the concept of the historical process, to show the general scheme of changing technological eras with an emphasis on increasing the role of individual professionals in this process.
2. Update students' understanding of the role of the engineering profession in the past, as well as in today's society.

Module I. Russia in the Conditions of the Formation and Development of a Traditional Society (until the 17th century)

Topic 1. Introduction. Peoples and ancient states on the territory of Russia

History as a science. Functions of historical knowledge. Basic concepts (interpretations) of the historical process. The theory of modernization.

The economy and its role in the development of society (objects of labor and technology, mode of production and energy sources).

The social structure of society (relations of production and their influence on the social structure; ethnic and religious factors in the formation of the social structure; political, military and spiritual factors in the formation of the social structure).

Political structure (pre-state forms of existence of society; state: features, structure, functions; relationship between society and the state).

Socio-cultural development of society (the connection of material culture with the natural environment and technologies; forms of the spiritual life of society; orientation, forms of interaction between different cultures).

Eastern Slavs and their neighbors in the 1st millennium AD (ethnic map of Eastern Europe, the Caucasus, the Urals and Siberia and its change during the era of the Great Migration; economic activities, social system, paganism as a way of mastering the world around the Eastern Slavs).

Topic 2. States and societies of the Middle Ages on the territory of Russia in the 9th - mid-15th centuries.

The Old Russian state and other state formations in the 9th - early 13th centuries. on the territory of our country (political, socio-economic, cultural development; the international context of the existence of the Old Russian state; the influence of international relations on the development of Ancient Rus').

Russian lands and principalities in the second half of the 13th - the middle of the 15th centuries. (economic, socio-political, foreign policy and socio-cultural factors of the unification of Russian lands; the formation of a single centralized state and related socio-cultural and economic changes; the formation of national identity).

Topic 3. Russia and its neighbors in the 2nd half of the 15th–17th centuries.

The formation of the Russian centralized state (the completion of the unification of Russian lands into a single state, the folding apparatus of government of a centralized state).

The international context for the formation of a centralized state. From class-representative to absolute monarchy: international and Russian experience (relationships between society and the state, the Time of Troubles, changes in the social structure, enslavement of peasants, the formation of a class division of society). New phenomena in the economic and technological development of the country.

Learning objectives:

Purpose of lecturesof this module:

1. To acquaint students with the signs of an agrarian civilization and a traditional society; consider the features of this stage in the history of Russia; build in chronological order the main historical events, the most important dates and personalities of this era (IX-XVII centuries).

2. Particular emphasis in the lecture material is placed on the unity and interdependence of all spheres of society - politics, economics, social sphere, culture - as well as on the significance of the processes of this period of history (IX-XVII centuries) for the entire subsequent development of Russian society and

the state which contributes to a holistic perception of the history of Russia by students.

Means of achievement:

Visualization and activation of knowledge: film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer.

Based on the results of mastering the first module, students perform a "sectional task", which allows them to test their subject, as well as over-subject (communication, teamwork, etc.) knowledge formed as a result of studying the first topics of the module

Module II. Russia in the context of the modernization of traditional society and the formation of an industrial society (XVIII - early XX centuries)

Topic 4. Russian variant of catch-up modernization (late 17th - first half of the 18th century)

Russia is on the verge of transformation (the need and features of the catching-up type of modernization; the impact of foreign policy on the pace and nature of modernization; traditional orders and serfdom in the context of modernization).

Economic, political, socio-cultural reforms of Peter I and his successors, their results. The growing role of specialists (managers, engineers and technicians) in the formation of a new social order. Development of technology and engineering education in Russia.

Topic 5. Attempts and results of the modernization of the Russian Empire in the second half of the 18th - early 20th centuries. Between reforms and revolution.

Attempts to modernize the political system, economy, social structure and spiritual sphere of Russian society in the second half of the 18th - mid-19th centuries. The needs of the state and the development of the system of engineering education and science in Russia. International aspect of the process of modernization of the Russian Empire. Crimean War.

Russia in the 60-90s of the XIX century. Reforms and counter-reforms (socio-economic development of the country, lagging behind the countries of the first echelon of modernization; preparation and implementation of the abolition of serfdom in Russia; reforms of the 1860–1870s and their impact on the political and spiritual development of the country; counter-reforms, their causes and consequences).

Topic 6. Completion of the industrial revolution in Russia and a new stage of the industrial revolution (machines, technologies and new energy sources).

Russian Empire at the beginning of the 20th century. Attempts of accelerated modernization (Russia at the beginning of the reign of Nicholas II. The growth of economic and social contradictions in the conditions of overtaking modernization. The revolution as the result and the beginning of a new stage in the development of the Russian state and society.

Learning objectives:

The purpose of the lectures of this module:

1. To disassemble, on the basis of specific historical material, the reasons for the transition from an agrarian civilization to an industrial one / from a traditional society to an industrial and modern one /; to study this process as interdependent changes in the economic, political, social and spiritual structure of Russian society, with the dominant role of scientific and technological progress; arrange in chronological order the main historical events, the most important dates and personalities of this era.

2. Particular emphasis is placed on the emergence of qualified specialists in Russia (engineers, scientists, inventors, creative intelligentsia), the discovery and application of new technologies, the emergence of new legal concepts, ideological trends, behavior patterns, which actualizes the role of the individual and the professional in history. This contributes to the beginning of the formation of the professional identity of students, their awareness of the socio-cultural significance of their own profession.

Means of achievement:

Visualization and activation of knowledge: film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer.

Based on the results of mastering the second module, students perform a “sectional task”, which allows them to test their subject, as well as over-subject (communication, teamwork, etc.) knowledge formed as a result of studying the topics of this module.

Module III. Russia in the context of the development of an industrial society and the beginning of the formation of a post-industrial society (XX - early XXI centuries)

Topic 7. Russia between the two world wars (1914-1939) Alternatives for socio-political development. "Stalinist" modernization

The First World War and its impact on Russian society and the state. Military-technical revolution. Military equipment of the Russian army and navy.

Development of means of control and communication. 1917 as the time to choose the path of development.

USSR in the 1920s - 30s. (NEP as an attempt to continue pre-revolutionary modernization; "Stalinist" modernization; the political system of the USSR; the social structure of Soviet society and the role of the technical intelligentsia).

Topic 8. Russia (USSR) during the Great Patriotic and World War II

The USSR on the eve of the war (the Soviet economy and society on the eve of the Great Patriotic War; the creation of new models of weapons and military equipment; the foreign policy of the USSR in 1939-1941).

USSR during the Great Patriotic War (causes, stages of the Great Patriotic War; economy, social relations, ideology and culture during the war; military equipment of the Soviet army and navy; means of control and communications).

Results of the war.

Topic 9. Russia in the second half of the XX century. Crisis of the Soviet model of development. The collapse of the USSR. Modern Russia.

USSR in 1945-1953s. Restoration of the economy. Technical reconstruction of industry. The tightening of the political regime. The legacy of the Stalinist regime (economic, socio-political and spiritual spheres)

USSR in 1953-1985 The crisis of the Soviet model of development (reforms of the 1950s–60s; reasons for the slowdown in economic growth; "stagnation"; international crisis; the Cold War and its role in the growth of crisis tendencies; military and civilian technologies in the USSR: problems of the resource base and interaction).

"Perestroika" and its consequences. The collapse of the USSR (Scientific and technological revolution of the last decades of the twentieth century; Attempts to modernize the Soviet system, 1985-1991; The collapse of the USSR and its consequences).

Russia in the Conditions of the Formation of a Post-Industrial Civilization: the End of the 20th - the Beginning of the 21st Centuries. (economic and political transformations; Russia in the era of the post-industrial (information society): problems of formation and the place of modern engineering education).

Learning objectives:

The purpose of the lectures of this module:

1. Show the features of Soviet modernization, its results and significance in the context of the collision of two socio-political systems: "socialist" and "capitalist"; arrange in chronological order the main historical events, the most important dates and personalities of this era. At the same time, emphasis is placed on the inextricable connection of this stage with all the previous ones, taking into account the specific features of the Soviet period of history.

2. Particular attention is paid to scientific and technological development in the USSR (discoveries in science, technical progress), professional personnel,

including engineers, and the importance of scientific and technical potential in the development of the state and society.

3. Determine the reasons for the transition from the industrial stage of civilization to the post-industrial one; show the current stage of Russia's development as a new stage of its modernization; arrange in chronological order the main historical events, the most important dates and personalities of the modern era; identify the main trends in socio-economic, political and cultural development, as well as priority areas of scientific and technical activity.

Means of achievement:

Visualization and activation of knowledge: film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer.

ByAs a result of mastering the third module, students perform a “sectional task”, which allows them to test their subject, as well as over-subject (communication, teamwork, etc.) knowledge formed as a result of studying this module.

Seminar topics:

At the seminars, the theoretical foundations of teaching History, formulated in UK-5, are concretized through the selection of material: the study of trends, primarily economic, but also the political, social and cultural development of Russia in the international context, the analysis of the mechanisms of social change, the study of specific examples of engineering activities, " changed the world" both positively and negatively.

Topic 1. Modernization theory.

Lesson plan:

1. Economic modernization, concept, main features, stages.
2. Political modernization.
3. Sociocultural modernization.

In preparation for the first seminars, students work: 1.
with lecture material; 2. with the material presented in history textbooks. This allows you to consolidate the "input" skills of independent work with educational literature, as well as to form the skill of independent analysis and selection of information received at the lecture.

The purpose of the lesson is to test the skills of working with information received at the lecture, as well as with information independently obtained from educational literature. In addition, the purpose of the lesson is to develop and consolidate theoretical knowledge about the modernization process.

Topic 2. Russia in the 9th - 15th centuries.

Lesson plan:

1. Trends in the economic development of Russia.
2. Political development of Russia.
3. Trends in the socio-cultural development of Russia.

The seminar is based on collective work, which aims to concretize knowledge about certain areas of Russia's development in a given period. Based on the results of the work, it is necessary to answer the question: did the identified trends correspond to the traditional nature of society, were they progressive or delayed the development of Russia. The last question is of a debatable nature and involves the formation of initial discussion skills.

For better assimilation of the material, part of the classes can be devoted to reading and analyzing fragments of historical sources of this period. This allows you to work out the basic rules of text analysis.

Topic 3. Russia in the XVI - XVII centuries.

Lesson plan:

1. Economic development of Russia.
2. Political development of Russia.
3. Sociocultural development of Russia.

The seminar is based on collective work, which aims to concretize knowledge about certain areas of Russia's development in a given period. For better assimilation of the material, part of the classes can be devoted to reading and analyzing fragments of historical sources of this period. This allows you to work out the basic rules of text analysis.

Topic 4. Reforms of Peter I.

Lesson plan:

The group is divided into several small subgroups, each of which prepares a presentation report on the following topics:

1. Reasons for the reforms.
2. political reforms.
3. military reforms.
4. Socio-economic reforms.
5. cultural reforms.

Based on the results of the discussion of the reports, it is necessary to answer the question: why the modernization that has begun in Russia is called “catching up” and is it so. It is also possible to discuss the methods of implementation of reforms and their results. This involves strengthening the skills of conducting a discussion, as well as developing the skills of teamwork and presentation of its results. The topic “methods of implementing reforms and their results” can also be singled out in a separate report.

An in-depth study of Peter the Great's reforms allows one to gain knowledge about various types of modernization, about the traditional scenario for Russia of changes of the "revolution from above" type, which implies the exclusion of society from this process, and about the negative consequences of such a mechanism.

Topic 5. Russia in the XIX century. Development of civil society.

Lesson plan:

1. The concept of "civil society", features.
2. Prerequisites for the formation of civil society in Russia.
3. Figures of civil society in Russia (individuals and organizations).

The group is divided into several small subgroups, each of which prepares a presentation report on one of the topics indicated above. This allows you to work out the skill of teamwork on the project and its presentation. In addition, a detailed study of civil society figures in Russia in the 19th century, with an emphasis on the role of technical specialists in this process, makes it possible to concretize theoretical knowledge about modernization, to see the impact of specific professions on the development of society. Such knowledge serves as the basis for the formation of professional and socio-cultural identity.

Topic 6. Russia in the XX century. Soviet period.

Lesson plan:

1. Economic development of Russia.
2. Political development of Russia.
3. Sociocultural development of Russia.

The seminar is based on collective work, which aims to concretize knowledge about certain areas of Russia's development in a given period. The seminar is a preparation for the next lesson.

Topic 7. Engineers in the USSR.

Lesson plan:

The group works with several types of texts: scientific research on the development of engineering professions in the USSR, periodicals, sources of personal origin. The purpose of the work is A. formation of an idea about the ideal engineer of the Soviet era, about his functions (economic, political, socio-cultural), B. analysis of the correspondence / discrepancy between the ideal and reality.

In addition to developing skills in working with various types of texts, a more specific knowledge of the sociocultural significance of the engineering profession should be formed as a result of the seminar.

Topic 8-9. Russia at the turn of the XX - XXI centuries.

Lesson plan:

1. political development.
2. Economic development.

3. Sociocultural development.

The seminar is based on collective work, which aims to concretize knowledge about certain areas of Russia's development in a given period. The lesson should contribute to the consolidation of knowledge about the centuries-old development of Russia and its results, as well as the importance of the engineering profession in the context of this development.

5. Educational technologies.

The methodology for teaching the discipline "History (History of Russia, General History)" and the implementation of a competency-based approach in the presentation and perception of the material provides for the use of the following active and interactive forms of conducting group, individual, classroom classes in combination with extracurricular work in order to form and develop the general cultural competencies of students:

– preparation and discussion in the form of colloquia of theoretical issues;

– collective/individual implementation and discussion of case-tasks;

- preparation, presentation and discussion of presentation reports at seminars;

- organizing and conducting tests (sectional tasks) as a current control of students' knowledge;

6. Evaluation tools for current monitoring of progress, intermediate certification based on the results of mastering the discipline and educational and methodological support for students' independent work.

In the learning process, the following assessment forms of independent work of students, assessment tools for monitoring progress and intermediate assessments are used:

- questions and tasks performed by students in preparation for seminars in the form of colloquia (oral answers, participation in discussion / discussion, work with texts);

- preparation of presentation reports;

- solving case problems.

The evaluation tool for the current monitoring of progress is the implementation of "cut-off" tasks (tests).

The assessment form for intermediate certification is a test.

Intermediate attestation (exam) is carried out taking into account the final score scored by the student in the process of mastering the discipline.

Samples of case-tasks, questions for colloquia, topics of presentations, questions for tests for conducting current control, exam tickets are given in the Appendix.

When performing current control, it is possible to use test material. Samples of control questions and tasks for conducting current control are given in the appendix. When implementing the undergraduate program, the organization has the right to use e-learning and distance learning technologies. All materials are placed in the LMS of the Moscow Poly (https://online.mospolytech.ru/).

When teaching people with disabilities, e-learning and distance learning technologies should provide for the possibility of receiving and transmitting information in forms accessible to them.

6.1. Fund of assessment tools for conducting intermediate certification of students in the discipline (module).

6.1.1 A list of competencies indicating the stages of their formation in the process of mastering the educational program.

As a result of mastering the discipline (module), the following competencies are formed:

Competency code	As a result of mastering the educational program, the student must have
UK-5	The ability to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts

In the process of mastering the educational program, this competence, including its individual components, is formed in stages, in the course of mastering the modules of the discipline by students in accordance with the curriculum and calendar schedule of the process.

6.1.2 Description of indicators and criteria for evaluating competencies formed based on the results of mastering the discipline (module), description of assessment scales.

UK-5 The ability to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts				
Index	**Evaluation criteria**			
	2	**3**	**four**	**5**
IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical	The student demonstrates the complete absence or insufficient compliance of the following knowledge: the mechanism of historical	The student demonstrates incomplete compliance with the following knowledge: the mechanism of historical development from the point of view of the theory of	The student demonstrates partial compliance with the following knowledge: The mechanism of historical development from the point of view of the theory of	The student demonstrates full compliance with the following knowledge: the mechanism of historical development from the point of view of the

and philosophical contexts	development from the point of view of the theory of modernization and the change of technological eras and the role of professional activity in this development.	modernization and the change of technological eras and the role of professional activity in this development. Significant mistakes are made, lack of knowledge is manifested, for a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	modernization and the change of technological eras and the role of professional activity in this development. Minor errors, inaccuracies, difficulties in analytical operations are allowed.	theory of modernization and the change of technological eras and the role of professional activity in this development. student freely uses the acquired knowledge.
IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings	The student does not know how or insufficiently knows how to apply the conceptual and categorical apparatus of historical science in professional activities; - navigate the world historical process, analyze the processes and phenomena occurring in society.	The student demonstrates incomplete compliance with the following skills: apply the conceptual and categorical apparatus of historical science in professional activities; - navigate the world historical process, analyze the processes and phenomena occurring in society. Significant mistakes are made, lack of skills is manifested, for a number of indicators, the student experiences significant difficulties in operating with skills when transferring them to new situations.	The student demonstrates partial compliance with the following skills: apply the conceptual and categorical apparatus of historical science in professional activities; - navigate the world historical process, analyze the processes and phenomena occurring in society. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student demonstrates full compliance with the following skills: apply the conceptual and categorical apparatus of historical science in professional activities; - navigate the world historical process, analyze the processes and phenomena occurring in society. Freely operates with acquired skills, applies them in situations of increased complexity.
IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	The student does not possess or insufficiently possesses the skills of historical thinking to develop a systematic, holistic view of the problems of the development of society by methods of searching and analyzing historical information.	The student does not fully own the skills of historical thinking to develop a systematic, holistic view of the problems of the development of society by methods of searching and analyzing historical information. Significant errors are made, lack of skills in a number of indicators is manifested. The learner experiences significant difficulties in applying skills in new situations.	The student partially owns the historical skills of historical thinking to develop a systematic, holistic view of the problems of the development of society by methods of searching and analyzing historical information. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	The student is fully versed the skills of historical thinking to develop a systematic, holistic view of the problems of the development of society by methods of searching and analyzing historical information. Freely applies acquired skills in situations of increased complexity.

Scales for evaluating the results of intermediate certification and their description.

Form of intermediate certification: exam.

Intermediate certification of students in the form of an exam is carried out based on the results of all types of educational work provided for by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester. The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. Based on the results of the intermediate attestation for the discipline (module), the mark "excellent", "good", "satisfactory" or "unsatisfactory" is given.

Only students who have completed all types of academic work provided for by the work program in the discipline "Economic theory" are allowed to the intermediate certification (prepared a report, completed tests)

Evaluation scale	Description
Excellent	All types of educational work provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities given in the tables of indicators, operates with the acquired knowledge, skills, skills, applies them in situations of increased complexity. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Good	All types of educational work provided for by the curriculum were completed. The student demonstrates incomplete, correct correspondence of knowledge, skills, and abilities given in the tables of indicators, or if 2-3 minor errors were made at the same time.
Satisfactorily	All types of educational work provided for by the curriculum were completed. The student demonstrates the conformity of knowledge, which covers the main, most important part of the material, but at the same time one significant error or inaccuracy was made.
unsatisfactory	One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete correspondence of knowledge, skills and abilities given in the tables of indicators, significant errors are made, the lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

Form of intermediate certification: test.

Intermediate attestation of students in the form of a test is carried out based on the results of the implementation of all types of educational work provided for

by the curriculum for a given discipline (module), while taking into account the results of current monitoring of progress during the semester.

The assessment of the degree of achievement by students of the planned learning outcomes in the discipline (module) is carried out by the teacher conducting classes in the discipline (module) by the method of expert assessment. According to the results of the intermediate certification for the discipline (module), “passed” or “not passed” is set.

Only students who have completed all types of academic work provided for by the work program in the discipline "History (History of Russia, General History)" are allowed to intermediate certification:

- completed 2 slice (control) tasks as a current control of knowledge;
- made a presentation;
- Participated in workshops and colloquia

The admission of students to the intermediate certification is determined by the minimum number of points that must be scored during the semester. The minimum is 14 points (at the rate of at least 1 point for a presentation report, at least 10 points for 2 cross-sectional tasks, at least 3 points for work in seminars).

Intermediate certification is carried out orally. See the Appendix for sample questions.

Evaluation scale	**Description**
Passed	The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with the acquired knowledge, skills and abilities. The student has a solid knowledge of the program material, correctly and to the point sets it out, does not allow significant inaccuracies in answering the question, possesses the necessary skills and abilities when performing practical tasks. In this case, minor errors, inaccuracies, difficulties in analytical operations, transferring knowledge and skills to new, non-standard situations can be made.
Not credited	The student demonstrates a complete inconsistency of knowledge, skills and abilities with the indicators given in the tables, significant errors are made, a lack of knowledge, skills and abilities is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations. The student does not know a significant part of the program material, makes serious mistakes, and performs practical tasks with great difficulty.

The Evaluation Fund is presented in Annex 2 to the work program.

7. Educational, methodological and information support of the discipline.

Main literature:

1. Kuznetsov, I.N. History: textbook / I.N. Kuznetsov. - 2nd ed. — Moscow: Dashkov i K, 2020. — 576 p. https://e.lanbook.com/book/61077

2. Dobryakova, N. A. History: textbook / N. A. Dobryakova, V. B. Lobanov, V. N. Sukhov. - St. Petersburg: SPbGLTU, 2019. - 128 p. - ISBN 978-5-9239-1109-1. — Text: electronic // Doe: electronic library system. - URL: https://e.lanbook.com/book/120056

Additional literature:

1. Tolmacheva, R.P. Economic history: textbook / R.P. Tolmacheva. - 6th ed. - Moscow : Dashkov i K, 2014. - 320 p. https://e.lanbook.com/book/56359

2. Davydova, Yu. A. History: textbook / Yu. A. Davydova, A. V. Matyukhin, V. G. Morzheedov. - 5th ed., revised. and additional - Moscow: Synergy University, 2019. - 208 p. - ISBN 978-5-4257-0349-1. — Text: electronic // Doe: electronic library system. - URL: https://e.lanbook.com/book/

Software and Internet Resources:

Office applications, Microsoft Office 2013 (or lower) -Microsoft Open License - License No. 61984042 Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961, Transfer and Acceptance Certificate No. 385

Operating system, Windows 7 (or lower) - Microsoft Open License - License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215; Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961

- http://www.mos.ruOfficial server of the Government of Moscow.
- http://uisrussia.msu.ruUniversity Information System of Russia.

eight. Logistics support of discipline.

Audience for lectures and seminars of the general fund. Training tables with benches, classroom board, portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

Office applications, Microsoft Office 2013 (or lower) -Microsoft Open License - License No. 61984042 Agreement No. 08-05/13 dated 06/03/2013 Transfer and Acceptance Certificate No. 961, Transfer and Acceptance Certificate No. 385

Operating system, Windows 7 (or lower) - Microsoft Open License. License No. 61984214, 61984216, 61984217, 61984219, 61984213, 61984218, 61984215; Agreement No. 08-05/13 dated 06/03/2013 Acceptance and transfer certificate No. 961

9. Guidelines for independent work of students.

The purpose of independent work is to work meaningfully and independently with educational material and scientific information.

When preparing for seminars in the form of colloquia, it is necessary to familiarize and analyze the educational materials presented in textbooks, manuals, as well as information from scientific papers, monographs, articles provided by the teacher. The answer at the seminar-colloquium should be built on the basis of the entire complex of the analyzed information. Oral response should be detailed, reasoned, consistent.

When preparing for the current knowledge control in the form of a cross-sectional task (test), it is also necessary to use the entire corpus of materials (textbooks, scientific information, lecture material). Completion of assignments in the written form of the control work must fully comply with the theme stated in the work and be based on the following principles: 1. Accuracy and clarity; 2. Logic; 3. Content.

When preparing presentation reports, it is necessary to take into account the criteria for evaluating presentations (given in Appendix 2).

10. Guidelines for the teacher.

At the first lesson in the discipline, it is necessary to familiarize students with the order of its study (forms of classes, current and intermediate control), reveal the place and role of the discipline in the system of sciences, its practical significance, bring the requirements of the department (Center) to the students, answer questions.

Lecture requirements:

- scientific and informative (modern scientific level), evidence and reasoning, the presence of a sufficient number of vivid, convincing examples, facts,justifications, documents and scientific evidence;
- activating the thinking of listeners, setting questions for reflection, a clear structureand the logic of disclosure of sequentially stated questions;
- clarification of newly introduced terms and names, formulation of the main ideas andprovisions, emphasizing conclusions, repeating them;
- emotionality of the form of presentation, accessible and clear language.

The teacher should help students and make sure everyone understands and has time to follow the progress of the presentation of the material. Means that help note-taking - an accentuated presentation of the lecture material, i.e. highlighting the voice, intonation, repeating the most important, essential information, using pauses, writing on the board, demonstrating illustrative material, strict adherence to the rulesclasses.

The teacher can directly supervise the work of students on taking notes of lecture material, emphasizing the need to reflect the main provisions of the topic under study in the notes, emphasizing the categorical apparatus. The art of the lecturer helps to organize the work of students in a good lecture. The content, the clarity of the structure of the lecture, the use of methods of maintaining attention - all this activates thinking and working capacity, helps to establish contact with the audience, evokes an emotional response in students, and forms interest in the subject.

In the final part of the lecture, it is necessary to formulate general conclusions on the topic, revealing the content of all the questions posed in the lecture. Announce the plan of the next seminar, give brief recommendations on how to prepare students for the seminar.

When preparing for a seminar on the topic of the lecture, the teacher needs to clarify the plan for its conduct, think over the wording and content of the training questions submitted for discussion, and familiarize yourself with new publications on the topic of the seminar.

During the seminar, in the introductory speech, reveal the theoretical and practical significance of the topic of the seminar, determine the order of its conduct, the time for discussing each educational issue. To give everyone the opportunity to speak, as well as to invite those students who, for one reason or another, missed the lecture or are passive to speak. During the discussion of educational issues, it is advisable to ask additional and clarifying questions to the speakers and the audience in order to clarify their positions on the merits of the issues under discussion. Encourage speaking from the floor in the form of brief additions and questions to the speaker and the facilitator. For clarity and consolidation of the studied material, the teacher can use tables, diagrams, maps.

In the final part of the seminar, one should summarize its results: evaluate the performances of each student and the study group as a whole. To reveal the positive aspects and disadvantages of the seminar. Answer students' questions. Name the topic of the next lesson.

The work program was compiled on the basis of the Federal State Educational Standard of Higher Education in the direction of training bachelors on March 38, 02 "Management", approved by order of the Ministry of Education and Science of the Russian Federation of August 12, 2020 No. 970 (Registered in the Ministry of Justice of Russia on August 25, 2020 No. 59449).

The program was

Ph.D., Assoc. /S.V. Kradetskaya/

The program of the discipline "History (History of Russia, General History)" in the direction of preparation 38.03.02 "Management" was approved at a meeting of the Center for Humanitarian Education "__" March 2022, protocol No. 1

Department head
"Humanitarian disciplines"
Associate Professor, Ph.D. /IN AND. Safyanov/

Application

The structure and content of the discipline "History (History of Russia, General History)" in the direction of preparation 38.03.02 "Management" educational program "Business Process Management"(part-time form)

n/n	Chapter	Semester	Semester week	Types of educational work, including independent student work, and labor intensity in hours					Types of independent work students					Forms of attestation	
				L	F/N	Lab	SRS	DAC	K.R.	To	K\R	DC	K-Z	E	Z
	Second course														
one	Topic 1. Introduction. Peoples and ancient states on the territory of Russia	one		2			6			+	+	+	+		
2	Topic 2. States and societies of the Middle Ages on the territory of Russia in the 9th - mid-15th centuries.	one			2		6			+	+	+	+		
3	Topic 3. Russia and its neighbors in the 2nd half of the 15th–17th centuries.	one		2			6			+	+	+	+		
four	Topic 4. Russian variant of catch-up modernization (late 17th - first half of the 18th century)	one		2			6			+	+	+	+		
5	Topic 5. Attempts and results of the modernization of the Russian Empire in the second half of the 18th - early 20th centuries. Between reform and revolution	one		2			6			+	+	+	+		
6	Topic 6. Completion of the industrial revolution in Russia and a new stage of the industrial revolution (machines, technology and new energy sources)	one			2		6			+	+	+	+		
7	Topic 7. Russia between the two world wars (1914-1939) Alternatives for socio-political development. "Stalinist" modernization	one			2		6			+	+	+	+		

eight	Topic 8. Russia (USSR) during the Great Patriotic and World War II	one			2		6			+	+	+	+		
9	Topic 9. Russia in the second half of the XX century. Crisis of the Soviet model of development. The collapse of the USSR. Modern Russia	one			2		6			+	+	+	+		
	Appraisal Form									one	one	one	one		Z
	Total hours per discipline in the first semester			eight	ten		54								

MINISTRY OF SCIENCE AND HIGHER EDUCATION

RUSSIAN FEDERATION

Federal State Autonomous Educational Institution

higher education

"MOSCOW POLYTECHNICAL UNIVERSITY"

/Moscow Polytech/

Direction of preparation:
38.03.02 "Management"

Educational program:
"Business Process Management"

Form of study: full-time, part-time

Type of professional activity: organizational and managerial, information and analytical, entrepreneurial

_____ Center for Humanitarian Education_

FUND
EVALUATION TOOLS

BY DISCIPLINE

"History (History of Russia, General History)"

Compound:
Passport of the fund of appraisal funds
Description of evaluation tools:
Set of tasks for control work
___Case tasks____
___Questions for colloquia_____
Topics of presentations
Questions for offset

Compiled by:
Kradetskaya S.V.

Moscow, 2022 year

Table 1.

Competence level indicator.

	History (History of Russia, General History)
	GEF VO 38.03.02 MANAGEMENT
	In the process of mastering this discipline, the student forms and demonstrates the following competencies:

Compo-tendencies	Wording	List of components	Competence formation technology	Evaluation Tool Form	Degrees of levels of development of competencies
UK-5	The ability to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts	IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Realizes the system of universal human values, understands the importance for the development of civilizations of historical heritage and socio-cultural traditions of various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	Lecture, independent work, seminars	K-Z K\R To DS, offset	**A basic level of** - able to analyze socially significant problems and processes in standard learning situations **Enhanced level** **-**is able to analyze socially significant problems and processes in the history of Russia based on the analysis of historical sources

**- For abbreviations of forms of evaluation tools, see Appendix 2 to the RP.

Annex 2 to the work program

List of assessment tools for the discipline "History (History of Russia, General History)"

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one.	Case-tasks (K-Z)	A problem task in which the student is asked to comprehend the real situation necessary to solve this problem.	Tasks for solving a case problem.
2.	Colloquium (K)	A means of monitoring the assimilation of the educational material of the topic, section or sections of the discipline, organized as a training session in the form of a pedagogical interview worker with students.	Questions on topics, sections of the discipline.
3.	Control work (C/R)	A means of testing skills to apply the acquired knowledge to solve problems of a certain type on a topic or section.	A set of control tasks for options.
four.	Report / Message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic.	Themes of reports, messages.
5	Exam (Uh)	A form of testing the knowledge and skills of students obtained at seminars and practical classes, industrial practice, as well as their mandatory independent work.	Questions for the exam

OS number	Name of the evaluation tool	Brief description of the evaluation tool	Presentation of the evaluation tool in the FOS
one.	Case-tasks (K-Z)	A problem task in which the student is asked to comprehend the real situation necessary to solve this problem.	Tasks for solving a case problem.
2.	Colloquium (K)	A means of monitoring the assimilation of the educational material of the topic, section or sections of the discipline, organized as a training session in the form of a pedagogical interview worker with students.	Questions on topics, sections of the discipline.
3.	Control work (C/R)	A means of testing skills to apply the acquired knowledge to solve problems of a certain type on a topic or section.	A set of control tasks for options.
four.	Report / Message (DS)	The product of the student's independent work, which is a public performance on the presentation of the results of solving a specific educational, practical, educational, research or scientific topic.	Themes of reports, messages.
5	offset (Z)	A form of testing the knowledge and skills of students obtained at seminars and practical classes, industrial practice, as well as their mandatory independent work.	Questions for offset

Questions for the exam / test in the discipline "History (History of Russia, General History)"
(formation of the competence of UK-5)

1. Macro-explanatory theories of historical development: civilization theory, formation theory, modernization theory.
2. Modernization theory: history of origin, main ideas, criticism of the theory.
3. Political modernization: from traditional to modern society (main features and characteristics).
4. Economic modernization: from traditional to modern economy (main features and features).
5. Social modernization: from traditional to modern society (main features and characteristics).
6. Cultural Modernization: From Traditional Culture to Modern (Main Features and Features).
7. Types of modernization (organic - inorganic; first, second and third echelons of modernization).
8. Eastern Slavs: origin, features of economic activity, social structure and culture. Factors that influenced the development of the Eastern Slavs.
9. The emergence of the Old Russian state. Socio-political system of Kievan Rus.
10. The adoption of Christianity: causes and consequences.
11. Specific period and the formation of new socio-political relations (citizenship).
12. Mongol-Tatar invasion and its consequences.
13. Rus' and the Horde: the nature of the relationship, the influence of the political system of the Golden Horde on the Russian lands, the consequences of dependence.
14. Rus' in the XIV - XV centuries. Creation of a unified state.
15. Rus' in the XIV - XVII centuries. Social development and the formation of a service social system.
16. Serfdom in Russia: formation of the system, causes, essence.
17. "Time of Troubles": causes, main events, consequences.
18. Rus' in the XV - XVI centuries. Sociocultural development and formation of the ideology of autocracy.
19. Russia in the 18th century Peter I and imperial modernization.
20. The era of palace coups.
21. Russia in the 18th century Catherine II and the beginning of the destruction of the service social system.
22. "Enlightened absolutism" in Europe and Russia: theory and practice.
23. The development of technology and technical sciences in Russia in the 18th century.
24. The first Russian engineers and inventors (Nartov A.K., Polzunov I.I., Kulibin I.P.).

25. Russia in the first half of the 19th century: features of socio-political development.
26. Russia in the first half of the 19th century: features of economic development.
27. Patriotic War1812. and foreign campaign of the Russian army (1813 - 1814): political and socio-cultural consequences.
28. Decembrist uprising in1825.: political and socio-cultural consequences.
29. The Crimean War (1853 - 1856) as a result of the pre-industrial development of Russia.
30. Russia in the second half of the 19th century: the era of the "Great Reforms" as the second wave of imperial modernization.
31. The abolition of serfdom in1861.: the essence of the reform and its results.
32. Zemstvo reform: the essence of the reform and its results (1860s - 70s).
33. Judicial reform: the essence of the reform and its results (1860s - 70s).
34. Reforms in the field of education and censorship (1860s - 70s) and their results.
35. Economic development of Russia in the second half of the XIX century.
36. Industrial revolution: concept and Russian specificity.
37. Industrial Revolution in Western Europe.
38. The development of technology and technical sciences in Russia in the 19th century.
39. Civil society in post-reform Russia: theory and practice.
40. Civil society in post-reform Russia and the role of technical specialists-engineers in it.
41. Russia at the beginning of the 20th century: socio-political and economic development.
42. The evolution of autocracy after1905.
43. Political parties and parliamentarism in Russia at the beginning of the 20th century.
44. Modernization in post-reform Russia: problems and prospects.
45. Russia in1917.: revolution and its stages.
46. Civil war: causes, developments, consequences.
47. New economic policy.
48. Stalin's modernization: causes, developments, consequences.
49. Stalinist industrialization.
50. Stalinist collectivization.
51. Scientific and technical development in the USSR in the 1930s - 40s.
52. Stalinism as a socio-political and cultural phenomenon.
53. Nazism and fascism as a socio-political and cultural phenomenon.
54. The Great Patriotic War: stages, course of events, results.
55. World War II and the birth of a new world order. UN. Declaration of the Rights of Man and Citizen.
56. USSR in the 1960s - 80s: from "thaw" to "stagnation".
57. "Cold War": essence and meaning.
58. "Perestroika" (1985 - 1991).

59. Russia in the 1990s: socio-political and economic development.
60. Russia in the early 2000s: socio-political and economic development.
61. Russia in the 2010s: new realities of socio-political, economic and foreign policy development.
62. Scientific and technical development of Russia in the late XX - early XXI centuries.

Set of tasks for control work

in the discipline __History (History of Russia, General History) "_____
(name of the discipline)

Developed and assessed competence: UK-5.

Theme "Russia in a traditional society (before the 18th century)"

OPTION 1

1. What is modernization? Describe the steps and essence of this process.
2. Describe the features of the economy of a traditional society.
3. Explain the concept: “the dependence of culture on church and religious dogmas”
4. Explain what a team is.
5. Name the main social groups of ancient Russian society and explain their functions.
6. Explain the term "ideology of autocracy". What did it consist of and when did it begin to take shape in Russia.

Analyze the following passage:

“The level of labor motivations and incentives to work was also low. In the early period of Russian history, with an abundance of land and the difficulties of cultivating it, nomadic agriculture prevailed - clearing a forest area, collecting relatively good harvests for 2-3 years and then moving to a new area. Therefore, in the peasant legal consciousness, the idea was not developed that the application of labor to the land is the main ownership of the land in the products of its processing. The Russian farmer did not strive for technological improvements. The first manual on agriculture appeared in Rus' only at the end of the 16th century.

OPTION 2.

1. What is modernization? Describe the steps and essence of this process.

2. Describe the features of the politics of a traditional society.
3. Explain the concept: "estate structure of society."
4. Explain who the "Eastern Slavs" are.
5. List and comment on the factors that influenced the development of the Eastern Slavs.
6. What are the stages of enslavement of the population in Russia in the XV - XVII centuries. and explain the reasons for this process.

Analyze the following passage:

“The concept of property could not have been formed among people who did not have it. Property was the property of only a narrow circle of boyar owners of estates - land holdings - and the peasants living in them. But even among large landowners this right was usurped by the state in the person of an autocratic ruler. He was essentially the only owner in Russia, looking at the whole country as his patrimony.

OPTION 3

1. What is modernization? Describe the steps and essence of this process.
2. Describe the features of the social development of a traditional society.
3. Explain the concept: "sacred-traditional legitimation of power."
4. Explain what a "specific period" is.
5. Explain what "citizenship" is as a type of socio-political relations. When and for what reasons did these relations form in Rus'?
6. What are the reasons for the formation of a single centralized state and autocratic power in Russia in the 15th - 17th centuries.

Analyze the following passage:

“The level of labor motivations and incentives to work was also low. In the early period of Russian history, with an abundance of land and the difficulties of cultivating it, nomadic agriculture prevailed - clearing a forest area, collecting relatively good harvests for 2-3 years and then moving to a new area. Therefore, in the peasant legal consciousness, the idea was not developed that the application of labor to the land is the main ownership of the land in the products of its processing. The Russian farmer did not strive for technological improvements. The first manual on agriculture appeared in Rus' only at the end of the 16th century.

OPTION 4

1. What is modernization? Describe the steps and essence of this process.
2. Describe the features of the culture of a traditional society.
3. Explain the concept: "primitive technologies".
4. What is the "Mongol-Tatar dependence", in what way was it expressed?
5. Explain how dependence on the Golden Horde contributed to the formation of a despotic form of power in Rus'?
6. Explain the theory of the "Symphony of Powers" and its significance for the political and cultural development of Russia. Has this theory delayed modernization in Russia?

Analyze the following passage:

“The concept of property could not have been formed among people who did not have it. Property was the property of only a narrow circle of boyar owners of estates - land holdings - and the peasants living in them. But even among large landowners this right was usurped by the state in the person of an autocratic ruler. He was essentially the only owner in Russia, looking at the whole country as his patrimony.

Topic: “Modernization in Russia: from traditional to modern (industrial) society (XVIII – XIX centuries).

Option 1.

1. List and explain (comment) the signs of the economy of modern society.
2. When, under what ruler and for what reasons did the modern economy begin to develop in Russia. Explain your opinion.
3. Were there any factors that hindered the development of the modern economy in Russia in the 18th-19th centuries?

Read the following passage carefully:

“The country was agrarian, peasant. In order for it to become industrial, huge masses of people and huge material resources had to move from agriculture to industry. Such a movement began long before the revolution ... The tax policy of the Russian state created enormous pressure on the peasants and forced them to sell not only surplus grain and other agricultural products, but also a significant part of what was necessary for personal and industrial consumption, and, moreover, to sell at cheap prices . From the beginning of the 60s to the end of the 19th century, only the export of grain increased by more than 5 times. In general, the share of agricultural products by the end of the century accounted for up to 80% of the total value of Russian exports.

Answer the following questions from the text:1. What does "agrarian country" mean? 2. What does "industrial country" mean? 3. Why is it necessary to move people and material resources from agriculture to industry? - explain. 4. What is a "tax policy", where are the peasants? 5. Why is the sale of what was necessary for the personal and industrial consumption of peasants a negative factor in the development of the economy? 6. How did agricultural exports support industrial development?

Option 2.

1. List and explain (comment) the features of the politics of modern society.
2. When, under which ruler, and for what reasons, modern politics began to develop in Russia. Explain your opinion.
3. Were there any factors that hindered the development of modern politics in Russia in the 18th-19th centuries?

Read the following passage carefully:

The reform process of the late 50s - the first half of the 60s. 19th century led to the transformation of power itself. The reforms, as a series of extraordinary measures of the autocracy in response to the extraordinary circumstances caused by the Crimean War, gradually became the result of the desire of the supreme power to adapt to the changing Russian reality, to realize the new tasks facing the country. ... The result of the reforms was the decentralization of autocratic power, which, creating new institutions, lost part of its power monopoly. Undoubtedly, this tendency contradicted the very essence of autocracy. … All this required the continuation of the transformation of the political system. The seal of duality that lay on the Great Reforms was manifested in the fact that they contributed to the establishment of the principles of civil society (non-estate, election,

Answer the following questions from the text:1. What kind of reforms are we talking about? 2. Why did these reforms lead to a transformation of power? 3. How are the reforms and the Crimean War related? 4. What is “decentralization of sovereignty”? 5. Why is this contrary to autocracy? 6. What does the author see as the main contradiction of the reforms?

Option 3.

1. List and explain (comment) the features of the social organization of modern society.
2. When, under what ruler, and for what reasons, the formation of the structure of modern society began in Russia. Explain your opinion.
3. Were there any factors that prevented the development of the modern structure of society in Russia in the 18th - 19th centuries?

Read the following passage carefully:

“The city and the countryside oppose each other, first of all, not as two types of inhabited places, but as two principles of organizing social life, and the transition from “rural” society and man to “urban” forms one of the main vectors of society’s movement to a new qualitative state. The modern city does not fit well with the remnants of the Middle Ages, it is essentially hostile to any patriarchy and therefore constantly generates and educates more and more new agents of modernization. ... Urban freedom is a special way of human existence in the system of social regulation of urban life, which gives rise to and mass-produces a new type of personality - a person who is incomparably more universal and more proactive than before ... Such a person becomes cramped within the framework of traditional "rural" rules ... Urbanization , thus,

Answer the following questions about the text:1. What kind of confrontation between the city and the countryside are we talking about? 2. What is "patriarchy" and why is the modern city not compatible with this phenomenon? 3. Why is the figure of an "initiative personality" so important for modern society? 4. Why is the modern personality closely within the framework of traditional society? 5. What is urbanization? 6. What problems may arise in society as a result of accelerated urbanization?

Option 4.

1. List and explain (comment) the features of the culture of modern society.
2. When, under which ruler, and for what reasons, the development of a modern type of culture began in Russia. Explain your opinion.
3. Were there any factors that hindered the development of modern culture in Russia in the 18th-19th centuries?

Read the following passage carefully:

“The most important component of modernization, a necessary condition for the successful development of industrialization, the reorganization of the public administration system, the formation of a new social structure of society, the involvement of broad sections of society in the political process, their familiarization with the achievements of culture and, finally, the formation of civil society is the “educational revolution”. It involves the spread of literacy among the people, the familiarization of the general population with culture (its norms and values), the training of personnel - professional specialists who meet the requirements of the time, the formation of a new system of values in the younger generation, new ideals and behaviors, as well as the emergence of a modern type of personality. Education ensures the reproduction and development of society and culture, forms a certain cultural environment” (N.A. Proskuryakov "Russia in the 19th century". M., 2010).

Answer the following questions about the text:1. How is the development of culture related to modernization? 2. How is the development of culture connected with the restructuring of the public administration system? 3. What is meant by culture in this text? 4. What does the “educational revolution” mean? 5. What role

do "cadres" play in cultural modernization - professional specialists? 6. How does education shape the cultural environment of society?

Application procedure:

The control work is carried out in writing based on the results of studying the first two modules (see the Work Program) and, in general, is a test of the knowledge, skills and abilities acquired in the process of studying the discipline.

- the mark "excellent" (9 - 10 points) is given to the student if in control No. 1 he fully and reasonably answered at least 5 questions (an incomplete answer to one question is allowed) and, when analyzing the text, demonstrated the ability to highlight the main idea of the author, connect it with a general historical context; in control No. 2, it is necessary to answer fully and reasonably to two questions out of three, as well as to all questions in the text.

- the mark "good" (7 - 8 points) is given to the student if in control No. 1 he fully and reasonably answered 3 - 4 questions (an incomplete answer is allowed for the remaining two questions), and also demonstrated the ability to highlight the main idea of the author when analyzing the text and connect it with the general historical context; in control No. 2, it is necessary to fully and reasonably answer two questions out of three, as well as at least 4 questions in the text.

- the grade "satisfactory" (5 - 6 points) is given to the student if in control No. 1 he gave an incomplete answer to all questions, or answered fully and reasonably to 2 - 3 questions. When analyzing the text, the student must demonstrate an understanding of the main idea of the author. In control No. 2, you must answer fully and reasonably at least one question out of three (or give incomplete answers to all three questions), as well as answer at least 3 questions to the text.

- the mark "unsatisfactory" (0 points) is given to the student for control No. 1 with an incomplete answer to all questions and inability to analyze the text (misunderstanding of the author's main idea, inability to connect the text with the general historical context). In control No. 1, to get “unsatisfactory”, you need an incomplete answer to all three questions (or a complete answer to one question) and incomplete answers to all questions to the text (or a complete answer to only 1-2 questions).

Case tasks

in discipline ___History (History of Russia, General History) _____
(name of the discipline)

Developed and assessed competence: UK-5.

Module 1. "Russia in a Traditional Society"

Task(s):

Case-task №1.

According to chronicle evidence, Prince Vladimir Svyatoslavich in980 g. carried out a "religious reform" in order to unify the pantheon of pagan gods. However, after 8 years988 g. - he accepts the Christian faith and conducts the baptism of Ancient Rus'. At the same time, his father, Prince Svyatoslav Igorevich, once refused his mother's request to accept Christian baptism.
How did Prince Svyatoslav argue his refusal? Why did Vladimir's pagan reform fail, and why did he decide to radically change his religion?

Case-task №2.

It is known that the tribes of the Eastern Slavs, having settled on the territory of the future Old Russian state, quickly and peacefully assimilated with the local tribes. At the same time, several centuries later, after the Mongol-Tatar invasion, which a number of historians also call the “settlement” of the Mongols, such assimilation did not occur.
What caused the peaceful and rapid assimilation in the initial period of the history of the East Slavic tribes, and why did this process not repeat later?

Case-task №3.

The squad is one of the most important socio-political elements of the Old Russian state, the personal army of the prince, whose members participated together with their prince in military campaigns, in government and received monetary rewards and land for this. These are people devoted to the prince, close to him, defending, if necessary, their prince. However, the annals recorded cases of conflicts between the prince and his retinue, although after the Mongol-Tatar invasion they became less and less frequent. Yes, in1174 g. Prince Andrei Bogolyubsky was killed as a result of a conspiracy organized by his own combatants.
What could be dissatisfied with the warriors and why, after the invasion, the squad ceases to conflict with the princes?

Case-task №4.

During the unification of the Russian lands (XIV - XVI centuries), the residence of the Metropolitan of All Rus' was transferred to Moscow - a new political center.

This significantly strengthened the status of the Moscow principality and its position in the struggle for leadership with other Russian principalities (Tver, etc.).
How did the transfer of the metropolitan's residence help the Moscow princes to resolve exclusively political issues, given that the church is a spiritual organization that was supposed to take care only of the souls of believers?

Case-task №5.

The Mongol-Tatar invasion and the ensuing centuries-old dependence of the Russian lands on the Golden Horde, according to historians, significantly influenced the pace and vector of the development of Rus'. In addition to economic and social consequences, there are also cultural and political consequences associated with a change in the perception of the power of the prince.
How did the Mongol-Tatar yoke affect the changes in power?

Case-task №6.

AT1380 g. The Russian army led by Prince Dmitry Donskoy won the first major victory over the Mongol army led by Khan Mamai. The Mongol army was completely defeated, and Mamai fled and later died on the territory of modern Crimea. Thus, there were ideal conditions for ending the dependence of Russian lands on the Golden Horde. However, this did not happen. In just 2 years,1382., Prince Dmitry did not put up any resistance to Khan Tokhtamysh, who managed to ruin Moscow.
Why did the Moscow prince put up such fierce resistance to one khan and immediately, without even trying to get rid of his dependence, allowed the new khan to ruin his capital?

Case-task №7.

Serfdom, as a system of personal dependence of one social group on another, begins to take shape in Rus' around the end of the 15th century. This system finally took shape in the Time of Troubles (late 16th - early 17th centuries) and in the middle of the 17th century. However, according to modern historians, the entire social system of Muscovite Rus' of this period was characterized by a serf character, and a disenfranchised position was characteristic not only of the peasants, but also of all other social strata.
Why until the XV century. serfdom in its classical form did not exist, and how was the “serfdom” of other social strata expressed?

Case-task №8.

One of the periods of the reign of Ivan IV the Terrible was called "oprichnina". Its main content is reduced to the tightening of the king's policy in relation to all social strata. Between 1565 and 1572 by order of Ivan the Terrible and with his

direct participation, several tens of thousands of people were executed. If earlier historians explained this policy by the struggle against the rich and too independent "separatist boyars", today researchers are increasingly turning to religious and ideological reasons associated with the formation of the ideology of royal power.
What is the ideology of royal power, how was it formed in Rus', and what role did the specific policy of Ivan IV play in this context?

Case-task №9.

According to chroniclers, from the end of the XV century. in Rus', they begin to use the image of a double-headed eagle as a symbol (coat of arms) of the new state. According to one version, this coat of arms was borrowed from Byzantium. Later, in the 16th century, a special ceremony of “crowning the kingdom” was developed, and theories about the origin of royal power (“Moscow is the third Rome”) and the genealogy of the dynasty of Moscow tsars (“The Tale of the Princes of Vladimir”) appear in various sources.
Were these events connected in some way?

Case-task №10.

AT1649. under Tsar Alexei Mikhailovich, a new collection of laws appeared - the "Cathedral Code". Numerous articles of this collection remained valid and regulated life in the Russian state up to1832. In a special chapter of the Code, the status of the king and his entire family was determined. From now on, the opinion of the king was recognized as the opinion of the people. His good is the good of the state and the people. Crimes against him or his family are crimes against the state.
What does this process say from the point of view of the formation and development of a traditional society?

Module 2-3. "Russia in the Conditions of Modernization: From Traditional Society to Modern (Industrial)".

Case-task №1.

Speaking about the reforms of Peter I, they often mention the emperor’s love for Europe and everything “European” and, accordingly, his desire to borrow as many novelties as possible from abroad and transfer them to Russia. At the same time, the phrase of Peter himself is known: "We need Europe for several decades, and then we must turn our backs on it."
How to explain such an attitude of the reformer towards Europe?

Case-task №2.

Peter I is known as a great reformer. During his reign, all spheres of life in Russian society have changed, many historians even talk about a change in the vector of development of society and the state, about the beginning of the modernization process. At the same time, they pay attention to the fact that, despite all the innovations, in relation to the state and the structure of power, Peter continued the autocratic tradition laid down by his ancestors many centuries ago, and was not going to change anything here.
What is the essence of this tradition and how to explain such a contradiction in the policy of the emperor?

Case-task №3.

Peter I died in1725. In the absence of his son, the Russian throne, logically, should have been taken either by his daughter Elizabeth, or by his grandson, the son of Alexei. But none of the seemingly legitimate successors ascended the throne. The wife of Peter I, Catherine I, became the empress.
Why?

Case-task №4.

For 3.5 centuries, Russian rulers built a feudal, service social system based on the complete subordination of all social strata to the state. But at the end of the XVIII century. this system begins to be destroyed by the forces of the state itself. AT1785. Catherine II signs the "Charter to the nobility" and "Charter to the cities" - decrees that granted two social groups, nobles and townspeople, certain rights and freedoms.
How can one explain the fact that the state itself began to destroy what had previously been so diligently formalized?

Case-task №5.

Back in the 17th century, under Alexei Mikhailovich, the state authorities tried to put the church under their control (through restriction of land ownership rights, etc.). In the XVIII century. this policy towards the church was continued by Peter I (creation of the Synod) and Catherine II (secularization of church lands). At the same time, each (with the exception of Peter) of the mentioned rulers remained an Orthodox believer, had a confessor, attended church services and observed all the religious rules of everyday life that were obligatory in this case. At the beginning of the reign, everyone participated in a special church ceremony "crowning the kingdom", during which the future ruler was called "God's anointed".
How to explain such a contradiction in the relationship between the state and the church?

Case-task №6.

AT1785. Catherine II "liberated" the nobles, granting them a free life. Thanks to the “Charter to the Nobility”, all representatives of this social group were now exempted from compulsory public service and were free to choose their occupation. This largely positive step, indicating the process of social modernization, was immediately supplemented by a number of decrees concerning serfs. For example, in1765. landlords received the right to exile peasants to Siberia, to hard labor; in1767. peasants were forbidden to file complaints against their landowners.
How can one explain the appearance in such a short period of time of such essentially contradictory decrees?

Case task 7.

The 18th century is the time when talented engineers-inventors appeared in Russia. The inventions of I.V. Kulibina, I.I. Polzunova, E.A. and M.E. Cherepanov, A.K. Nartova. Most of their inventions, being introduced into real production, would allow Russian industry and, accordingly, the economy to make a breakthrough, overcoming the backlog from the advanced European states in a short time. However, in practice, their inventions remained more often unclaimed, their fate depended entirely on the personal goodwill of the king himself or the direct owners of the factories. There was no systematic technical innovation, although there was such a possibility. The inventors themselves basically ended their lives in poverty and obscurity.
How can this situation be explained?

Case-task 8.

In the Russian Empire, the nobles were traditionally considered the "support of the throne", and, according to many historians, domestic politics in the 18th - first half of the 19th centuries. had a "pro-noble" character. It would seem that the nobles should have been pleased. However, in December1825. In St. Petersburg, the Decembrist uprising takes place. This was the first uprising in the history of Russia, during which demands were put forward to change the form of government - autocracy. The Decembrists were nobles, and they rebelled against the autocratic government, which pursued all its policies for their benefit.
How to explain such a position of the rebels?

Case-task 9.

Alexander II entered the history of Russia as a "tsar-liberator". Indeed, canceling1861. serfdom, the tsar granted freedom to the multi-million peasantry. At the same time, the multi-million peasantry itself remained so dissatisfied with its liberation that after the publication of the Manifesto on the abolition of serfdom, peasant unrest broke out throughout central Russia. Their scale is evidenced by the fact that the authorities had to use troops to “calm down” the population.

How can one explain such discontent among the peasants?

Case-task 10.

The reforms of Alexander II are a landmark event in the history of Russia. They were expected, they were talked about, they were welcomed. In general, the abolition of serfdom, and the reform of the judiciary, and the emergence of new elected bodies of local self-government were a boon for Russian society. But in the end, the educated society itself turned out to be dissatisfied with the reforms. So dissatisfied that opposition organizations appear, including revolutionary ones, in which not only projects for improving reforms were discussed, but also in principle a change of power.
Supporters of Alexander II assessed such a public reaction as "ungratefulness." Is it possible to agree with this?

Application procedure:
Case-tasks refer to the current means of monitoring the knowledge, skills and abilities acquired by students. These tasks are offered for students to solve as a result of studying various topics within the Modules (see Work Program). The student can solve the case problem both independently and in a mini-group. In the latter case, it is possible to test and develop the skill of working in a team in the process of performing a collective task. In addition, students can perform this work not only directly in the classroom, but also at home, independently searching and analyzing the information necessary for a full answer. This allows you to test the skill of organizing independent work and everything connected with it.

Criteria for evaluation:

- the mark “passed” (1 point) is given to the student if he reasonably answered all the questions posed in the case-task and explained the connection of this plot with general historical development, the process of changing technological eras and, in general, the modernization of Russian society and the state.

- the score "not passed" (0 points) is given to the student if he could not argue his answers to the questions posed in the case task and explain the connection of this plot with general historical development, the process of changing technological eras and, in general, the modernization of Russian society and states.

(It is also possible to get 0.5 points when solving a case problem. Such an assessment is made if the student argued his solution to the case problem, but could not put the plot in a general historical context, or when a reasoned addition to another solution of the case problem was made).

Questions for colloquia

in the discipline "History (History of Russia, General History)"
(name of the discipline)

Developed and assessed competence: UK-5.

Module 1. "Russia in a Traditional Society"

Section "Modernization Theory":

4. Economic modernization, concept, main features, stages.
5. Political modernization.
6. Sociocultural modernization.

Section "Russia in the IX - XV centuries."

4. Trends in the economic development of Russia.
5. Political development of Russia.
6. Trends in the socio-cultural development of Russia.

Section "Russia in the XVI - XVII centuries."

4. Economic development of Russia.
5. Political development of Russia.
6. Sociocultural development of Russia.

Module 2-3. "Russia in the conditions of the formation and development of an industrial society and the beginning of the transition to a post-industrial society" (Russia in the process of modernization: from traditional to modern / industrial society).

Section "Reforms of Peter I"

7. Reasons for the reforms.
8. political reforms.
9. military reforms.
10. Socio-economic reforms.
11. cultural reforms.

Section “Russia in the 19th century. Development of civil society»

4. The concept of "civil society", features.
5. Prerequisites for the formation of civil society in Russia.
6. Figures of civil society in Russia (individuals and organizations).

Section “Russia in the XX century. Soviet period»

4. Economic development of Russia.
5. Political development of Russia.
6. Sociocultural development of Russia.

Section "Russia in the late XX - early XXI centuries."

4. political development.
5. Economic development.
6. Sociocultural development.

Application procedure:

Colloquia or teacher-student interviews are held at seminars as an alternative to solving case problems or presenting joint reports (visually designed in the form of a visual presentation). This is a means of monitoring the assimilation of the material of sections of Modules 1-3 (see Work program).

In preparation for each colloquium (interview), students work both with the material presented in history textbooks and with lecture material. In addition, to study a number of topics, an independent search for additional information is required. This allows you to check not only the subject knowledge that students have acquired directly in the classroom, but also their skills of independent search, information analysis, skills of independent organization of individual or team work.

Criteria for evaluation:

- the score "passed" (1 point) is given to the student if he gives a complete, detailed, reasoned answer to one of the proposed questions.

- the score "not passed" (0 points) is given to the student if he is not ready to answer any of the proposed questions.

(It is also possible to get 0.5 points if the student gives an incomplete answer to the question, or completes someone else's answer).

Topics of reports, messages

in the discipline "History (History of Russia, General History)"
(name of the discipline)

Developed and assessed competence: UK-5.

Group 1.

1. Macro-explanatory theories of historical development: the theory of civilizations, the theory of formations, the theory of modernization.
2. The theory of modernization: the origin and development of the theory, the main ideas.
3. Economic modernization: from traditional to modern economy.

4. Political modernization: from the traditional state to the modern one.
5. Social modernization: from traditional to modern society.
6. Cultural modernization: from traditional to modern culture.
7. Eastern Slavs: origin, resettlement, economic structure, culture.
8. Factors that influenced the economic, political and socio-cultural development of the Eastern Slavs.
9. Ancient Rus': socio-political and economic development.
10. Specific period (feudal fragmentation) from the point of view of the theory of modernization (relations of allegiance and the emergence of despotic power).
11. The emergence of a single state: causes and consequences.
12. Autocracy as a type of traditional power.
13. Ideology of autocracy.
14. Serving social system: origin and features.
15. Ivan IV: domestic and foreign policy.
16. Time of Troubles.
17. The reign of the first Romanovs.
18. The development of the feudal system in Russia in the 16th-17th centuries.
19. Peter I: personality.
20. Peter I: domestic policy (reforms).
21. Peter I: foreign policy.
22. Peter I: the results of the reign.
23. XVIII century: Palace coups.
24. XVIII century: the reign of Catherine II.
25. XVIII century: the beginning of the destruction of the social service system.
26. The reign of Alexander I: internal politics.
27. Patriotic War1812.
28. The reign of Nicholas I: internal politics.
29. The reign of Nicholas I: foreign policy.
30. The Crimean War and its influence on the development of Russian society and the state.
31. The reign of Alexander II: foreign policy.
32. Abolition of serfdom.
33. Land reform.
34. Judicial reform.
35. educational reform.
36. military reform.
37. The results of the reign of Alexander II.
38. Alexander III: personality.
39. Alexander III: domestic and foreign policy.
40. Nicholas II: personality.
41. Nicholas II: domestic and foreign policy.
42. The policy of "war communism".
43. NEP.
44. Stalinist industrialization.

45. Stalinist collectivization.
46. The Great Patriotic War.
47. The era of the Thaw.
48. The era of stagnation.
49. "Perestroika".
50. Russia in the 1990s: economic development.
51. Russia in the 1990s: political development.
52. Russia in the 1990s: foreign policy situation.
53. Russia at the beginning of the XXI century: general characteristics.

Group 2

1. Macro-explanatory theories of historical development: good or bad for history.
2. The emergence of the Old Russian state: Normanism or anti-Normanism.
3. Power in Ancient Rus': from Democracy to Despotism.
4. Baptism of Rus': good or violence.
5. Prince Alexander Nevsky: hero or traitor.
6. Mongol-Tatar invasion as a positive factor in the development of Russian lands.
7. Specific fragmentation: lost opportunities for development.
8. The first Moscow princes and their policy: "skillful" or "treacherous".
9. Unification of Russian lands: alternative centers (Grand Duchy of Lithuania and Tver Principality).
10. The policy of Ivan IV the Terrible: a firm position or illness.
11. Time of Troubles: alternative possibilities.
12. The system of serfdom: a state necessity?
13. Peter I and "catching up modernization".
14. Peter I and "imperial modernization".
15. Reforms of Peter I: methods and their expediency.
16. Catherine II: enlightened ruler or autocratic despot?
17. The first engineers-inventors in imperial Russia (XVIII century).
18. Decembrist uprising: a sacred right to protest against despotism or an anti-state act?
19. The theory of official nationality ("Orthodoxy. Autocracy. Nationality") and its influence on the development of Russian society and the state.
20. Reforms of Alexander II and Peter I: general and special.
21. "Revolutions from above" in Russia in the 18th - 19th centuries.
22. Russia is a constitutional monarchy (political development after1905.)?
23. Political parties in Russia at the beginning of the 20th century.
24. 1917: could revolutions have been avoided?
25. 1917: if there had been no October revolution?
26. Stalinism as a sociocultural phenomenon.
27. Engineers in the USSR (1930s - 50s).
28. Engineers in the USSR (1960s - 80s).

29. The cult of personality as a socio-cultural problem in the history of Russia in the twentieth century.
30. Russia at the turn of the 20th – 21st centuries: problems and prospects.

Application procedure:
During the semester, each student must prepare independently or in collaboration with 1-2 other students 1 report, visually designed as a presentation. Topics of reports-presentations are divided into 2 groups according to the level of subject complexity and creative approach. Accordingly, according to the results, students who have chosen topics from different groups receive a different number of points (different grades) for their reports.
In general, this is a product of a student's independent individual or group work, the implementation of which requires certain subject knowledge, skills and practical skills. In addition, the debatable nature of the topics from group 2 suggests the presence in this task of elements of controversy and a round table. Many topics complement the topics in group 1.

Criteria for evaluation:
- the mark "passed" (1 point for a report on a topic from group 1 or 2 points for a report on a topic from group 2) is given to a student if his performance on the assessment scale (attached) corresponds to a "complete, complete" answer or "exemplary and exemplary ".
In addition, it is possible for a student to receive 0.5 points for a report from group 1 and 1 point for a report from group 2 if his performance corresponds to the “disclosed answer” on the assessment scale.

- the score “not passed” (0 points) is given if the performance is evaluated on a scale as a “minimum” answer.

Presentation Grading Scale

Descriptors	Minimum response	Outlined, Revealed Answer	Finished complete answer	Exemplary, exemplary; exemplary answer	Grade
Disclosure of the problem	The issue has not been resolved. Conclusions missing	The problem is not fully disclosed. Conclusions are drawn and/or conclusions are not substantiated	Problem solved. The analysis of the problem was carried out without the involvement of additional literature. Not all conclusions are drawn and/or substantiated	The issue has been fully resolved. The analysis of the problem was carried out with the involvement of additional literature. The conclusions are justified.	
Performance	The information presented is not logically related.	Information is not organized and/or consistent. Used 1-2	The information presented is systematized and	The information presented is systematized,	

	Professional terms not used	professional terms	consistent. More than 2 professional terms used	consistent, logically connected. More than 5 professional terms used	
Decor	PowerPoint technologies not used. More than 4 errors in the information provided	Used technologyPowerPointpartially. 3-4 errors in the information provided	PowerPoint technologies used. No more than 2 errors in the information provided	PowerPoint technologies are widely used. There are no errors in the information provided	
No answers to questions	Only answers to basic questions	Answers to questions are complete and / or partially complete	Complete answers to questions with ghost examples and / or explanations	No answers to questions	
final grade					