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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"

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"_____" _____ 2023

WORKING PROGRAM OF THE DISCIPLINE

"History of Russia"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Half-time

Moscow 2023

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1. Goals, objectives and planned learning outcomes in the discipline

Targetmastering the discipline "History of Russia" consists in the formation of a knowledge base among students about the main stages and patterns of the historical and socio-cultural development of Russian society.

Tasks mastering the discipline and the planned learning outcomes in the "History of Russia" are:

- obtaining scientific knowledge about the driving forces and the main patterns of development of the Russian state and society in the context of the world-historical process, the role of man in the historical process, the economic and socio-political organization of society;
- formation of a broad understanding of the diversity of cultures and civilizations in their interaction, the multivariance of the historical process;
- developing skills for independent work with open data sources and knowledge bases; the ability to effectively search for information and criticize sources for problematic understanding of socio-cultural phenomena in Russian and world history;
- the formation of the ability, based on historical analysis and a problematic approach, to transform information into knowledge, to comprehend the processes, events and phenomena in Russia and the world community in their dynamics and interconnection,
- fostering respect for the historical past and the cultural and historical heritage of the country, its preservation and enhancement
- the formation of students' understanding of the place and role of a higher education specialist in social development, the relationship with other social institutions;

2. The place of the discipline in the structure of the educational program (BEP of the bachelor's degree)

The discipline "History of Russia" is included in Block 1. Disciplines (modules). Basic part" and is interconnected with the development of other disciplines of this block. It expands the understanding of the diversity of the modern world through understanding its evolution in space and time, and also contributes to understanding the development of individual branches of human economic activity and the factors that motivate it. This provides an internal and interdisciplinary logical connection of this discipline with other disciplines in the structure of the educational program.

The study of the discipline "History of Russia" is based on the key educational competencies obtained in a secondary school: value-semantic, educational and cognitive, general cultural, informational, communicative, social and labor, methods and skills of personal self-improvement.

The task of the disciplines of the humanitarian cycle is, along with the formation of general cultural competencies, is an indirect impact on the formation of professional identity. The latter can be characterized as the university graduate's awareness of his role in the changing socio-cultural system of coordinates, the place of engineering and managerial work in the development of society. To do this, it is necessary to form in the future engineer (economist) an idea of the laws by which the society operates, which determines its development. To achieve these tasks, the content of the history course - while maintaining the chronological principle of presenting educational material (history is being made, "is being created" in a certain space and time stream) - should be built as follows:

1. The main sphere of human life is economic. The task of the history course is to show the role of a craftsman, technologist, engineer, manager of economic processes in creating tools of labor, mastering ways to transform objects of labor, using energy sources in creating material and non-material values that satisfy basic human needs.

2. The distribution of resources created in the economic sphere is carried out in the social sphere. The task of the history course is to show how the production relations that arise in the process of creating basic values between the performer (worker), technologist (engineer) and owner form the social structure of society. Reveal the trend of increasing the role of the creator (technologist, engineer, manager) in the evolution of society from pre-industrial to post-industrial society.

3. The political system of society is the sphere of relations between the subjects of public relations on the issue of gaining, exercising and retaining power in order to occupy a proper place in the distribution system. The task of the history course is to show how the improvement of mechanisms and technologies: creates the prerequisites for the transition from pre-state to institutional forms of political existence; determines the development of political communications; the place of technical specialists in the political stratification of society at different stages of the development of human civilization.

4. Methods and technologies for the transformation (humanization) of the natural environment determine the characteristic features of material culture, which in turn mediates the spiritual sphere of the existence of human society. The task of the history course is to show how the improvement of mechanisms and technologies, the work of engineers determined the trends of sociocultural development (development of science and technology, sociocultural dynamics and intercultural communications).

The list of planned learning outcomes in the discipline, correlated with the planned results of mastering the educational program

Education in the discipline "History of Russia" is aimed at developing the following competencies in students:

Code and name of competencies	Competence achievement indicators
UK-5. Able 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

3. Structure and content of the discipline

The total labor intensity of the discipline is 4 credit units (144 academic hours). Classroom hours - 120, including lectures - 68, seminars - 52. Independent work of students - 24. Type of final control - Test: 1 course, 1 semester; Exam; 1 course, 2 semester

3.1 Types of educational work and labor intensity

3.1.1. Half-time education

No. p / p	Type of study work	Number of hours	Semesters	
			1 semester	2 semester
1	**Auditory lessons**	**64**	**28**	**36**
	Including:			
1.1	Lectures	32	14	18
1.2	Seminars/practical classes	32	14	18
1.3	Laboratory studies			
2	**Independent work**	**80**	**30**	**52**
	Including:			
2.1	Preparation and protection of laboratory work			
2.2	Independent work of students			
3	**Intermediate certification**			
	pass/pass/exam		pass	exam
	Total	**144**	**56**	**88**

3.2 Thematic plan for studying the discipline (according to the forms of education)

"The thematic plan is placed in Appendix 1 to the work program"

3.2.1. The complexity of the discipline. Half-time education

o.	Sections/topics disciplines	Labor intensity, hours				
		Total	Classroom work, hours			Independent work
			Lectures	Seminars	Practical lessons	
	Section I. Antiquity and the Middle Ages on the territory of our country					
	Topic 01. Introduction. History as an object of study. Peoples and states on the territory of our country in antiquity.	10	1	1		8
	Topic 02. From antiquity to the Middle Ages. The Old Russian state and state formations on the territory of our country (Crimea, North Caucasus, the Volga region, Siberia). Fragmentation in our country. The Mongolian Empire and the fate of the peoples of our country in the XII-XIII centuries.	10	1	1		8
	Topic 03. Formation and development of the Russian centralized state (XIV-early XVII	10	1	1		8

	centuries). From Rus' to Russia. New period of world and Russian history.					
	Topic 04. New period of world and Russian history.Russia in the 17th century. Culture of the Russian and other peoples on the territory of our country in the 9th - 17th centuries.	10	1	1		8
	Section II. Russia in the context of the modernization of traditional society and the formation of an industrial society (XVIII - early XX centuries)					
	Topic 05. The second half of the XVII - XVIII century - the era of modernization and Enlightenment. The beginning of a new period in the history of Russia	18	1	1		16
	Topic 06. The Russian Empire in the 19th century: place and role in world processes and the system of international relations, Great reforms and socio-cultural development of the country.	18	1	1		16
	Topic 07. Russia at the beginning of the 20th century: the decline of the Romanov Empire, the phenomenon of the Russian revolution of the 20th century.	10	1	1		8
	Section 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 07. The First World War. Revolution of 1917. Birth of Soviet Russia and the USSR. Building socialism; foreign policy strategy of the country in the 1920-1930s.	22	1	1		20
	Topic 08.USSR during the Second World War and the Great Patriotic War. Causes, stages, course of the Great Patriotic War. post-war settlement.	20	2	2		16
	Topic 09. The USSR in the period of "real socialism". Socio-economic aspects of the development of the state; social groups and socio-economic categories of Soviet society; development, implementation and problems in the	10	2	2		6

	field of scientific and technological progress;					
	Topic 10. From the USSR to Russia (1985 - early 21st century). Political and economic reforms; changes in the structure of Russian society; Russia's place in world politics and economics (1991 - early XXI century).	6	2	2		2
	pass/pass/exam		pass		exam	
	Total	**144**	**64**		**80**	

3.3 The content of the program of the discipline

Section I. Antiquity and the Middle Ages on the territory of our country

Learning objectives of the lectures in this section:

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:virtualization of museums, film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer (use of electronic boards, including padlets).

Based on the results of mastering the first section, students perform a "final task" that allows you to check their subject, as well as over-subject (communication, teamwork, etc.) knowledge formed as a result of studying the first topics of the module

Topic 01. Introduction. Peoples and ancient states on the territory of Russia

Lecture 01. History as an object of study. Subject and objectives of the course. Its place in the system of social sciences and humanities, in the field of humanitarian education. The main categories of historical science: historical space, historical time, unity and diversity of the historical process. Sources, methods and methodology for studying history. Auxiliary historical disciplines.

The meaning of history. The historical process and the problem of choosing the paths of development. The problem of truth in historical knowledge. Necessity and chance in history. subjects of history. Politicization and falsification of history. Essence, forms, functions of historical knowledge. The history of Russia is an integral part of world history.

Methods and sources of the study of history. The concept and classification of a historical source. Sources on national history. Methodology of Russian history. Formation and development of historiography as a scientific discipline. Concepts of world and Russian history in the works of domestic and foreign scientists. Organization of the course.

Lecture02. Peoples and states on the territory of our country in antiquity

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).

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

The formation of ancient societies: the interaction of man and the natural environment, the demographic factor, the role of migrations. Ancient Eastern and ancient types of societies and states, the specifics and features of the nature of civilization. Ancient empires of Central Asia. The institution of slavery. The territory of Russia in the system of the ancient world. The historical fate of the Russian Plain before the formation of the ancient Russian state. The Cimmerians are the oldest population of the Northern Black Sea region. Scythian factor in the ancient history of Eastern Slavs. Two Sarmatia - European and Asian. Greek colonies on the shores of the Black and Azov Seas. The Northern Black Sea region is one of the provinces of the Roman Empire.

Geographical and ethnic map of Eastern Europe, the Caucasus, the Urals and Siberia and its change during the era of the Great Migration. Historical sources about the lifestyle, ethnic characteristics and political characteristics of the peoples who inhabited the Russian Plain. The era of the Great Migration of Peoples: Goths, Huns, Turks, Avars (“obry”). Colonization by the Slavs of the East European Plain. Ethnogenesis and early history of the Slavs in world historical science.

Primitive art on the territory of our country. The formation of primitive culture is the path of mankind from natural "naturalness" to "civilization". The problem of creating an "artificial environment" (tools, clothes, dwellings, household items), protecting a person from the natural habitat.

The difference in the material culture of the tribes of sedentary farmers, pastoralists, nomads and hunters. The role of metal smelting in the material culture of primitive societies.

The role of language and religion in the formation of culture. Primitive ways of storing and transmitting information. Primitive society and its moral and ethical norms. The birth of religion and art. Art of the Paleolithic Age (rock painting in Karelia and Siberia, Paleolithic sculpture). The art of the Mesolithic and Neolithic (painting, plastic arts, architectural structures, decorative arts, the beginnings of music and theater in ritual culture.). The origin of cult art. The relationship of art with the religious ideas of the primitive era (totemism, animism, fetishism, magicism in the beliefs of the peoples of our country).

Art of the Bronze Age and the Iron Age - megalithic structures (Arkaim, North Caucasus, Siberia), sculpture, arts and crafts.

Transformation of all spheres of culture in the transition from primitive to early civilizations. The emergence of "theoretical" cultural activity on the basis of new types of social practice. The emergence of the urban environment and the formation of urban culture, public relations in society, categorical thinking, writing. The complexity of the forms of religion.

Eurasia: cultural heritage of the civilizations of Ancient Iran, Asia Minor, Transcaucasia; cultural heritage of the civilizations of the eastern coast of the Mediterranean. Paganism as a way of mastering the world around the Eastern Slavs and their neighbors.

Topic 02. From antiquity to the Middle Ages. The Old Russian state and state formations on the territory of our country (Crimea, the North Caucasus, the Volga region, Siberia) in the 9th-13th centuries.

Lecture03. The Old Russian state and other state formations on the territory of our country (Crimea, the North Caucasus, the Volga region, Siberia) in the 9th - mid-12th centuries.

The Old Russian state and other state formations in the 9th - the middle of the 13th centuries. on the territory of our country (Crimea, North Caucasus, Volga region, Siberia). Political, socio-economic, socio-cultural development)

Ethno-cultural, natural-geographical, socio-political factors in the formation of statehood among the Eastern Slavs. military democracy. Socio-economic and political changes in the bowels of the Slavic society at the turn of the VIII-IX centuries. Ancient Rus': type of state and its evolution.

The era of prosperity and political power of Rus'. Legislation: norms of customary Russian law, Russkaya Pravda.

Minternational context of the existence of the ancient Russian state (relationships with Byzantium, Slavic states, Western Europe, Volga Bulgaria, Khazaria). Ancient Rus' and the Great Steppe. The influence of international relations on the development of Ancient Rus'.

Lecture04. Fragmentation on the territory of our country. The main Russian lands and principalities in the XII - XIII centuries. The Mongolian Empire and the fate of the peoples of our country in the XII - XIII centuries.

Strengthening centrifugal tendencies. The collapse of the Old Russian state. The main centers of Russian lands in the period of specific fragmentation. Various variants of statehood (based on general trends and differences in Galicia-Volyn Rus, the Novgorod Republic and Vladimir-Suzdal Rus. Roman the Great, Andrei Bogolyubsky. Vsevolod the Big Nest.

Formation of the Mongolian state: its economic, political and social structure. Causes, directions, features of the expansion of the Mongols. Ulus Jochi. Mongol invasion of Rus'. Russia as a shield between East and West. Historians about the nature of the relationship between Rus' and the Golden Horde, about the role of the yoke in the formation of the Russian state.

Topic 03. Formation and development of the Russian centralized state (XIV-early XVII centuries). From Rus' to Russia.

Lecture05. Russian lands and principalities at the end of the 13th - the end of the 15th centuries. Geographical, economic, socio-political, foreign policy and socio-cultural factors of the unification of Russian lands. Reasons for the rise of Moscow. Land gathering and related socio-cultural and economic changes; formation of national self-consciousness. The first Moscow princes: ways to fight for primacy. The ruling branch of the house of Ivan Kalita. Moscow is the political and religious center of the Great Russian lands. Relations with the Horde and the Grand Duchy of Lithuania and Russia. Dmitry Donskoy. The formation of a strong centralized state - Muscovy. Features of the Russian national self-consciousness, formed during the period of the Muscovite kingdom. Legal foundations of autocracy.

Ivan III as a politician and his rationale for monarchical power. The problem of succession.The formation of the Russian centralized state (completion of the unification of Russian lands into a single state, the beginning of the folding apparatus of government of a centralized state). The process of centralization in legislative design. Sudebnik of 1497. The formation of the nobility as a pillar of central power. Formation of the state ideology: "Moscow is the third Rome". Proclamation of the struggle for the "Kiev heritage". International factors for the formation of a centralized state in Russia.

Lecture06. Russian centralized state in the XVI - early XVII centuries.

The reign of Basil III. Regency of Elena Glinka and her reforms.From estate-representative to absolute monarchy: international and Russian experience. The relationship between society and the state during the reign of Ivan IV.

Reforms of the Chosen Rada: the search for alternative ways of socio-political development of Russia. Historical interpretations of the oprichnina. Beginning of book printing in Russia. Ivan Fedorov. Russian and European types of supreme power in the 16th century. The

formation of a class-representative monarchy in Rus' and its political possibilities. Goals of Russia's foreign policy in the 16th century. Solving the problem of finding natural boundaries.

From Rus' to Russia. Geopolitical and geo-economic factors of the foreign policy of the Russian state and its main directions. The use of the religious factor (universal Orthodoxy) in solving geopolitical problems. Livonian war. Socio-political life of Russian society. The social structure of Muscovite Rus'. Stateization of society. Church in the political and economic life of Russian society, its role in the consolidation of Russian lands. The struggle of the non-possessors and the Josephites. Stoglav Cathedral. Establishment of the Patriarchate.

Socio-political crisis of Russian society at the beginning of the 17th century. "Time of Troubles", or the first civil war in Russia. Troubles: social catastrophe and the time of alternatives. The phenomenon of imposture. Strengthening of the gentry-Catholic expansion to the east. The role of the people's militias in the expulsion of foreigners. "Conservative" way out of the Time of Troubles.

Topic 04. New period of world and Russian history. Russia in the 17th century. Culture of the Russian and other peoples on the territory of our country in the 9th - 17th centuries.

Lecture07. Russia in the 17th century.

Overcoming the "Time of Troubles" as a prerequisite for the formation of absolutism in Russia. The reign of the Romanov dynasty. Features of the Russian traditional society of the XVII century. - societies of the Eurasian type. Zemsky Sobors and Local Self-Government. The interweaving of autocratic, class-representative and democratic principles in the Russian monarchy of the 16th-17th centuries. Discussions about the nature of the Russian state system.

New phenomena in the Russian economy in the 17th century.Changes in the social structure of society, the enslavement of peasants, the formation of the class division of society. New phenomena in the economic and technological development of the country. The first manufactories. Formation of prerequisites for the all-Russian market. Craft and trade. The Novotorgovy Charter is the first protectionist document in the history of Russia.

"Rebellious Age" of Russian History. The evolution of serfdom during the XVI-XVII centuries. Legal registration of serfdom. ("Cathedral Code" 1649). Social tension and conflict: heresies, urban uprisings, peasant war led by Stepan Razin.

The main directions of Russian foreign policy after the end of the Time of Troubles. Settlement of relations with Sweden and the Commonwealth. The nature of relations with the Crimean Khanate and the Ottoman Empire. Struggle for access to non-freezing seas and its results.

Expansion of the territorial space of Russia in the 17th century. National liberation movement of the Ukrainian and Belarusian peoples in the 30-50s. XVII century: causes, stages, social composition, political orientation. Reunification of left-bank Ukraine with Russia. Pereyaslav Rada. War between Russia and Poland for Ukraine. Activation of interaction between Russia and Europe. European reformation and church reform in Russia: reasons and goals. The split and its consequences.

Movement to the east. Exploration of Siberia. Access to the Far East. Characteristic features of Russian colonization. Geopolitical and religious factors. V. Poyarkov, S. Dezhnev, V. Khabarov, V. Atlasov. The development of Siberia by Russians is an integral part of the world era of the Great Geographical Discoveries. Relationship with Qing China

Lecture 08. Culture of the Russian and other peoples of our country in the Middle Ages

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).

Culture and arts. Historical, cultural and natural monuments.

Basic definitions of the concept of "culture" and "art". Spheres of culture:

"The world of things and production" - material culture. The system of social production as part of culture. Labor tools, equipment and technology. The most important products of labor: dwellings, clothing, furniture, household items, etc. Decorative and applied art.

"World of ideas and public institutions" - social culture. Specific forms of human activity, consciousness, public life and the most important of the corresponding public institutions: Politics - State. Law - Property. Morality and Ethics - Society, social structures, family. Religion - Church. Philosophy and Science - Systems of upbringing and education.

"The world of art and images" - artistic culture. Art in human history. Literature, architecture, music, visual arts. Classification of arts: spatial, temporal, space-time. Classification of art forms by technique. Unsteady boundaries of techniques, the desire of any art to go beyond the limits set for it.

Space and time in the visual arts. Figurativeness and the human senses. The concept of "work of art". Personal and public in culture. Universal and national in culture.

Culture and Nature: Differences and Relationships. Historical, cultural and natural monuments. The concept of a cultural monument, their types. Monument as a carrier of information. Problems of authenticity; copies, restoration and conservation. Architectural environment and security zone. World practice of protection of cultural monuments. Use of cultural heritage.

Syncretism of ancient, Christian and Eastern principles in the art of Byzantium and its neighbors.Cultural isolation of the eastern part of the Christian world. Moral and ethical principles of the Orthodox world. Continuation of the traditions of Byzantine culture in the culture of Orthodox countries: Russia, Bulgaria, Serbia, Romania.

Russian art of the IX-XV centuries.

The influence of Byzantine art on the ancient Russian cultural tradition.

"World of things" of medieval Rus'. Connection of the system of material production with cultural processes. Housing, clothing, household items. Monuments of everyday life and arts and crafts of Medieval Rus'.

"World of Ideas" of medieval Rus'. Pagan "picture of the world". Mythology of the Eastern Slavs. Baptism and the stage of "dual faith". Orthodoxy in the era of the Mongol invasion, the yoke and the struggle for national independence. Canonization of Russian saints. Monasteries and monasticism in medieval Rus': from Theodosius of the Caves to Sergius of Radonezh. The origins and significance of heretical teachings in Rus'.

Scientific knowledge and education in medieval Rus'. "Masters" of letters. Byzantine scientific texts in Rus'. Moral and ethical norms and their evolution in medieval Rus'. The significance of the existence of communal consciousness for the Russian cultural tradition.

Literature in Medieval Rus'. Oral epic tradition in Rus'. The adoption of Christianity and the influence of the Byzantine cultural tradition on the development of Russian literature. The appearance of translated books, the emergence of Russian literature. "The Tale of Igor's Campaign", the problem of authorship. The value of chronicles in the ancient Russian literary tradition. Genres and themes of ancient Russian literature of the pre-Mongol period and the period of the Horde yoke. Anonymous character of Russian literature.

"The world of art" of medieval Rus'.Wooden Russian architecture and its role in shaping the traditions of Russian architecture. Adoption of Christianity and the beginning of stone construction. Byzantine influence (cross-domed church) and the formation of their own style (St. Sophia Cathedrals in Kyiv, Novgorod and Polotsk, the Transfiguration Cathedral in Chernigov). Formation of independent architectural schools in Russian lands (Novgorod, Pskov, South Russian lands). Architecture of North-Eastern Rus' (Assumption Cathedral, Dmitrovsky Cathedral, Church of the Intercession on the Nerl), its relationship with Romanesque architecture. Canons and principles of ancient Russian architecture.

The decline of architectural traditions during the Horde yoke. The emergence of the Moscow architectural school - tradition and innovation (the Church of the Assumption on Gorodok, the Trinity Cathedral of the Trinity-Sergius Monastery)

Art. Traditions of the fine arts of pagan Rus' (ornament and elements of arts and crafts). Influence of the traditions of Byzantine painting on the fine arts of the Russian lands (the icon of Our Lady of Vladimir, the mosaics of Kyiv cathedrals). Secular and religious beginnings in the fine arts of pre-Mongol Rus. Formation of the canon in painting, The main techniques of monumental painting are fresco and mosaic. Traditions of icon veneration in Rus'. Formation of local icon-painting schools. Novgorod, Pskov and Moscow schools of painting of the XIV - early XV centuries. The role of Theophan the Greek, Andrei Rublev and Dionisy in the formation of the aesthetic and religious-moral ideal in Russian painting.

Culture and arts of Russia at the end of the XV-XVII centuries.

"The world of things" and "the world of ideas" of Muscovite Rus (Russia).The formation of the Russian state and its significance for the development of Russian culture. Great Russian nationality - the formation of the foundations of life, self-consciousness, political and legal traditions. Influence on this process of the Golden Horde cultural tradition (linguistic, political borrowings). Cultural significance of the acquisition of independence by the Russian Orthodox Church in the middle of the 15th century. Formation of ideas about Moscow as the only "Orthodox kingdom" (the third Rome), the center of the Christian world, ecumene. Objective isolation of Russian culture of the XVI-XVII centuries from the "natural" sources (Byzantine and Golden Horde cultural traditions). Self-exclusivity and self-sufficiency of Russian culture.

Philosophy, scientific knowledge and literature. The priority position of spiritual knowledge of the world over rationalistic. Philosophy of the dispute between the Josephites and non-possessors. Spiritual searches of heretics and thinkers of the end of the 15th-16th centuries (“Judaizers”, Vassian Patrikeyev, Maxim Grek, etc.). Moral and social problems in the literature of the reign of Ivan the Terrible (the concept of "Domostroy", correspondence between Grozny and Kurbsky, etc.) Dissemination of knowledge and education, book printing in Russia. Contradictions between the spiritual-elite and popular understanding of Orthodoxy. The church schism of the 17th century as a result of the development of the spiritual tradition. The Significance of Schismatic Literature in Russian Culture on the Threshold of Peter the Great's Transformations.

"World of Art" of the late XV-XVII centuries. *Architecture*. The beginning of large-scale stone construction in the Moscow state, the role of the masters of the European Renaissance and Old Russian traditions in the formation of the Russian architectural style. The architectural ensemble of the Kremlin as a visible embodiment of national identity. Two directions in cult architecture: monumental-memorial and township churches. Creation and development of the national architectural style in the 16th century, hip style. The emergence and development of secular stone architecture (late XV-XVII centuries). The heyday of wooden architecture in the 17th century. Town-planning centers of Russia (Moscow, Yaroslavl, Nizhny Novgorod).

art. Stoglavy Cathedral and the canonization of Rublev's traditions in icon painting. The emergence of the "Stroganov" and "Godunov" schools as a reaction to the standardization of artistic creativity. The appearance of a secular portrait - parsuna. Achievements of arts and crafts (masters of the "armory").

Spectrum of cultural contacts with Protestant and Catholic Europe. Secularization of Russian culture in the 17th century. New artistic traditions (urban satirical literature, theory and practice of the art school of S. Ushakov, new planning and decoration of township churches of the 17th century, the phenomenon of the "Naryshkin" baroque).

Islamic cultureon the territory of our country. its connection with the previous cultures of the Mediterranean and Asia Minor. Cultural and geographical boundaries of the Islamic world. Special cultural areas within the Islamic world (Syria, Iran, Central Asia) and their influence on the culture of the Turkic peoples of the Northern Black Sea region, the Caucasus, the Volga region and Eastern Siberia.

The "world of things" of Islamic society. The influence of religious dogmas on the features of the economic life of Islamic countries. Common cultural traditions in housing, clothing, household items within the Islamic world. Decorative and applied art of the Islamic peoples of our country.

"World of Ideas" of the Islamic Society. The emergence of Islam, its doctrine, rituals. Koran. Islamic religious outlook, its features in comparison with other world religions. Moral and religious norms and prescriptions. Islamic law and judiciary.

Theology and Science in the Islamic World. The art of the handwritten book. Arabic script and Arabic language. Their role in the medieval East. Arabic translations of ancient, Persian and Indian philosophers and scholars. Philosophy of al-Kindi and Ibn-Rushd. Scientific discoveries and treatises of Arab scientists on mathematics, astronomy, geography, medicine. Influence of achievements of Islamic culture on cultural processes in Europe and Russia.

*Literature.*Religious and secular traditions in Islamic poetry and literature. Influence of the philosophy of Sufism on poetry. Humanistic ideas in Islamic literature. Poetic Forms and Genres of Islamic Poetry. The multinational character of classical medieval Islamic literature. Nizami, Saadi, Hafiz, O. Khayyam. Syncretism of the cycle of fairy tales "A Thousand and One Nights" and their influence on world culture.

"World of Art" of the Islamic Society. Architecture and fine arts. Creation of a new artistic tradition in the Islamic world. Lack of pictorial beginning in monumental art. The development of abstract architectural forms and ornament. "Arabesques". New types of buildings - mosque, madrasah, minaret. Architectural traditions of Islam in the Volga region and the North Caucasus. The art of the handwritten book.

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

Learning objectives of the lectures in this section:

1. To disassemble on specific historical material the reasons for the transition from an agrarian to an industrial civilization (from a traditional society to an industrial and post-industrial 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:virtualization of museums, film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer (use of electronic boards, including the padlet board). Usagecluster analysis in historical research.

Based on the results of mastering the second section, students perform a “final 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 section.

Topic 05.Russia at the end of the 17th - the first half of the 18th centuries.

Lecture09. Russia at the end of the 17th - the first quarter of the 18th centuries. Peter's transformations.

European civilizational expansion: forms, directions, features. Formation of colonial empires. Great social revolutions. European Enlightenment: the spiritual basis of rationalism and

modernization. The problem of transition to the "realm of reason". Enlightenment as a scientific and historical concept.

Russia is on the verge of transformation (the need and features of a catching-up type of modernization; the influence of the geographical factor (the beginning of the development of the Urals and Western Siberia) and foreign policy (invitation of military technical specialists from Europe) on the pace and nature of modernization; traditional orders and serfdom in the conditions of modernization).

The transformative activity of Peter I - the beginning of Russian modernization, its stages. Universal character of Peter's reforms and inconsistency of transformations. "Regular" state of the time of Peter. Church policy. The main directions of social changes in Russian society. Economics and finance. Transformations in the field of education and culture. Introduction to civil type. The appearance of the first Russian printed newspaper. "Price" of Peter's reforms. The split of the nation into "civilization" and "soil". The Russian Empire is a phenomenon of world history. Foreign policy of Peter the Great.

The main directions of the foreign policy of Peter I.

Treaty of Nerchinsk with China (1689). Exploration of Kamchatka.

Russian-Turkish war 1686-1700 Crimean campaigns V.V. Golitsyn Azov campaigns and the conclusion of the Constantinople peace. "Great Embassy" Russian-Turkish war of 1710-1711 Prut campaign and its consequences.

Beginning of the Northern War. The defeat of Russian troops near Narva. Creation of a regular army and navy. The first guards regiments. Foundation of St. Petersburg. Military operations in the Baltic. Poltava battle. Battles at sea. Peace of Nystadt (1721) and the proclamation of the empire. The place of Russia in European politics in the first quarter of the 18th century.

Attempt to penetrate into Central Asia. Khiva campaign of A. Bekovich-Cherkassky (1714-1717)

Persian campaign 1721-1722.

Lecture10. Russia in the second quarter - the middle of the XVIII centuries. The era of palace coups.

Palace coups: revision of Peter's heritage; their socio-political essence. Favoritism is the inevitable companion of absolutist monarchies. Foreign policy in the era of "palace coups". The first participation of the Russian state in the European conflict (Seven Years' War). Peter III: opposite assessments of the personality of the emperor and his policy.

Army of the era of palace coups. The main directions of foreign policy of the era of palace coups. Struggle for the legacy of Peter I. Eastern direction of foreign policy. Kyakhta treaty with China. Citizenship of the Junior and Middle zhuzes in Kazakhstan. Resht treaty with Persia.

South direction. Russian-Turkish war 1735-1739 Belgrade Peace Treaty. Resettlement of South Slavs, Romanians and Hungarians to Russia

War of the Polish Succession and its results for Russia. Russo-Swedish War 1741-1743 Russia's relations with Austria and Prussia. Seven Years' War. "Miracle" of the Brandenburg House.

Topic 06. Russia in the middle of the 18th - early 19th centuries. Culture of Russia in the 18th century.

Lectureeleven. Russia in the second half of the 18th century

"Enlightened absolutism" in world history. The theory of "natural law". Russian "enlightened absolutism": its features, features and internal antagonism. Liberal projects of Catherine II. Imitation of the management system to European models: from Peter I to Catherine II. Strengthening the bureaucracy. Social privileges and social contradictions. "Golden Age" of the nobility. Secularization of church lands. economic policy of the government. The crisis of the

feudal-serf system and the emergence of bourgeois relations. Class isolation of Russian society, the growth of social tension in it. Plague riot. The uprising of E. Pugachev and its consequences.

Administrative reform of Catherine II. Estate policy. Letters of Companion

The results of the reign of Catherine II. Strengthening the civilizational heterogeneity of society. Socio-political thought in the era of "enlightened absolutism".

Domestic policy of Paul I. Decrees regarding the peasants. Restriction of noble privileges. Succession law. The fight against the influence of revolutionary sentiments within the country. "Degraded" Letter. The assassination of Paul I and its consequences.

Army and navy of the Catherine era. The main directions and tasks of Russia's foreign policy in the second half of the 18th century. Russian-Turkish wars. Annexation of the Northern Black Sea region. Transformation of New Russia and Crimea. G.A. Potemkin.

Advance to the Caucasus and Transcaucasia. Russo-Persian War and the Beginning of the Caucasian Wars

Russia's participation in the sections of the Commonwealth. War with Sweden and its results. Annexation of Alaska. The territory of the Russian Empire at the end of the 18th century.

Transformations in the army carried out by Paul I. The policy of countering France in Europe. Italian and Swiss campaigns of A. V. Suvorov. The actions of the Russian fleet F. F. Ushakov in the Mediterranean. Botavskaya expedition of the Russian fleet

The growth of Russia's foreign policy and military power. Military art of P. A. Rumyantsev and A. V. Suvorov.

Lecture 12

Ideas of "Reason" and "Enlightenment" and their influence on the development of artistic ideals of Western countries in the second half of the 17th - 18th centuries. Rococo painting. Foreign craftsmen who worked in Russia: I.G. Tannauer, L. Caravaque, P. Rotary, L. Tokke. Russian painting of the first half and middle of the 18th century. I.N. Nikitin, A. Matveev, I.Ya. Vishnyakov, A.P. A.P. Antropov, A.F. Teeth.

Architecture and sculpture of Russian baroque 1st floor. XVIII century. Foreign masters of the late baroque who worked in Russia: P.-A. Trezzini, F.-B. Rasrelli, and B.-K. Rastrelli, J.-B. Leblon. Russian masters of the era of the northern and "Elizabeth" baroque: S.I. Chevakinsky, I.F. Michurin, D.V. Ukhtomsky, D.V. Aksamitov, I.P. Zarudny.

Philosophical meaning and aesthetic canon of the art of classicism. Architecture and sculpture of Russian classicism 2nd floor. XVIII century. Foreign masters who worked in Russia: J.-B. Villin-Delamot, G. Quarenghi, C. Cameron, V. Brenna, E. Falcone. Masters of Russian architecture and sculpture of the 60-90s of the XVIII century. Creations of Yu.M. Felten, V.I. Bazhenov, M.F. Kazakova, N.A. Lvova, M.I. Kozlovsky, F.I. Shubin.

Aesthetic canons of classicism painting. Classicism in Russian painting (A.P. Losenko, V.L. Borovikovsky, D.G. Levitsky, F.S. Rokotov)

Sculpture of classicism: E. Falcone, A. Canova, F. Shubin.

Topic 07. Russia in the beginning - middle of the XIX century.

Lecture 13

The Great French Revolution and its influence on the course of world history, on the political and socio-cultural development of Europe and Russia. Formation of progressive public views in the Russian state under the influence of the ideas of the French Revolution. Russia's participation in the anti-Napoleonic wars in Europe. Patriotic War of 1812. Congress of Vienna and the Holy Alliance. Metropolises and colonies by the end of the 19th century. "Industrial Revolution" and the development of capitalism in Europe, the USA and Japan. Development of science and technology. The connection between the industrial revolution and the territorial expansion of the leading industrial powers of the world.

The beginning of the decomposition of the feudal system and the formation of the capitalist way of life. In Russia. The beginning of the industrial revolution in Russia (machines,

technologies and new energy sources). State policy in the economic field. Serfdom as a restraining factor in the economic development of the country.

The social structure of society in the period of catch-up modernization. Growth of noble privileges. Strengthening the influence of the bureaucratic apparatus on the development of the country. The position of the taxable estates. Increasing role of specialists (managers, engineers and technicians) in society. The formation of the Russian engineering school

The evolution of Russia's political modernization. Alexander I and his attempts to reform the political system. Projects M.M. Speransky. "Charter" N.N. Novosiltsev.

The reasons for the emergence of secret noble organizations. Northern and Southern societies. "Constitution" by N. M. Muravyov and "Russian Truth" by P. I. Pestel. Decembrist uprising and its impact on Russian society.

The main directions of foreign policy in the first quarter of the XIX century. Russian army and navy in the first quarter of the 19th century. Russia's participation in anti-Napoleonic coalitions. Peace of Tilsit and its consequences. Russo-Swedish war, the annexation of Finland. Wars with Iran and Turkey, annexation of Transcaucasia and Bessarabia. Beginning of the Caucasian War

Patriotic War of 1812. Reasons for the war. The retreat of the Russian army. Defense of Smolensk. M. I. Kutuzov. Battle of Borodino. Napoleon's entry into Moscow. Tarutinsky maneuver of the Russian army. Partisan movement People's character of the war. Expulsion of Napoleon's army from Russia. Foreign campaign of the Russian army. Russia at the Congress of Vienna.

Lecture 14. Russia in the 2nd quarter - the middle of the XIX century. Crisis of feudal serfdom

Nicholas I and the conservative modernization of the country. Features of socio-political development in the first half of the XIX century. Serfdom as a restraining factor in the economic development of the country. Deepening the crisis of the feudal system. The beginning of the industrial revolution in Russia. Development of transport, construction of railways. Growth of domestic trade.

The development of the bureaucratic system. The third branch and the strengthening of police control over public life. Codification of legislation (preparation of the Code of Laws of the Russian Empire by M. M. Speransky). Peasant question. Reform of the state peasants P. D. Kiseleva. Monetary reform E. F. Kankrin. Limitation of reform initiatives and its reasons.

Socio-political struggle around the problem of historical choice Social movements of the 20-50s. XIX century. Formation of the Russian periodical press. "Nikolaev reaction". The theory of "official nationality" S. S. Uvarov. Mugs 20-40s. P. Ya. Chaadaev. Westerners (T. N. Granovsky, S. M. Solovyov, K. D. Kavelin) and Slavophiles (K. S. Aksakov, A. S. Khomyakov, brothers Kireevsky) about the ways of development of Russia. The emergence of the socialist direction in the social thought of Russia. Communal socialism of A. I. Herzen. Free Russian printing house. "Bell".

The main directions in Russia's foreign policy.Russia and the Holy Union. The protective policy of tsarism in Europe under Nicholas I.

The transformation of Russia into a world power. Causes and consequences of territorial expansion. Russian-Iranian (1826-1828) and Russian-Turkish (1828-1829) wars. Causes and consequences of territorial expansion. The participation of the Russian army in the suppression of the Hungarian revolution of 1848-1849. Caucasian war. Causes and consequences of territorial expansion. Exacerbation of the Eastern Question. Crimean War. The course of hostilities and the reasons for the defeat of Russia.

Topic 08. Russia in the 60-90s. XIX century. Culture in the XIX - early XX centuries.

Lecture 17. Russia in the 60-90s. 19th century

Russia in the 60-90s of the XIX century. Completion of the industrial revolution in Russia and a new stage of the industrial revolution (machines, technologies and new energy sources). Socio-economic development of the country, lagging behind the countries of the "first echelon of modernization";

Alexander II:preparation and implementation of the abolition of serfdom in Russia, the legal and social status of rural inhabitants. State support of the nobility. Reforms of the 1860s–1870s and their influence on the political and socio-cultural development of the country. Reforms in the field of local self-government, legal proceedings, public education, military reform.

Conservative-protective domestic policy of Alexander III: counter-reforms, their results and consequences. Management of national outskirts and confessional minorities in the Russian Empire. The evolution of socio-economic relations in Russia and the role of the state in this process.

Public thought and social movements of the second halfXIX century. Russian radicalism. The theory of "communal socialism" (A.I. Herzen). Populism: stages, leaders, evolution.

New phenomena in the liberal zemstvo movement (tactics of "small deeds", "third element") and changes in the content of its demands. The emergence of a liberal trend in populism. N. K. Mikhailovsky. V. P. Vorontsov. The crisis of revolutionary populism, the formation of neo-populist ideology.

Spread of Marxism. G. V. PLEKHANOV Emancipation of Labor Group. Social Democratic circles in the early 1990s. 19th century Growing confrontation between the government and society Organizational design of political trends, the beginning of the formation of the Russian multi-party system.

Neopopulist movement. Formation of the Party of Socialist Revolutionaries (AKP). V. M. Chernov. Formation of the Bolshevik and Menshevik wing in the RSDLP. V. I. Lenin and Yu. O. Martov.

Zemstvo liberal movement. The first all-Russian liberal organization "Union of Liberation". P. B. Struve and P. N. Milyukov.

The main directions of foreign policy in the second half of the XIX century. Russian army and navy in the second half of the 19th century. Vectors of Russian geopolitics in the second half of the 19th century: the search for allies after the Crimean War: relations with Prussia and France, the rejection of the pro-German course and the formation of the Franco-Russian alliance.

Russian policy in the Balkans.The rise of the national liberation movement of the Balkan peoples. Russian-Turkish war 1877-1878 and its results.

Accession to Russia of Central Asia. Completion of the "Great" game in Central Asia. Russian-English agreements / Russia in the system of international relations in Europe.

Russia's relations with China, Korea and Japan. Reasons for the sale of Alaska and its consequences.

Lecture 18

Accelerated industrial development of the country in the late XIX - early XX centuries. Growth of the working class. The role of the state in the economic life of the country. N. H. Bunge, I. A. Vyshnegradsky. Economic recovery of the 90s. and the activities of the Reform S.Yu. Witte and their consequences. The inconsistency of economic development.

The level of socio-economic development of Russia. Diversity of the Russian economy. The impact of the global economic crisis at the beginning of the 20th century. on the economic life of Russia. The role of foreign capital in the development of the economy. The emergence of monopolistic associations and features in Russia. Development of new industries and technologies. Russian merchants and industrialists. 1897 census

Russian Empire at the beginning of the 20th century. Attempts of accelerated modernization (Russia at the beginning of the reign of Nicholas II). Features of the Russian economy: forcing industrialization "from above", dependence on foreign capital, the presence of landowners. The wretchedness of the Russian countryside and the impoverishment of the masses. "Asynchronous" type of development of the Russian Empire. Growth of economic and social contradictions in the conditions of overtaking modernization.

The Struggle of Conservative and Liberal Forces in the Higher Echelons of Power S. Yu. Witte and V. K. Pleve. The aggravation of the political situation in the country at the beginning of the 20th century. Zubatovshchina. Liberal projects of P. D. Svyatopolk-Mirsky. National Policy. The policy of Russification of the national outskirts. national movements.

Causes of the Revolution. Bloody Sunday. Revolutionary actions of workers, peasants and intelligentsia. Uprising on the battleship Potemkin. Bulyginskaya thought. Soviet activities. All-Russian October strike. Manifesto of October 17 and the attitude of various political forces towards it. Formation of conservative and liberal political parties. December armed uprising.

"Basic State Laws of the Russian Empire" 1906. Elections in I to II State Dumas and their activities. Relations between the Duma and the government. Features of Russian parliamentarism at the beginning of the 20th century. national movements. Workers' and Peasants' Movement 1906-1907 and its meaning. The dissolution of the II State Duma, the end of the revolution. Results of the First Russian Revolution.

"Third of June" monarchy in Russia. Political parties in Russia: genesis, classification, programs, tactics. The experience of the Duma parliamentarism in Russia. Third June Monarchy. political bonapartism. Reforms P.A. Stolypin, their social and economic results.

Reforms of P. A. Stolypin. Creation of privately owned peasant farms. Exit of peasants from the community. resettlement policy. The first results of reforms and their inconsistency. Growth of the domestic market. Industrial rise Emergence of new industries. Transport development.

The impact of changes in socio-economic life on public consciousness. III and IV State Dumas. Strengthening the role of liberal factions. The murder of P. A. Stolypin. Change in government policy. Decline in political activity. Ideological searches among socialists and liberals. "Milestones". The growth of revolutionary sentiment in 1912-1914. Lena shooting. Tightening the government's national policy.

Far East policy of Russia. Relations with China, Korea and Japan. Russo-Japanese War of 1904-1905: Causes, Course, Significance. Portsmouth world. Russia in the system of European relations. Creation of the Entente. Causes of the coming world conflict

Lecture 19

The formation of an industrial civilization: the development of education, science and technology. Improvement and development of new forms and techniques of art.

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.

Outstanding achievements in the development of mathematics, physics and chemistry. The development of geographical science. Expeditions and discoveries of Russian explorers (I. F. Kruzenshtern, Yu. F. Lisyansky, F. F. Bellingshausen, M. P. Lazarev, A. A. Baranov). Exploration of Russian America.

Education system in Russia. World-class discoveries and inventions made by Russian scientists and inventors. History and other social sciences. Russian travelers, geographers and ethnographers.

Russian Empire architecture. "Petersburg" Empire style: K.I. Rossi, V.P. Stasov, O. Montferrand, A.N. Voronikhin, F.D. Zakharov, J.-F. Thomas de Thomon. "Moscow Empire": O.I. Bove, D. Gilardi, A.G. Grigoriev. The development of Russian urban planning.

Sculpture of Classicism in Russia (A. Canova, J.-G. Shadov, H. Rauch, I.P. Martos, I.P. Vitali, V.I. Demut-Malinovsky, B.I. Orlovsky, F. Shchedrin)

Principles of romantic painting and sculpture. Romanticism in the work of Russian artists: O.A. Kiprensky, V.A. Tropinin, S.F. Shchedrin, A. Venetsianov, K.P. Bryulov ("The Last Day of Pompeii").

Architectural styles: late classicism (Empire), eclecticism, modernity and its representatives. Ensembles of eclectic architecture and sculpture in Russia, its distinctive features.

The art of realism. Basic principles of the new artistic style. Russian "Wanderers" and their philosophy of creativity. Russian landscape painting. The emergence of Russian historical painting.

The germs of civil society in the late XIX - early. XX centuries The development of social thought, science and the press. Political and philosophical doctrines and practice and their influence on the formation of artistic styles of the XX century. The latest technology and art. Impressionism, post-impressionism and symbolism are the new goals and techniques of painting.

Literary trends: romanticism, realism, modernism and its representatives. Formation of the Russian literary language. The emergence of realistic tendencies in Russian painting. A. G. Venetsianov, V. A. Troppnin, K. P. Bryullov, O. A. Kiprensky, A. A. Ivanov, P. A. Fedotov. “Formation of national musical culture. Creativity of M. I. Glinka and A. S. Dargomyzhsky. Theatrical life. Bolshoi and Maly theatres. M. S. SCHEPKIN.

Russian literature of the second half of the 19th century. Realism. The influence of Russian literature on the social life of the country. Russian realistic painting as a phenomenon of world culture. Association of Traveling Art Exhibitions. V. G. Perov, I. N. Kramskoy, I. I. Shishkin, V. I. Surikov, I. E. Repin. Architectural styles of the second half of the 19th century: eclecticism, "Russian style", "neo-gothic", "neoclassicism". Music and theatre. Development of national traditions in music. "Mighty Bunch". P. I. Tchaikovsky. Dramatic art. Small theatre. The emergence of the Moscow Art Theater. K. S. Stanislavsky and V. I. Nemirovich-Danchenko.

Russian culture of the late XIX - early XX century. The development of the education system and the growth of literacy of the population. Scientific discoveries of Russian scientists. Differences in views on the social role of literature. Social activities of L. N. Tolstoy and V. G. Korolenko. New literary trends. Poetry of the Silver Age.

Architecture and art. F. O. Shekhtel, A. V. Shchusev. The development of painting. Realistic trend and new trends in Russian painting: Art Nouveau symbolism, avant-garde. Art societies and exhibitions. The contribution of Russian painting at the beginning of the 20th century. in world art culture. I. Repin, M. Vrubel, K. Petrov-Vodkin, R. Falk, M. Chagall.

New trends in the development of Russian musical and theatrical art Creativity of A. Scriabin, I. Stravinsky, S. Rachmaninov, F. Chaliapin. S. Diaghilev. Drama theater in the new socio-political conditions. The emergence of Russian cinema.

Section 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)

Learning objectives 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: virtualization of museums, film, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented by the lecturer (use of electronic boards, including the padlet board). Usagecluster analysis in historical research.

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

Topic 09. Russia (USSR) between the world wars.

Lecture 20. Russia in the First World War

World War I: causes, main stages.War and its impact on Russian society and the state. Armament and military equipment of the Russian army and navy. Development of means of control and communication.

Restructuring the socio-economic system on a military footing. The situation on the fronts in 1914-1916. The socio-economic crisis and the growth of anti-war sentiment towards the end of 1916. The failures of 1915-1916: the creation of the “August bloc, its activities. The political crisis of late 1916 - early 1917. The figure of G.A. Rasputin. Growing national crisis. Decline of the Romanov Empire.

Lecture 21. Russia during the years of revolution and civil war

1917 as the time to choose the path of development. Prerequisites for the overthrow of the monarchy. Revolutionary events of February 1917 in Petrograd. Renunciation of Nicholas II from power, the fall of the monarchy. The formation of the Provisional Government, the formation of the Soviets. Dual power in the center and in the provinces. Army and revolution. Revolution on the national outskirts.

The main political forces (liberals, moderate and radical socialists), their programs, leaders and proposed options for the development of the country. Dual power in the person of the Provisional Government and the Soviets. The radicalization of society and the strengthening of the influence of the Bolsheviks and the Left SRs. The Great Russian Revolution: Peculiarities and Dynamics of Political Development from February to October 1917.

April crisis of the Provisional Government. Creation of a government coalition. A. F. Kerensky. First All-Russian Congress of Soviets. The unsuccessful offensive of the Russian army on the Southwestern Front in June 1917. The July crisis. Exacerbation of the national question. State meeting. The course of the Bolsheviks towards an armed seizure of power. Speech by General Kornilov. Bolshevization of the Soviets. Democratic Conference, Provisional Council of the Republic. The disappointment of the masses in the policy of the Provisional Government.

Armed uprising and coming to power of the Bolsheviks in October 1917 Modern domestic and foreign historiography about the Great Russian Revolution. The first decrees of the Soviet power. Economic and socio-political transformations of the Bolsheviks.

The Agrarian Question and the Brest Peace Treaty as Sources of Disagreements and Socio-Political Tension. Establishment of Soviet power on the ground. Committees for the salvation of the motherland and the revolution. Declaration of the Rights of the Peoples of Russia. The system of central and local governments of the Soviet state. Formation of a coalition Bolshevik-Left SR government. Convocation and dissolution of the Constituent Assembly. III All-Russian Congress of Soviets. "Declaration of the Rights of the Working and Exploited People".

The struggle around the Brest peace. IV Congress of Soviets, the collapse of the Bolshevik-Left SR government. The struggle for the Soviets in the spring of 1918. The

Mensheviks and Right Social Revolutionaries were expelled from the All-Russian Central Executive Committee. The Left SR armed uprising on July 6, 1918 and its consequences. Formation of the one-party dictatorship of the RCP(b) in the Soviet state. Adoption of the Constitution of the RSFSR.

The merging of party and state bodies, the formalization of the activities of councils and trade unions. The role of repressive organs in the life of the Soviet state Bureaucratization of party and state organs.

Causes and stages of the civil war. Intervention and its scope. The policy of the Soviet (red) and white governments in the civil war.The policy of "war communism". Nationalization of industry and banks. Centralization of economic management, the formation of the Supreme Council of the National Economy (VSNKh). Introduction and abolition of workers' control. General labor service. Implementation of the Decree on Land. Transition to emergency food policy. Food orders. Comedy. The tightening of food policy in 1919, the introduction of food distribution. Peasant performances. Rebel army N.I. Makhno. Abolition of commodity-money relations. Prohibition of private trade. Card distribution system. Repression against representatives of the "exploiting classes". The policy of "white" governments and its inconsistency.

Causes and main stages of the civil war. Aggravation of social contradictions in the country in the spring of 1918 Formation of opposing camps - "red" and "white". Beginning of open civil war. Mutiny of the Czechoslovak Corps. Komuch. Military operations on the Eastern Front in the summer of 1918

Expansion of the white movement and foreign intervention. Admiral A. V. Kolchak is the "supreme ruler of Russia." Southern front. Volunteer army of A. I. Denikin. Red and white terror. Reprisal against members of the Romanov dynasty. The assassination attempt on V. I. Lenin. Growth of peasant uprisings. Military operations on the Eastern and Southern fronts in 1919 - early 1920 M. V. Frunze The Soviet-Polish War. The defeat of the army of General P. N. Wrangel in the Crimea. Completion of the civil war in Transcaucasia, Central Asia and the Far East. The reasons for the defeat of the "whites".

Social forces and main political parties in the civil war. The influence of the strategy and tactics of the Bolsheviks on the outcome of the warring parties. Extraordinary bodies and emergency legislation of wartime. Consequences of intervention and civil war. The first wave of Russian emigration.

Lecture 22. USSR in 1920 - 1930s

The crisis of the power of the RCP (b) and the policy of "war communism" in late 1920 - early 1921. Economic ruin. Growing peasant uprisings. Kronstadt uprising. Tenth Congress of the RCP(b). Transition to the NEP. The main directions of the NEP: tax in kind, partial denationalization of industry, attraction of foreign capital into the economy, concessions. The problem of the multistructural nature of the national economy. Restructuring the management system of the public sector of the economy. monetary reform. Restoration and development of industry and agriculture. Expansion of trade network and services. Changing the social structure of society. Difficulties of the NEP. Price scissors. Unemployment. Crisis of grain procurements. Results of the NEP. Reasons for its cancellation.

Soviet republics after the end of the civil war and intervention (socio-economic, internal political and international situation, prerequisites for unification). Discussions on the issue of unification of the Soviet republics. Education of the USSR. The evolution of the national-state structure of the USSR. The state structure of the country according to the constitutions of 1918, 1924: the ideological and ideological content of the main legislative documents of the Soviet state. Creation of new union republics in the 1920s National policy and interethnic relations under the dictatorship of the CPSU(b).

Intra-party struggle for power: essence, forms, stages.Contradictions between the economic and political systems of the USSR during the NEP. Continuation of the process of

merging the party and state apparatus. Groups and trends in the Communist Party. Discussions in the ruling party about ways to build socialism, inner-party democracy.

The struggle for personal power in the leadership of the CPSU (b) during the period of illness and after the death of V. I. Lenin. The massacre of I. V. Stalin with political opponents in the Communist Party. The beginning of the formation of the regime of personal power I.V. Stalin.

The course towards building socialism in one country. Soviet model of modernization: industrialization, collectivization and cultural revolution in the USSR in the 20-30s of the XX century; tools, achievements and results (economy, social structure of Soviet society, the increased role of the technical intelligentsia).

Transformation of the political system of the USSR. The mechanism of folding the command-administrative system of governing the country. Discussions about totalitarianism in modern science. The state structure of the country according to the constitutions of 1936. Socio-economic development and socio-political life of the USSR. Political repressions of the 30s. Political litigation. The role of the OGPU-NKVD bodies in domestic politics. Transformation of public authorities. Constitution of 1936 Formation of the Stalinist political regime in the USSR.

World after the First World War. Versailles-Washington system. The League of nations.USSR in the system of post-war international relations. The activities of Soviet diplomacy to normalize relations between the USSR and other states: features and contradictions. Genoese conference. Treaty of Rapallo with Germany. The Dawes Plan and the Locarno Accords. The conclusion of political and economic agreements with the countries of the East. Genoese conference.

Third (Communist) International as an instrument of foreign policy influence. "Crisis points" in international relations: the "Curzon note", the conflict on the Chinese Eastern Railway, etc.

The main trends in world economic development in the 1930s. The global economic crisis and ways out of it: liberal reformism, F. Roosevelt's New Deal, "social democratic model" (France, Spain, Scandinavian countries, authoritarianism and totalitarianism (Italy, Germany, small countries of Europe).

Changes in the foreign policy of the USSR after the Nazis came to power in Germany. Rejection of the Soviet leadership from the idea of world revolution. VII Congress of the Comintern and its decisions. The struggle of the USSR for the creation of a system of collective security in Europe. The entry of the USSR into the League of Nations. Soviet assistance to the Republicans during the Spanish Civil War. Far East policy of the USSR. Soviet-Japanese armed conflict in the area of the lake and on the Khalkhin-Gol river. Foreign policy of the USSR on the eve of World War II. Negotiations with England and France and their results. Soviet-German non-aggression pact of August 23, 1939

Topic 10.USSR during the Second World War and the Great Patriotic War.

Lecture 23. The USSR on the eve and in the first period of the Great Patriotic War

Stages of the Second World War and the Great Patriotic War. Beginning of World War II. "Strange" war. The successes of Nazi Germany in the implementation of the "blitzkrieg" tactics in Europe in 1940.

USSR on the eve of the Great Patriotic War. Creation of new models of weapons and military equipment. Restructuring of the USSR economy in 1939-1941. Foreign policy actions of the Soviet state in the context of the outbreak of World War II. Ensuring the security of the western borders. Treaty of the USSR and Germany "On Friendship and Borders". Soviet-Finnish war. Accession of Western Ukraine, Western Belarus and the Baltic states. Treaties with Turkey and Japan.

USSR during the Great Patriotic War. Forces and plans of the parties on the eve of the war. The attack of Nazi Germany on the USSR. Mobilization of the forces of the Soviet people to repulse the enemy. Transformation of state and military administration. The transformation of

the country into a single military camp. Restructuring the economy on a war footing. "Everything for the front, everything for victory."

The failures of the Red Army in the summer and autumn of 1941 and their causes. Birth of the Soviet Guard. The beginning of the blockade of Leningrad Kiev catastrophe Breakthrough of the Germans in the Crimea and Rostov. Formation of the anti-Hitler coalition. Lend-Lease deliveries.

Battle near Moscow. The failure of the German blitzkrieg plan. The counteroffensive of the Red Army near Moscow in the winter of 1941-1942. Soviet generals. The situation in the territories subjected to German occupation. The role of the partisan movement in the fight against Nazi aggression.

Human and economic losses of the USSR in the first months of the war. National character of the Great Patriotic War. Rear during the Great Patriotic War. Evacuation of industrial enterprises to the eastern regions of the country. The growth of military production. Agriculture during the war.

The entry of Japan and the United States into the war. The beginning of the formation of the anti-Hitler coalition Military operations in 1942. Failures of the winter-spring offensive operations of the Red Army. Exit of German troops near the Volga and the North Caucasus. Defensive stage of the Battle of Stalingrad. Partisan movement in the occupied territories.

Lecture 26. The USSR at the second and third stages of the Great Patriotic War. End of World War II

Prerequisites for a radical change in the war. Mass heroism of Soviet soldiers and officers. Encirclement and defeat of the enemy grouping near Stalingrad. The roles of fronts and theaters of military operations in World War II (on the example of the Battle of Stalingrad on the Soviet-German front, the Battle of El Alamein on the North African front and the Battle of Midway Atoll in the Pacific theater of operations). The offensive of the Red Army in the winter of 1942 - in the spring of 1943, the liberation of the Caucasus, the breakthrough of the blockade of Leningrad, the offensive in the central sectors of the front. The battle of Kursk and its significance. Transfer of strategic initiative to the Red Army. Liberation of left-bank Ukraine. Battle for the Dnieper. Tehran conference. USSR and allies. Results of the second period of the war.

The strategic situation at the beginning of 1944 "Stalin's Ten Strikes". Offensive operations of the Soviet troops in the winter-spring of 1944. The offensive in the Leningrad region, the Korsun-Shevchenkovsky and Yassy-Kishinev operations, the liberation of the Crimea. Offensive operations of the Soviet troops in the summer and winter of 1944. The offensive of the Soviet troops in Belarus, Operation Bagration. The expulsion of the enemy from the territory of the USSR. Liberation of the countries of Eastern Europe. Allied military operations in 1944 Opening of the Second Front. The results of military operations in 1944

Yalta conference. Berlin operation. The capitulation of Germany, the end of the Great Patriotic War The historical significance of the victory of the Soviet Union in the Great Patriotic War. Potsdam conference. Defeat of militaristic Japan. Results of the Second World War.

Allied military operations in 1945. Berlin operation. The complete defeat of Germany and its surrender. The decisive contribution of the Soviet Union to the defeat of fascism.

The entry of the USSR into the war with Japan. Defeat of the Kwantung Army. Japanese surrender. End of World War II. Results and lessons of the Second World War and the Great Patriotic War. Sources of the victory of the Soviet people. Anti-Hitler coalition. The nature of the interactions of the allies at different stages of the war. Lend-Lease problem.

Potsdam conference and its decisions. Creation of the UN. post-war settlement.

Topic 11. USSR in 1945-1985 USSR in the period of "real socialism".
Lecture 27. USSR in 1945-1964

The entry of world civilization into the era of the scientific and technological revolution. A fundamental revolution in the productive forces. Development of new energy sources. Breakthrough into near-Earth and outer space and its development. Automation in production and management. Revolution in the field of electronics.

USSR in 1945-1953 Socio-economic aspects of the development of the state; social groups and socio-economic categories of Soviet society. Economic consequences of the war. Economic discussions about the ways of post-war economic development in 1945-1946. Restoration and development of the national economy. The transition of industry to the production of civilian products. position in agriculture. Strengthening the exploitation of the collective farm peasantry. Trade. "Black market". Cancellation of the card system. The state of the population of the country. Results of the economic development of the USSR in the first post-war years.

The tightening of the political regime. Changes in state and party structures. National policy, "repressed peoples". Hopes for the weakening of ideological control over public life after the war and their collapse. The fight against "Western influence" in culture, the "Iron Curtain". Repressions against figures of science, literature and art. Ideological companies and their meaning. Ideologized scientific discussions and their influence on the development of science.

Death of IV Stalin. The legacy of the Stalinist political regime (economic, socio-political and spiritual spheres)

Changes in the socio-political atmosphere in the country after the death of I.V. Stalin.The problem of choosing the path after the death of IV Stalin. The struggle for power within the party leadership, the victory of N. S. Khrushchev. Criticism of Stalin's personality cult. XX Congress of the CPSU. The beginning of the process of rehabilitation of the victims of Stalinism. De-Stalinization. National policy, restoration of the rights of repressed peoples. Reorganization of the public administration system, granting greater rights to local leaders. Adoption of a new program of the CPSU. The conclusion about the complete and final victory of socialism and the beginning of the construction of communism in the USSR. Attempts to democratize internal party life.

Industrial development of the USSR, increased imbalance between light and heavy industry. Scientific and technological revolution and the development of knowledge-intensive industries. Scientific and technical successes of the USSR in the 50-60s. Agriculture: the prevalence of extensive farming methods. Reorganization of MTS Improvement of life of collective farmers. Attack on farms. Economic problems and the growing discontent of the population. Successes in the scientific and technical sphere. Development of nuclear energy. Space exploration (S.P. Korolev). The first space flight in 1961 (Yu.A. Gagarin).

The inconsistency of N. S. Khrushchev's policy. The conspiracy of the party nomenklatura and the removal of NS Khrushchev from party and government posts. The coming to power of Leonid Brezhnev.

Geopolitical Consequences of World War II. Qualitative changes in the socio-economic and political image of the world. The transformation of the United States into a superpower. The global nature of the Soviet-American confrontation.Fundamental changes in the international situation after the Second World War The beginning of the Cold War and its main events.

Creation of NATO. The Marshall Plan and the growing economic dependence of Western Europe on the United States.The formation of a socialist system led by the USSR. The development of economic integration and the formation of the CMEA. Restoration of relations with Yugoslavia.

The split of Germany. The creation of atomic weapons in the USSR, the beginning of the thermonuclear arms race. The formation of a bipolar world. Creation of the Warsaw Pact Organization (1955).

Attempts to rethink the Soviet state of the world process and its role in international relations. Peaks of the Cold War: the war in Indochina, the "Berlin" and "Caribbean" crises.

Lecture 20. The USSR in the USSR in 1964-1985

Attempts to modernize the Soviet model of development Reforms of the mid-1960s; A.GN. Kosygin. Continued extensive development of agriculture. Reforms in industry, attempts to introduce the principles of cost accounting, self-financing and self-sufficiency. Strengthening the administrative management of the economy. Decline in the growth rate of labor productivity.

Achievements of Soviet science and the backlog of the USSR in the degree of implementation of the achievements of scientific and technical progress. Shadow economy. Residual principle of financing the social sphere. Shortage of consumer goods. Relative growth in the well-being of the population. "Fork" in 1973. Problems of the resource base and interaction with the countries of the Arab East. "Resource curse": military and civil technologies in the USSR Growing backlog in the implementation of the achievements of scientific and technological progress. Strengthening imbalances in the development of various sectors of the economy. The nature of the economic development of Soviet society in the 1970s - the first half of the 1980s Reasons for the gradual slowdown in economic growth.

The growth of conservative tendencies in political life. Strengthening party control over the activities of state bodies. The transition from state socialism to nomenclature socialism. "Stagnation" as a phenomenon: essence, main trends and their manifestation in the sphere of economy, ideology and public life.

Constitution of 1977. The concept of "developed socialism". The struggle for power in the leadership of the party. Crisis phenomena in the Soviet political system. Formalization of democratic institutions of the state and society. Criticism of the Soviet political system by dissidents. human rights movement.

The policy of the USSR towards the countries of Eastern Europe. The entry of troops of the ATS countries into Czechoslovakia in 1968. The political conflict with China. Achievement of military-strategic parity with the West. The beginning of the détente of international tension.

The policy of the USSR towards the countries of Eastern Europe. The entry of troops of the ATS countries into Czechoslovakia in 1968. The political conflict with China. Achievement of military-strategic parity with the West. Change of orientations of the Soviet foreign policy in the 60s. Search for dialogue with Western countries. The main directions of the foreign policy of the USSR in the 70s. The turn from the Cold War to the détente of international tension. "Peace program" and its implementation. Improvement of Soviet-American relations (SALT-1 and SALT-2 treaties, implementation of the Soyuz-Apollo joint program. Conference on Security and Cooperation in Europe in Helsinki (1975)

Aggravation of the international situation by the end of the 1970s. The entry of a limited contingent of Soviet troops into Afghanistan: causes, results and consequences. "Double" decision of NATO and the beginning of the "Euromissile" crisis.End of discharge. Growing confrontation between the USSR and Western countries, the resumption of the nuclear arms race. A new round of the Cold War. The concept of "star wars" in the United States (SDI).

Lecture 21. USSR in 1985-1991 The collapse of the USSR

Course towards economic and political modernization of the USSR. Causes and first attempts to comprehensively reform the Soviet system in 1985 M.S. Gorbachev. Search for new vectors of domestic and foreign policy. Restructuring the system of "public relations".

Changing the concept and guidelines of Soviet foreign policy. Proclamation of the principles of "new political thinking". The beginning of the process of nuclear disarmament.

Relations with third world countries. Refusal to intervene in regional conflicts. The withdrawal of Soviet troops from Afghanistan.

Relations with the countries of Eastern Europe. The coming to power of democratic forces in Eastern Europe. The withdrawal of Soviet troops from Eastern Europe. "Velvet

revolutions" in the countries of Eastern Europe. Dissolution of the Council for Mutual Economic Assistance and the Warsaw Pact. The weakening of the foreign policy positions of the USSR. Ending the Cold War. "Velvet revolutions" in the countries of Eastern Europe.

Strengthening crisis phenomena in Soviet society. The beginning of the collapse of the Soviet economic and political system. National contradictions and the development of centrifugal tendencies. Novoogarevsky process and an attempt to save the USSR. GKChP (August 1991) and the collapse of socialist reformism in the USSR. Belovezhskaya events. The liquidation of the USSR and the creation of the CIS. Objective and subjective factors of the destruction of the socialist system and the USSR. International consequences of the collapse of the USSR.

Lecture 22. Russian (Soviet) culture in the XX century

Political and philosophical doctrines and practice and their influence on the formation of artistic styles of the XX century. Accelerating the development of engineering and technology in the 20th century and its impact on socio-cultural processes.

The search for a new artistic language. Modernism as an artistic phenomenon 1st half. XX century. The connection of artistic creativity with the general processes of the development of culture, the search for synthetic art.

Symbolism and avant-garde in the art of Europe, North America and Russia. The dramatic nature of the development of Russian literature at the turn of the 19th-20th centuries (symbolist disputes with futurists, acmeists and the poetry of "peasant poets", the development of realistic traditions). Theater in Europe and Russia. Music of Symbolism (Schoenberg, Scriabin). Symbolism in fine arts and architecture - the Art Nouveau style. Association "World of Art" and its significance for the interaction of cultural traditions of Russia, West and East (A.N. Benois, S.A. Diaghilev, N.K. Roerich)

New artistic trends in art. Avant-garde art - as a new transitional era in the development of artistic culture, connection with the development of science and social processes. Art of the Russian avant-garde. The concept of a new catholicity (synthesis of arts) Vyach. Ivanova. "Jack of Diamonds": the work of M. Larionov, M. Lentulov, R. Falk, A. Kuprin, P. Konchalovsky, N. Larionov. The art of primitivism (P. Kuznetsov, M. Saryan), Suprematism (K. Malevich), abstract art (V. Kandinsky). Creativity of P. Filonov and M. Chagall.

Architecture and art of design. Constructivism (V. Tatlin, A. Rodchenko, Le Corbusier, "Bauhaus school").

The development of mass culture and its influence on art forms. The development of fine arts and its connection with social and political orders. Development of new trends in artistic culture. Contradictions in the development of world artistic culture in the era of two world wars and the beginning of the Cold War. Crisis of culture. Cinema, music and theater of the 20-30s. The appearance of the phenomenon of "stars".

Strengthening party control over the spiritual life of society and its ideologization in the 20s. The fight against religious worldview and dissidents. Changes in the education system. Reflection of the events of the revolution and the Civil War in literature. Proletcult. Emigration of scientists and culture workers from the USSR. Formation of the Soviet intelligentsia. Creation of a system of ideological control over the spiritual life of society.

Development of science and technology. Discoveries of Soviet scientists of world importance. Soviet inventors and designers. Approval of the Marxist-Leyin ideology in the historical and social sciences. Socialist realism as an official art movement. Socialist realism in the visual arts. Theater and cinema as an instrument of ideology.

The phenomenon of "Soviet art of the 20-30s of the XX century (the fate of the Russian cultural tradition, revolutionary ideology and innovation in art, the totalitarian "press" on the creators of culture, "internal cultural emigration") Cultural Revolution in the Soviet Union. Creation of a new, proletarian art. Atheistic propaganda and art. Architecture, sculpture and painting of the Stalinist period.

Art of the period of the Great Patriotic War. "Stalinist" post-war architecture. Painting of the 40-50s of the XX century.

Globalization and national cultures. Postmodernism. The main directions of contemporary art. Visual arts of the second half of the 20th - early 21st century. Formation and development of pop art, video art, hyperrealism and other trends in art. Computer Technology and Contemporary Visual Arts.

Universalization of human culture as an objective process at the beginning of the 21st century. General problems and contradictions in the development of art.

Socio-economic aspects of the development of the state; social groups and socio-economic categories of Soviet society; development, implementation and problems in the field of scientific and technological progress; cultural development in Soviet society in the second half of the 20th century.

The impact of de-Stalinization on the spiritual life of Soviet society. "Thaw" of the 1960s and its manifestations in Soviet culture. Unfulfilled hopes for the democratization of society. Preservation of the system of ideological control. Reflection of the life of Soviet society in works of literature and art. A. and Solzhenitsyn. The role of creative unions in the cultural life of the country. Trends and forms of development of literature and art. Achievements in the field of science, education and culture of the period of "real socialism".

The relationship between church and state. The contradictory nature of the spiritual life of Soviet society. Influence of the crisis of the Soviet system on the spiritual life of society. Emigration of opposition figures of literature and art. Reflection of Soviet reality in works of literature, art and cinema. Education and science. The participation of the "sixties" in the events of perestroika. The influence of literature, journalism, theater, cinema, fine arts, rock musicians on the course of political processes and the final collapse of the USSR.

Topic 12. Modern Russia

23. Modern Russian Federation ((late XX - 1st quarter of the XXI centuries)

New configuration of political forces after the collapse of the USSR. B.N. Yeltsin and the beginning of liberal reforms in Russia. "Shock therapy" in the economic sphere. Dismantling the Soviet political system. Conflict of branches of power.

October events of 1993 RF Constitution of 1993 Growth of local separatism and ways to overcome it. Chechen wars.

Socio-economic transformation of the country. Orientation to the market system of relations, its contradictions and consequences. Russia's financial dependence on the West. Polarization of Russian society. Growth of marginalized groups. Social degradation and social protest. The price of reforms in the 1990s Socio-political results of 2001-2022 Fight against separatism.

Presidency of V.V. Strengthening the vertical of power. Reforming the central government system. Improving economic legislation and the budget system. tax reform. The contradictory nature of reforming the education and healthcare systems.

Russia in the conditions of the global economic crisis (since 2008) in the system of the world economy. The problem of terrorism in international relations. Russia in the world antiterrorist coalition. Globalization: positive, positive trends and deep contradictions. "Munich" speech by V.V. Putin and the change in the vector of development of Russia's foreign policy in the context of the new geopolitical Ossetian-Georgian conflict (war of 2008) and its consequences. The coup d'état in Ukraine. The entry of Crimea into the Russian Federation. The beginning of a special military operation. The place of the country in the system of international relations. Problems of ensuring peace, economic and political stability of the planet.

3.4 Topics of seminars. Independent work of students

3.4.1. Seminar classes. Independent work of students

1st semester:

16 hours - seminars, 8 hours - SRS

Section I. Antiquity and the Middle Ages

Seminar 01-02. History as a science. Peoples and states on the territory of our country in antiquity

From primitive society to the state (on the example of the Eastern Slavs and their neighbors)

Cluster analysis in historical research: The role of the geographical factor (environment, climate) in the development of societies (West - Russia - East)

1) Economic block.

a) Appropriating economy: (tools, technologies and occupations of the Stone Age)

b) Transition to a productive economy (Neolithic Revolution). Economic prerequisites for the emergence and existence of the state.

2) Social block.

a) From a simple society to a complex society. Changes in the social structure of pre-state societies. Social prerequisites for the emergence and existence of the state.

b) The ethnic map of Eurasia (Indo-European, Uralic, Altaic and Caucasian language families) and its change during the era of the Great Migration.

3) Political bloc.

a) Prerequisites for the formation and features of the state.

b) "Nomadic empires" (Huns, Avars, Turkic-speaking peoples) and state formations (Bosporan Kingdom, etc.) of agricultural peoples on the territory of our country. Source problem.

4) Sociocultural block.

a) Factors of socio-cultural development of peoples and states. Paganism as a system of beliefs, social regulations and a way of mastering the world (on the example of the Eastern Slavs and Turkic peoples). Monotheism and its influence on the socio-cultural image of society:

b) Scientific knowledge and technology and technology of the ancient world and the early Middle Ages (messages).

Educational and instrumental objectives of the classes:

1) checking the skills of working with information received at the lecture, as well as with information independently obtained from educational and scientific literature.

2) the assimilation of a new conceptual and categorical apparatus, the development and consolidation of theoretical knowledge about the process of changing historical eras.

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to the 4 indicated blocks). Google drive for the colloquium, commented on the compilation of a comparative table (Table 01. "Russia is changing. "From primitive society to the state)". Work with sources, messages.

Independentstudents' work 01. Cluster analysis in historical research, work with colloquium questions, solving case problems and problematic tasks.

Solving tests in the LMS system of the Moscow Poly. https://online.mospolytech.ru/course/view.php?id=572

Result:

Consolidation of the "input" skills of independent work with educational and scientific literature, the formation of skills for independent analysis and selection of information received at lectures and seminars.

Seminar 03-04.Rus' and other states on the territory of our country in the 9th - 13th centuries.

1) Economic block.

a) Trends in economic development: the agrarian nature of the economy, the dominance of subsistence farming, the predominant use of manual labor, the slow improvement of technology, etc.).

b) Economic prerequisites and consequences of fragmentation (the transformation of estates, monasteries, verveys, cities into “local” centers of material production, the shift of trade routes and the nature of internal trade, etc.)

2) Social block.

a) Corporations of a feudal society on the example of pre-Mongol Rus

b) Features of the social structure in the societies of the Volga region (Volga Bulgaria and Khazaria) and nomadic "empires" (Pechenegs, Polovtsy, "black" hoods)

3) Political bloc.

a) The Old Russian state under the rule of the Rurikovichs: governance, legal status of various categories of the population, foreign policy relations.

b) options for the interaction of "institutions" of power (prince - boyars - veche) in Rus' in the 9th-13th centuries.

b) political reasons for fragmentation (socio-political forces that benefited from the isolation of "their" land from the center)

4) Foreign policy bloc

a) forms of economic and cultural interaction of Rus' with its neighbors (Byzantium, the Steppe, Western countries)

b) the structure of the armed forces (team, mercenaries, militia); the main directions and results of the foreign policy of Rus' in the specified period.

c) Rus' between the Steppe and the West in the middle and second half of the 13th century. Historical prerequisites for the transformation of the Old Russian people into future nations.

Educational and instrumental objectives of the classes:

1) strengthening the skills of working with information received at the lecture, as well as with information independently obtained from educational and scientific literature.

2) the formation of group work skills

3) familiarity with the gaming learning technology, which implies a certain level of competition.

Work form:

Classroom: Using the Miro board - for group work on mini-projects (in 4 indicated blocks), Google disk for conducting a colloquium, commented compilation of a comparative table (Table 02. "Russia is changing. "From a single state to fragmentation)". Work with sources, messages. Historical game "Guess who it is?"

Independentstudents' work 02. Cluster analysis in historical research, work with colloquium questions, solving case-tasks and problematic assignments.

Solving tests in the LMS system of the Moscow Poly. https://online.mospolytech.ru/course/view.php?id=572

Result:

1) Updating knowledge about certain areas of Russia's development in this period.

2) Consolidation of skills of independent work, work in a group.

3) The beginning of the formation of gaming skills in the educational process.

Seminar 05-06. Russia and states on the territory of our country in the XIV - early XVII centuries.

1) Economic block.

a) economic forms of Rus"s dependence on the Golden Horde.

b) economic prerequisites for the unification of the lands and principalities of North-Eastern and North-Western Rus' into a single state

c) a change in the type of agriculture in the course of the economic development of the forests of North-Eastern Rus', the need to develop the forest-steppe and steppe belt

d) Russian city and its role in the economic life of the country (material production and trade, forms of taxation)

2) Social block.

a) changes in the social structure of society in the post-Mongol era: North-Eastern (Moscow and other principalities) and North-Western (Novgorod and Pskov) Rus', socio-political prerequisites for the unification of Russian lands.

b) forms of land ownership in the Muscovite state (state lands, estates, estates and a change in the nature of relations between the peasantry and the ruling feudal estate

c) change in the position of urban corporations (artisans, merchants, employees) in the course of the formation of a centralized state

3) Political bloc.

a) Political forms of Rus"s dependence on the Golden Horde.

b) Background and course of the process of unification of Russian lands around Moscow. Features of the Moscow state. Novgorod and Pskov as another option for the development of medieval statehood.

c) conditions and prerequisites for the formation of an autocratic model of the state in the 16th-early 17th centuries. The role of the Time of Troubles in these processes.

d) the role of the Russian Orthodox Church in the unification processes

4) Foreign policy bloc

a) the geopolitical fate of the lands and principalities in the XIII-XV centuries. Rus' (Russia) between the West (Sweden, the Livonian Order, the Grand Duchy of Lithuania and Poland) and the East (Golden Horde; khanates formed as a result of the collapse of the Mongol Empire; Crimean Khanate and the Ottoman Empire)

b) forms of economic and cultural interaction between the Russian principalities, the Muscovite kingdom and their neighbors (the Golden Horde and other Islamic states, the Ottoman Empire, Western countries).

c) the structure of the armed forces (“forged” army, local army, archer and other “service” people, foreign formations, mercenaries, militia);

d) The struggle for national liberation. Battle of Kulikovo and its importance in the formation of the Russian nation.

e)main directions and results of Russia's foreign policy in the 16th century. Foreign policy consequences of the Troubles.

Educational and instrumental objectives of the lesson:

1) strengthening the skills of working with information received at the lecture, as well as with information independently obtained from educational and scientific literature.

2) consolidation of group work skills

3) acquaintance with the educational technology of "brainstorming", which involves mastering the skills of critical thinking, the formation of personal and professionally important qualities, a culture of dialogue and discussion, the ability to study independently, fostering tolerance, respect for various points of view, including those different from one's own .

Work form:

classroom: Using the Miro board - for working in groups on mini-projects (in 4 indicated blocks), a Google disk for holding a colloquium, holding a role-playing game on the topic “Trouble: causes, course, consequences (through the eyes of participants - representatives of different class groups of Russian society and foreigners)

Independent: student work 03:Cluster analysis in historical research, work with colloquium questions, solving case problems and problematic tasks. Compilation of a comparative table

(Table 03 “Russia is changing (Moscow Rus and the Russian centralized state)”, preparation of reports.

Solving tests in the LMS system of the Moscow Poly.
https://online.mospolytech.ru/course/view.php?id=572

Result:

1) Updating knowledge about certain areas of Russia's development in this period.

2) Consolidation of skills of independent work, work in a group.

3) Consolidation of the ability for critical thinking, the formation and upholding of one's own position.

4) Consolidation of work skills with the use of gaming learning technology, which implies a certain level of competition.

Seminar 07. Russia in the 17th century.

1) Economic block.

a) Economic development at the end of the XVI-XVII centuries. The economic basis for the formation of the Russian centralized state. The role of the Volga region, the Urals and Siberia (the peoples living here) in the economic development of the country.

c) New phenomena in the economy of the 17th century (forms of exploitation of the personally and land dependent population, the emergence of their types of manufactories, the formation of a single all-Russian market, forms of domestic and foreign trade); economic policy of the state.

2) Social block.

a) Changes in the social structure of society and forms of feudal land tenure. The final enslavement of the peasantry. Serfdom.

b) The problem of slavery among the peoples of the Volga region and the North Caucasus, which are part of the multinational Russian state.

c) Cossacks as a socio-cultural inversion.

d) Troubles and social movements of the 17th century. Church schism as a reflection of profound changes in Russian society.

3) Political bloc.

a) Formation of the state apparatus of the Russian centralized state: features and peculiarities.

b) The Russian version of the estate-representative monarchy, its crisis.

c) Stages of the formation of the autocratic form of government in Russia in the 17th century.

4) Foreign policy bloc.

a) elimination of foreign policy afterwords of the Time of Troubles: tasks, implementation and results

b) Russia between the Ottoman Empire, the Commonwealth and Sweden. Left-bank and Right-bank Ukraine: forms of interaction.

c) the economic development of Western Siberia, the annexation of Eastern Siberia (the problem of relations with the autochthonous peoples of Siberia).

d) relations with Qing China. Nerchinsk treaty.

Seminar 08. Culture of the Russian and other peoples on the territory of our country during the Middle Ages. Development of possible pedagogical technologies (brainstorming technologies, etc.

1. Culture of the Eastern Slavs and Medieval Rus'

a) The pagan culture of the Eastern Slavs. Mythology and material culture. Language, writing and literature as ways to preserve the socio-cultural identity of the East Slavic peoples.

b) Byzantium and Rus'. The adoption of Christianity and its influence on the fate of Russian culture. Overcoming the Byzantine influence and the formation of its own tradition in Russian fine arts.

c) Culture and art of the period of feudal fragmentation (Vladimir-Suzdal, Novgorod-Pskov and Moscow schools).

d) Literature and writing as factors in maintaining socio-cultural unity after the "Batu" invasion. The problem of Western (Catholicism, Romanesque style) and Eastern (Islam, Turkic-speaking culture) influence on Russian culture

e) the role of religion and artistic culture in the formation of national identity in Muscovite Rus'.

f) culture and art of the Muscovite state (end of the 15th-16th centuries). The growth of multi-ethnic and multi-confessional factors in the socio-cultural development of Russia. The role of the state and the church in the development of education and artistic culture

e) Culture and art of the 17th century. The secularization of culture.

2. The culture of Islamic peoples on the territory of our country.

a) Features of the Muslim culture of the peoples of the Volga region, Eastern Siberia and the North Caucasus.

b) The architecture of the Islamic world (monuments of Kazan, Dagestan, etc.)

c) Pattern in Muslim art. "Arabesques". Copies of the Koran in Russia

3) The role and place of religion and church in the life of the Russian state and society. Formation of national and state self-consciousness

4) Features of the Russian spiritual tradition (“freedom” and “will”, state and community).

5) Eastern influence (“Tatar” khanates, Persia and the Ottoman Empire) on Russian culture

Educational and instrumental objectives of the classes:

1) strengthening the skills of working with information received at the lecture, as well as with information independently obtained from educational and scientific literature.

2) consolidation of group work skills

3) acquaintance with the educational technology of "brainstorming", which involves mastering the skills of critical thinking, the formation of personal and professionally important qualities, a culture of dialogue and discussion, the ability to study independently, fostering tolerance, respect for various points of view, including those different from one's own .

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to 4 indicated blocks), Google disk for conducting a colloquium, providing presentations on the topics of the seminar with their subsequent discussion, working with sources

Independent work of students 04. Cluster analysis of topics presented at the seminar, work with case-tasks and problematic assignments. Compilation of a comparative table (Table 04 "Russia is changing (From a Estate-representative monarchy to an autocratic state system)" Preparation of reports. Solving tests in the LMS system of the Moscow Poly.

https://online.mospolytech.ru/course/view.php?id=572

https://lms.mospolytech.ru/course/view.php?id=751

Result:

1) Updating knowledge about certain areas of Russia's development in this period.

2) Consolidation of skills of independent work, work in a group.

3) Consolidation of the ability for critical thinking, the formation and upholding of one's own position.

Frontier controlbased on the results of the first section. Solution of the final tests “History as a science. Russia in the Conditions of Formation and Development of a Traditional Society (until the end of the 17th century)”, solution of control tasks.

Planned results of the study of the section:

Subject result:

Knowledge of the main characteristics of the traditional (agrarian) society: the main features, features in Russia.

Knowledge of the main stages and features of the political, economic and sociocultural development of the Russian state (until the end of the 17th century)

Overhead result:

educational and cognitive competencies (critical, logical thinking, independent thinking)

information competencies (critical attitude to information)

Professional result:

- ability to understand/explain terminology, difference between fact and opinion
- the ability to highlight the main thing from the text of the document

Personal result:

tolerance while maintaining one's own picture of the world

adaptability to change

awareness of the relationship of one's own and public interests and opportunities along the line of "particularism" - "holism"

2nd semester

36 hours - seminars, 16 hours - SIW, exam

Section II. Russian Empire in the XVIII - early XX centuries.

Seminar 09. Russia at the end of the 17th - the middle of the 18th centuries. Birth of an Empire.

1) Economic block.

a) Technological backwardness of the country as one of the prerequisites for transformations

b) Advantages and disadvantages of the catch-up method of modernization.

c) Economic policy of Peter I. Mercantilism.

d) Features of the Russian economy in the first half of the 18th century: the influence of foreign policy and military factors on the development of the economy.

2) Social block.

a) Social policy of Peter I. Traditional orders and serfdom in the context of modernization.

b) The growth of the social privileges of the nobility, the tightening of serfdom. Change in the position of artisans and merchants.

3) Political bloc.

a) Completion of the process of formation of absolutism. Proclamation of an empire.

b) The army and bureaucracy in the system of government. "Table of Ranks".

c) "Statization" of the church.

d) The struggle for the legacy of Peter I - palace coups.

e) Russia to the Westphalian system of international relations. The beginning of Russia's transformation into a world power.

4) Sociocultural block.

a) New phenomena in the sphere of culture and life.

b) Baroque in the visual arts.

c) The formation of the education system and the national theater.

d) Forced "Europeanization" and the emergence of a socio-cultural gap between the noble elite and the rest of society.

Educational and instrumental objectives of the lesson:

1) Updating knowledge about various types of modernization, about the traditional for Russia scenario 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.

2) Mastering the presentation technology, consolidating the skills of working in small groups.

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to 4 indicated blocks), Google disk for conducting a colloquium, using Canva, Google programs - for creating presentations. small groups in blocks of seminars, work in groups - mutual verification of the results of work (group tasks with cross-reviewing)

Independent work of students 05: Cluster analysis of topics presented at the seminar; compiling a comparative table (Table 04. "Russia is changing (XVII and the first half of the XVIII century)", work with case-tasks and problematic assignments, solving tests in the LMS system of the Moscow Poly.

https://lms.mospolytech.ru/course/view.php?id=751

Result:

1) Strengthening the skills of effective work in small groups.

2) Mastering the skills of mutual learning and achieving results.

Seminar 11-13. Russia in the middle of the 18th - the middle of the 19th century.

1) Economic block.

a) The gradual accumulation of crisis phenomena in the feudal-serf system.

b) The birth of capitalist relations.

c) The beginning of the industrial revolution (machines and new sources of energy).

b) Why did serfdom hinder the development of the country? Was failure in the Crimean War inevitable? (discussion)

2) Social block.

a) Transformation of the social structure of society in the second half of the 18th - mid-19th centuries (strengthening of the nobility, new class groups).

b) Complication of the multinational composition of the empire in the 18th - mid-19th centuries. North Caucasus, Crimea, right-bank Ukraine, Belarusian-Lithuanian lands within the empire.

3) Political bloc.

a) Changes in the administration of the Empire during the reign of Catherine II.

b) Domestic policy of Paul I

c) Reforms and measures to strengthen absolutism in the first half of the 19th century.

e) Public figures and social movements in Russia at the end of the 18th - the first half of the 19th century.

f) Expansion of the Empire in the second half of the 18th and early 19th centuries. The Patriotic War of 1812 and its influence on the formation of public consciousness. Russian military equipment of the 18th - mid-19th centuries.

4) Sociocultural block.

a) The culture of Russia and its connection with European and world culture of the 18th - first half of the 19th century. Classicism, romanticism, eclecticism.

b) The development of science and the formation of a three-level system of education.

c) The culture of the Great Russians and other peoples of Russia.

Educational and instrumental objectives of the lesson:

1) Continuation of the skills of working with actual historical material.

2) Development of the skill of discussion.

Forms of work:

Classroom: Using the Miro board - for working in groups on mini-projects (according to the 4 indicated blocks). Google drive for the colloquium, the use of Canva, Google programs - to create presentations. small groups in blocks of seminars, discussion, work with sources, business game.

Independent work of students 06: Cluster analysis of topics presented at the seminar; compilation of a comparative table: Table 05. “Russia is changing (Russia in the first quarter of the 18th and the middle of the 19th century)”, preparation for participation in the discussion, preparation of reports, work with case tasks and problematic tasks, solving tests in the LMS system of the Moscow Poly.

https://online.mospolytech.ru/course/view.php?id=751

Result:

1) Updating knowledge on the features of the catch-up type of modernization.

2) Formation of a “volumetric” idea of “problematic”, “turning” events in Russian history (on the example of the Crimean War)

3) mastering the skills that can serve as the basis for the formation of the professional and socio-cultural identity of an engineering university graduate.

Seminars 14-16. Attempts and results of modernization of the Russian Empire in the second half of the 19th - early 20th centuries. Between reforms and revolution.

1) Economic block.

a) The impact of the abolition of serfdom on the economic development of the country.

b) Russia and the formation of the industrial revolution (achievements and problems)

c) The growth of economic and social contradictions under the conditions of accelerated modernization.

d) Reforms by S.Yu. Witte and P.A. Stolypin and their influence on the economic development of Russia.

2) Social block.

a) Transformation of the social structure of society in the second half of the 19th - early 20th centuries.

b) The growing role of the technical intelligentsia and engineers in Russian society.

3) Political bloc.

a) Reforms of the 1860s–1870s and their influence on the political and spiritual development of the country.

b) Counter-reforms: causes and consequences

c) Ideological currents, political parties, social movements and the national question in the 19th - early 20th centuries. Working with sources: Program documents of parties and movements, monuments of social and political life, materials from periodicals, sources of personal origin.

c) Revolution of 1905–1907 The Third June Monarchy is an attempt to reform Russia and the reasons for its failure. Historical game "Who is it?"

d) The crisis of the Vienna system of international relations. Russia in the system of military-political alliances. Russo-Japanese War. Russian military equipment of the second half of the 19th - early 20th centuries.

4) Sociocultural block.

a) The spiritual life of Russian society in the second half of the 19th - early 20th centuries. critical realism. Russian avant-garde.

b) Development of science and education system. in the second half of the 19th - early 20th century.

c) Technical achievements of the Russian engineering school.

Educational and instrumental objectives of the lesson:

1) Continuation of the skills of working with actual historical material.

2) Formation of the ability to critically comprehend the texts of sources (clearly / difficultly written, one-sided / comprehensively reflect information about the event, etc.),

3) Formation of the ability to correlate several points of view (from different sources) on the same historical event,

4) Development of the skill of discussion.

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to 4 indicated blocks), Google disk for conducting a colloquium, using Canva, Google programs - for creating presentations. small groups on blocks of seminars, discussion, mutual verification of the results of work (group tasks with cross-reviewing)

Independent work of students 07: Cluster analysis of topics presented at the seminar; compilation of comparative tables: Table 06. “Russia is changing (Pre-reform Russia and Russia at the beginning of the 20th century)”, compilation of Table 07 “Public thought and social movements in Russia in the 19th - early 20th centuries.” and preparation for participation in a discussion, a business game; work with case-tasks and problematic tasks, solving tests in the LMS system of the Moscow Poly.

https://online.mospolytech.ru/course/view.php?id=756

Result:

1) Updating knowledge on the features of the catch-up type of modernization.

2) Formation of a "volumetric" idea of "problematic", "turning" events in Russian history (at the revolution of 1905-1907)

3) Development of skills in working with various types of texts, discussion skills, consolidation of gaming skills.

4) mastering the skills that can serve as the basis for the formation of the professional and socio-cultural identity of an engineering university graduate.

Frontier controlbased on the results of studying the second module: Final tests "Russia in the context of the modernization of traditional society and the formation of an industrial society (XVIII - early XX centuries)", the solution of control tasks.

Planned results:

Subject result:

knowledge of the characteristics of an industrial society and the process of its formation in Russia

knowledge of the stages and features of the political, economic and socio-cultural development of Russia in the 18th - early 20th centuries.

Overhead result:

educational and cognitive competencies (critical, logical thinking, independent thinking)

information competencies (critical attitude to information)

communicative competencies (communication to achieve a goal, discussion, willingness to solve complex, controversial issues)

Professional result:

ability to understand/explain terminology, difference between fact and opinion

the ability to extract the main thing from the text of the document

ability to make decisions and responsibility for their results

ability to completely change the direction of activity

ability to resist the general opinion, knowledge of its price

Personal result:

tolerance while maintaining one's own picture of the world

adaptability to change

awareness of the relationship of one's own and public interests and opportunities along the line of "particularism" - "holism"

civic consciousness

Civil responsibility

Section III. Russia in modern times XX - 1st quarter of the XXI centuries.

Seminars 17-20. Russia (USSR) between world wars and revolution (1914-1939) Alternatives of social and political development. "Stalinist" modernization

1) Economic block.

a) The level of Russia's economic development as a resource base for Russia's military operations during the First World War.

b) Economic ruin and the policy of "war communism" as a way of concentrating resources in the hands of the Soviet government during the Civil War

c) NEP as a system of measures for the functioning of a mixed economy while maintaining commanding heights in the hands of the state (one of the modernization options)

d) Stalinist industrialization and collectivization (as another - a forced version of the modernization of the economy). Which path has been chosen? Its consequences and cost? (Discussion)

2) Social block.

a) The impact of wars and revolutions on the social structure of Russian society (trends and consequences of transformations)

b) A radical transformation of the social sphere or a change of one master by another? (Discussion)

3) Political bloc.

a) From the era of wars and revolutions to a rigid system of control over society. Was the Stalinist dictatorship inevitable? (Discussion)

b) Russia during the First World War. Two interwar decades: allies and opponents of Russia.

4) Sociocultural block.

a) Socio-cultural break (World War I, revolution, civil war, Stalinist modernization) through the fate of people (messages)

b) Artist and power, technician and power: the problem of relationships. Is it possible to agree with the statement of V.I. Lenin that the intelligentsia is the "guano" of the nation? (Discussion)

Educational and instrumental objectives of the lesson:

1) updating knowledge about the causes, methods, consequences and cost of forced industrialization.

2) developing the skills of participation in the discussion

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to 4 indicated blocks), Google disk for conducting a colloquium, using Canva, Google programs - for creating presentations. small groups in blocks of seminars, project activities (technology and engineering in Russia / USSR)

Independent work of students 08: Cluster analysis of topics presented at the seminar; compilation of a comparative table (Table 08. “NEP and “Stalinist modernization”), preparation for participation in the discussion, preparation of reports; work with case-tasks and problematic tasks, solving tests in the LMS system of the Moscow Poly.

https://online.mospolytech.ru/course/view.php?id=753

Result:

1) developing the ability to debate during a discussion on an acute (topical) problem.

2) development of abilities: to understand the point of view of the opponent; be aware of the frontier to which you can retreat in search of a compromise.

Seminars 21-22. USSR before and during the Second World War.

1) Economic block.

a) Mobilization efforts of the Soviet economy during the Great Patriotic and World War II.

b) Soviet military equipment and weapons during the Great Patriotic War and World War II (presentation)

2) Social block.

a) Rear and front during the Great Patriotic and World War II. The Price of Victory.

b) Collaborationism during the Great Patriotic and World War II. Causes, forms, consequences. (Messages).

3) Political bloc.

a) State and society during the Great Patriotic War and World War II.

b) Commanders and heroes of the Great Patriotic and World War II (Historical game "Who is this?").

4) Sociocultural block.

a) Ideology and culture during the war.

b) Soviet award system during the Great Patriotic War and World War II (presentation)

Educational and instrumental objectives of the lesson:

1) Updating knowledge on the topic.

2) Development of skills for giving presentations, conducting discussions and playing activities.

Work form:

Classroom:interview (colloquium), group work, presentations, game activities.

Independent work of students 09-10: Using databases (Big Data, Clouds) to determine the role of fronts and theaters of military operations in World War II (on the example of the Battle of Stalingrad on the Soviet-German front, the Battle of El Alamein on the North African front and the Battle of Midway Atoll on the Pacific theater of war actions) work with case-tasks and problematic tasks, preparation of messages and presentations. Solving tests in the LMS system of the Moscow Poly.

https://lms.mospolytech.ru/course/view.php?id=756

Result:

1) The development of historical memory.

2) Formation of the ability to recognize and defend the modern Russian identity associated with the Victory in the Great Patriotic War.

Seminars 23-26. Russia in the second half of the XX century. Crisis of the Soviet model of development. The collapse of the USSR. Modern Russia.

1) Economic block.

a) Reconstruction of the economy after the Second World War. Reforms of the 1950s–60s Slowdown of economic growth in the second half of the 1970s-1980s.

b) The scientific and technological revolution of the last decades of the twentieth century and the technological backwardness of the USSR. Could it have been avoided? (Discussion)

2) Social block.

a) The working class, the collective farm peasantry and the socialist intelligentsia. Did the officially voiced picture of the social structure of Soviet society correspond to the real situation in the social sphere? (Discussion)

b) New ethnic community "multinational Soviet people". Did the officially voiced picture correspond to the real situation in the sphere of interethnic relations? (Discussion)

3) Political bloc.

a) The Apogee of Stalinism (1945-1953) Why are retrospective films about the late Stalin era so popular now (Discussion)

b) the USSR in the global confrontation with the West during the Cold War.

4) Sociocultural block.

a) The creators of the "Thaw", the 60s and dissidents. Are they responsible for the collapse of the USSR? (Discussion)

b) Soviet civil and military equipment and equipment in the post-war world (project activity)

Educational and instrumental objectives of the lesson:

1) Updating knowledge on the topic.

2) Development of skills in project activities, group work, discussion.

Work form:

Classroom: Using the Miro board - for working in groups on mini-projects (according to 4 indicated blocks), Google disk for conducting a colloquium, using Canva, Google programs - for creating presentations. small groups in blocks of seminars, discussion, project activities (technology and engineering in the USSR)

Independent work of students 11-12: Cluster analysis of topics presented at the seminar; compilation of a comparative table (Table 09. "Post-war USSR and modern Russia"). work with case-tasks and problematic tasks, solving tests in the LMS system of the Moscow Poly.

https://lms.mospolytech.ru/course/view.php?id=756

Result:

1) developing the skills of teamwork on the project and its presentation.

2) development of independent learning skills, which transfers students from objects to subjects of the educational process.

Frontier controlbased on the results of the first section. Solving the final tests "Russia (USSR) in the conditions of the development of industrial and the formation of post-industrial societies)", the solution of control tasks.

Planned results of the study of the section:

Subject result:

knowledge of the characteristics of the post-industrial (information) society, problem formation in Russia

knowledge of the stages and features of the political, economic and socio-cultural development of Russia in the 20th - early 21st centuries.

Overhead result:

educational and cognitive competencies (critical, logical thinking, independent thinking)

information competencies (critical attitude to information)

communicative competencies (communication to achieve a goal, discussion, willingness to solve complex, controversial issues)

communicative competencies (awareness of the importance of teamwork, the ability to switch to the opponent’s point of view, the ability to defend one’s point of view with reason)

Professional result:

ability to understand/explain terminology, difference between fact and opinion

the ability to extract the main thing from the text of the document
ability to make decisions and responsibility for their results
ability to completely change the direction of activity
ability to resist the general opinion, knowledge of its price
the ability to debate in the course of a professional discussion
ability to defend one's point of view
ability to understand the opponent's point of view
the ability to recognize the frontier to which one can retreat in search of a compromise

Personal result:

tolerance while maintaining one's own picture of the world
adaptability to change
awareness of the relationship of one's own and public interests and opportunities along the line of "particularism" - "holism"
civic consciousness
Civil responsibility
Formation of a personal "I-image" in accordance with the needs of the time

3.5 Topics of course projects (term papers)

Coursework/no projects

4. Educational, methodological and information support

4.1 Regulatory documents and GOSTs

* not provided

4.2 Main literature

1. Orlov A.S., Georgiev V.A., Georgieva N.G., Sivokhina T.A. Russian history. Textbook. - M.: "Prospect", 2019. - 544 p. (and later editions)

2. Orlov A.S. Reader on the history of Russia from ancient times to the present day. Proc. allowance. - M.: "Prospect", 2019. - 592 p. (and later editions)

3. History of Russia from ancient times to the beginning of the XXI century: textbook: in 3 volumes / ed. L. V. Milova. M.: Eksmo, 2006. Vol. 1: history of Russia from ancient times to the end of the 17th century. 768 p. Vol. 2: History of Russia in the 18th-19th centuries. 784 c. Vol. 3: History of Russia in the XX - early XXI century. 960 p.

4.3 additional literature

1. History of Russia in 4 parts. Textbook / Compiled by the staff of the Department of History and Political Science of the University of Mechanical Engineering: Ph.D., Associate Professor Kharlamova T.I. (introduction, sections 4 and 13), candidate of historical sciences, associate professor Griko T.I. (sections 1 and 10), candidate of historical sciences, associate professor Baranova A.N. (sections 2 and 14), Art. teacher Kolesova M.A. (sections 3 and 12), candidate of historical sciences, associate professor Rogozhkin V.A. (sections 5 and 6), Art. teacher Minukhina N.V. (Section 7), candidate of historical sciences, associate professor Ponomarev M.V. (sections 8 and 9), candidate of historical sciences, associate professor Maksimovskikh L.V. (sections 11 and 15), candidate of historical sciences, professor Dmitriev A.E. (sections 16 and 17); under the general editorship. Candidate of Historical Sciences, Associate Professor Kharlamova T.I. - M.: MSTU "MAMI", 2011 - 478 p.

3. History of Russia: a textbook for technical colleges / A.A. Chernobaev, I.E. Gorelov, M.N. Zuev and others; - 2nd ed., revised. And extra. - M .: Higher. school, 2009 .

4. Karamzin N.M. History of Russian Goverment. Any edition.

5. Kirillov V.V. History of Russia: textbook. – M.: Yurayt-Izdat, 2008. – 661 p.

6. Klyuchevsky V.O. A course of lectures on Russian history. Any edition.

7. Kostomarov N.I. Russian history in the biographies of its main figures. Any edition.

8. Orlov A.S., Polunov A.Yu., Tereshchenko Yu.Ya. Fundamentals of the course of the history of Russia. / Ed. A.S. Orlova: Textbook. – M.: Prostor, 2011. – 638 p.

9. Platonov S.F. Lectures on Russian history. Any edition.

10. Sakharov A.N. History of Russia from ancient times to the present day. Textbook. M., Prospekt, 2012. - 768 p. (and later editions)

11. Soloviev S.M. Readings and stories on the history of Russia. Any edition.

12. Kharlamova T.I., Dmitriev A.E., Maksimovskikh L.V. Abstracts on the history of Russian culture. - M., Graf-press, 2006 - 208 p.

13. Kharlamova T.I. Treasures of national culture - M., Graf-press, 2006 - 320 p.

14. Kharlamova T.I. Rybina M.V. Panin E.V. Story. Tutorial. M., University of Mechanical Engineering, 2012. - 167 p.

15. Fortunatov VV History: Textbook. third generation standard. For bachelors. - St. Petersburg, 2012. — 464 p.: ill.. 2012

4.4. Electronic educational resources

Conducting classes and certifications is possible in a remote format using the university's distance learning system (LMS-LMS) based on the electronic educational resources (EER) developed by the department for all sections of the program:

EOR name	Link to EOR
History (General History and History of Russia) Part 1	https://lms.mospolytech.ru/course/view.php?id=572
History (General History and History of Russia) Part 2	https://lms.mospolytech.ru/course/view.php?id=751
History (General History and History of Russia) Part 3	https://lms.mospolytech.ru/course/view.php?id=756
History (General History and History of Russia) Part 4	https://lms.mospolytech.ru/course/view.php?id=753
Story	https://lms.mospolytech.ru/course/view.php?id=959

The developed EERs include training and final tests.

The procedure for conducting work in a remote format is established by separate orders of the vice-rector for academic work and / or the center of educational and methodological work.

Useful educational and methodological and informational materials are presented on the websites:

"Russian history" (http://www.history-ru.ru/sitemap.html) - a site with general historical information, contains chronological tables;

- "Library of electronic resources of the Faculty of History of Moscow State University. M.V. Lomonosov" (http://www.hist.msu.ru/ER/) - introduces the texts of historical sources on national history, images of documents, scientific publications, databases;

The list of resources of the information and telecommunication network "Internet" for mastering the discipline:,www.i-exam.ru.

Each student is provided with individual unlimited access to the university's electronic libraries

(elib.mgup; lib.mami.ru/lib/content/elektronyy-katalog) to electronic library systems (electronic libraries)

4.5. Licensed and Free Software

No.	Name	Software developer (copyright holder)	Availability (licensed, freeware)	Link to the Unified Register of Russian Computer Programs and Databases (if available)
	Astra Linux Common Edition	LLC "RUSBITEH-ASTRA"	licensed	https://reestr.digital.gov.ru/reestr/305783/?sphrase_id=954036
	My office	LLC "NEW CLOUD TECHNOLOGIES"	licensed	https://reestr.digital.gov.ru/reestr/301558/?sphrase_id=943375
	NI Multisim 10.0.	LLC "NEW CLOUD TECHNOLOGIES"	licensed	

4.6. Modern professional databases and information reference systems

The list of Internet resources available for mastering the discipline:

o.	Name	Link to resource	Availability
Information and reference systems			
	stack overflow	https://stackoverflow.com/	Available on the Internet without restrictions
	Information resources of the Network ConsultantPlus	http://www.consultant.ru	Available
Electronic library systems			
	Doe	https://e.lanbook.com/	Available on the Internet without restrictions
	IPR Books	https://www.iprbookshop.ru/	Available on the Internet without restrictions
Professional databases			
	Database of scientific electronic library (eLIBRARY.RU)	http://www.elibrary.ru	Available
	Web of Science Core Collection - abstract-bibliographic and scientometric (bibliometric) database	http://webofscience.com	Available

	"Librarian"	www.bibliotekar.ru	Available

5. Logistics

Lectures require classrooms equipped with multimedia projectors and screens, computers and interactive whiteboards.

6. Guidelines

For students -not provided

Educational technologies

It is possible to conduct classes and certifications in a remote format using the university's distance learning system (LMS-LMS) based on the electronic educational resources (EER) developed by the Department of Humanitarian Disciplines (see clause 4.4).

The procedure for conducting work in a remote format is established by separate orders of the vice-rector for academic work and / or the center of educational and methodological work.

6.1. Methodological recommendations for the teacher on the organization of training

6.1.1. The teacher organizes the teaching of the discipline in accordance with the requirements of the "Regulations on the organization of the educational process at the Moscow Polytechnic University and its branches", approved by the rector of the university.

6.1.2. At the first lesson, the teacher brings to the attention of students the content of the work program of the discipline (RPD) and provides an opportunity to get acquainted with the program.

6.1.3. The teacher especially draws the attention of students to:

- types and forms of conducting classes in the discipline, including the procedure for conducting classes using distance learning technologies and the distance learning system of the university (LMS of Mospolitech);
- types, content and procedure for conducting ongoing monitoring of academic performance in accordance with the fund of evaluation funds;
- the form, content and procedure for conducting intermediate certification in accordance with the fund of evaluation tools provided for by the RPD.

6.1.4. Brings to the attention of students the schedule for the implementation of educational work provided for by the RAP.

6.1.5. It is necessary from the very beginning of classes to recommend basic and additional literature to students and indicate ways of accessing it.

6.1.6. At the beginning or at the end of the semester, give a list of questions to prepare for the intermediate certification (exam or test).

6.1.7. It is recommended that students familiarize themselves with the RPD and the work schedule in writing to record with the student's signature on the sheet of familiarization with the contents of the RAP.

6.1.8. Teachers conducting lectures and practical classes must coordinate the thematic plan of practical classes, use a single system of designations, terms, basic concepts of the discipline.

6.1.9. When preparing for a seminar on the list of announced topics, the teacher needs to clarify the plan for their conduct, think over the wording and content of the training questions submitted for discussion, familiarize themselves with the list of questions on the topic of the seminar.

During the seminar, in the introductory speech, reveal the practical significance of the topic of the seminar, determine the order of its conduct, the time for discussing each educational issue. Using a frontal survey, give the opportunity to speak to all students present at the lesson.

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. Issue tasks for independent work in preparation for the next lesson.

6.1.10. Laboratory work - not provided

It is possible to conduct classes and certifications in a remote format using the university's distance learning system (LMS-LMS). The procedure for conducting work in a remote format is established by separate orders of the vice-rector for academic work and / or the center of educational and methodological work.

6.2. Guidelines for students on mastering the discipline

6.2.1. From the very beginning of mastering the discipline, the student should carefully familiarize himself with the working program of the discipline.

6.2.2. The student needs to draw up for himself a schedule for the implementation of educational work provided for by the RAP, taking into account the requirements of other disciplines studied in the current semester.

6.2.3. When conducting classes and procedures for current and intermediate certification using the tools of the information educational environment for distance education of the university (LMS of Mospolitech), both during contact work with a teacher and during independent work, the student must ensure the technical possibility of remote connection to distance learning systems. In the absence of such an opportunity, discuss the situation with the teacher of the discipline.

6.2.4. Independent work is one of the types of training sessions. The purpose of independent work is the practical assimilation by students of the issues considered in the process of studying the discipline

Types of extracurricular independent work

Type of work	Form of reporting and current control
Solution of case-tasks of problem questions contained in the seminar task	Credited Not credited
Testing (based on the results of studying the section)	Complete all blocks of tests provided for by the work program by more than 50 percent
Control task	Completion of the three tasks provided for by the work program by more than 50 percent”
Message	One presentation must be made on the topics indicated in the program, demonstrating the wide use of sources

:

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

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.

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

1. UK-5The ability to perceive the intercultural diversity of society in the socio-historical, ethical and philosophical contexts				
2. **Index**	3. **Evaluation criteria**			
	4. **2**	5. **3**	6. **4**	7. **5**
8. IUK-5.1. Analyzes and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts	9. The student demonstrates the complete absence or insufficient compliance of the following knowledge: 10. the mechanism of historical 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. 11.	12. The student demonstrates incomplete compliance with the following knowledge: 13. the mechanism of historical 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. 14. 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.	15. The student demonstrates partial compliance with the following knowledge: 16. The mechanism of historical 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. 17. Minor errors, inaccuracies, difficulties in analytical operations are allowed. 18.	19. The student demonstrates full compliance with the following knowledge: 20. the mechanism of historical 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. 21. student 22. freely uses the acquired knowledge. 23.

24. 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	25. 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. 26.	27. The student demonstrates incomplete compliance with the following skills: 28. 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. 29. 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.	30. The student demonstrates partial compliance with the following skills: 31. 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. 32. Skills are mastered, but minor errors, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	33. The student demonstrates full compliance with the following skills: 34. 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. 35. Freely operates with acquired skills, applies them in situations of increased complexity. 36.
37. IUK-5.3. Interacts with people in a culturally sensitive manner in order to successfully complete professional tasks and social integration	38. 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. 39.	40. 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.	41. 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. 42. Skills are mastered, but minor mistakes, inaccuracies, difficulties in analytical operations, transferring skills to new, non-standard situations are allowed.	43. The student is fully versed 44. 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. 45. Freely applies acquired skills in situations of increased complexity. 46.

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
Great	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.
Fine	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 discrepancy between knowledge, skills and abilities 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.

List of evaluation tools for the discipline "History of Russia"

OS number	Name of the evaluation	Brief description of the evaluation tool	Presentation of the evaluation tool in

	tool		the FOS
1.	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.
4.	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, communications.
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
1.	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.
4.	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, communications.
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 of Russia"
(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 discipline __ "History of Russia" _____
(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 grade "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 the discipline ___ "History of Russia" _____
(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.

IN1380 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.

IN1649. 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. IN1785. 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.

IN1785. 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; V1767. 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 of Russia"
(name of the discipline)

Developed and assessed competence: UK-5.

Module 1. "Russia in a Traditional Society"

Section "Modernization Theory":

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

Section "Russia in the IX - XV centuries."

47. Trends in the economic development of Russia.
48. Political development of Russia.
49. Trends in the socio-cultural development of Russia.

Section "Russia in the XVI - XVII centuries."

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

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

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

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).

Section “Russia in the XX century. Soviet period»

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

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

1. political development.
2. Economic development.
3. 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 of Russia"
(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 independent individual or group work of a student, 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

50. Descriptors	51. Minimum response	52. Outlined, Revealed Answer	53. Finished complete answer	54. Exemplary, exemplary; exemplary answer	55. Grade
56. Disclosure of the problem	57. The issue has not been resolved. Conclusions missing	58. The problem is not fully disclosed. Conclusions are drawn and/or conclusions are not substantiated	59. Problem solved. The analysis of the problem was carried out without the involvement of additional literature. Not all conclusions are drawn and/or substantiated	60. The issue has been fully resolved. The analysis of the problem was carried out with the involvement of additional literature. The conclusions are justified.	61.
62. Performance	63. The information presented is not logically related. Professional terms not used	64. Information is not organized and/or consistent. Used 1-2 professional terms	65. The information presented is systematized and consistent. More than 2 professional terms used	66. The information presented is systematized, consistent, logically connected. More than 5 professional terms used	67.
68. Decor	69. PowerP	70. Used	71. PowerPo	72. PowerPoi	74.

	oint technologies not used. More than 4 errors in the information provided	technologyPowerPointpartially. 3-4 errors in the information provided	int technologies used. No more than 2 errors in the information provided	nt technologies are widely used. 73. There are no errors in the information provided	
75. No answers to questions	76. Only answers to basic questions	77. Answers to questions are complete and / or partially complete	78. Complete answers to questions with ghost examples and / or explanations	79. No answers to questions	80.
81. final grade					82.