Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Максимов Алексей Борисович
Должность: директор департамента по образовательной политике
Дата подписания: 03.09.2025 12:44:55
Уникальный программный ключ:
8db180d1a3f02ac9e60521a5672742735c18b1d6

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"MOSCOW POLYTECHNIC UNIVERSITY"
(MOSCOW POLYTECHNIC UNIVERSITY)

Faculty of Economics and Management

APPROVED BY
FEU Dean
_____ /A. V. Nazarenko/
«27» February 2025

WORKING PROGRAM OF THE DISCIPLINE

«History of Russia»

Direction of training/specialty
38.03.01 Economy

Profile/specialization
International business and foreign economic

Qualification
bachelor

Forms of study
full-time

Moscow, 2025

Разработчик (и):

д.и.н., профессор /Г.Б. Азаматова/

д.и.н., профессор /Ю.Г. Кокорина/

к.и.н., доцент /В.А. Рогожкин/

Согласовано:
Заведующий кафедрой
«Гуманитарные дисциплины», к.ф.н. /Ю.В. Лобанова/

Content

1. Objectives, tasks and planned learning outcomes in the discipline....4
2. The place of the discipline in the structure of the educational program 5
3. Structure and content 8
3.1. Types of educational activities and labor intensity 8
3.2. Thematic plan for studying the discipline 9
3.3. Contents of the academic discipline program 14
3.4. Seminar topics. Independent work of students.... 35
3.5. Topics of course projects (course papers) 48
4. Educational, methodological and information support 44
4.1. Regulatory documents and GOSTs 44
4.2. Main literature 44
4.3. Further reading.... 48
4.4. Electronic educational resources.... 49
4.5. Licensed and freely distributed software.... 50
4.6. Modern professional databases and information reference systems 50
5. Logistics support 51
6. Methodological recommendations....51
6.1. Methodological recommendations for the teacher on organizing training 51
6.2. Methodological instructions for students on mastering the discipline.... 52
7. Evaluation Fund 53
7.1. Methods of monitoring and assessing learning outcomes 53
7.2. Scale and criteria for assessing learning outcomes 54
7.3. Evaluation tools.... 55

1. Objectives, tasks and planned learning outcomes for the discipline

The goalthe development of students' general civic awareness is the key to mastering the discipline identity based on an understanding of the historical experience of building Russian statehood at all its stages, an understanding that throughout Russian history, a strong central government has been of paramount importance for the construction and preservation of a single cultural and historical space of national statehood.

The stated goal is achieved by students mastering the basic categories and concepts of historical science and studying historical patterns.

Tasksmastering the discipline and the planned learning outcomes in "History Russia" are:

- to form in students a holistic image of Russian history with an understanding of it specific problems, to synchronize the Russian historical process with the global one, and also to develop the skills of working with historical sources and scientific literature;
- help the student acquire knowledge of historical facts - dates, places, participants and the results of the most important events, as well as historical names, terms; to learn historical concepts, concepts; to pay special attention to the periods when Russia faced serious historical challenges or experienced crises, to consider the reasons and prerequisites that caused them, as well as ways to overcome them; historical experience of the national and religious policy of the Russian state at all stages of its existence (including the periods of the Russian Empire and the Soviet Union) to achieve interethnic peace and harmony, mutual influence and interpenetration of cultures;
- to develop students' skills and abilities to extract information from historical sources, apply it to solve cognitive problems; use the techniques of historical description (narration of events, processes, phenomena) and explanation (disclosure of the causes and consequences of events, identification of what is common and different in them, determination of their nature, classification, etc.);
- to form an idea about the assessment of historical events and phenomena, critical thinking skills (the ability to determine and justify one’s attitude towards historical and modern events and their participants);
- to form a patriotically oriented attitude in future specialists political culture based on an understanding of the historical aspects of current geopolitical and social problems, the sources of their origin and possible ways of resolving them, taking into account the historical experience of humanity;
- to form the responsibility of the future specialist for the results of his/her work activities, to help determine his own parameters of life, values and norms of behavior in production, in scientific institutions, in entrepreneurial activities and personal participation in social transformations, as well as moral guidelines in resolving global problems of our time;
- to form in students an understanding of the historical path of the Russian civilization as an integral part of the world historical process through the study of the main cultural and historical eras;
- to form in students a holistic understanding of the main periods and development trends of the multinational Russian state from ancient times to the present day;
- to teach students to identify and analyze the most important connections and signs of historical phenomena and processes, systematization and generalization of historical sources, reduction of individual and often disparate facts and events into a coherent system of reliable knowledge, identification of cause-and-effect relationships between them, deep processes that determine the course of social development, its driving forces and motivation;
- to form an approach to the history of the Russian state as a continuous the process of acquiring national identity and the formation of a single cultural and historical space;
- to develop the need for a comparative approach to assessing similar processes and phenomena, such as the development of new territories, the building of an empire, the formation of forms and types of statehood, organizational forms of society, etc.;
- develop a conscious evaluative attitude towards historical figures, processes and phenomena, excluding the possibility of the emergence of internal contradictions and

mutually exclusive interpretations of historical events, including those of significant importance for individual regions of Russia;

- to develop a conscious attitude towards the history of the region's past as a basis for formation of historical consciousness, education of civic identity and patriotism

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

The discipline "History" 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 sectors of human economic activity and the factors motivating it. This ensures the intra- 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 key educational competencies obtained in secondary comprehensive 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, 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 awareness of the university graduate of his role in the changing socio-cultural coordinate system, the place of engineering, 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 society functions, what determines its development. To achieve these objectives, the content of the history course - while maintaining the chronological principle of presentation of educational material (history is made, "created" in a certain space and flow of time) - should be structured as follows:

1. The main sphere of human activity is economic. The objective of the course history to show the role of the craftsman, technologist, engineer, manager of economic processes in the creation of tools, the development of methods for transforming objects of labor, the use of energy sources in the creation of material and non-material values that satisfy basic human needs.

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

3. The political system of society is the sphere of relations between subjects of public relations on the issue of winning, exercising and maintaining power in order to occupy a proper place in the distribution system. The objective of the history course is to show how the improvement of mechanisms and technologies: creates the preconditions 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 transforming (humanizing) the natural environment define the characteristic features of material culture, which in turn mediates the spiritual sphere of 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 socio-cultural development (development of science and technology, socio-cultural dynamics and intercultural communications).

The process of studying the discipline is aimed at forming elements of the following competencies in accordance with the federal state educational standard for this area of training (specialty):

a) Universal (general cultural) competencies (UC):
- the ability to perceive the intercultural diversity of society in social-historical, ethical and philosophical contexts (UK-5)

The level of mastery of competencies can be determined by the educational organization providing the training.

List of planned learning outcomes for the discipline (module), correlated with indicators of achievement of competencies:

Name categories (groups) universal competencies	**Code And Name universal competencies graduate**	**Code And Name indicator achievements universal competencies**	**Learning Outcomes**
Intercultural interaction	**UK-5.** Capable perceive intercultural diversity societies V social-historical, ethical And philosophical contexts	**UK-5.1.** Identifies and analyzes peculiarities intercultural interactions, conditioned difference social-historical, ethical And value systems.	**Know:** main historical stages of society development; main trends domestic history in the context of world history from the most ancient time to the present; **Be able to:** consider values world And Russian cultures For development skills intercultural dialogue; - use knowledge and understanding problems person in modern world; **Own:** skills determine And reasoned introduce own attitude to controversial issues of history, based on knowledge of world and Russian stories, socio-cultural traditions Russia and the world.
		UK-5.2. Applies main categories historical science	**Know:** key dates, participants and results of the most important historical

		And philosophical worldviews To analysis of specifics various cultural communities. **UK-5.3**. Analyzes history Russia in context world historical And cultural development.	events; **Be able to:** navigate the world historical process, analyze processes And phenomena occurring V society; to relate them to historically emerged ideological systems. **Own:** skills evaluation activities (skill determine And to justify your own attitude towards historical and modern events and their participants). **Know:** place and role Russia V stories humanity And V in the modern world; most essential connections And signs historical phenomena and processes. **Be able to:** determine own position on attitude towards the environment to the world, to realize originality Russian stories, And her direct relationship with various ethical, religious and valuable systems, communities. **Own:** techniques historical descriptions (story about events, processes, phenomena) And explanations (disclosure causes and effects of events, identifying what they have in common and different, their definition character, classification and etc.).

3. Structure and content of the discipline

The total workload of the course is 4 credit units (144 academic hours). Classroom hours – 120, including lectures – 68, seminars – 50. Independent work of students – 26. Type of final assessment – Credit: 1st year, 1st semester; Exam; 1st year, 2nd semester

3.1 Types of academic work and labor intensity

3.1.1. Full-time education

No. p/p	Type of academic work	Quantity hours	Semesters	
			1st semester	2nd semester
1	**Classroom lessons**	**120**	**46**	**72**
	Including:			
1.1	Lectures	68	32	36
1.2	Seminars/practical classes	50	14	36
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**26**	10	16
	Including:			
2.1	Preparation and defense of laboratory work	-	-	-
2.2	Independent work of students	26	10	16
3	**Interim assessment**			
	Credit/credit/exam		credit	exam
	Total	**144**	**56**	**88**

3.1.2. Full-timeFull-time education

p/p	Type of academic work	If quality hours	Semesters	
			1 semester	2 semester
	Classroom lessons	**64**	**32**	**32**
	Including:			
. 1	Lectures	32	16	16
.2	Seminars/practical classes	32	16	16
.3	Laboratory exercises	-	-	-
	Independent work	**80**	40	40
	Including:			
. 1	Preparation and protection laboratory work	-	-	-
.2	Independent work students	80	40	40
	Interim assessment			
	Credit/credit/exam		credit	exam
	Total	**144**	**72**	**72**

3.2 Subject plan for studying the discipline (by forms of training)

The “Thematic Plan” is placed in Appendix 1 to the work program.

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

	Sections/Topics disciplines	Labor intensity, hours				
		Total	Classroom work, hours			Independently-telny Job
			Lectures	Seven bunks	Practical cheskie classes	
1	Section I. Antiquity and the Middle Ages on the territory of our country	28	16	8		4
2	Topic 01. Introduction. History as an object of study. Peoples and states on the territory of our country in ancient times.	7	4	2	-	1
3	Topic 02. From antiquities To Middle Ages. Old Russian state And state formations on the territory of our country (Crimea, North Caucasus, Volga region, Siberia) in the 9th-13th centuries.	7	4	2		1
4	Topic 03. From Rus to Russia. The Moscow State and other states on the territory of our country in the 14th – early 17th centuries.	7	4	2	-	1
5	Topic 04. New period of world and Russian history. Russia in the XVII	7	4	2	-	1

	century. The culture of the Russian and other peoples on the territory of our country in the IX - XVII centuries.					
6	Chapter II. Russia in the conditions modernization traditional societies And formations industrial society (XVIII – early XX centuries)	28	16	8	-	4
7	Topic 05. Russia in the late 17th – first half of the 18th centuries.	7	4	2	-	1
8	Topic 06. Russia in the mid-18th – early 19th century. Russian culture in the 18th century.	7	4	2	-	1
9	Topic 07. Russia in the early to mid-19th century.	7	4	2		1
10	Topic 08. Russia in the 60-90s of the XIX century. Culture in the XIX – early XX centuries.	7	4	2	-	1
11	Section III. Russia in the context of the development of industrial society and the beginning of the formation of post-industrial society (XX – early XXI centuries)	88	36	36		16
12	Topic 09. Russia (USSR) between the world wars.	36	16	16	-	4
13	Topic 10. USSR during the Second World War and the Great Patriotic War. Causes, stages, course of the Great Patriotic War. Post-war settlement.	16	6	6		4
14	Topic 11. USSR in 1945–1991. USSR during the period of “real socialism”.	20	8	8		4
15	Topic 12. Modern Russia (late 20th – first quarter of the 21st centuries)	16	6	4		6
	Total	**144**	**68**	**50**		**26**

3.2.2. Labor intensity of the discipline. Part-time and part-time education

	Ra sections/topics disciplines	Labor intensity, hours				
		Total	Classroom work, watch			On my own work
			Lectures	Semina fish	Practical - cheskie busy I	
	Section I. Antiquity and the Middle Ages on the territory of our country	**40**	**10**	**10**		**20**
	Topic 01. Introduction. History as an object of study. Peoples and	10	2	2	-	6

	states on the territory of our country in ancient times.					
	Topic 02. From Antiquity to the Middle Ages. The Old Russian State and state formations on the territory of our country (Crimea, North Caucasus, Volga region, Siberia) in the 9th-13th centuries.	10	2	2		4
	Topic 03. From Rus to Russia. The Moscow State and other states on the territory of our country in the 14th – early 17th centuries.	10	2	2	-	6
	Topic 04. New period of world and Russian history. Russia in the 17th century. Culture of Russian and other peoples on the territory of our country in the 9th - 17th centuries.	10	4	4	-	4
	Section II. Russia in the context of modernization of traditional society and formation industrial society (XVIII – early XX centuries)	**50**	**10**	**10**	**-**	**30**
	Topic 05. Russia in the late 17th – first half of the 18th centuries.	11	2	2	-	7
	Topic 06. Russia in the mid-18th – early 19th century. Russian culture in the 18th century.	12	2	2	-	8
	Topic 07. Russia in the early to mid-19th century.	11	2	2		7
0	Topic 08. Russia in the 60-90s of the XIX century. Culture in the XIX – early XX centuries.	16	4	4	-	8
1	Section III. Russia in the conditions of development of industrial society and the beginning of formation post-industrial society (XX – early XXI centuries)	**54**	**12**	**12**		**30**
2	Topic 09. Russia (USSR) between the world wars.	10	2	2	-	6
3	Topic 10. USSR during the Second World War and the Great Patriotic War. Causes, stages, course of the Great Patriotic War. Post-war settlement.	12	2	2		8
4	Topic 11. USSR in 1945-1991. USSR during the period of “real socialism”.	16	4	4		8
5	Topic 12. Modern Russia (late 20th – first quarter of the 21st centuries)	16	4	4		8
	Total	**144**				

3.3 Contents of the academic discipline program

Section I. Antiquity and the Middle Ages on the territory of our country The educational objectives of the lectures in this section are:

1. To introduce students to the characteristics of an agrarian civilization and traditional society; consider the features of this stage in the history of Russia; arrange in chronological order the main historical events, most important dates and personalities of this era (9th–17th centuries).

2. Particular emphasis in the lecture material is placed on the unity and the interdependence of all spheres of society's life - politics, economics, social sphere, culture - as well as the significance of the processes of this period of history (9th-17th centuries) for the entire subsequent development of Russian society and the state, which contributes to a holistic perception of Russian history by students.

Means of achievement:

Visualization and activation of knowledge:virtualization of museums, cinema, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which are commented on by the lecturer (use of electronic boards, including padlet boards).

Upon completion of the first section, students complete a “final assignment” that allows them to test their subject and cross-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 system of social and humanitarian sciences, in the sphere of humanitarian education. Main categories of historical science: historical space, historical time, unity and diversity of the historical process. Sources, methods and methodology of studying history. Auxiliary historical disciplines.

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

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

Lecture 02. Peoples and states on the territory of our country in ancient times Economy and its role in the development of society (objects of labor and technology, production methods and energy sources).

Social structure of society (production relations 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: characteristics, structure, functions; relationships between society and the state).

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

Formation of ancient societies: interaction of man and the natural environment, demographic factor, role of migrations. Ancient Eastern and antique types of societies and states, specifics and features of the character of civilization. Ancient empires

Central Asia. Institute of slavery. Territory of Russia in the system of the ancient world. Historical destinies of the Russian Plain before the formation of the Old Russian state. Cimmerians – the most ancient population of the Northern Black Sea region. Scythian factor in the ancient history of the Eastern Slavs. Two Sarmatias – European and Asian. Greek colonies on the shores of the Black and Azov Seas. Northern Black Sea region – one of the provinces of the Roman Empire.

Geographical and ethnic map of Eastern Europe, the Caucasus, the Urals and Siberia and its changes during the Great Migration Period. Historical sources on the lifestyle, ethnic characteristics and political features of the peoples inhabiting the Russian Plain. The Great Migration Period: Goths, Huns, Turks, Avars ("Obrs"). Colonization of the East European Plain by the Slavs. Ethnogenesis and early history of the Slavs in world historical science**.**

Primitive art on the territory of our country. Formation of primitive culture - the path of mankind from natural "naturalness" to "civilization". The problem of creating an "artificial environment" (tools, clothing, housing, household items), fencing man from the natural habitat.

Differences in the material culture of tribes of sedentary farmers, nomadic cattle breeders and hunters. The role of metal smelting in the material culture of primitive societies.

The role of language and religion in the development of culture. Primitive methods of storing and transmitting information. Primitive society and its moral and ethical standards. The emergence of religion and art. Art of the Paleolithic era (rock paintings in Karelia and Siberia, Paleolithic sculpture). Art of the Mesolithic and Neolithic (painting, plastic art, architectural structures, decorative art, the beginnings of music and theater in ritual culture). The emergence of religious art. The relationship of art with religious ideas of the primitive era (totemism, animism, fetishism, magic in the beliefs of the peoples of our country).

Art of the Bronze and Iron Ages – megalithic structures (Arkaim, North Caucasus, Siberia), sculpture, decorative and applied arts.

Transformation of all spheres of culture during the transition from primitiveness to early civilizations. The emergence of "theoretical" cultural activity based on new types of social practice. The emergence of the urban environment and the formation of urban culture, public relations in society, categorical thinking, and writing. The complication of 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 Sea. Paganism as a way of mastering the surrounding world among 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, North Caucasus, Volga region, Siberia) in the 9th–13th centuries.

Lecture 03. The Old Russian state and other state formations on the territory of our country (Crimea, North Caucasus, Volga region, Siberia) in the 9th – mid-12th centuries.

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

Ethnocultural, natural-geographical, socio-political factors in the formation of statehood among the Eastern Slavs. Military democracy. Socio-economic and political changes in the depths of 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".

International context of existence Old Russian states (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'.

Lecture 04. Fragmentation on the territory of our country. The main Russian lands and principalities in the 12th–13th centuries. The Mongol Empire and the fate of the peoples of our country in the 12th–13th centuries.

Strengthening of centrifugal tendencies. Disintegration of the Old Russian state. The main centers of the Russian lands during the period of appanage fragmentation. Various versions of statehood (based on common tendencies and differences in Galicia-Volyn Rus, Novgorod Republic and Vladimir-Suzdal Rus. Roman the Great, Andrei Bogolyubsky. Vsevolod the Big Nest.

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

Topic 03. Formation and development of the Russian centralized state (14th – early 17th centuries). From Rus to Russia.

Lecture 05. Russian lands and principalities in the late 13th – late 15th centuries. Geographical, economic, socio-political, foreign policy and socio-cultural factors of the unification of Russian lands. Reasons for the rise of Moscow. Gathering of lands and related socio-cultural and economic changes; formation of national identity. The first Moscow princes: methods of struggle 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. Formation of a strong centralized state - Muscovite Rus'. Features of Russian national identity formed during the period of the Muscovite kingdom. Legal foundations of autocracy.

Ivan III as a political figure and his justification of monarchical power. The problem of succession to the throne. Formation of the Russian centralized state **(**completion of the unification of Russian lands into a single state, the beginning of the formation of the apparatus of government of the centralized state). The process of centralization in legislative design. The Code of Laws of 1497. The formation of the nobility as a support for the central government. Formation of the state ideology: "Moscow is the third Rome". Proclamation of the struggle for the "Kiev legacy". International factors in the formation of a centralized state in Russia.

Lecture 06. The Russian centralized state in the 16th – early 17th centuries.

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

Reforms of the Chosen Council: search for alternative paths 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. Formation of the estate-representative monarchy in Rus' and its political possibilities.

The goals of Russia's foreign policy in the 16th century. The solution to the problem of acquiring natural borders.

From Rus to Russia. Geopolitical and geoeconomic factors of the foreign policy of the Russian state and its main directions. Use of the religious factor (universal Orthodoxy) in solving geopolitical problems. Livonian War. Social and political life of Russian society. Social structure of Muscovite Rus. Nationalization of society. The 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. The Stoglav Council. The establishment of the patriarchate.

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

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

Lecture 07. Russia in the 17th century.

Overcoming the "Time of Troubles" as a prerequisite for the formation of absolutism in Russia. The accession of the Romanov dynasty. Features of Russian traditional society 17th 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 economy of Russia in the 17th century. Changes in the social structure of society, enslavement of peasants, formation of 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. Crafts and trade. "Novotorgoviy Ustav" - the first protectionist document in the history of Russia.

"The Age of Revolt" in Russian History. The Evolution of Serfdom during the 16th-17th Centuries. Legal Formulation of Serfdom. ("Cathedral Code" of 1649). Social Tension and Conflict: Heresies, Urban Rebellions, Peasant War Led by Stepan Razin.

The main directions of Russia's foreign policy after the end of the Time of Troubles. The settlement of relations with Sweden and the Polish-Lithuanian Commonwealth. The nature of relations with the Crimean Khanate and the Ottoman Empire. The struggle for access to ice-free 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 of the 17th century: reasons, stages, social composition, political orientation. Reunion Left-bank Ukraine with Russia. Pereyaslav Rada. War of Russia with Poland for Ukraine. Activation of interaction between Russia and Europe. European reformation and church reform in Russia: reasons and goals. Schism and its consequences.

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

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

Sociocultural development of society (connection of material culture with the natural environment and technology; forms of spiritual life of society; direction, forms of interaction of different cultures).

Culture and arts. Historical, cultural and natural monuments. Basic definitions of the concepts of "culture" and "art". Spheres of culture: "The world of things and production" - material culture. The system of social production as part of culture. Tools, equipment and technology. The most important products of labor: housing, clothing, furniture, household items, etc. Decorative and applied arts.

"The world of ideas and social institutions" - social culture. Specific forms of human activity, consciousness, social life and the most important of the social institutions corresponding to them: 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, fine arts. Classification of arts: spatial, temporal, spatial-temporal. Classification of art forms by techniques. The fluid boundaries of techniques, the desire of any art to go beyond its established framework.

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

Culture and nature: differences and interrelation. Historical, cultural and natural monuments. The concept of a cultural monument, their types. Monument as an information carrier. Problems of authenticity; copies, restoration and conservation. Architectural environment and protected area. World practice of protecting 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 9th–15th centuries

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

"The World of Things" of Medieval Rus'. The connection of the system of material production with cultural processes. Dwellings, clothing, household items. Monuments of everyday life and decorative applied art 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 literacy. Byzantine scientific texts in Rus'. Moral and ethical norms and their evolution in medieval Rus'. The importance of the existence of communal consciousness for the Russian cultural tradition.

Literature in Medieval Rus'. Oral epic tradition in Rus'. Adoption of Christianity and the influence of the Byzantine cultural tradition on the development of Russian literature. The emergence of translated books, the origin of Russian literature. "The Tale of Igor's Campaign", the problem of authorship. The importance of chronicles in the Old Russian literary tradition. Genres and themes of Old Russian literature of the pre-Mongol period and the period of the Horde yoke. The anonymous nature of Russian literature.

"The World of Art" of Medieval Rus'.Wooden Russian architecture and its role in the formation of architectural traditions in Rus'. The adoption of Christianity and the beginning of stone construction. Byzantine influence (cross-domed church) and the formation of its own style (St. Sophia Cathedrals in Kyiv, Novgorod and Polotsk, the Spaso-

Transfiguration Cathedral in Chernigov). Formation of independent architectural schools in Russian lands (Novgorod, Pskov, southern 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 Old Russian architecture.

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

Fine art. Traditions of fine art in pagan Rus' (ornament and elements of decorative and applied art). The influence of the traditions of Byzantine painting on the fine art of the Russian lands (the icon of Our Lady of Vladimir, mosaics of the Kyiv cathedrals). Secular and religious principles in the fine art of pre-Mongol Rus'. Formation of the canon in painting, the main techniques of monumental painting - fresco and mosaic. Traditions of icon veneration in Rus'. Formation of local icon-painting schools. Novgorod, Pskov and Moscow schools of painting of the 14th - early 15th centuries. The role of Theophanes the Greek, Andrei Rublev and Dionysius in the formation of the aesthetic and religious-moral ideal in Russian painting.

Culture and arts of Russia in the late 15th–17th centuries

"The world of things" and "the world of ideas" of Muscovite Rus (Russia).Education of Russian state and its significance for the development of Russian culture. Great Russian nationality - the formation of the foundations of everyday life, self-awareness, political and legal traditions. The influence of the Golden Horde cultural tradition on this process (linguistic, political borrowings). *The cultural significance of the Russian Orthodox Church gaining independence in the mid-15th century*. Formation of ideas about Moscow as the only "Orthodox kingdom" (the third Rome), the center of the Christian world, the oikumene. The objective isolation of Russian culture of the 16th-17th centuries from its "natural" sources (the 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 the rationalistic one. The philosophy of the dispute between the Josephites and the non-possessors. Spiritual quests of heretics and thinkers of the late 15th–16th centuries ("Judaizers", Vassian Patrikeyev, Maxim the Greek, etc.). Moral and social problems in the literature of the reign of Ivan the Terrible (the concept of "Domostroy", the correspondence of Ivan the Terrible and Kurbsky, etc.). The 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 spiritual tradition. The significance of schismatic literature in Russian culture on the threshold of Peter the Great's reforms.

"The World of Art" of the late 15th–17th centuries*. Architecture*. Beginning of large-scale stone construction in the Moscow state, the role of 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 trends in religious architecture: monumental-memorial and posad churches. Creation and development of the national architectural style in the 16th century, the hipped-roof style. The emergence and development of secular stone architecture (late 15th-17th centuries). The heyday of wooden architecture in the 17th century. Urban development centers of Russia (Moscow, Yaroslavl, Nizhny Novgorod).

Fine Arts. The Stoglav 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 emergence of the secular portrait - parsuna. Achievements of decorative and applied art (masters of the "Armory Chamber").

The spectrum of cultural contacts with Protestant and Catholic Europe. *The secularization of Russian culture in the 17th century*. New artistic traditions (urban

satirical literature, the theory and practice of the artistic school of S. Ushakov, the new layout and decor of the 17th century town churches, the phenomenon of the “Naryshkin” baroque).

Culture of Islamon the territory of our country. Its connection with the previous cultures of the Mediterranean and Western Asia. 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 economic life in Islamic countries. Common cultural traditions in housing, clothing, and household items within the Islamic world. Decorative and applied art of the Islamic peoples of our country.

"World of Ideas" of Islamic Society. The emergence of Islam, its doctrine, rituals. The Koran. Islamic religious worldview, its features in comparison with other world religions. Moral and religious norms and regulations. Islamic law and legal proceedings.

Theology and science in the Islamic world. The art of the manuscript book. Arabic writing and the Arabic language. Their role in the medieval East. Arabic translations of ancient, Persian and Indian philosophers and scientists. The philosophy of al-Kindi and Ibn Rushd. Scientific discoveries and treatises of Arab scientists on mathematics, astronomy, geography, medicine.*The influence of the achievements of Islamic culture on cultural processes in Europe and Russia.*

*Literature.*Religious and Secular Traditions in Islamic Poetry and Literature. The influence of Sufi philosophy on poetry. Humanistic ideas in Islamic literature. Poetic forms and genres of Islamic poetry. The multinational nature of classical medieval Islamic literature. Nizami, Saadi, Hafiz, O. Khayyam. Syncretism of the cycle of tales "A Thousand and One Nights" and their influence on world culture.

"The World of Art" of Islamic Society. Architecture and fine arts. Creation of a new artistic tradition in the Islamic world. Absence of the pictorial principle in monumental art. 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. Art of the handwritten book.

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

The educational objectives of the lectures in this section are:

1. To analyze, using specific historical material, the reasons for the transition from agrarian civilization to industrial (from traditional society to industrial and post-industrial); 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; to arrange in chronological order the main historical events, 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, models of behavior, 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, cinema, television and video materials, slides, blocks of information in the form of diagrams, tables, drawings, which

commented by the lecturer (using electronic boards, including padlet board). Using cluster analysis in historical research.

Upon completion of the second section, students complete a “final assignment” that allows them to test their subject-specific and cross-subject (communication, teamwork, etc.) knowledge, formed as a result of studying the topics of this section.

Topic 05. Russia in the late 17th – first half of the 18th centuries.

Lecture 09. Russia at the end of the 17th – first quarter of the 18th centuries. Peter the Great’s reforms.

European civilization expansion: forms, directions, features. Formation of colonial empires. Great social revolutions. European Enlightenment: spiritual basis of rationalism and modernization. The problem of transition to the "kingdom of reason". Enlightenment as a scientific and historical concept.

Russia is on the threshold of transformations (the necessity and features of the catch-up type of modernization; the influence of the geographical factor (the beginning of the development of the Urals and Western Siberia) and foreign policy (the invitation of military technical specialists from Europe) on the pace and nature of modernization; traditional orders and serfdom in the context of modernization).

The reform activities of Peter I – the beginning of Russian modernization, its stages. The universal nature of Peter's reforms and the contradictory nature of the reforms. The "regular" state of Peter's time. Policy towards the church. The main directions of social changes in Russian society. Economy and finance. Transformations in the field of education and culture. Introduction of the civil font. The appearance of the first Russian printed newspaper. The "price" of Peter's reforms. The split of the nation into "civilization" and "soil". The Russian Empire – a phenomenon of world history. The foreign policy of Peter the Great.

The main directions of Peter I's foreign policy. The Treaty of

Nerchinsk with China (1689). Development of Kamchatka.

Russo-Turkish War 1686-1700. Crimean campaigns of V.V. Golitsyn. Azov campaigns and the conclusion of the Treaty of Constantinople. "The Great Embassy". Russo-Turkish War 1710-1711. Prut campaign and its consequences.

Beginning of the Northern War. Defeat of Russian troops near Narva. Creation of a regular army and navy. First guards regiments. Foundation of St. Petersburg. Military actions in the Baltics. Battle of Poltava. Battles at sea. Peace of Nystad (1721) and proclamation of the empire. Russia's place in European politics of 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

Lecture 10. Russia in the second quarter - mid-18th centuries. The era of palace coups.

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

Army of the era of palace coups. 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 Younger and Middle Zhuzes in Kazakhstan. Resht Treaty with Persia.

Southern direction. Russo-Turkish war 1735-1739. Belgrade peace treaty. Resettlement of southern Slavs, Romanians and Hungarians to Russia

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

Topic 06. Russia in the mid-18th – early 19th century. Russian culture in the 18th century century.

Lecture 11.Russia in the second half18th century.

"Enlightened absolutism" in world history. The theory of "natural law". Russian "enlightened absolutism": its features, characteristics and internal antagonism. Liberal projects of Catherine II. Imitation of the management system to European models: from Peter I to Catherine II. Strengthening of bureaucracy. Social privileges and social contradictions. "Golden age" of the noble empire. Secularization of church lands. Economic policy of the government. Crisis of the feudal-serfdom system and the emergence of bourgeois relations. Class isolation of Russian society, growth of social tension in it. Plague riot. The rebellion of E. Pugachev and its consequences.

Administrative reform of Catherine II. Class policy. Charters of Patent. Results of the reign of Catherine II. Strengthening of the civilizational heterogeneity of society. Socio-political thought in the era of "enlightened absolutism".

The domestic policy of Paul I. Decrees concerning peasants. Limitation of noble privileges. Law on succession to the throne. The fight against the influence of revolutionary sentiments within the country. The "demoted" charter. The murder of Paul I and its consequences.

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

Advancement to the Caucasus and Transcaucasia. The Russo-Persian War and the Beginning of the Caucasian wars.

Russia's participation in the partitions of the Polish-Lithuanian Commonwealth. The war with Sweden and its results. The annexation of Alaska. The territory of the Russian Empire by the end of the 18th century.

Reforms in the army carried out by Paul I. Policy of counteraction to France in Europe. Italian and Swiss campaigns of A. V. Suvorov. Actions of the Russian fleet of F. F. Ushakov in the Mediterranean. Botava expedition of the Russian fleet.

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

Lecture 12. Russian culture in the late 17th–18th centuries.

The ideas of "Reason" and "Enlightenment" and their influence on the development of artistic ideals**V** Western countries in the second half of the 17th–18th centuries**.**Rococo painting. Foreign masters, worked in Russia: I.G. Tannauer, L. Caravaque, P. Rotari, L. Tokke. Russian painting of the first half and middle of the 18th century. I.N. Nikitin, A. Matveyev, I.Ya. Vishnyakov, A.P. Antropov, A.F. Zubov.

Architecture and sculpture of the Russian Baroque of the first half of the 18th century. Foreign masters of the late Baroque who worked in Russia: P.-A. Trezzini, B.-F. Rastrelli, and B.-K. Rastrelli, J.-B. Le Blond. Russian masters of the Northern and "Elizabethan" 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 of the 2nd half of the 18th century. Foreign masters who worked in Russia: J.-B. Vallin de la Mothe, G. Quarenghi, C. Cameron, V. Brenna, E. Falconet. Masters

Russian architecture and sculpture of the 60-90s of the 18th century. Works by Yu. M. Felten, V. I. Bazhenov, M. F. Kazakov, N. A. Lvov, M. I. Kozlovsky, F. I. Shubin.

Aesthetic canons of classicist 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 early to mid-19th century.

Lecture 13. Russia in the first half of the 19th century.

The Great French Revolution and its influence on the course of world history, on the political and socio-cultural development of Europe and Russia. The formation of progressive social 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. The Patriotic War of 1812. The Congress of Vienna and the "Holy Alliance". Metropolises and colonies by the end of the 19th century. The "Industrial Revolution" and the development of capitalism in Europe, the USA and Japan. The development of science and technology. The connection between the Industrial Revolution and the territorial expansion of the world's leading industrial powers.

The beginning of the disintegration of the serfdom system and the formation of the capitalist system in Russia. The beginning of the industrial revolution in Russia (machines, technologies and new energy sources). State policy in the economic sphere. Serfdom as a restraining factor in the country's economic development.

Social structure of society during the period of catch-up modernization. Growth of noble privileges. Increased influence of the bureaucratic apparatus on the development of the country. The position of the taxable classes. Growing role of specialists (managers, engineers and technicians) in society. Formation of the Russian engineering school

Evolution of political modernization of Russia. Alexander I and his attempts to reform the political system. Projects of M.M. Speransky. "Statutory Charter" by N.N. Novosiltsev.

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

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

The Patriotic War of 1812. Causes of the war. Retreat of the Russian army. Defense of Smolensk. M. I. Kutuzov. Battle of Borodino. Napoleon's entry into Moscow. Tarutino maneuver of the Russian army. Partisan movement. Popular 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 – mid-19th century. Crisis of feudal-serfdom systems.

Nicholas I and the conservative modernization of the country. Features of socio-political development in the first half of the 19th century. Serfdom as a restraining factor in the country's economic development. Deepening crisis of the serfdom system. Beginning of the industrial revolution in Russia. Development of transport, construction of railways. Growth of domestic trade.

Development of the bureaucratic system. The Third Section 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). The peasant question. Reform

state peasants P. D. Kiseleva. Monetary reform E. F. Kankrin. Limitations of reform initiatives and their causes.

Socio-political struggle around the problem of historical choice Social movements of the 1820s–1850s. Formation of the Russian periodical press. "Nikolaev reaction". S. S. Uvarov's theory of "official nationality". Circles of the 1820s–1840s. P. Ya. Chaadayev. Westernizers (T. N. Granovsky, S. M. Solovyov, K. D. Kavelin) and Slavophiles (K. S. Aksakov, A. S. Khomyakov, the Kireevsky brothers) on the paths of Russia's development. The emergence of the socialist trend in Russian social thought. Communal socialism of A. I. Herzen. Free Russian printing house. "Kolokol".

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

The transformation of Russia into a world power. "Causes and consequences of territorial expansion. Russo-Iranian (1826-1828) and Russo-Turkish (1828-1829) wars. Causes and consequences of territorial expansion. Participation of the Russian army in suppressing the Hungarian revolution of 1848-1849. Caucasian War. Causes and consequences of territorial expansion. Aggravation of the Eastern Question. Crimean War. Course of military operations and reasons for Russia's defeat.

Topic 08. Russia in the 60–90s of the XIX century. Culture in the XIX – early XX centuries. Lecture

15. Russia in the 60–90s of the XIX 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). Socioeconomic 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, legal and social status of rural inhabitants. State support for the nobility. Reforms of the 1860s–1870s and their impact on the political and socio-cultural development of the country. Reforms in the field of local government, legal proceedings, public education, military reform.

Alexander's conservative and protective domestic policy III: counter-reforms, their results and consequences. Management of national outskirts and religious minorities in the Russian Empire. Evolution of socio-economic relations in Russia and the role of the state in this process.

Social thought and social movements of the second half of the 19th century. Russian radicalism. The theory of "communal socialism" (A.I. Herzen). Populism: stages, leaders, evolution.

New phenomena in the liberal zemstvo movement (the tactics of “small deeds,” “the third element”) and the change 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. The Liberation of Labor Group. Social-Democratic Circles of the Early 1890s. Growing Confrontation between the Government and Society. Organizational Formation of Political Currents, Beginning of Formation of Russian Multi-Party System.

Neo-populist movement. Formation of the Socialist Revolutionary Party (PSR). V. M. Chernov. Formation of the Bolshevik and Menshevik wings 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 19th century. The Russian army and navy in the second half of the 19th century. Vectors of Russian geopolitics in the second half of the 19th century.

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.

Russia's policy in the Balkans. The rise of the national liberation movement of the Balkan peoples. The Russo-Turkish War of 1877-1878 and its results.

The annexation of Central Asia to Russia. The end 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 16. Russia in the late 19th – early 20th centuries

Accelerated industrial development of the country in the late 19th - early 20th centuries. Growth of the working class. The role of the state in the economic life of the country. N.Kh. Bunge, I.A. Vyshnegradsky. Economic recovery of the 90s and the activities of S.Yu. Witte's reforms and their consequences. Contradictory nature of economic development.

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

The Russian Empire at the beginning of the 20th century. Attempts at forced modernization (Russia at the beginning of the reign of Nicholas II). Features of the Russian economy: forced industrialization "from above", dependence on foreign capital, the presence of landlord landownership. The wretchedness of the Russian village and the impoverishment of the masses. The "asynchronous" type of development of the Russian Empire. Growing economic and social contradictions in the context of catch-up modernization.

The struggle between conservative and liberal forces in the highest echelons of power S. Yu. Witte and V. K. Plehve. 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 national outskirts. National movements.

Causes of the revolution. Bloody Sunday. Revolutionary actions of workers, peasants and intelligentsia. Rebellion on the battleship Potemkin. Bulygin Duma. Activities of the Soviets. All-Russian October strike. Manifesto of October 17 and the attitude of various political forces to it. Formation of conservative and liberal political parties. December armed uprising.

"The Fundamental State Laws of the Russian Empire" of 1906. Elections to the I and 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. The workers' and peasants' movement of 1906-1907 and its significance. Dissolution of the II State Duma, end of the revolution. Results of the First Russian Revolution.

"June Third" monarchy in Russia. Political parties of Russia: genesis, classification, programs, tactics. Experience of Duma parliamentarism in Russia. June Third monarchy. Political Bonapartism. Reforms of P.A. Stolypin, their social and economic results.

Reforms of P. A. Stolypin. Creation of private peasant farms. Exit of peasants from the community. Migration policy. First results of reforms and their contradictory nature. Growth of the domestic market. Industrial boom. Emergence of new branches of industry. Development of transport.

The impact of changes in socio-economic life on public consciousness. III and IV State Dumas. Strengthening the role of liberal factions. Assassination of P. A. Stolypin. Change in government policy. Decline in political activity. Ideological

searches among socialists and liberals. "Milestones". Growing revolutionary sentiments in 1912-1914. Lena shooting. Tightening of the government's national policy.

Russia's Far Eastern policy. Relations with China, Korea and Japan. The Russo-Japanese War of 1904-1905: causes, course, significance. The Treaty of Portsmouth. Russia in the system of European relations. Creation of the Entente. Causes of the coming world conflict.

Lecture 17. Russian culture in the 19th – early 20th centuries.

Formation of industrial civilization: development of education, science and technology. Improvement and development of new forms and techniques of art.

Growing role of specialists (managers, engineers and technicians) in the formation of a new social structure. Development of technologies and engineering education in Russia.

Outstanding achievements in the development of mathematics, physics and chemistry. 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). Development of Russian America.

Education system in Russia. World-scale 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. Development of Russian urban planning.

Sculpture of Classicism in Russia (A. Canova, J.-G. Schadow, 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 Works of Russian Artists: O.A. Kiprensky, V.A. Tropinin, S.F. Shchedrin, A. Venetsianov, K.P. Bryullov ("The Last Day of Pompeii").

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

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

The sprouts of civil society in the late 19th – early 20th centuries. The development of social thought, science and the press. Political and philosophical teachings and practice and their influence on the formation of artistic styles of the 20th century**.**The latest technology and art. Impressionism, post-impressionism and symbolism - new goals and techniques of painting.

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

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. The Society 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 theater. Development of national traditions in music. "The Mighty Handful". P. I. Tchaikovsky. Dramatic art. Maly Theater. The emergence of the Moscow Art Theater. K. S. Stanislavsky and V. I. Nemirovich-Danchenko.

Russian culture of the late 19th - early 20th centuries. Development of the education system and growth of literacy. 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. Development of painting. Realistic trend and new trends in Russian painting: Art Nouveau, Symbolism, Avant-garde. Art societies and exhibitions. Contribution of Russian painting of the early 20th century to world artistic culture. I. Repin, M. Vrubel, K. Petrov-Vodkin, R. Falk, M. Chagall.

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

Section III. Russia in the context of the development of industrial society and the beginning of the formation of post-industrial society (XX – early XXI centuries) The learning objectives of the lectures in this module are:

1. Show the features of Soviet modernization, its results and significance in the context of the clash of two socio-political systems: "socialist" and "capitalist"; to arrange in chronological order the main historical events, most important dates and personalities of this era. At the same time, emphasis is placed on the inextricable connection of this stage with all 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, including engineering personnel, 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 post-industrial; to show the current stage of Russia's development as a new stage of its modernization; to arrange in chronological order the main historical events, the most important dates and personalities of the modern era; to outline the main trends of socio-economic, political and cultural development, as well as the priority branches of scientific and technical activity.

Means of achievement:

Visualization and activation of knowledge:virtualization of museums, cinema, television and video materials, slides, information blocks in the form of diagrams, tables, drawings, which are commented on by the lecturer (use of electronic boards, including padlet board). Use of cluster analysis in historical research.

Upon completion of the third section, students complete a “final assignment” that allows them to test their subject-specific and cross-subject (communication, teamwork, etc.) knowledge, formed as a result of studying this module.

Topic 09. Russia (USSR) between the World Wars.
Lecture 18. Russia in World War I

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

Restructuring of the socio-economic system on a war footing. The situation at the fronts in 1914-1916. Socio-economic crisis and the growth of anti-war sentiments by the end of 1916. 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. The growth of the national crisis. The decline of the Romanov Empire.

Lecture 19. Russia during the years of revolution and civil war

1917 as a time to choose the path of development. Prerequisites for the overthrow of the monarchy. Revolutionary events of February 1917 in Petrograd. Abdication of Nicholas II from power, fall of the monarchy. Formation of the Provisional Government, 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 form of the Provisional Government and the Soviets. Radicalization of society and the strengthening of the influence of the Bolsheviks and Left Socialist Revolutionaries. The Great Russian Revolution: features and dynamics of political development from February to October 1917.

The April crisis of the Provisional Government. Formation of a government coalition. A. F. Kerensky. The 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 Conference. The Bolsheviks' course toward an armed seizure of power. Speech by General Kornilov. The process of Bolshevization of the Soviets. Democratic Conference, Provisional Council of the Republic. Disappointment of the masses in the policies of the Provisional Government.

Armed uprising and the Bolsheviks' rise to power in October 1917. Contemporary domestic and foreign historiography on the Great Russian Revolution. The first decrees of Soviet power. Economic and socio-political transformations of the Bolsheviks.

The agrarian question and the Brest-Litovsk Peace Treaty as sources of disagreement and socio-political tension. Establishment of Soviet power at the local level. Committees for the Salvation of the Homeland and Revolution. "Declaration of the Rights of the Peoples of Russia". The system of central and local governing bodies of the Soviet state. Formation of the coalition Bolshevik-Left Socialist-Revolutionary 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 over the Brest Peace. The 4th Congress of Soviets, the collapse of the Bolshevik-Left Socialist-Revolutionary government. The struggle for the Soviets in the spring of 1918. The exclusion of the Mensheviks and Right Socialist-Revolutionaries from the All-Russian Central Executive Committee. The Left Socialist-Revolutionary armed uprising of July 6, 1918 and its consequences. The 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 bodies in the life of the Soviet state. Bureaucratization of party and state bodies.

Causes and stages of the civil war. Intervention and its scale. 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, formation of the Supreme Council of National Economy (VSNKh). Introduction and abolition of workers' control. Universal labor service. Implementation of the "Decree on Land". Transition to an emergency food policy. Food detachments. Poor committees. Tightening of food policy in 1919, introduction of food tax appropriation. Peasant uprisings. The insurgent army of N.I. Makhno. Abolition of commodity-money relations. Prohibition of private trade. Rationing system of distribution. Repressions against representatives of the "exploiting classes". The policy of the "white" governments and its inconsistency.

Causes and main stages of the civil war. Exacerbation of social contradictions in the country in the spring of 1918. Formation of opposing camps -

"Reds" and "Whites". The 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 - "the supreme ruler of Russia". Southern Front. Volunteer Army of A. I. Denikin. Red and White Terror. Reprisals against members of the House of Romanov. Assassination attempt on V. I. Lenin. Growth of peasant uprisings. Military actions on the Eastern and Southern Fronts in 1919 - early 1920. M. V. Frunze Soviet-Polish War. Defeat of General P. N. Wrangel's army in Crimea. End of the civil war in Transcaucasia, Central Asia and the Far East. Reasons for the defeat of the "Whites".

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

Lecture 20. USSR in the 1920s – 1930s.

The crisis of power of the RCP(b) and the policy of "war communism" in the late 1920s - early 1921s. Economic devastation. Growing peasant uprisings. The Kronstadt Uprising. The 10th 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 to the economy, concessions. The problem of the multi-structure of the national economy. Restructuring the system of management of the state sector of the economy. Monetary reform. Restoration and development of industry and agriculture. Expansion of the trade network and the service sector. Changes in the social structure of society. Difficulties of the NEP. "Price scissors." Unemployment. Grain procurement crisis. Results of the NEP. Reasons for its cancellation.

Soviet republics after the end of the civil war and intervention (socioeconomic, domestic political and international situation, prerequisites for unification). Discussions on the issue of unification of the Soviet republics. Formation of the USSR. Evolution of the national and state structure of the USSR. State structure of the country according to the constitutions of 1918, 1924: 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 All-Union Communist Party (Bolsheviks).

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

The struggle for personal power in the leadership of the All-Union Communist Party (Bolsheviks) during the illness and after the death of V. I. Lenin. I. V. Stalin's reprisals against political opponents in the Communist Party. The beginning of the formation of the regime of personal power of I. V. Stalin.

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

Transformation of the political system of the USSR. The mechanism of formation of 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 1930s. Political trials. The role of the OGPU-NKVD in domestic policy. Transformation of government bodies. The Constitution of 1936. Formation of the Stalinist political regime in the USSR.

The world after World War I. The Versailles-Washington system. The League of Nations. The 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. The Genoa Conference. The Treaty of Rapallo with Germany. The Dawes Plan and the Locarno agreements. Conclusion of political and economic agreements with the countries of the East. The Genoa Conference.

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

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

Changes in the USSR's foreign policy after the Nazis came to power in Germany. The Soviet leadership's rejection of the idea of world revolution. The 7th Congress of the Comintern and its decisions. The USSR's struggle to create a collective security system in Europe. The USSR's entry into the League of Nations. Soviet aid to the Republicans during the Spanish Civil War. The USSR's Far Eastern policy. The Soviet-Japanese armed conflict in the area of Lake Khalkhin-Gol and on the river. The USSR's foreign policy on the eve of World War II. Negotiations with England and France and their results. The Soviet-German Non-Aggression Pact of August 23, 1939.

Topic 10. USSR during the Second World War and the Great Patriotic War. Lecture 21. 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. The beginning of the Second World War. The "strange" war. The successes of Hitler's Germany in implementing the "blitzkrieg" tactics in Europe in 1940.

The USSR on the eve of the Great Patriotic War. Creation of new types 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. The Treaty of Friendship and Borders between the USSR and Germany. The Soviet-Finnish War. Annexation of Western Ukraine, Western Belarus and the Baltics. Treaties with Turkey and Japan.

The USSR during the Great Patriotic War. The forces and plans of the parties on the eve of the war. The attack of Nazi Germany on the USSR. The mobilization of the forces of the Soviet people to repel the enemy. The transformation of the organs of state and military administration. The transformation of the country into a single military camp. The restructuring of the economy on a war footing. "Everything for the front, everything for victory."

The Red Army's failures in the summer and autumn of 1941 and their causes. The birth of the Soviet Guard. The beginning of the Leningrad blockade. The Kiev catastrophe. The German breakthrough to Crimea and Rostov. The formation of the anti-Hitler coalition. Lend-Lease supplies.

Battle of Moscow. Failure of the German plan for a lightning counteroffensive of the Red Army near Moscow in the winter of 1941-1942. Soviet commanders. The situation in the territories under 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. The national character of the Great Patriotic War. The home front during the Great Patriotic War. Evacuation of industrial enterprises to the eastern regions of the country. Growth of military production. Agriculture during the war.

Entry of Japan and the USA into the war. Beginning of the formation of the anti-Hitler coalition. Military actions of 1942. Failures of the winter-spring offensive operations of the Red Army.

The exit of German troops to the Volga and the North Caucasus. The defensive stage of the Battle of Stalingrad. The partisan movement in the occupied territories.

Lecture 22. USSR in the second and third stages of the Great Patriotic War. End of the Second World War.

Prerequisites for a radical turning point in the war. Mass heroism of Soviet soldiers and officers. Encirclement and defeat of the enemy group at Stalingrad. The roles of fronts and theaters of military operations in World War II (using 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 military operations as an example). The Red Army's offensive in the winter of 1942 - spring of 1943, the liberation of the Caucasus, the breakthrough of the siege of Leningrad, the offensive in the central sectors of the front. The Battle of Kursk and its significance. The transfer of the strategic initiative to the Red Army. Liberation of left-bank Ukraine. Battle of the Dnieper. Tehran Conference. The USSR and its allies. Results of the second period of the war.

Strategic situation at the beginning of 1944. "Ten Stalin's blows". Offensive operations of the Soviet troops in the winter-spring of 1944. Offensive in the Leningrad area, Korsun-Shevchenko and Jassy-Kishinev operations, liberation of Crimea. Offensive operations of the Soviet troops in the summer-winter of 1944. Offensive of the Soviet troops in Belarus, Operation Bagration. Expulsion of the enemy from the territory of the USSR. Liberation of the countries of Eastern Europe. Military actions of the Allies in 1944. Opening of the Second Front. Results of combat operations in 1944.

Yalta Conference. Berlin Operation. Capitulation of Germany, end of the Great Patriotic War. 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 actions in 1945. Berlin operation. Complete defeat of Germany and its capitulation. Decisive contribution of the Soviet Union to the defeat of fascism.

The entry of the USSR into the war with Japan. The defeat of the Kwantung Army. The capitulation of Japan. The end of World War II. The results and lessons of World War II and the Great Patriotic War. The sources of the victory of the Soviet people. The anti-Hitler coalition. The nature of the interactions of the allies at different stages of the war. The problem of Lend-Lease.

The Potsdam Conference and its decisions. The creation of the UN. Post-war settlement.

Topic 11. USSR in 1945-1985. USSR during the period of “real socialism”.

Lecture 23. USSR in 1945–1964.

The world civilization enters the era of scientific and technological revolution. Fundamental upheaval in 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 state development; social groups and socio-economic categories of Soviet society. Economic consequences of the war. Economic discussions on the paths of post-war economic development in 1945-1946. Restoration and development of the national economy. Transition of industry to civilian production. The situation in agriculture. Increased exploitation of collective farm peasantry. Trade. "Black market". Abolition of the rationing system. The situation of the country's population. Results of the economic development of the USSR in the first post-war years.

Tightening of the political regime. Changes in state and party structures. National policy, "repressed peoples". Hopes for a 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 scientists,

literature and art. Ideological campaigns and their meaning. Ideologized scientific discussions and their influence on the development of science.

The Death of I. V. Stalin. The Legacy of Stalin's 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 a path after the death of I. V. Stalin. The struggle for power within the party leadership, the victory of N. S. Khrushchev. Criticism of the cult of Stalin's personality. The 20th 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 system of public administration, granting greater rights to local leaders. Adoption of a new program of the CPSU. Conclusion about the complete and final victory of socialism and the beginning of the construction of communism in the USSR. Attempts to democratize intra-party life.

Industrial development of the USSR, increasing imbalance between light and heavy industry. Scientific and technological revolution and development of knowledge-intensive industries. Scientific and technical achievements of the USSR in the 1950s and 1960s. Agriculture: prevalence of extensive farming methods. Reorganization of the MTS. Improvement of the life of collective farmers. Attack on subsidiary farms. Economic problems and growing discontent among the population. Successes in the scientific and technical sphere. Development of nuclear energy. Space exploration (S.P. Korolev). First flight into space in 1961 (Yu.A. Gagarin).

The contradictory nature of N. S. Khrushchev's policy. The conspiracy of the party nomenklatura and the removal of N. S. Khrushchev from party and government posts. The rise to power of L. I. Brezhnev.

Geopolitical consequences of World War II. Qualitative changes in the socio-economic and political appearance 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 World War II. The beginning of the Cold War and its main events.

The creation of NATO. The Marshall Plan and the strengthening of Western Europe's economic dependence on the United States. The formation of the socialist system led by the USSR. The development of economic integration and the formation of the Council for Mutual Economic Assistance. The 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. The creation of the Warsaw Pact (1955).

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

Lecture 24. USSR in 1964–1985

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

Achievements of Soviet science and the USSR's lag in the degree of implementation of scientific and technological progress. The shadow economy. The residual principle of financing the social sphere. Consumer goods shortage. Relative growth of the population's well-being. The "fork" of 1973. Problems of the resource base and interaction with the countries of the Arab East. "Resource curse": military and civilian technologies in the USSR. Increasing lag in the implementation of scientific and technological progress. Increasing imbalances in the development of various sectors of the economy. The nature of economic development of the Soviet Union.

society in the 1970s – first half of the 1980s Reasons for the gradual slowdown in economic growth.

Growing conservative tendencies in political life. Strengthening party control over the activities of state bodies. Transition from state socialism to nomenklatura socialism. "Stagnation" as a phenomenon: essence, main tendencies and their manifestation in the sphere of economics, ideology and public life.

The Constitution of 1977. The concept of “developed socialism.” The struggle for power in the party leadership. 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 USSR's policy towards Eastern European countries. The introduction of Warsaw Pact troops into Czechoslovakia in 1968. Political conflict with China. Achieving military-strategic parity with the West. Beginning of the easing of international tensions.

USSR policy towards Eastern European countries. Introduction of Warsaw Pact troops into Czechoslovakia in 1968. Political conflict with China. Achieving military-strategic parity with the West. Change in Soviet foreign policy guidelines in the 1960s. Search for dialogue with Western countries. Main directions of USSR foreign policy in the 1970s. Turn from the Cold War to easing international tensions. The Peace Program and its implementation. Improvement of Soviet-American relations (SALT I and SALT II treaties, implementation of the joint Apollo-Soyuz program. Conference on Security and Cooperation in Europe in Helsinki (1975).

The aggravation of the international situation by the end of the 1970s. The introduction of a limited contingent of Soviet troops into Afghanistan: causes, results and consequences. NATO's "double" decision and the beginning of the "Euro-missile" crisis. The end of detente. Growing confrontation between the USSR and Western countries, resumption of the nuclear arms race. A new round of the "cold war". The concept of "star wars" in the USA (SDI).

Lecture 25. USSR in 1985–1991. The collapse of the USSR

The course towards economic and political modernization of the USSR. Reasons and first attempts at comprehensive reform of the Soviet system in 1985. M.S. Gorbachev. Search for new vectors of domestic and foreign policy. Restructuring of the system of "public relations".

Change in the concept and guidelines of Soviet foreign policy. Proclamation of the principles of "new political thinking". Beginning of the process of nuclear disarmament.

Relations with third world countries. Refusal to interfere in regional conflicts. Withdrawal of Soviet troops from Afghanistan.

Relations with Eastern European countries. Democratic forces come to power in Eastern European countries. Withdrawal of Soviet troops from Eastern European countries. "Velvet revolutions" in Eastern European countries. Dissolution of the Council for Mutual Economic Assistance and the Warsaw Pact. Weakening of the USSR's foreign policy positions. End of the "Cold War". "Velvet revolutions" in Eastern European countries.

Increased crisis phenomena in Soviet society. Beginning of the collapse of the Soviet economic and political system. National contradictions and development of centrifugal tendencies. Novo-Ogarevo process and the attempt to preserve the USSR. State Emergency Committee (August 1991) and the collapse of socialist reformism in the USSR. Belovezhskaya events. Liquidation of the USSR and 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 26. Russian (Soviet) culture in the 20th century Political and philosophical teachings and practice and their influence on the formation of artistic styles of the 20th century. Acceleration of the development of technology and technology in the 20th century and its influence on socio-cultural processes.

Search for a new artistic language. Modernism as an artistic phenomenon of the first half of the 20th century. The connection of artistic creativity with general processes of cultural development, the search for synthetic art.

Symbolism and avant-garde in the art of Europe, North America and Russia. The dramatic development of Russian literature at the turn of the 19th and 20th centuries (disputes between symbolists and futurists, acmeists and the poetry of "peasant poets", the development of realistic traditions). Theatre in Europe and Russia. Music of symbolism (Schoenberg, Scriabin). Symbolism in fine arts and architecture - the "modern" style. The "World of Art" association and its significance for the interaction of cultural traditions of Russia, the West and the 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 new conciliarity (synthesis of arts) by Vyach. Ivanov. "The Jack of Diamonds": the works of M. Larionov, M. Lentulov, R. Falk, A. Kuprin, P. Konchalovsky, N. Larionov. The art of primitivism (P. Kuznetsov, M. Saryan), suprematism (K. Malevich), abstractionism (V. Kandinsky). The works of P. Filonov and M. Chagall.

Architecture and the 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 art and its connection with social and political orders. The development of new directions in artistic culture. Contradictions in the development of world artistic culture during the two world wars and the beginning of the Cold War. The crisis of culture. Cinema, music and theatre in the 1920s and 1930s. The emergence of the phenomenon of "stars".

Strengthening of party control over the spiritual life of society and its ideologization in the 1920s. The fight against religious worldviews and dissenters. Changes in the education system. Reflection of the events of the revolution and the civil war in literature.

Proletkult. Emigration of scientists and cultural figures 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 global significance. Soviet inventors and designers. The assertion of Marxist-Leninist ideology in historical and social sciences. Socialist realism as an official artistic movement. Socialist realism in fine art. Theater and cinema as an instrument of ideology.

The phenomenon of "Soviet art of the 20-30s of the 20th century (the fate of the Russian cultural tradition, revolutionary ideology and innovation in art, totalitarian "pressure" on 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 Great Patriotic War. "Stalinist" post-war architecture. Painting of the 40-50s of the 20th century.

Globalization and national cultures. Postmodernism. Main trends 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 technologies and contemporary visual arts.

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

Socio-economic aspects of state development; 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. The "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. I. Solzhenitsyn. The role of creative unions in the cultural life of the country. Trends and forms of development of literature and art. Achievements in science, education and culture during the period of "real socialism".

Relationships between church and state. Contradictory spiritual life of Soviet society. Impact of the crisis of the Soviet system on the spiritual life of society. Emigration of opposition figures in literature and art. Reflection of Soviet reality in works of literature, art and cinema. Education and science. Participation of the "sixties" in the events of perestroika. Impact of literature, journalism, theater, cinema, fine art, rock musicians on the course of political processes and the final collapse of the USSR.

Topic 12. Modern Russia.

Lecture 27. Modern Russian Federation (late 20th – 1st quarter of the 21st 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 of the Soviet political system. Conflict between branches of power.

October events of 1993. Constitution of the Russian Federation of 1993. The growth of local separatism and ways to overcome it. Chechen wars.

Socioeconomic transformation of the country. Orientation towards a market system of relations, its contradictions and consequences. Russia's financial dependence on the West. Polarization of Russian society. Growth of marginal groups. Social degradation and social protest. The price of the reforms of the 1990s. Sociopolitical results of 2001-2022. The 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. Inconsistency of reforming the education and health care 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 anti-terrorist coalition. Globalization: positive, positive trends and deep contradictions. "Munich" speech of V.V. Putin and the change in the vector of development of Russia's foreign policy in the conditions of the new geopolitical situation. Ossetian-Georgian conflict (war of 2008) and its consequences. The coup d'etat 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 seminar classes. Independent work of students.

3.4.1. Seminar classes. Independent work of students.

1 SEMESTER:

16 hours – seminar classes, 8 hours – CRS

Section I. Antiquity and the Middle Ages

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

From Primitive Society to the State (using the Eastern Slavs and their Neighbors as an Example)

Cluster Analysis in Historical Research: The Role of the Geographical Factor (Natural Environment, Climate) in the Development of Societies (West – Russia – East)

1)**Economic block**.

a) Appropriative economy: (tools, technologies and occupations of the Stone Age) b) Transition to a producing economy (Neolithic revolution). Economic prerequisites for the emergence and existence of the state.

2)**Social block**.

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

b) Ethnic map of Eurasia (Indo-European, Uralic, Altaic and Caucasian language families) and its changes during the Great Migration of Peoples.

3)**Political bloc**.

a) Prerequisites for the formation and characteristics 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. The problem of sources.

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 appearance of society:

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

Educational and instrumental objectives of the classes:

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

2) acquisition of new conceptual and categorical apparatus, practice and consolidation theoretical knowledge about the process of changing historical eras.

Work format:

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

Independent work of students 01. Cluster analysis in historical research, working with colloquium questions, solving case studies and problem assignments.

Solution tests V system LMS Moscow Polytechnic. https://online.mospolytech.ru/course/view.php?id=572

Result:

Reinforcing the “entry” skills of independent work with educational and scientific literature, developing the skills of independent analysis and selection of information received in 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, slow improvement of technology, etc.).

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

2) Social block.

a) Corporations of 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, Polovtsians, "black" Klobuks)

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) variants of interaction between the “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 separation of “their” land from the center)

4) Foreign policy block.

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

b) the structure of the armed forces (squad, mercenaries, militia); the main directions and results of Rus''s foreign policy 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 ancient Russian people into future nations.

Educational and instrumental objectives of the classes:

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

2) development of group work skills

3) familiarization with game technology of teaching, which involves a certain level of competition.

Work format:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks), Google Drive for holding a colloquium, commented compilation of a comparative table (Table 02. "Russia is changing. "From a single state to fragmentation)". Working with sources, messages. Historical game "Guess who it is?"

Independent work of students 02. Cluster analysis in historical research, working with colloquium questions, solving case studies and problem assignments.

Solution tests V system LMS Moscow Polytechnic. https://online.mospolytech.ru/course/view.php?id=572

Result:

1) Updating knowledge about individual areas of Russia’s development in this period.

2) Reinforcing the skills of independent work and work in a group.

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

Seminar 05-06. Russia and the states on the territory of our country in the 14th – early 17th centuries.

1) Economic block.

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

d) the 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, patrimony, estate and changes in the nature of relations between the peasantry and the ruling feudal class

c) the change in the position of urban corporations (artisans, merchants, hired workers) during the formation of a centralized state

3) Political bloc.

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

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

c) conditions and prerequisites for the formation of the 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 unification processes

4) Foreign policy block.

a) the geopolitical fate of lands and principalities in the 13th-15th centuries. Rus (Russia) between the West (Sweden, the Livonian Order, the Grand Duchy of Lithuania and Poland) and the East (the Golden Horde; the khanates formed as a result of the collapse of the Mongol Empire; the 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, strelets and other “service” people, foreign national formations, mercenaries, militia);

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

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

Educational and instrumental objectives of the lesson:

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

2) consolidation of group work skills

3) familiarization with the educational technology of “brainstorming”, which involves mastering critical thinking skills, developing personal and professionally important qualities, a culture of dialogue and discussion, the ability to do independent study, fostering tolerance, a respectful attitude towards different points of view, including those different from one’s own.

Work format:

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

Independent: students' work 03: Cluster analysis in historical research, working with colloquium questions, solving case studies and problem assignments. Compiling a comparative table (Table 03 "Russia is changing (Moscow Rus and the Russian centralized state)", preparing reports.

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

Result:

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

2) Reinforcing the skills of independent work and work in a group.

3) Strengthening the ability for critical thinking, formation and defending one's own position.

4) Consolidation of work skills using game-based learning technology, implying a certain level of competition.

Seminar 07. Russia in the 17th century. 1) Economic block.

a) Economic development in the late 16th-17th 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 manufactories and their types, 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 ownership. 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) The Time of Troubles and social movements of the 17th century. The church schism as a reflection of deep changes in Russian society.

3) Political bloc.

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

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

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

4) Foreign policy block.

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

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

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

d) relations with Qing China. Treaty of Nerchinsk.

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

1. The culture of the Eastern Slavs and Medieval Rus'.

a) Pagan culture of the Eastern Slavs. Mythology and material culture. Language, writing and literature as ways of preserving the socio-cultural identity of the Eastern Slavic peoples.

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

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

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

d) the role of religion and artistic culture in the formation of national self-awareness in Muscovite Rus'.

e) Culture and art of the Moscow state (late 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

d) Culture and art of the 17th century. 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 North Caucasus.

b) Architecture of the Islamic world (monuments of Kazan, Dagestan, etc. c) Pattern in Muslim art. "Arabesques". Copies of the "Koran" on the territory of Russia

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

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

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

Educational and instrumental objectives of the classes:

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

2) consolidation of group work skills

3) familiarization with the educational technology of “brainstorming”, which involves mastering critical thinking skills, developing personal and professionally important qualities, a culture of dialogue and discussion, the ability to do independent study, fostering tolerance, a respectful attitude towards different points of view, including those different from one’s own.

Work format:

Auditorium: Using the Miro board - for working in groups on mini-projects (according to 4 specified blocks), Google Drive for holding 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 the topics discussed at the seminar, working with case studies and problem tasks. Compiling a comparative table (Table 04 "Russia is changing (From an estate-representative monarchy to an autocratic state system)" Preparing messages. Solving tests in the Moscow Polytechnic University LMS system.

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

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

Result:

1) Updating knowledge about individual areas of Russia’s development in this period.

2) Reinforcing the skills of independent work and work in a group.

3) Strengthening the ability to think critically, form and defend own position.

Midterm assessment based on the results of studying the first section. Final Test Solutions "History as a science. Russia in the conditions of formation and development of traditional society (until the end of the 17th century)", solution of control tasks.

Planned results of studying the section:

Subject result:

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

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

Transobjective 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 points from the text of a document **Personal result:**

tolerance while maintaining one's own picture of the world; adaptability to change

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

2 SEMESTER

36 hours – seminars, 16 hours – SRS, exam **Section II.**

Russian Empire in the 18th – early 20th centuries

Seminar 09. Russia in the late 17th – mid-18th centuries. Birth of the 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 social privileges of the nobility, the tightening of serfdom. Changes in the position of artisans and merchants.

3) Political bloc.

a) Completion of the process of formation of absolutism. Proclamation of the empire. b) Army and bureaucracy in the system of governance. "Table of ranks".

c) “Nationalization” of the church.

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

d) Russia in 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 everyday life. b) Baroque in the fine arts.

c) Formation of the education system and the national theatre.

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 different types of modernization, about the traditional Russia scenarios of changes based on the "revolution from above" type, which assumes the exclusion of society from this process and the negative consequences of such a mechanism.

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

Work format:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks), Google Drive for holding the colloquium, using Canva, Google programs - for creating presentations. small groups for the blocks of the seminar, work in groups - mutual verification of work results (group assignments with cross-review)

Independent work of students 05: Cluster analysis of the topics brought up at the seminar; compiling a comparative table (Table 04. "Russia is changing (17th and first half of the 18th century)"; working with case studies and problem assignments, solving tests in the Moscow Polytechnic University LMS system.

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

Result:

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

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

Seminar 11-13. Russia in the mid-18th – mid-19th centuries. 1) Economic block.

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

b) The emergence of capitalist relations.

c) The beginning of the industrial revolution (machines and new energy sources). b) Why did serfdom hinder the development of the country? Was the failure of 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 century (strengthening of the nobility, new class groups).

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

3)Political bloc.

a) Transformations in the management 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.

d) Public figures and social movements in Russia in the late 18th – first half of the 19th century.

e) Expansion of the Empire's borders 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) Development of science and establishment of a three-level education system.

c) Culture of Great Russians and other peoples of Russia.

Educational and instrumental objectives of the lesson:

1) Continuation of skills in working with factual historical material.
2) Practicing discussion skills.

Forms of work:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks). Google Drive for holding a colloquium, using Canva, Google programs to create presentations. small groups for seminar blocks, discussion, work with sources, business game.

Independent work of students 06: Cluster analysis of the topics brought up at the seminar; compiling a comparative table: Table 05. "Russia is changing (Russia in the first quarter of the 18th and mid-19th centuries)", preparation for participation in the discussion, preparation of reports, work with case studies and problem assignments, solving tests in the Moscow Polytechnic University LMS system.

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

Result:

1) Updating knowledge on the specifics of the catch-up type of modernization.
2) Formation of a “volumetric” idea of “problematic”, “turning” events of Russian history (using the Crimean War as an example)
3) mastering skills that can serve as the basis for the formation 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 century. 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 in the context of forced modernization.
d) Reforms of 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 century.
b) The growing role of 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 the periodical press, sources of personal origin.
c) The Revolution of 1905-1907. The Third of June Monarchy – an attempt to reform Russia and the reasons for its failure. Historical game “Who is this?”
d) 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) Spiritual life of Russian society in the second half of the 19th – early 20th century. Critical realism. Russian avant-garde.

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

c) Technical achievements of the Russian engineering school.

Educational and instrumental objectives of the lesson:

1) Continuation of skills in working with factual historical material.

2) Development of the ability to critically understand source texts (clearly/complexly 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) Practicing discussion skills.

Work format:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks), Google Drive for holding a colloquium, using Canva, Google programs to create presentations. small groups for the blocks of the seminar, discussion, mutual verification of work results (group assignments with cross-reviewing)

Independent work of students 07: Cluster analysis of the topics brought up at the seminar; compiling comparative tables: Table 06. "Russia is changing (Pre-reform Russia and Russia at the beginning of the 20th century)", compiling Table 07 "Public thought and social movements in Russia in the 19th - early 20th centuries" and preparing for participation in the discussion, business game; working with case studies and problem assignments, solving tests in the Moscow Polytechnic University LMS.

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

Result:

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

2) Formation of a “volumetric” idea of “problematic”, “turning” events of Russian history (the revolutions of 1905–1907)

3) Developing skills in working with different types of texts, communication skills discussions, consolidation of gaming skills.

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

Midterm assessment following completion of the second module: Final tests "Russia in the context of modernization of traditional society and the formation of industrial society (XVIII – early XX centuries)”, solving control tasks.

Planned results: Subject result:

knowledge of the characteristics of 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.

Transobjective result:

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

information competencies (critical attitude to information)

communicative competencies (communication for the sake of achieving a goal, conducting a discussion, **willingness to resolve complex, controversial issues)**

Professional result:

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

ability to highlight the main points of a document

the ability to make decisions and be responsible for their results

the ability to completely change the direction of activity the ability

to resist the general opinion, knowing its value **Personal result:**

tolerance while maintaining one's own picture of the

world; adaptability to change

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

civic consciousness civic

responsibility

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

Seminars 17-20. Russia (USSR) between the World Wars and the Revolution (1914-1939 gg.) Alternatives of socio-political development. "Stalin's" modernization

1) Economic block.

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

b) Economic devastation 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 multi-structured economy while maintaining the commanding heights in the hands of the state (one of the options for modernization)

d) Stalin's industrialization and collectivization (as another - forced version of economic modernization). Which path was chosen? Its consequences and cost? **(*Discussion*)**

2) Social block.

a) The influence 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 set of masters to another? **(*Discussion*)**

3) Political bloc.

a) From the era of wars and revolutions to a strict system of control over society. Was Stalin's dictatorship inevitable?**(*Discussion*)**

b) Russia during the First World War. Two interwar decades: Russia's allies and enemies.

4) Sociocultural block.

a) Sociocultural fracture (First World War, revolution, civil war, Stalin's modernization) through the destinies of people (messages)

b) Artist and power, technical specialist and power: the problem of relationships. Can we agree with V.I. Lenin's assertion 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) practicing skills of participation in discussions

Work format:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks), Google Drive for holding a colloquium, using Canva, Google programs to create presentations. small groups for seminar blocks, project activities (technology and engineering in Russia / USSR)

Independent work of students 08: Cluster analysis of topics brought up at the seminar; drawing up a comparative table (Table 08. "NEP and "Stalinist modernization"), preparation for participation in the discussion, preparation of reports; work with case studies and problem assignments, solving tests in the Moscow Polytechnic University LMS system.

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

Result:

1) practicing the ability to conduct polemics during a discussion on a hot (topical) issue problem.

2) development of abilities: to understand the opponent's point of view; to be aware of the boundary, which can be retreated in search of a compromise.

Seminars 21-22. USSR on the eve of and during the Second World War.

1) Economic block.

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

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

2) Social block.

a) The rear and the front during the Great Patriotic War and the Second World War. The price of Victory.

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

3) Political bloc.

a) The state and society during the Great Patriotic War and the Second World War wars.

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

4) Sociocultural block.

a) Ideology and culture during the war years.

b) The 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) Practicing skills in giving presentations, conducting discussions and playing games activities.

Work format:

Auditorium:interview (colloquium), group work, presentations, games activity.

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 (using 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 military operations as an example

actions) work with case tasks and problem assignments, preparation of reports and presentations. Solving tests in the Moscow Polytechnic University LMS system.

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

Result:

1) Development of historical memory.

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

Seminars 23-26. Russia in the second half of the 20th century. Crisis of the Soviet model of development. Collapse of the USSR. Modern Russia.

1) Economic block.

a) Post-World War II economic recovery. Reforms of the 1950s–60s. Slowdown in economic growth in the second half of the 1970s–80s.

b) The scientific and technological revolution of the last decades of the 20th 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) The new ethnic community of the “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 guilty of the collapse of the USSR? (***Discussion***)

b) Soviet civil and military technology and equipment in the post-war world **(*project activities*)**

Educational and instrumental objectives of the lesson:

1) Updating knowledge on the topic.

2) Developing skills in project activities, group work, and discussion. Work format:

Auditorium: Using Miro board - for working in groups on mini-projects (for the 4 specified blocks), Google Drive for holding a colloquium, using Canva, Google programs to create presentations. small groups for seminar blocks, discussion, project activities (technology and engineering in the USSR)

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

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

Result:

1) practicing skills of collective work on a project and its presentation.

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

Midterm assessment based on the results of studying the first section. Final Test Solutions "Russia (USSR) in the context of the development of industrial and the formation of post-industrial societies), solution of control tasks.

Planned results of studying the section:

Subject result:

knowledge of the characteristics of the post-industrial (information) society, the problematic development of which in Russia

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

Transobjective result:

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

information competencies (critical attitude to information) communication competencies (communication for the sake of achieving a goal, conducting a discussion, readiness to resolve complex, controversial issues)

communicative skills (awareness of the importance of working together, the ability to switch to the opponent's point of view, the ability to argue one's point of view)

Professional result:

ability to understand/explain terminology, the difference between fact and opinion, ability to highlight the main points of a document

ability to make decisions and take responsibility for their results

ability to completely change the direction of activity ability to resist the general opinion, knowing its value ability to debate in the course of a professional discussion ability to defend one's point of view

the ability to understand the opponent's point of view

the ability to recognize the point at 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 between one's own and public interests and opportunities along the line of "particularism" - "holism"

civic consciousness civic responsibility

Formation of a personal "I-image" in accordance with the needs of the time

3.5 Topics of course projects (course papers)

Coursework/there are no projects

4. Educational, methodological and informational 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. History of Russia. Textbook. - M.: "Prospect", 2019. - 544 p. (and later editions)

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

3. History of Russia from ancient times to the beginning of the 21st century: textbook: in 3 volumes / ed. L. V. Milova. Moscow: 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 p. Vol. 3: History of Russia in the 20th - early 21st centuries. 960 p.

4.3 Further reading

1. History of Russia in 4 parts. Study guide / Authors – the staff of the department "History and Political Science" of the University of Mechanical Engineering: Candidate of Historical Sciences, 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), Senior Lecturer Kolesova M.A. (Sections 3 and 12), Candidate of Historical Sciences, Associate Professor Rogozhkin V.A. (Sections 5 and 6), Senior Lecturer 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 T.I. Kharlamova – M.: Moscow State Technical University "MAMI", 2011 – 478 p.

3. History of Russia: a textbook for higher technical schools / A.A. Chernobaev, I.E. Gorelov, M.N. Zuev and etc.; - 2nd ed., revised. And additional – M.: Higher. school, 2009.

4. Karamzin N.M. History of the Russian State. Any edition.

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

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

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

8. Orlov A.S., Polunov A.Yu., Tereshchenko Yu.Ya. Fundamentals of the course of Russian history. / Under 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., Prospect, 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 history Russian culture. – M., Graf-press, 2006 – 208 p.

13. Kharlamova T.I. Treasures of Russian Culture – M., Graf-press, 2006 - 320 With.

14. Kharlamova T.I. Rybina M.V. Panin E.V. History. Textbook. M., University of Mechanical Engineering, 2012. – 167 p.

15. Fortunatov V. V. History: Textbook. Third generation standard. For bachelors. - St. Petersburg, 2012. - 464 p.: ill. 2012

4.4. Electronic educational resources

Conducting classes and assessments is possible in a remote format using the university's distance learning system (LMS) based on the developed Department of Electronic Educational Resources (EER) in all sections of the program:.

Name of the EOR	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 electronic educational resources 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 Affairs and/or the Center for Educational and Methodological Work.

Useful educational, methodological and informational materials are presented on sites:

"History of Russia" (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 Russian history, images of documents, scientific publications, databases;

List of resources of the information and telecommunications 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 freely distributed software

No.	Name	Software Developer (copyright holder b)	Availability (licensed, free we distribute oh)	Link to the United register of Russian computer programs and databases (if available)
	Astra Linux Common Edition	OOO "RUSBITEKH-ASTER"	Licensed	https://reestr.digital.gov.ru/reestr/305783/?sphrase_id=954036
	MyOffice	OOO "NEW CLOUD TECHNOLOGIES"	Licensed	https://reestr.digital.gov.ru/reestr/301558/?sphrase_id=943375
	NI Multisim 10.0.	OOO "NEW CLOUD TECHNOLOGIES	Licensed	

4.6. Modern professional databases and information reference systems

List of Internet resources available for mastering the discipline:

	Name	Link to resource	Availability
Information and reference systems			

	Stack Overflow	https://stackoverflow.com/	Available online Internet without restrictions
	Information resources ConsultantPlus Networks	http:// www.consultant.ru	Available
Electronic library systems			
	Doe	https://e.lanbook.com/	Available online Internet without restrictions
	IPR Books	https:// www.iprbookshop.ru/	Available online Internet without restrictions
Professional databases			
	Scientific database 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

To conduct lectures, classrooms equipped with multimedia projectors and screens, computers and interactive whiteboards are required.

6. Methodological recommendations

Educational technologies

It is possible to conduct classes and assessments remotely using the university's distance learning system (LMS) based on electronic educational resources (EER) developed by the Department of Humanities (see paragraph 4.4).

The procedure for conducting work in a remote format is established by separate orders of the Vice-Rector for Academic Affairs and/or the Center for 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 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. During the first lesson, the teacher informs the students of the content the discipline's work program (WP) and provides an opportunity to become familiar with the program.

6.1.3. The teacher draws students' attention in particular to:

- types and forms of conducting classes in the discipline, including the procedure for conducting classes using distance learning technologies and the university's distance learning system (Mospolitekh's distance learning system);

- types, content and procedure for conducting current monitoring of academic performance in in accordance with the assessment fund;

- the form, content and procedure for conducting interim certification in in accordance with the assessment fund provided for by the RPD.

6.1.4. Informs students of the schedule for completing academic work, provided by the RPD.

6.1.5. It is necessary to recommend to students from the very beginning of classes the main and additional literature and indicate the paths to access it.

6.1.6. At the beginning or end of the semester, provide a list of questions to prepare for the midterm assessment (exam or test).

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

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

6.1.9. In preparation for a seminar on the list of announced topics

The teacher needs to clarify the plan for their implementation, think through the wording and content of the educational questions submitted for discussion, and familiarize themselves with the list of questions on the topic of the seminar.

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

In the final part of the seminar, you should summarize its results: evaluate the performance of each student and the study group as a whole. Reveal the positive aspects and shortcomings of the seminar. Answer students' questions. Give assignments for independent work to prepare for the next lesson.

6.1.10. L**laboratory work**- not provided

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

6.2. Methodological instructions for students on mastering the discipline

6.2.1. From the very beginning of mastering the discipline, the student must carefully get acquainted with the work program of the discipline.

6.2.2. The student must draw up a schedule for completing academic work, provided by the RPD, 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 with using the tools of the information educational environment of distance education of the university (LMS Mospolitekh), both during contact work with the teacher and during independent work, the student must ensure the technical possibility of remote connection to the distance learning systems

training. If this is not possible, discuss the situation with the subject teacher.

6.2.4. Independent work is one of the types of educational activities. Purpose independent work – practical assimilation by students of 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 problematic issues contained in the seminar assignment	Passed/Not Passed
Testing (based on the results of studying the section)	Complete all blocks of tests provided by the work program by more than 50 percent
Control task	Completion of three tasks provided for in the work program by more than 50 percent"
Message	Necessary do one message By specified V program topics, demonstrating extensive use of sources

6.2.5. Independent work is one of the types of educational activities. Purpose independent work – practical assimilation by students of issues considered in the process of studying the discipline.

Types of extracurricular independent work:
- independent study of individual topics of the discipline;
- preparation for lectures;
- preparation for seminars and practical classes.

To complete any type of independent work, you must go through the following steps:
- defining the goal of independent work;
- specification of the cognitive task;
- self-assessment of readiness for independent work;
- selection of an adequate course of action leading to the solution of the problem;
- planning work (independently or with the help of a teacher) on task;
- implementation of self-control in the process of completing independent work (intermediate and final) results of work and adjustment of work performance;
- reflection;
- presentation of independent work or defense of laboratory work.

7. Evaluation Fund

During the training process during the semester, assessment tools for current monitoring of academic performance and midterm assessments are used. The following assessment tools are used: test, control work, exam.

7.1. Methods of monitoring and assessing learning outcomes

No. OS	Name evaluative means	Brief description of the assessment tool	Performance evaluation tool in FOS
	Case tasks (CT)	Problematic exercise, V which	Tasks to solve

.		to the student offer comprehend the real situation, necessary For solutions to this problem.	case tasks.
.	Colloquium (K)	Means control assimilation educational material of a topic, section or sections of a discipline, organized as a training session in the form of an interview between a teaching staff member and students.	Questions on topics, sections of the discipline.
.	Reports / Messages (DS)	Product independent works student representing a public performance on presentation received results solutions a specific educational-practical, educational-research or scientific topic.	Topics reports, messages.
.	Control work (K-R)	A means of testing the ability to apply acquired knowledge to solve problems of a certain type on a topic or section.	Set control tasks by options.

7.2. Scale and criteria for assessing learning outcomes

Form of midterm assessment: exam.

Mandatory conditions for preparing a student for the midterm are the completion of the types of work provided for by the work program and passing all midterm tests with at least 70% correct answers. Midterm testing can be conducted both in the University classroom under the supervision of a teacher, and remotely at the discretion of the teacher. completions

The criterion for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline.

Code and name of competencies: UK-5 - the ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts

Indicators of achievement of competence:

IUK-5.1. Identifies and analyzes the characteristics of intercultural interaction caused by differences in socio-historical, ethical and value systems.

IUK-5.2. Applies the main categories of historical science and philosophical worldview to the analysis of the specifics of various cultural communities.

IUK-5.3. Analyzes the history of Russia in the context of world historical and cultural development.

Rating scale	**Description**
Great	All types of academic work provided for by the work program have been completed. The student demonstrates that knowledge, skills, and abilities correspond to those given in the tables of indicators, operates with the acquired knowledge, skills, and abilities, and applies them in situations of increased complexity. At the same time, minor errors, inaccuracies, and difficulties in analytical operations, transfer of knowledge and skills to new, non-standard situations may be allowed.
Fine	All types of academic work provided by the curriculum have been completed. The student demonstrates incomplete, correct compliance

	knowledge, skills, and abilities listed in the tables of indicators, or if 2–3 minor errors were made.
Satisfactorily	All types of academic work provided by the curriculum have been completed. The student demonstrates the conformity of knowledge, in which the main, most important part of the material is covered, but at the same time one significant error or inaccuracy has been made.
Unsatisfactory	Not completed one or more types educational works, provided by the curriculum. Student demonstrates incomplete correspondence of knowledge, skills, abilities with those given in the tables of indicators, significant errors are made, a lack of knowledge, skills, abilities is demonstrated for a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

7.3. Evaluation tools

7.3.1. Current control

Current, midterm and final electronic testing is widely used in the LMS (LMS) of Mospolitekh:

History (General History and History of Russia), Part 1
https://online.mospolytech.ru/course/view.php?id=572
History (General History and History of Russia), Part 2
https://online.mospolytech.ru/course/view.php?id=751
History (General History and History of Russia), Part 3
https://online.mospolytech.ru/course/view.php?id=756
History (General History and History of Russia), Part 4
https://online.mospolytech.ru/course/view.php?id=753

7.3.1.1. Set of tasks for the test

Topic: “Russia in the context of a traditional society (before the 18th century)
OPTION 1

1. What is modernization? Describe the stages and essence of this process.
2. Describe the features of the economy of a traditional society.
3. Explain the concept: “dependence of culture on church-religious dogmas"
4. Explain what a squad 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 began to form in Russia.

Analyze the following passage:

"The level of labor motivation and incentives to work was also low. In the early period of Russian history, with the abundance of land and the difficulties of cultivating it, nomadic agriculture prevailed - clearing a forest plot, collecting relatively good harvests over 2-3 years and then moving to a new plot. Therefore, the peasant legal consciousness did not develop the idea that the application of labor to land is the main property on

the land into the products of its cultivation. 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 stages and essence of this
2. process. Describe the features of the policy of a traditional society.
3. Explain the concept: "class structure of society". Explain who the
4. "Eastern Slavs" are.
5. List and comment on the factors that influenced the development Eastern Slavs.

6. Name the stages of enslavement of the population in Russia in the 15th–17th centuries and explain the reasons for this process.

Analyze the following passage:

"The concept of property could not be formed among people who did not have it. Property was the property of only a narrow boyar circle of owners of patrimonies - land holdings - and the peasants living in them. But even among large landowners, this right was usurped by the state in the person of the autocratic ruler. He was essentially the only owner in Russia, who looked upon the entire country as his patrimonial estate."

OPTION 3

1. What is modernization? Describe the stages and essence of this process.
2. Describe the features of social development of a traditional society.
3. Explain the concept: "sacred-traditional legitimization of power". Explain
4. 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. Name 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 motivation and incentives to work was also low. In the early period of Russian history, with the abundance of land and the difficulties of cultivating it, nomadic agriculture prevailed - clearing a forest plot, collecting relatively good harvests over 2-3 years and then moving to a new plot. Therefore, the idea that the application of labor to the land is the main property in the products of its cultivation did not develop in the peasant legal consciousness. 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 stages and essence of this process.
2. Describe the cultural characteristics of a traditional society.
3. Explain the concept: “primitive technologies”.
4. What is the “Mongol-Tatar dependence” and how was it expressed?
5. Explain how dependence on the Golden Horde contributed the formation of a despotic form of power in Rus'?

6. Explain the theory of the "Symphony of Powers" and its significance for political and cultural development of Russia. Has this theory delayed modernization in Russia?

Analyze the following passage:

"The concept of property could not be formed among people who did not have it. Property was the property of only a narrow boyar circle of owners of patrimonies - land holdings - and the peasants living in them. But even among large landowners, this right was usurped by the state in the person of the autocratic ruler. He was essentially the only owner in Russia, who looked upon the entire country as his patrimonial estate."

Subject: "Modernization V Russia: fromtraditional To modern (industrial) society (XVIII–XIX centuries).

Option 1.

1. List and explain (comment) signs of the economy modern society.

2. When, under what ruler and for what reasons did the development of modern economy. Explain your opinion.

3. Were there any factors that hindered the development of modern

Economy in Russia in the 18th–19th centuries

Please read the following passage carefully:

“The country was agrarian, peasant. For it to become industrial, huge masses of people and huge material resources had to move from agriculture to industry. This shift 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 needed for personal and industrial consumption, and, moreover, to sell at cheap prices. From the early 60s to the end of the 19th century, grain exports alone increased more than 5 times. In general, by the end of the century, agricultural products accounted for up to 80% of the total value of Russian exports. Large incomes from agricultural exports made it possible to directly support the development of industry, railway construction and, at the same time, widely resort to the second source of funds for this development - foreign loans and investments” (A.G. Vishnevsky “Sickle and Ruble. Conservative Modernization in the USSR”. Moscow, 2010).

Answer the following questions on 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 "tax policy" and what do peasants have to do with it? 5. Why is the sale of what was needed for the personal and industrial consumption of peasants a negative factor in the development of the economy? 6. How did the export of agricultural products support the development of industry?

Option 2.

1. List Andexplain (comment) signs politicians modern society.

2. When, under what ruler and for what reasons did the development of modern politics. Explain your opinion.

3. Were there any factors that hindered the development of modern politics?

in Russia in the 18th–19th centuries

Please read the following passage carefully:

“The reform process of the late 1850s – first half of the 1860s led to the transformation of power itself. Reforms as a series of extraordinary measures taken by the autocracy in response to the emergency caused by the Crimean War gradually became the result of the supreme power’s desire to adapt to the changing Russian reality and to recognize the new challenges facing the country. ... The consequence of the reforms was the decentralization of autocratic power, which, by creating new institutions, was losing part of its monopoly on power. Undoubtedly, this tendency contradicted the very essence of autocracy. ... All this required continued transformations of the political system. The stamp 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 (classlessness, elections, equality before the law) and the civil emancipation of society while maintaining autocracy as a political regime” (N.A. Proskuryakova “Russia in the 19th Century”. Moscow, 2010).

Answer the following questions about the text: 1. What 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 connected? 4. What is "decentralization of supreme power"? 5. Why does this contradict autocracy? 6. What does the author see as the main contradiction of the reforms?

Option 3.

1. List and explain (comment on) the signs of social organizations of modern society.

2. When, under which ruler and for what reasons did the civil war begin in Russia? the formation of the structure of modern society. Explain your opinion.

3. Were there any factors that hindered the development of modern structures of society in Russia in the 18th–19th centuries

Please read the following passage carefully:

"The city and the village confront each other primarily not as two types of populated areas, 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 toward 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 birth to and makes widespread 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, therefore, brings with it very big changes, and therefore becomes one of the sources of conflict within society, especially if it proceeds rapidly, leaving no time for the gradual assimilation of the social innovations associated with it” (A.G. Vishnevsky “Sickle and Ruble. Conservative Modernization in the USSR”. Moscow, 2010).

Answer the following questions about the text: 1. What opposition between the city and the village are we talking about? 2. What is "patriarchy" and why is the modern city incompatible with this phenomenon? 3. Why is the figure of the "initiative personality" so important for modern society? 4. Why is the modern personality cramped within the framework of traditional society? 5. What is urbanization? 6. What problems can arise in society as a result of accelerated urbanization?

Option 4.

1. List And explain (comment) signs cultures modern society.

2. When, under which ruler and for what reasons did the development of cultures of the modern type. Explain your opinion.

3. Were there any factors that hindered the development of modern culture?

in Russia in the 18th–19th centuries

Please 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 introduction to 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 introduction of broad sections of the population to culture (its norms and values), the training of personnel - Bachelors-professionals who meet the requirements of the time, the formation of a new system of values, new ideals and models of behavior in the younger generation, 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. Proskuryakova "Russia in the 19th Century". Moscow, 2010).

Answer the following questions about the text: 1. How is the development of culture connected with modernization? 2. How is the development of culture connected with the reorganization of the system of public administration? 3. What is meant by culture in this text? 4. What does "educational revolution" mean? 5. What role do "cadres" - Bachelors-professionals - play in cultural modernization? 6. How does education shape the cultural environment of society?

Application procedure:

The test is conducted in written form based on the results of studying the first section (see 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 test 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 identify the author's main idea and connect it with the general historical context; in test #2, it is necessary to fully and reasonably answer two out of three questions, as well as all questions on the text.

- the grade “good” (7 – 8 points) is given to the student if in test No. 1 he fully and reasonably answered 3-4 questions (an incomplete answer is allowed for the remaining two questions), and also, when analyzing the text, demonstrated the ability to identify the author's main idea and connect it with the general historical context; in test 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 a student if In test #1, he gave an incomplete answer to all questions, or answered 2-3 questions fully and reasonably. When analyzing the text, the student must demonstrate an understanding of the author's main idea. In test #2, it is necessary to answer at least one question out of three fully and reasonably (or give incomplete answers to all three questions), and also answer at least 3 questions about the text.

- the grade "unsatisfactory" (0 points) is given to the student for the test №1 for incomplete answers to all questions and inability to analyze the text (failure to understand the author's main idea, inability to connect the text with the general historical context). In test №1, to receive "unsatisfactory", an incomplete answer to all three questions (or a complete answer to one question) and incomplete answers to all questions about the text (or a complete answer to only 1-2 questions) are required.

7.3.1.2. Case problems:

Case study #1.

According to chronicle evidence, Prince Vladimir Svyatoslavich carried out a "religious reform" in 980 with the aim of unifying the pantheon of pagan gods. However, after 8 years - in 988 - he accepted the Christian faith and carried out 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 justify his refusal? Why did Vladimir's pagan reform fail, and why did he decide to radically change his religion?

Case study #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. However, 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 was this process not repeated later?

Case study #3.

Druzhina 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 the governance of the state and received monetary compensation and lands for this. These are people loyal to the prince, close to him, who defended their prince if necessary. However, the chronicles record cases of conflicts between the prince and his druzhina, although after the Mongol-Tatar invasion they became less frequent. Thus, in 1174, Prince Andrei Bogolyubsky was killed as a result of a conspiracy organized by his own druzhina members.

What could the warriors be dissatisfied with and why did the warriors stop conflicting with the princes after the invasion?

Case study #4.

During the unification of the Russian lands (14th – 16th centuries), the residence of the Metropolitan of All Rus' was moved to Moscow – the 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 resolve purely political issues, given that the church is a spiritual organization that was supposed to care only for the souls of believers?

Case study #5.

The Mongol-Tatar invasion and the subsequent centuries-long dependence of Russian lands on the Golden Horde, according to historians, significantly influenced the pace and vector of 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 prince's power.

How did the Mongol-Tatar yoke influence the changes in power?

Case study #6.

In 1380, the Russian army led by Prince Dmitry Donskoy won its first major victory over the Mongolian army led by Khan Mamai. The Mongolian army was completely defeated, and Mamai fled and later died on the territory of modern Crimea. Thus, ideal conditions were created for ending the dependence of the Russian lands on the Golden Horde. However, this did not happen. Just 2 years later, in 1382, Prince Dmitry offered no resistance to Khan Tokhtamysh, who managed to ravage Moscow.

Why did the Moscow prince put up such fierce resistance to one khan and immediately, without even trying to get rid of dependence, allowed the new khan to destroy his capital?

Case study #7.

Serfdom, as a system of personal dependence of one social group on another, began to form in Rus' around the end of the 15th century. This system was finally formed during 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 distinguished by its serfdom character, and the lack of rights was characteristic not only of the peasants, but also of all other social strata.

Why did serfdom in its classical form not exist before the 15th century, and how was the “serfdom” of other social strata expressed?

Case study #8.

One of the periods of Ivan IV the Terrible's reign was called "oprichnina". Its main content boils down to the tightening of the tsar's policy towards all social strata. In the period from 1565 to 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 fight against the rich and too independent "separatist boyars", today researchers increasingly turn to religious and ideological reasons associated with the formation of the ideology of the tsar's power.

What is the ideology of royal power, how was it formed in Rus' and what role did the specific policies of Ivan IV play in this context?

Case study #9.

According to chroniclers, from the end of the 15th century, the image of a double-headed eagle began to be used in Rus' 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 "coronation to the throne" was developed, and theories about the origin of royal power ("Moscow - the Third Rome") and the genealogy of the dynasty of Moscow tsars ("The Tale of the Princes of Vladimir") appeared in various sources.

Were these events somehow connected?

Case study #10.

In 1649, under Tsar Alexei Mikhailovich, a new collection of laws appeared – the “Cathedral Code”. Numerous articles of this collection remained in effect and regulated life in the Russian state until 1832. A special chapter of the Code defined the status of the tsar and his entire family. From now on, the opinion of the tsar was recognized as the opinion of the people. His good – the good of the state and the people. Crimes against him or his family – crimes against the state.

What does this process indicate in terms of the formation and development of traditional society?

Case study #11.

When talking 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 innovations from abroad as possible and transfer them to Russia. At the same time, Peter's own phrase is well known: "We need Europe for several decades, and then we must turn our backs on it."

How can we explain the reformer's attitude towards Europe?

Case study #12.

Peter I is known as a great reformer. During his reign, all spheres of life in Russian society 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 draw 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 did not intend to change anything here.

What is the essence of this tradition and how can one explain such a contradiction in the emperor's policy?

Case study #13.

Peter I died in 1725. In the absence of his son, the Russian throne, logically, should have been occupied by either his daughter Elizabeth or his grandson, Alexei's son. But none of the seemingly legitimate successors ascended the throne. Peter I's wife, Catherine I, became empress.

Why?

Case study #14.

For 3.5 centuries, Russian rulers built a serfdom-based, service-based social system based on the complete subordination of all social strata to the state. But at the end of the 18th century, this system began to collapse through the efforts of the state itself. In 1785, Catherine II signed the "Charter to the Nobility" and the "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 it had previously so carefully created?

Case study #15.

As early as the 17th century, under Alexei Mikhailovich, the state authorities attempted to bring the church under their control (by limiting land ownership rights, etc.). In the 18th 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 aforementioned rulers remained an Orthodox believer, had a confessor, attended church services and observed all the obligatory religious rules of everyday life in this case. At the beginning of their reign, each participated in a special church ceremony of "coronation to the throne", during which the future ruler was called "the anointed of God".

How can one explain such a contradiction in the relationship between the state and the church?

Case study #16.

In 1785, Catherine II “liberated” the nobility, granting them a free life. Thanks to the “Charter to the Nobility,” all members of this social group were now exempt from compulsory state service and were free to choose their occupation. This largely positive step, testifying to the process of social modernization, was immediately supplemented by a number of decrees concerning serfs. For example, in 1765, landowners were given the right to exile peasants to Siberia, to hard labor; in 1767, peasants were forbidden to file complaints against their landowners.

How can we explain the emergence of such essentially contradictory decrees in such a short period of time?

Case study #17.

The 18th century was the time when talented engineers and inventors appeared in Russia. The inventions of I.V. Kulibin, I.I. Polzunov, E.A. and M.E. Cherepanov, A.K. Nartov are well known. Most of their inventions, if implemented in real production, would have allowed Russian industry and, accordingly, the economy to make a breakthrough, overcoming the lag behind the leading European countries in a short period of time. However, in practice, their inventions often remained unclaimed, their fate entirely depended on the personal favor of the tsar himself or the direct owners of the factories. Systematic technical innovations were not carried out, although such an opportunity existed. The inventors themselves generally ended their lives in poverty and obscurity.

How can this situation be explained?

Case study #18.

In the Russian Empire, nobles were traditionally considered the "support of the throne", and, according to many historians, domestic policy in the 18th - first half of the 19th centuries was "pro-noble". It would seem that the nobles should have been pleased. However, in December 1825, the Decembrist uprising took place in St. Petersburg. This was the first uprising in the history of Russia, during which demands were made to change the form of government - autocracy. The Decembrists were nobles, and they rebelled against the autocratic power, which carried out all its policies for their benefit.

How can one explain such a position of the rebels?

Case study #19.

Alexander II went down in Russian history as the "tsar-liberator". Indeed, having abolished serfdom in 1861, the tsar granted freedom to millions of peasants. At the same time, the millions of peasants themselves remained so dissatisfied with their 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" the population.

How can one explain such discontent among the peasants?

Case study #20.

The reforms of Alexander II are a landmark event in the history of Russia. They were expected, talked about, and welcomed. In general, the abolition of serfdom, the reform of the legal system, and the emergence of new elected local government bodies were a blessing for Russian society. But in the end, educated society itself was dissatisfied with the reforms. So dissatisfied that opposition organizations emerged, including revolutionary ones, in which not only projects for improving reforms were discussed, but also the principle of changing power.

Supporters of Alexander II assessed such a public reaction as "ingratitude". Can we agree with this?

Application procedure:

Case tasks are current means of control of the knowledge, skills and abilities acquired by students. These tasks are offered to students for solution based on the results of studying various topics within the Modules (see Work program). A student can solve a case task both independently and in a mini-group. In the latter case, it is possible to check and practice the skill of working in a team in the process of completing a collective task. In addition, students can do this work not only directly in class, but also at home, independently searching and analyzing the information necessary for a full answer. This allows you to check the skill of organizing independent work and everything related to it.

Evaluation criteria:

- the grade “passed” (1 point) is given to the student if he/she has given a reasoned answer to all the questions posed in the case study, 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 grade “fail” (0 points) is given to a student if he/she was unable to justify your answers to the questions posed in the case study and explain the connection between this plot and general historical development, the process of changing technological eras and, in general, the modernization of Russian society and the state.

(It is also possible to receive 0.5 points when solving a case problem. Such an assessment is made if the student has reasoned his solution to the case problem, but was unable to place the plot in a general historical context, or when reasonedly supplementing another solution to the case problem).

7.3.1.3. Topics of abstracts (essays, reports, reports) on the discipline "History"

1. Eastern Slavs and their neighbors in the 1st millennium AD. Comparative analysis of the socio-economic and political structure. The problem of state formation.
2. Byzantium and Rus': a comparative analysis of the state structure and socio-political development.
3. The adoption of Christianity by Russia. The Church and its influence on historical destiny pre-Mongol Rus'.
4. Formation of feudal relations in Ancient Rus' and states early medieval Europe: general trends and differences.
5. International contacts and dynastic ties of Kievan Rus in the 9th – 12th centuries.
6. East and West in the political course of Alexander Nevsky. Features the foreign policy position of the Russian lands in the second half of the 13th century.
7. The Moscow State and the Grand Duchy of Lithuania: similarities and differences differences.
8. Novgorod and Pskov in the History of Medieval Rus'. The Problem of Interaction authorities and society.
9. Rus' and the Golden Horde: problems of mutual influence.
10. Moscow military camp in the 14th - 15th centuries. The influence of foreign policy factors on socio-economic and political processes in the Russian state.
11. Formation of feudal relations in the Moscow state and medieval centralized monarchies: general trends and differences.
12. Domestic policy of Ivan IV: between reforms and oprichnina.

13. West and East in the policy of Ivan IV. Ethnic factor of formation Russian centralized state.

14. Rus' of the 15th-16th centuries through the eyes of foreigners. The problem of relations between power and society.

15. The Russian Orthodox Church and the formation of state institutions, national self-knowledge in the 14th - 16th centuries.

16. The Reformation and Counter-Reformation in Europe. Their influence on church controversies and Heresies in the Moscow State in the 15th - 16th centuries

17. West-East-Russia in the 14th - early 17th centuries: general and specific in historical development.

18. Estate representative institutions in Europe and Russia in the 16th - 17th centuries: distinctive features and similarities.

19. Time of Troubles: crisis of the state, society. Alternatives for getting out of it crisis.

20. Russian-Polish relations in the 17th century and their impact on the cultural and public life of the Muscovite kingdom.

21. The processes of modernization of Europe and the development of Russia in the 17th century.

22. Church schism in Russia: its socio-political essence, consequences.

23. Russian explorers and the development of Siberia: the problem of relations with peoples of Siberia

24. The influence of the personality of Peter I on the methods of implementing the catch-up modernization in Russia.

25. The struggle for the legacy of Peter I: socio-political essence, consequences palace coups.

26. The process of Europeanization of Russia in the 18th century: achievements, problems, contradictions.

27. The culture of the 18th century: the Russian version of the “age of enlightenment”.

28. Between West and East: the foreign policy of the Russian Empire in the 18th century century.

29. Russia and France at the beginning of the 19th century: cultural interaction and political confrontation.

30. Revolutionary events in Europe in the 1830s–1840s and Russian public thought.

31. The Patriotic War of 1812 and the Decembrist movement.

32. Evolution of statehood in Russia and Western European countries in the 1st half of the 19th century

33. The West's war against Russia: causes, course and consequences of the Crimean War.

34. Modernization in Western Europe and Russia in the 2nd half of the 19th century.

35. The last expansion of the Empire's borders: Russia's foreign policy during the second half of the 19th - early 20th century.

36. Russian engineering school: achievements and problems

37. Russian business in the era of the formation of industrial civilization: industry, trade, banking.

38. Autocratic modernization in Russia at the beginning of the 20th century: achievements, problems, results.

39. "Cursed Days": the state, society, ideology during the years of "Trouble" (1914-1922) gg.)

40. Formation and development of the USSR: achievements, problems and results national-state building in the 20-30s of the 20th century.

41. Late industrial modernization and Stalin’s “Great Leap Forward”.

42. USSR in World War II. Views and assessments

43. Power and culture: interaction of power and cultural figures in the 30s - 50s XX century.

44. The origins and main features of the "thaw" The Sixties and their role in the social political development of the country

45. Civil and military equipment in the USSR in the 2nd half of the 20th century

46. The crisis of the Soviet socio-economic model: reasons, search for ways output and results.

47. Domestic and foreign policy factors of “perestroika”. Its results.

48. The collapse of the USSR and its geopolitical consequences for our country and international relations.

49. “Capitalist” modernization and contemporary socio-political and economic development of Russia

50. Russia and its role in the modern world (the main directions of foreign policies: tasks and results).

7.3.2. Interim certification. Questions for monitoring and conducting the exam:

1. East Slavic tribes and their neighbors. Settlement, life, economy, beliefs, social order.

2. Formation of the Old Russian State. Domestic and Foreign Policy the first Russian princes

3. Adoption of Christianity and its significance. The role of the church in the history of Ancient Rus'.

4. Political fragmentation of Rus' in the 12th–13th centuries: the most important reasons principalities and lands (Vladimir-Suzdal Principality; Novgorod the Great; Galicia-Volyn Principality).

5. The struggle of the Russian people against the Swedish and German invaders in the north in the West of Rus' in the 13th centuries.

6. The Mongol invasion of Rus' in the 13th century and its consequences. Relations between Rus' and Hordes.

7. Reasons and conditions for the rise of the Moscow principality. Unification Russian lands around Moscow in the 14th century.

8. Prerequisites, course and features of the formation of a centralized state in the 15th – early 16th centuries. Domestic and foreign policy of Ivan III and Vasily III.

9. Domestic policy of Ivan IV. Reforms of the 50s - 60s of the 15th century.

10. Foreign policy of Ivan IV. Capture of Kazan, Astrakhan, Livonian War.

11. The Time of Troubles of the late 16th – early 17th centuries: prerequisites, stages, consequences.

12. Foreign and domestic policy of Russia under the first Romanovs (Mikhail Fedorovich and Alexey Mikhailovich).

13. Popular movements of the 17th century. Urban uprisings of the 17th century. Uprising of 1670-1671 gg. under the leadership of S. Razin

14. Church schism in the 17th century and its consequences.

15. Foreign policy of Russia in the 17th century.

16. Socio-economic development of Russia in the 17th century. "Cathedral Code" 1649

17. The reform activities of Peter I.

18. The main directions and results of Peter I’s foreign policy.

19. Russia in the era of palace coups: main events, directions domestic policy.

20. “Enlightened absolutism” by Catherine II.

21. Foreign policy of Catherine II.

22. Domestic and foreign policy of Paul I. His personality and destiny.

23. Alexander I: reformist plans and problems of their implementation.

24. Russia's Foreign Policy in the First Quarter of the 19th Century. The Patriotic War 1812.

25. Social thought in Russia in the first half of the 19th century. Movement Decembrists: its significance in the history of the state.

26. The main directions and results of the domestic and foreign policy of Nicholas I

27. Abolition of serfdom. The significance of the reform of February 19, 1861.

28. Reforms of the 1860s – 1870s: content, results, consequences.

29. Social and political movement in Russia in the 60s - 90s of the XIX century.

30. The specifics of the development of Russian capitalism in the post-reform period (60s - 90s of the XIX century).

31. Foreign policy of the Russian Empire in the second half of the 19th century. Russian-Turkish War 1877-1878

32. Socio-economic development of Russia in the late 19th - early 20th centuries. Reforms S.Yu. Witte.

33. The Revolution of 1905-1907 in Russia: causes, main events, results and meaning.

34. Russia in 1907-1914. The regime of the Third of June monarchy. State Duma of the III-IV convocations.

35. Socio-economic development of the Russian Empire at the beginning of the 20th century.

36. Reforms of P.A. Stolypin. Directions, results and significance of agrarian reform.

37. Russia's participation in the First World War: reasons, the role of the Eastern Front, consequences.

38. February Revolution of 1917. Overthrow of the autocracy.

39. The revolutionary process in Russia in 1917 in February–October. Search political ways out of the national crisis.

40. October Revolution of 1917. The first events of the Soviet governments.

41. Causes and beginning of the civil war and foreign intervention. Course military actions in 1918-1920.

42. Economic and social policy of the Bolsheviks in 1917-1918. "Military communism".

43. Russia during the NEP period (1921-1929).

44. Political struggle within the Bolshevik Party in the 1920s.

45. The origins and essence of Stalinism, the cult of personality. The formation and soviet totalitarian system.

46. Collectivization in the USSR: reasons, methods of implementation, results and consequences.

47. Industrialization policy in the USSR in the late 1920s-1930s: methods, results, cost of implementation.

48. The main directions of the USSR foreign policy in the 1920s – 1930s.

49. The beginning of the Second World War. Domestic and foreign policy of the USSR in 1939-1941

50. The initial period of the Great Patriotic War. Reasons for the failures of the Red Armies. Creation of the anti-Hitler coalition.

51. The turning point in the Great Patriotic War. Stalingrad and Kursk battles. Tehran Conference.

52. The final stage of the Great Patriotic War: Yalta, Potsdam conferences. End of World War II.

53. Soviet society after the end of the Great Patriotic War (1945-1953).

54. USSR in the mid-60s - mid-80s (neo-Stalinism, stagnation, crisis systems).

55. The Post-War World and the USSR (1945-1985): Formation of the World System socialism, the Cold War, the Iron Curtain, the nuclear arms race.

56. Attempt at de-Stalinization in the USSR. 20th Congress of the CPSU. The "Thaw" of the mid-50s — mid-60s. Attempts at economic and political reforms.

57. “Perestroika” in the USSR (1985-1991).

58. The August political crisis of 1991 and the collapse of the USSR. Formation of the CIS.

59. The Russian Federation in 1991-2007. An attempt at radical economic modernization (1991-1993). Crises in the formation of a democratic society in Russia (1993, 1998).

60. The Russian Federation in 2000-2007. Problems of socio-economic and socio-political development and ways to solve them. Presidency of V.V. Putin

61. The Russian Federation in 2007-2022. Problems of socio-economic and socio-political development and ways to solve them. Presidency of D.A. Medvedev and V.V. Putin

62. Russia's foreign policy in the context of the new geopolitical situation in the at the end 20th – beginning XXI V**.**

Appendix 1

(Bachelor)

№/n	Chapter	Semester	Week Semester	Types of educational work, including independent students' work, and labor intensity in hours			Types of independent work students		
				L	P/C	SRS	EOR	Test	K/z
1st semester, midterm assessment - credit									
1	Section I. Antiquity and the Middle Ages on the territory of our country	1	1-16	32	16	8			
2	Topic 01. Introduction. History as an object of study. Peoples and states on the territory of our country in ancient times.	1	1-4	4	2	2			
3	Topic 02. From ancient times to the Middle Ages. The Old Russian state and state formations on the territory of our country (Crimea, North Caucasus, Volga region, Siberia). Fragmentation on the territory of our country. The Mongol Empire and the fate of the peoples of our country in the 12th–13th centuries.	1	5-8	4	2	2			
4	Topic 03. Education and development of Russian centralized states (14th–early 17th centuries). From Rus to Russia. New period of world and Russian history.	1	9-12	4	2	2			
5	Topic 04. New period of world and Russian history. Russia in the 17th century. Culture of Russian and other peoples on the territory of our country in the 9th - 17th centuries	1	13-16	4	2	2			
6	Final testing for the section	11	15						

7	Control task		16						
8	**Interim assessment**	Credit							
2nd semester, midterm assessment - exam									
8	**Chapter II.** Russia in the conditions modernization of traditional society and the formation of an industrial society (XVIII – early XX centuries)	2		16	16	8			
9	Topic 05. The second half of the 17th - 18th century - the era of modernization and Enlightenment. The beginning of a new period in the history of Russia	2							
10	Topic 06. Russian Empire in the 19th century: place and role in global processes and the system of international relations, Great reforms and socio-cultural development of the country.	2							
11	Final testing for the section	2							
12	Control task	2							
	Section III. Russia in the context of the development of industrial society and the beginning of the formation of post-industrial society (XX – early XXI centuries)	2		28	28	8			
	Topic 07. Russia at the beginning of the 20th century: the decline of the empire Romanovs, phenomenon Russian revolution of the twentieth century	2							
13	Topic 08. The First World War. Revolution 1917. Birth Soviet Russia And USSR. Construction socialism; the country's foreign policy strategy in the 1920s and 1930s	2							
14	Topic 09. USSR during the Second World War and	2							

	Great domestic wars. Reasons, stages, progress Great Patriotic War. Post-war settlement.								
15	Topic 10. USSR during the period of "real socialism". Socio-economic aspects developments states; social groups And social-economic categories of Soviet society; development, implementation and problems in the field of scientific and technological progress;	2							
16	Topic 11. 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 21st century).								
17	Final testing for the section	2	18						
18	Control task	2	18						
	Interim assessment	exam							