

ФГБОУ ВО «БАШКИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ФАКУЛЬТЕТ МАТЕМАТИКИ И ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

Updated:

at the meeting of the department protocol No. 6 of January 29, 2021


Head of the Department



/ R. R. Tukhvatullin

Agreed:

Chair of the Faculty's UMC



/ ЕФИМОВ А.М.

THE WORKING PROGRAM OF THE DISCIPLINE (MODULE)

discipline History (history of Russia, General history)

mandatory part

graduate program

Direction of training

01.03.02 Applied Mathematics and Informatics

Preparation profile

"Applied Programming and Data Analysis"

Qualification

bachelor

Developer (compiler)

ст. преп., к.и.н.



/ Усова Ю. С.

For admission: 2021

Ufa 2021

Compiled by: Senior Lecturer, Ph.D. Usova Yu.S.

The work program of the discipline was approved at a meeting of the department, protocol No. 6 of January 29, 2021.

The additions and changes made to the work program of the discipline were approved at a meeting of the Department of Foreign History: the fund of evaluation means was updated, protocol No. 6 of January 29, 2021.

Head of the Department



/ R. R. Tukhvatullin /

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1. The list of planned learning outcomes in the discipline, correlated with the indicators of achievement of competencies established in the educational program

Based on the results of mastering the discipline, the student must achieve the following learning outcomes:

Category (group) of competencies	Formed competence (with code)	Competency achievement indicator code and name	Discipline learning outcomes
<i>Intercultural interaction</i>	<i>UK-5 - the ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts</i>	<i>UK 5 - 1.1.</i> The basics of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics	Knowledge of the foundations of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceive the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics
		<i>UK 5 - 1.2.</i> Analyze the socio-cultural differences of social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings	To be able to analyze the socio-cultural differences of social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, the socio-cultural traditions of the world, the main philosophical, religious and ethical teachings
		<i>UK 5 - 1.3.</i> Skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrates respect for the historical heritage and socio-cultural traditions	Possess the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrates respect for the historical heritage and socio-cultural traditions

2. The purpose and place of the discipline in the structure of the educational program

The discipline "History (history of Russia, General history)" refers to the mandatory part. The discipline is studied in the 1st year in the 2nd semester.

Objectives of the discipline: The objective of the discipline "History (History of Russia, General History)" is to form students' comprehensive understanding of the cultural and historical originality of Russia, its place in world and European civilization; the formation of systematized

knowledge about the basic laws and features of the world-historical process, with an emphasis on the study of the history of Russia; introduction to the range of historical problems related to the field of future professional activity; development of skills for obtaining, analyzing and generalizing historical information.

3. Content of the work program (scope of discipline, types and types of training sessions, educational and methodological support of independent work of students)

The content of the work program is presented in Appendix No. 1.

4. Foundation of assessment tools by discipline

4.1. The list of competencies and indicators of the achievement of competencies with an indication of the planned learning outcomes in the discipline correlated with them.

Description of criteria and scales for assessing learning outcomes in the discipline.

Competency code and wording

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

Competency achievement indicator code and name	Discipline learning outcomes	Criteria for assessing learning outcomes			
		2 ("Not satisfactory")	3 ("Satisfactory")	4 ("Good")	5 ("Excellent")
<i>UK-5.1</i>	<i>Know: the basics of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceive the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics</i>	Lack of knowledge	Knows only the frequently encountered foundations of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics	In most cases, he knows the basics of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics	He perfectly knows the basics of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceives the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics
<i>UK-5.2</i>	<i>Be able to: analyze the socio-cultural differences of social groups, relying on knowledge of the stages of the</i>	Can not	Is able to partially highlight and analyze the socio-cultural differences of social groups,	Knows how, with a large number of comments, to highlight and analyze the socio-cultural	Freely and confidently knows how to identify and analyze the socio-cultural differences of social groups, relying

	<i>historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings</i>		relying on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings	differences of social groups, relying on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings	on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings
UK-5.3	<i>Possess: skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrate respect for the historical heritage and socio-cultural traditions</i>	Virtually does not own	Poorly masters the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; weakly demonstrates respect for the historical heritage and socio-cultural traditions	In general, successful, but containing separate gaps in the skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrates respect for the historical heritage and socio-cultural traditions	Successful and systematic application of skills in practical application of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of worldview, social and personal problems; demonstrates respect for the historical heritage and socio-cultural traditions

The assessment criteria are the points that are given by the teacher for the types of activities (assessment means) based on the results of studying the discipline modules listed in the discipline rating plan for the exam: current control - maximum 40 points; midterm control - maximum 30 points, incentive points - maximum 10.

Grading scales for the exam:
 from 45 to 59 points - "satisfactory";
 from 60 to 79 points - "good";
 from 80 points - "excellent".

4.2. Typical control tasks or other materials necessary for assessing the learning outcomes in the discipline, correlated with the indicators of achievement of competencies established in the educational program. Methodological materials defining the procedures for assessing learning outcomes in the discipline.

Competency achievement indicator code and name	Discipline learning outcomes	Evaluation tools
<i>UK-5 - the ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts</i>	<i>Know: The basics of intercultural communication, the laws of the historical development of Russia in the world historical-cultural, religious-philosophical and ethical-aesthetic context; perceive the Russian Federation as a state with a historically developed diverse ethnic and religious composition of the population and regional specifics</i>	testing, individual and group survey in practical classes, test
	<i>Be able to: Analyze the socio-cultural differences of social groups, based on knowledge of the stages of the historical development of Russia in the context of world history, socio-cultural traditions of the world, basic philosophical, religious and ethical teachings</i>	testing, individual and group survey in practical classes, test
	<i>Possess: Skills of constructive interaction with people, taking into account their socio-cultural characteristics in order to successfully fulfill professional tasks and social integration; conscious choice of values and citizenship; reasoned discussion and solution of problems of an ideological, social and personal nature; demonstrate respect for the historical heritage and socio-cultural traditions</i>	Exam

The assessment criteria for the modular-rating system are the points that are given by the teacher for the types of activities (assessment means) based on the results of studying the modules (discipline sections) listed in the discipline's rating plan (for the exam: current control - maximum 40 points; midterm control - maximum 30 points, incentive points - maximum 10; for credit: current control - maximum 50 points; midterm control - maximum 50 points, incentive points - maximum 10).

Grading scales:

for exam:

from 45 to 59 points - "satisfactory";

from 60 to 79 points - "good";

from 80 points - "excellent".

Rating - discipline plan

History (history of Russia, General history)

Direction 01.03.02 Applied Mathematics and Informatics
course 1, semester 2

Виды учебной деятельности студентов	Score for a specific task	Number of assignments per semester	Points	
			Minimum	Maximum
Module 1				
Current control			0	37
1. Classroom work	0-5	2	0	10
2. Test control	3	9	0	27
Mid-term control			0	3
1. Written test	3	1	0	3
Module 2				
Current control			0	37
1. Classroom work	0-5	2	0	10
2. Test control	3	9	0	27
Mid-term control			0	3
1. Written test	3	1	0	3
Rewarding points				
1. Student olympiad			0	10
2. Publishing Articles			0	10
3. Work with schoolchildren (circle, competitions, olympiads)			0	10
Attendance (points deducted from total points earned)				
1. Attendance at lectures			0	-6
2. Visiting practical (seminars, laboratory classes)			0	-10
Final control				
Exam			0	30

Exam tickets

Exam ticket structure:

Consists of two questions based on examination questions approved by the decision of the department.

In the first question, it is necessary to give an answer on the history of Russia from ancient times to the end of the 18th century, and in the second - from the beginning of the 19th to the beginning of the 21st centuries.

Signed by the head of the department.

List of questions for the exam:

1. History as a science, its functions and methods
2. Ancient peoples on the territory of Russia. The origin of the word "Rus".
3. The early feudal state "Kievan Rus". Socio-political system and culture. The adoption of Christianity by Russia and its historical significance.
4. Russian lands during the period of feudal fragmentation.
5. Tatar-Mongol invasion. Golden Horde and Russian principalities.
6. Formation of the Russian centralized state (XIV - XV centuries)
7. Muscovy in the era of Ivan the Terrible. The accession of Bashkiria to the Russian state and its consequences.
8. "Time of Troubles" in Russia. The phenomenon of imposture
9. Russia in the 17th century: from "turmoil" to strengthening. Cathedral Code of 1649.
10. From estate-representative to absolute monarchy. Reforms of Peter I.
11. Russia in the era of palace coups.
12. "Enlightened absolutism" of Catherine II: features, content, contradictions.
13. The era of Alexander I. Russia in the Patriotic War of 1812
14. Social and political trends of the first half of the 19th century: Decembrists, Westernizers, Slavophiles.

15. Reforms and counterreforms of the second half of the XIX century.
16. The radical direction of the liberation struggle. Revolutionary democrats and revolutionary populists.
17. Development of the economy and culture of Russia in the second half of the XIX century.
18. Russia at the turn of the XIX - XX centuries
19. Reasons, nature, features, stages and results of the revolution of 1905-1907.
20. Stolypin program of modernization of the country, the results of its implementation.
21. State Duma - the first experience of parliamentarism.
22. World War I and Russia's participation in it. Classes and parties in war
23. February bourgeois-democratic revolution. Dual power.
24. 1917 - from February to October: the struggle of political forces to choose the path of the country's development.
25. National crisis in the fall of 1917 and the coming to power of the Bolsheviks. Modern estimates of October.
26. Formation of the Soviet political system. Temporary bloc of the Bolsheviks with the Left SRs. Dispersal of the Constituent Assembly.
27. Civil war and intervention: causes, course and results.
28. The essence and consequences of the policy of "war communism".
29. The reasons for the transition to a new economic policy, its content and significance.
30. The formation of the USSR.
31. Struggle for leadership in the Bolshevik leadership in 1923-1929.
32. Forced industrialization of the country, its price.
33. Collectivization of agriculture and its consequences.
34. Cultural construction in the 20-30s in the USSR.
35. The origins and essence of the regime of personal power of Stalin. Political processes and mass repressions.
36. The international situation and foreign policy of the USSR in the pre-war years. Agreements and treaties with Germany.
37. The initial period of the Great Patriotic War. The reasons for the defeat of the Red Army at the first stage of the war.
38. Mobilization of the forces and resources of the country to defeat Nazi Germany and its satellites.
39. Reasons, cost and historical significance of the victory of the Soviet people in the Great Patriotic War. The decisive contribution of the USSR to the victory over fascism.
40. Post-war world order. Formation of two world systems and their opposition.
41. USSR in the period of restoration of the economy destroyed by the war.
42. Exposing the personality cult of Stalin. XX Congress of the CPSU.
43. The policy of liberalization of Soviet society. "Thaw". N.S. Khrushchev is a politician and a person.
44. The growth of stagnation in the life of the USSR in the 70s - early 80s and their essence.
45. Foreign policy of the USSR in the 70s - early 80s: difficulties, miscalculations.
46. Political transformations in the Russian Federation in the 90s. October crisis 1993 Adoption of the Constitution, transition to parliamentarism.
47. Restructuring of the political system of the USSR. Formation of a multiparty system.
48. The collapse of the USSR and its consequences.
49. Socio-economic development of sovereign Russia: transition to the market :, privatization, polarization of society.
50. Foreign policy of the Russian Federation in 1991-1999.
51. Russia in the CIS and the world: the problem of relationships. Russia at the turn of XX-XXI centuries.
52. Economic reforms V.V. Putin (2000-2008)
53. The culture of modern Russia.
54. The role of the Russian Federation in the modern world community.
55. Political parties and social movements in Russia at the present stage.

56. Evolution of the concept of foreign policy of the Russian Federation in the late XX - early XXI centuries.

Sample exam ticket:

МИНОБРНАУКИ РОССИИ
ФГБОУ ВО
«БАШКИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
Институт истории и государственного управления
Прикладная математика и информатика

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. History as a science, its functions and methods.
2. The policy of liberalization of Soviet society. "Thaw". N.S. Khrushchev is a politician and a person.

Head of the Department

of Foreign History



R.R. Tukhvatullin

Evaluation criteria (in points):

- 25-30 points are awarded to a student if the student has given full, detailed answers to all theoretical questions of the ticket, has demonstrated knowledge of functionality, terminology, basic elements, the ability to apply theoretical knowledge when performing practical tasks. The student answered all additional questions without difficulty. The practical part of the work was done completely without inaccuracies and errors;

- 17-24 points are given to a student if the student has revealed mainly theoretical questions, but there are inaccuracies in the definition of basic concepts. When answering additional questions, minor inaccuracies were allowed. During the practical part of the work, minor mistakes were made;

- 10-16 points are given to a student if, when answering theoretical questions, the student made several significant mistakes in the interpretation of basic concepts. The logic and completeness of the answer suffers from noticeable flaws. Knowledge gaps in basic techniques are noticeable. On the whole, theoretical questions are presented sufficiently, but with omissions of material. There are fundamental errors in the logic of constructing an answer to the question. The student did not solve the problem or gross mistakes were made in the solution;

- 0-10 points are given to a student if he refused to answer or was unable to answer the questions of the ticket, the answer to theoretical questions indicates a lack of understanding and extremely incomplete knowledge of the basic concepts and methods. There is a lack of skills in applying theoretical knowledge when performing practical tasks. The student was unable to answer any additional questions.

Seminar plans

SEMINAR № 1.

Formation and development of European medieval civilization.

Europe and the countries of the East in the XII - early XVI centuries.

1. The main ways of the formation of medieval society. Great migration of peoples (IV-VII centuries AD). Formation of early feudal states.
2. Problems of the ethnogenesis of the Eastern Slavs. Preconditions for the formation of the Old Russian state.
3. Kievan Rus in the 9th - early 12th centuries: the main features of economic and political development.
4. The role of Byzantium in the baptism of Rus. The meaning of the adoption of Christianity in Russia.
5. Old Russian culture of the 9th - early 12th centuries.
6. The flourishing of feudalism and medieval civilizations in Europe and the East.
7. Feudal fragmentation in Russia: reasons, different models of development of Russian lands, consequences.

8. The struggle of Russia against foreign invaders in the XII - early XVI centuries.
9. Formation of the centralized Russian state (XIV - first third of the XVI centuries).
10. Russian culture of the XII - early XVI centuries.

Report topics:

1. Varangians in the sources of Russia, West and East.
2. Rus: Varangians or Slavs? The origin and meaning of the word "Rus".
3. Formation of the Old Russian state. Historiography of the issue.
4. Concepts of the origin of the Old Russian state.
5. Russia and Byzantium: economic, political, cultural ties in the 9th-12th centuries.
6. Ancient Russia and steppe peoples.
7. Russian-Polovtsian relations in the XI-XII centuries.
8. Attila.
9. Swedish-German intervention in the first half of the XIII century.
10. The first Moscow princes: Daniel, Ivan I Kalita, Dmitry Donskoy.
11. Moscow and Tver in the XIV-XV centuries.
12. Venerable Sergius of Radonezh. Historical portrait.
13. Russian Orthodox Church in the XIII - first half of the XV centuries.
14. Feudal wars of the second quarter of the 15th century.
15. Ivan III - "Sovereign of All Russia".
16. Crusades.
17. Features of the medieval cities of the West and East.

SEMINAR № 2.

Russia and the world in modern times (XVI - XVIII centuries)

1. Countries of the East in the XVI-XVII centuries. Reformation, religious wars and the birth of a new Europe.
2. The Russian state in the XVI century. Ivan groznyj.
3. Time of Troubles in Russia: causes, stages, consequences.
4. Russia in the 17th century. Formation of the Romanov dynasty (1613-1682).
5. Social movements in Russia in the 17th century: causes, driving forces, main stages and consequences.
6. Church reform of the 17th century. and split.
7. Foreign policy of Russia in the XVII century.
8. Culture of Russia of the XVI-XVII centuries.
9. Countries of the West and East in the 18th century: the main development trends.
10. The era of Peter I: an attempt to modernize Russia.
11. The era of palace coups (1725-1762): causes, content, consequences.
12. "Enlightened absolutism" in Europe and Russia. The reign of Catherine II. Paul I.
13. International relations and foreign policy of Russia in the XVIII century.
14. The culture of Russia in the eighteenth century.

Report topics:

1. The personality of Ivan the Terrible: an assessment of contemporaries and historians.
2. Impostors and the phenomenon of impostor in Russia in the era of "Russian Troubles".
3. Estates-representative monarchy in Russia: formation and development, features and role in the history of the country.
4. The state and the church on the eve and after the establishment of the patriarchy in Russia: the second half of the 16th - early 17th century.
5. Anatomy of the "Russian revolt": a comparative analysis of the popular movements of the 17th century.
6. Spiritual and ideological crisis and church schism in Russia in the middle of the 17th century.
7. Russia and Ukraine in the 17th century: the history of reunification and problems of joint development.
8. Life and customs of the Great Russian people in the XVI-XVII centuries.
9. Peter the Great in Russian history.
10. Peter I and his son Alexei. The political origins of the family tragedy.
11. Companions of Peter I: Menshikov, Tolstoy, Sheremetyev.
12. M.V. Lomonosov is an outstanding Russian scientist.
13. Catherine II. Historical portrait.
14. Serfdom in Russia in the second half of the 18th century.
15. Peasant War of 1773-1775 under the leadership of E. Pugachev.
16. A.V. Suvorov and F.F. Ushakov in the history of Russia.
17. Favoritism in Russia in the 18th century.
18. Emperor Paul I: domestic and foreign policy.
19. Public thought and social movements of the second half of the 18th century.
20. European education.
21. Industrial revolution in England in the XVIII century.
22. Isaac Newton.

SEMINAR № 3.

Russia and the world in the 19th century.

1. Industrial revolution, the formation and development of the industrial civilization of the West.
2. International relations in the first half of the XIX century. Patriotic War of 1812 Vienna system of international relations.
3. Russia during the reign of Alexander I.
4. Nicholas I and the conservative modernization of Russia.
5. Social and political movements in Russia in the first half of the 19th century: Decembrists, Westernizers, Slavophiles and revolutionary democrats.
6. The era of "Great reforms" of Alexander II.
7. "Counter-reforms" of Alexander III: content and consequences.
8. Ideological struggle and social and political movements in Russia in the second half of the XIX century.
9. International relations and foreign policy of Russia in the second half of the XIX century.
10. Culture of Russia in the XIX century.

Report topics:

1. "Sacred Union" of Alexander I: the Russian idea of European stability in the first half of the 19th century.
2. The crisis and decomposition of the feudal-serf system in Russia in the first half of the XIX century.
3. Ways of modernizing Russia in the programs and actions of the Decembrists.
4. The theory of "official nationality" S.S. Uvarova - the state ideology of Nicholas Russia.
5. Crimean War of 1853-1856 in the perception of Russian social thought.
6. The third department and Russian society during the period of Nicholas Russia: 1826-1855.
7. Alexander II and his role in the history of Russia.
8. The importance of liberal reforms in Russia in the formation of civil society.
9. Confrontation between Russia and Turkey in the Balkans in the second half of the XIX century.
10. Alexander III. Historical portrait.
11. Reforms S.Yu. Witte.
12. The development of culture in Russia in the second half of the XIX century.
13. Church, government and society of Russia in the XIX century.

SEMINAR № 4.

The world and Russia at the end of the XIX - beginning of the XX century.

1. Formation of "new imperialism" and aggravation of international relations at the beginning of the XX century. Russo-Japanese War 1904-1905
2. Capitalist transformations in the Russian Empire in the late 19th - early 20th centuries. Reform activity S.Yu. Witte.
3. The first Russian revolution 1905-1907.
4. Formation of political parties in Russia: features of formation, classification, programs, tactics.
5. Formation of Russian parliamentarism (I-IV State Dumas).
6. Stolypin's program of modernization of Russia: goals, implementation and consequences.
7. Russia and the world on the eve and during the First World War. The growing socio-economic and political crisis.
8. "Silver Age" of Russian culture.

Report topics:

1. Features of the economic development of Russia at the turn of the century
2. Nicholas II. Historical portrait.
3. The role of Russia in the international arena at the end of the XIX century. The Hague Conference.
4. Construction of the Siberian railway and its importance in the development of Siberia.
5. Formation of political parties in Russia.
6. Participation of peasant deputies in the activities of I-IV State Dumas.
7. P.A. Stolypin is an outstanding statesman of Russia at the beginning of the 20th century.
8. Russia's foreign policy on the eve of the First World War.
9. The political crisis in Russia and the overthrow of the Romanov dynasty.
10. General A.A. Brusilov and his role in the military history of Russia.
11. The revolution and the army in 1917

SEMINAR № 5.

Russia during the revolution of 1917 and the formation of the Soviet political system.

1. 1917 in the history of Russia: from the February to the October revolution.
2. Formation of Soviet power. The first transformations of the Bolsheviks.
3. Civil war and foreign intervention in Russia.
4. The policy of "war communism".
5. Foreign policy of Soviet Russia during the Civil War.

Report topics:

1. V.I. Lenin. Historical portrait.
2. L.D. Trotsky. Historical portrait.
3. The first decrees and measures of the Soviet government. The first Soviet Constitution of 1918
4. Constituent Assembly: history and modernity.
5. Germanic gold for the October Revolution: myth or reality.
6. Church and Bolsheviks.
7. Heroes of the Civil War (student's choice).

8. Leaders of the White movement (student's choice).
9. Red and White terror during the Civil War.
10. The Greens in the Civil War. Peasant republics.

SEMINAR № 6.

USSR and the World Between World Wars (1920s-1930s).

1. Peace between the world wars. Versailles-Washington system of international relations.
2. Socio-economic and political crisis of Soviet Russia in the early 1920s. Transition to a new economic policy.
3. Internal party struggle in the CPSU (b) in the 1920s. The rise of I.V. Stalin.
4. Formation of the USSR and nation-building in the 1920s - 1930s.
5. The Soviet model of accelerated modernization: industrialization and collectivization.
6. Political processes and mass repressions in the late 20s - 30s.
7. The international situation and foreign policy of the USSR in the 1920s-1930s.
8. The cultural revolution in the USSR in the 1920s-1930s.

Report topics:

1. League of Nations, its charter and role in the system of international relations in the 1920s - 1930s.
2. The course of the Comintern towards the world proletarian revolution and its failure.
3. Church, government and society in the USSR in the 20s of the XX century.
4. Discussions about the ways of construction in the USSR in the 1920s.
5. The fate of the Russian emigration in the 20s - 30s of the XX century.
6. Problems of reparations and inter-allied debts in the 1920s-1930s.
7. Theories of totalitarianism: Western interpretation of Soviet society.
8. "Stalin's Constitution" 1936: declarations and reality.

SEMINAR № 7.

The world community and the USSR during the Second World War

1. International relations on the eve and in the initial period of World War II
2. The first stage of the Great Patriotic War (June 22, 1941 - November 18, 1942)
3. Soviet society and the rear during the war
4. The second stage of the war (November 19, 1942 - December 31, 1943). A radical turning point in the course of the war
5. Partisan movement during the Second World War
6. Foreign policy of the USSR during the war. Formation and activity of the anti-Hitler coalition. The problem of the second front in World War II
7. The last period of the war (January 1944 - May 9, 1945). Liberation of the territory of the USSR and European countries. Capitulation of Nazi Germany
8. Defeat and surrender of Japan. Results and lessons of World War II and World War II

Report topics:

1. Soviet-German non-aggression pact and its assessment in historical literature
2. "Strange war" in Western Europe and its results
3. Soviet-Finnish war (1939-1940)
4. Anti-Hitler coalition: the reasons for the formation, the main program documents, the nature of the relationship between the allies
5. The largest naval operations during the Second World War
6. The policy of Nazi Germany in the occupied territories of the USSR
7. General A. Vlasov and the Russian Liberation Army (ROA)
8. The Holocaust: Tools, Resistance, Consequences
9. The role of Lend-Lease in World War II

SEMINAR № 8.

The world community and the USSR in the post-war decades (1945-1964).

The world and the USSR in the 1960s - 1980s.

1. Post-war world order: decolonization of the East, integration of the West and the beginning of the Cold War.
2. Recovery of the USSR economy in the post-war period (1945-1953).
3. The political development of the country in the post-war years. "The apogee of Stalinism."
4. Khrushchev's "thaw" - dismantling of the Stalinist system (1953-1964).
5. Soviet science and culture in 1945-1964.
6. The main tendencies of world development in the 1960-1980s: scientific and technological revolution, economic growth and the energy crisis of the 1970s.
7. Socio-economic development of the USSR in the mid-1960s - first half of the 1980s: successes and problems.
8. Internal political development of the USSR in the era of "stagnation": deepening crisis, dissident and human rights movements.
9. Foreign policy of the USSR in 1964-1985.
10. Culture in the USSR in the second half of the twentieth century.

Report topics:

1. "Leningrad case", "Doctors' case" and features of post-war repressions.

2. Khrushchev's agricultural policy and its results.
3. XX Congress of the CPSU and its significance.
4. USSR and events in Poland, Hungary in 1956
5. Berlin Crisis 1958-1961
6. Caribbean crisis.
7. these in the armed forces of the USSR (1937-1938) and their consequences.
8. Anti-Stalinist actions in conditions of strengthening of the regime of personal power of I.V. Stalin.
9. N.A. Kosygin and the reforms of the 60s.
10. Brezhnev and the birth of the concept of "developed socialism".
11. "Prague Spring" and its impact on the socio-political mood in Soviet society.
12. Afghan war and its consequences.
13. Helsinki Final Act and the relaxation of international tension.

SEMINAR № 9.

USSR at the final stage of its history. Formation of Russian statehood. Russian Federation and the world community at the beginning of the XXI centuries

1. Perestroika in the USSR: causes, consequences, significance
2. Foreign policy of the USSR in 1985-1991. The collapse of the countries of the "socialist camp"
3. The August events of 1991 The collapse of the USSR and its impact on the geopolitical situation in the world
4. Radical reforms of the 90s and their consequences
5. The role and place of the Russian Federation in the world economy and the system of international relations in the 1990s
6. Globalization of world political, economic and cultural processes and its consequences for Russia
7. The main directions of political development of Russia at the beginning of the XXI century
8. Socio-economic development of Russia at the beginning of the XXI century: problems and achievements
9. Russian Federation in the modern system of international relations

Report topics:

1. Problems and contradictions of interethnic relations in the USSR 1985-1991
2. What will save Russia: revolution or reforms?
3. Liberal reforms of the 90s in Russia and their crisis (choice of the path, the influence of the West, content, features, causes of the crisis)
4. Formation of a multi-party system of the Russian Federation
5. Chechen tragedy: lessons and consequences
6. V.V. Putin and D.A. Medvedev: political portraits
7. Russia and the CIS: dynamics of relations in the late XX - early XXI century
8. The role of Russia in the world community
9. Church, society and government in modern Russia

Evaluation criteria (in points) -

5 points are awarded to a student if the student has given full, detailed answers to all the questions of the seminars, has demonstrated knowledge and ability to work with primary sources of additional resources, knows the terminology,, the ability to apply theoretical knowledge when performing practical tasks.

3-4 points are given to a student if the student mainly completed the seminar questions, however, inaccuracies in the definition and disclosure of some topics were made. When preparing answers, there are shortcomings in the use of basic and additional literature. During the practical part of the work, minor mistakes were made;

1-2 points are given to a student if, when preparing answers to questions, the student made several significant mistakes. The completeness of the answer suffers from noticeable flaws. There are noticeable gaps in knowledge of the basic methods of using primary sources. On the whole, the questions are presented enough, but with omissions of the material. There are fundamental errors in the logic of constructing an answer to the question. The student did not complete part of the assignment or gross mistakes were made in the decision;

0 points are given to a student if the answer does not reveal the questions of the lesson, which indicates a lack of understanding and extremely incomplete knowledge of working methods in preparation for seminars. There is a lack of skills in applying theoretical knowledge when performing practical tasks.

Control tasks

Questions for the control tasks:

A) questions for the control tasks:

1. What were the manifestations of stagnation in Soviet society and what are their causes?
2. What are the reasons for the collapse of the USSR? What do you know about the fate of empires in the history of mankind?
3. Has a market economy been created in Russia, have the rule of law and civil society been formed?
4. Describe the foreign policy of the Russian Federation at the beginning of the XXI century.

в) control tasks

Option 1

1. **The science that studies the development of historical knowledge is called**

1. paleography
2. logics
3. historiography
4. history

2. **The approach according to which the course of history is determined by outstanding people is called**

1. subjectivism
2. Marxism
3. theological
4. rationalism

3. **The educational function of historical knowledge is...**

1. identifying patterns of historical development
2. science-based policy development
3. the formation of civic, moral values and qualities
4. identification and orientation of society, personality

4. **In Russia, history as a science arises in connection with the study and critical understanding of sources in the century:**

1. XVIII
2. XVII
3. XV
4. XX

Option 2

1. In what period was the formation of the Old Russian state

1. VII-VIII
2. IX-X
3. XII-XIII
4. XIV-XV

2. Choose from the suggested words that form one concept:

A) krivichi; B) ulichi; C) Cumans; D) Tiverians

1. AB
2. AБ
3. АБГ

3. What time did the origin of statehood among the Eastern Slavs date back to?

1. X – XI
2. IX – X
3. XI - XII
4. VI – VII

4. What was the name of a detour by a prince with a squad of subordinate lands that paid tribute in the Old Russian state?

1. request

- | | |
|--|----------------------|
| | 2. polyudye |
| | 3. "exit" |
| | 4. yasak |
| 5. Which of the ancient Russian princes said about the city of Kiev: "May this be a mother to the Russian cities!" | 1. Rurik |
| | 2. Oleg |
| | 3. Igor |
| | 4. Askold |
| 6. Which of the princes of the Old Russian state laid the foundation for the temple of St. Sophia? | 1. Izyaslav |
| | 2. Yaroslav the Wise |
| | 3. Svyatoslav |
| | 4. Vsevolod |

Б) practical tasks

1. L.N. Gumilyov on the problem of so-called "Mongol-Tatar yoke":

В Древней Руси отрицательное отношение летописцев к татарам проявилось не в XIII веке, а столетие спустя, тогда, когда узурпатор Мамай стал налаживать связи с католиками против православной Москвы. ... После похода Батыея в 1237-1240 годах, когда война кончилась, языческие монголы, среди которых было много христиан-несториан, с русскими дружили и помогли им остановить немецкий натиск в Прибалтике. Мусульманские ханы Узбек и Джанибек (1312-1356) использовали Москву как источник доходов, но при этом защищали ее от Литвы. ... Войны между государствами не всегда влекут за собой ненависть народов друг к другу. К счастью, между русскими и тюрками такой ненависти не возникло. Многие татары, путем смешанных браков, вошли в состав русского народа, а те, которые остались мусульманами, живут в Казани с русскими дружно. Вряд ли такое объединение народов следует называть «игом».

Утверждаю, что русские князья и бояре считали, что выгоднее иметь не очень сильного союзника за широкими степями, какой была Золотая Орда, чем Ливонский орден и Польшу на переднем крае агрессивного рыцарства и купеческой Ганзы у себя под боком. Пока существовала сильная Византия, ни «Христианский (католический)», ни Мусульманский мир не были страшны русской земле. Но в 1204 году этот естественный союзник исчез, так как Константинополь был взят и разрушен крестоносцами (следующей на очереди стала Русь, - сост.). Без друзей жить нельзя, и тогда возник союз полухристианской Орды и христианской Руси, эффективный до перехода хана Узбека в ислам в 1312 году.

В Древней Руси слово «игом» означало то, чем скрепляют что-либо, узду или хомут. Существовало оно и в значении бремя, то есть то, что несут. Слово «игом» в значении «господство», «угнетение» впервые зафиксировано лишь при Петре I. Союз Москвы и Орды держался до тех пор, пока он был взаимовыгоден. Но ... Россия в XV веке росла и крепла так неудержимо, что смогла противопоставить себя и западноевропейскому, романо-германскому суперэтосу, к которому примкнула Польша, и ближневосточному, возглавляемому Турцией. А Орда распалась. Часть татар ... влилась в состав России. Таким образом, Россия в XV веке унаследовала высокую культуру Византии и татарскую доблесть, что поставило ее в ранг великих держав.

What was the peculiarity of the division of property and inheritance between sons after the death of the prince, adopted in the Moscow principality, in contrast to other principalities?

2. What new did Peter I introduce into the traditional character of the inheritance of supreme power in Russia? Try to explain the reasons for this document. What consequences did it have?

«Устав о наследии престола», подписанный Петром Великим 15 февраля 1722 г.

Должны мы иметь попечение о целости нашего государства, которое с помощью божьей, ныне паче распространено; ...чего для заблагорассудили мы сей устав учинить, дабы сие было всегда в воле правительствующего государя, кому оной хочет, тому и определит наследство, и определенному, видя какое непотребство, паки отменит...

Того ради повелеваем, дабы все наши верные подданные, духовные и мирские без изъятия, сей наш устав перед богом и его евангелием утвердили на таком основании, что всяк, кто сему будет противен, или инако как толковать станет: тот за изменника почтен, смертной казни и церковной клятве подлежать будет.

3. What "liberties" were assigned to the nobility by the Manifesto of 1762? What social consequences did the adoption of the Manifesto have?

From the Manifesto of Peter III on the granting of liberty and freedom to the entire Russian nobility (February 18, 1762)

1. Все находящиеся в разных наших службах дворяне могут оную продолжать, сколь долго пожелают, и их состояние им дозволит, однако ж военные ни во время кампании, ниже пред начатием оной за три месяца об увольнении из службы... просить да не дерзают...

4. Кто ж, будучи уволен из нашей службы, пожелает отъехать в другие европейские государства, таким давать нашей иностранной коллегии надлежащие паспорта.

Критерии и методика оценивания:

- 3 балла выставляется студенту, если работа выполнена в полном объеме и изложена грамотным языком в определенной логической последовательности с точным использованием специализированной терминологии; показано уверенное владение нормативной базой;

- 2 балла выставляется студенту, если работа выполнена в полном объеме, но имеет один из недостатков:

в работе допущены один-два недочета при освещении основного содержания ответа;

нет определенной логической последовательности, неточно используется специализированная терминология;

- 1 балл выставляется студенту, если работа выполнена неполно, не показано общее понимание вопроса, имелись затруднения или допущены ошибки в определении понятий, использовании терминологии, при знании теоретического материала выявлена недостаточная сформированность основных умений и навыков.

Testing

Sample test items:

A1.

The baptism of Rus belongs to

1) XI century. 2) X century. 3) XIII century. 4) VIII century.

A2.

What event in the history of Russia is connected with the beginning of the Rurik dynasty?

1) the vocation of the Vikings

2) a campaign to Kiev of Prince Oleg

3) the baptism of Russia

4) state activities of Yaroslav the Wise

A3.

What was the name of a detour by a prince with a squad of subordinate lands that paid tribute in the Old Russian state?

- 1) rent
- 2) "exit"
- 3) polyudye
- 4) yasak

A4.

The establishment in Ancient Russia of a new system of collecting tribute: "lessons", "graveyards", "carts" instead of "polyudya" - was the result

- 1) the activities of Princess Olga
- 2) adoption of "Russian Truth"
- 3) adoption of the "Charter" of Vladimir Monomakh
- 4) the campaigns of Prince Svyatoslav

A5.

The first printed newspaper "Vedomosti" appeared in Russia during the reign of

- 1) Catherine II
- 2) Peter I
- 3) Mikhail Fedorovich
- 4) Paul I

A6.

Which of the above was characteristic of the political development of Russia in the 17th century?

- 1) the proclamation of Russia as an empire
- 2) the establishment of Zemsky Sobors
- 3) strengthening of autocratic power
- 4) change of rulers as a result of palace coups

A7.

As a result of the uprising in Moscow in 1662, the tsar was forced

- 1) abolish copper money
- 2) liquidate the "white settlements"
- 3) cancel recruiting
- 4) introduce a poll tax

A8.

Read an excerpt from the work of V.O. Klyuchevsky and indicate whose reign the historian characterizes.

"I do not share the rather usual disregard for the significance of this short-term reign ... this reign is organically connected as a protest - with the past reign of the mother, but as the first unsuccessful experience of a new policy, as an edifying lesson for successors - with the future.

The instinct of order, discipline and equality was the guiding motivation of this emperor's activity, the fight against class privileges was his main task. "

- 1) Alexander I
- 2) Paul I
- 3) Alexander II
- 4) Peter I

A9.

The last palace coup in Russia took place in:

1) 1801; 2) 1855; 3) 1881; 4) 1894

A10.

In the first decade of the reign of Alexander I, the author of the project of public administration reforms was

- 1) G.A. Potemkin
- 3) P.A. Stolypin
- 2) S.Yu. Witte
- 4) M.M. Speransky

A11.

What was the name of the association of the rulers of a number of countries in Europe and Russia, created in the first half of the 19th century with the aim of preserving peace in Europe and supporting the old monarchical dynasties?

- 1) Sacred Union
- 3) Entente
- 2) the triple alliance
- 4) Northern Union

A12.

What was the largest territorial unit in the Russian Empire in the first half of the 19th century

- 1) parish
- 3) province
- 2) district
- 4) mill

A13.

The political beliefs of the Decembrists were formed under the influence

- 1) the theory of "official nationality"
- 2) theories of utopian socialism
- 3) transformations of Alexander I
- 4) revolutionary events in Europe

A14.

The first State Duma in Russia in the twentieth century was created in

- 1) the years of the economic crisis in 1900 - 1903.
- 2) during the revolution of 1905 - 1907.
- 3) the years of the First World War
- 4) in the early 1920s.

A15.

The first bodies of Soviet power formed at the II Congress of Soviets are

- 1) VChK, Council of People's Commissars
- 2) All-Russian Central Executive Committee, food detachments
- 3) Council of People's Commissars, Commissars
- 4) Council of People's Commissars, All-Russian Central Executive Committee

A16.

Which of the following was typical for the economic development of Russia at the beginning of the 20th century?

- 1) isolation from the penetration of foreign capital
- 2) the emergence of monopolistic associations
- 3) equalizing distribution of land between peasants

4) the beginning of the formation of a single all-Russian market

A17.

One of the reasons for the breakup of the Bolshevik bloc with the Left SRs and the withdrawal of the SRs from the Soviet government in the summer of 1918 was the desire of the SRs

- 1) dissociate himself from the policy of the Bolsheviks in the countryside and from the Brest Peace
- 2) form a homogeneous Socialist-Revolutionary government
- 3) introduce representatives of the Cadet Party to the government
- 4) transfer some of the powers from the Center to local authorities

A18.

The winter offensive of the Red Army in 1941-1942 gave the Soviet leadership the illusion of the possibility of a quick defeat of the enemy, although this required

- 1) large reserves of tank and mechanized formations
- 2) a significant amount of ammunition and military equipment
- 3) superiority not only in military equipment, but also in human resources
- 4) new air linkages to achieve air superiority

A19.

In what year did the development of virgin lands begin?

- 1) 1949 2) 1954 3) 1965 4) 1970

A20.

Which of the named figures participated in the struggle for supreme power in the party and state after the death of I.V. Stalin?

- 1) G.M. Malenkov 3) Yu.V. Andropov
- 2) M.S. Gorbachev 4) L.I. Brezhnev

A21.

Which of the named periods does the concept of "neo-Stalinism" refer to?

- 1) the first decade after the Great Patriotic War
- 2) "thaw"
- 3) "stagnation"
- 4) restructuring

A22.

What was one of the foreign policy results of the exposure of Stalin's personality cult in the USSR?

- 1) strengthening the "socialist camp"
- 2) deterioration of relations between the USSR and China
- 3) the accession of some Eastern European countries to NATO
- 4) the severance of relations between the USSR and Yugoslavia

Assessment criteria and methodology:

For one test, student can get from 0 to 3 points (35 questions).

- 3 points are given to the student if the answers to the test questions are correct;
- 0 points are given to the student if the answers are incorrect.

5. Educational-methodical and informational support of the discipline

5.1. The list of basic and additional educational literature necessary for mastering the discipline

Main literature:

1. World history: textbook / G.B. Polyak, A.N. Markova, I.A. Andreeva and others; ed. G.B. Polyak, A.N. Markova. - 3rd ed., Rev. and add. - Moscow: Unity, 2015. -- 887 p. : ill. - (Cogito ergo sum). - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=114540> (дата обращения: 20.06.2021). - ISBN 978-5-238-01493-7. - Text: electronic.
2. History [Electronic resource]: a course of lectures (for non-historical areas of training and specialties) / R.R. Khadimullin [and others]; Bashkir State University. - Ufa: RITs BashSU, 2018. - URL: https://elib.bashedu.ru/dl/corp/Khamidullin_i_dr_Istorija_kl_dlja_neistoricheskikh_napr_2018.pdf. - Text: electronic.
3. Kuznetsov, I.N. History: a textbook for bachelors [Electronic resource] / I.N. Kuznetsov. - 3rd ed., Rev. and add. - M.: Publishing and trading corporation "Dashkov and K.", 2017. - 576 p. - URL: <http://biblioclub.ru/index.php?page=book&id=450757>. - Text: electronic.
4. Reader on the history of Russia [Electronic resource]: textbook / A.S. Orlov, V.A. Georgiev, N.G. Georgieva, T.A. Sivokhin. - M.: Prospect, 2015. -- 592 p. - URL: <https://biblioclub.ru/index.php?page=book&id=251761>. - Text: electronic.

Additional literature:

1. General history: textbook: [16+] / author-comp. I. V. Kryuchkov, S. A. Polskaya, A. A. Kudryavtsev, I. A. Krasnova and others - Stavropol: North Caucasus Federal University (NCFU), 2019. -- 420 p. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=596418> (дата обращения: 28.06.2021). - Text: electronic.
2. History of Russia: for students of non-historical specialties of SFedU: [16+] / KG Malykhin, Zh. V. Galich, IG Bryzgalova and others; under total. ed. K. G. Malykhina; South Federal University. - 2nd ed., Rev. and add. - Rostov-on-Don; Taganrog: Southern Federal University, 2020. -- 460 p. : tab. - Access mode: by subscription. - URL: <https://biblioclub.ru/index.php?page=book&id=612194> (дата обращения: 28.06.2021). - Библиогр. в кн. - ISBN 978-5-9275-3559-0. - Text: electronic.
3. Moiseev, V.V. History of Russia [Electronic resource]. From ancient times to the present day: textbook for universities / V.V. Moiseev. - 2nd ed., Rev. and add. - M.; Berlin: Direct-Media, 2019. -- 733 p. : ill. - URL: <https://biblioclub.ru/index.php?page=book&id=564646>. - Text: electronic.

5.2. The list of resources of the information and telecommunication network "Internet" and software necessary for mastering the discipline, including professional databases and information reference systems

1. Электронная библиотечная система «ЭБ БашГУ»- <https://elib.bashedu.ru/>
2. ЭБС «Университетская библиотека онлайн» <https://biblioclub.ru/>
3. ЭБС «ЛАНЬ» <http://www.bashlib.ru/echitzal/>

6. The material and technical base necessary for the implementation of the educational process in the discipline

<i>Name of specialized classrooms,</i>	<i>Type of training session</i>	<i>Name of equipment, software</i>
--	---------------------------------	------------------------------------

<i>classrooms, laboratories</i>		
<i>1</i>	<i>2</i>	<i>3</i>
<p>1. classroom for lecture-type classes: classrooms No. 502, 530 (physics and mathematics building-educational).</p> <p>2. classroom for conducting seminar-type classes: classrooms No. 530, 511 (physics and mathematics building-educational).</p> <p>3. classroom for group and individual consultations: classrooms No. 502, 511, 530 (physics and mathematics building-educational).</p> <p>4. classroom for monitoring and intermediate certification: classrooms No. 502, 511, 530 (physics and mathematics building-educational).</p> <p>5. premises for independent work: reading room No. 2 (physics and mathematics building-educational).</p>	<p><i>Lectures, practical classes, consultations, student independent work</i></p>	<p>Auditorium number 511 Educational furniture, chalk board, multimedia projector Mitsubishi EX 320U 3D 2.4kg., screen on a DraperDiplomat tripod (1: 1) 84/84 * 213 * 213 MW, computer consisting of: system unit DEPO 460MD / 3-540 / T500G / DVD-R monitor 20</p> <p>Auditorium number 530 Educational furniture, chalk board</p> <p>Auditorium number 502 Educational furniture, chalk board</p> <p>Reading room №2 Educational furniture, teaching aids, fire safety stand, stationary monoblocks - 8 pcs., Printer - 1 pc., Scanner - 1 pc.</p> <p>Software: 1. Windows 8 Russian. Windows Professional 8 Russian Upgrade. Agreement No. 104 dated June 17, 2013. Perpetual licenses. 2. Microsoft Office Standard 2013 Russian. Contract No. 114 dated November 12, 2014. Perpetual licenses.</p>

ФГБОУ ВО «БАШКИРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ФАКУЛЬТЕТ МАТЕМАТИКИ И ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

CONTENT OF THE WORKING PROGRAM

discipline History (history of Russia, General history) for 2 semester
full-time

form of education

Type of work	Discipline scope
The total labor intensity of the discipline (з.е. / hour)	3/108
Study hours for contact work with a teacher:	49,2
lectures	32
practical / seminar	16
laboratory	-
others (group, individual consultation and other types of educational activities involving the work of students with a teacher) (FKR)	1,2
Study hours for independent work of students (SR)	24
Study hours for exam preparation (Control)	34,8

Form of control:
Exam 2 semester

№ п/п	Theme and content	The form of studying materials: lectures, practical exercises, seminars, laboratory work, independent work and labor intensity (in hours)				Students' independent work assignments
		ЛК	ПП/СЕМ	ЛП	СР	
1	2	3	4	5	6	8
1.	Introduction to the discipline. Features of the formation of statehood in Europe and Russia in the VIII - XII centuries.	4	2	-	3	Training for an individual and group survey, training for testing
2.	Features of the Russian historical process in the XII - XVI centuries. (1132 - 1533)	4	2	-	3	Training for an individual and group survey, training for testing
3.	Features of the Russian historical process in 1533 - 1584. European centralized states of the late Middle Ages - early modern times.	4	2	-	3	Training for an individual and group survey, training for testing
4.	Features of the Russian historical process in 1584 - 1689 in the context of European civilization	4	2	-	3	Training for an individual and group survey, training for testing
5.	Russia in the 18th century - the century of modernization and enlightenment.	4	2	-	3	Training for an individual and group survey, training for testing
6.	XIX century in the concept of modernization and industrial revolution	4	2	-	3	Training for an individual and group survey, training for testing
7.	Features of the Russian historical process in 1894 -	4	2	-	3	Training for an individual and group survey, training for

	1945					testing
8.	Russia and the world from 1945 to the present.	4	2	-	3	Training for an individual and group survey, training for testing
	Total hours:	32	16	-	24	

