

Ministry of Science and Higher Education of the Russian Federation  
Federal State Autonomous Institution of Higher Education  
“National Research Nuclear University “MEPhI”

INSTITUTE OF FUNDAMENTAL PROBLEMS OF SOCIAL AND HUMANITARIAN SCIENCES

DEPARTMENT OF HISTORY

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

**ACADEMIC COURSE OUTLINE**

**HISTORY**

Educational program track (speciality) [1] 31.05.01 General Medicine

<b>Semester</b>	<b>Labour input, credits</b>	<b>Total course academic, hours</b>	<b>Lectures, hrs.</b>	<b>Practical sessions, hrs.</b>	<b>Laboratory sessions, hrs.</b>	<b>In the form of practical studies, hrs.</b>	<b>Independent studies, hrs.</b>	<b>Independent studies monitoring, hrs.</b>	<b>Course progress, Exam/Pass-fail exam/Term</b>
1	3	108	32	32	0		44	0	PFE
Total	3	108	32	32	0	0	44	0	

## **ABSTRACT**

History discipline contributes to the formation of primary general cultural expertise, aimed at mastering the culture of thinking, the ability to analyze and synthesize.

The course of history is preceded by the course of philosophy, and provides students the basics of logical thinking, the ability to identify patterns and characteristics of the historical processes, causal connections; also lays the foundation of ideology and forms the civil position.

Basic "input" knowledge, which a student should possess after studying school history course, is a basic knowledge of the events and facts of national history.

This is the basis for further in-depth study of the history, understanding the patterns and causal connections, developing the ability to analyze the facts and forecast the future historical situations.

The history course examines the historical events of political, socio-economic and cultural development of the Russian state from the formation of the polity up until the start of the XXI century. Within the concept of problem-chronological coverage of the historical process, the priority is to analyze the main factors and preconditions of the state evolution, institute of power development and their transformation in different historical periods. Consideration of the objective and subjective factors of the political development process is linked to the accumulation of factual material, historical specifics, facts of our past events, as well as definition of the role of personality in history.

### **1. ACADEMIC COURSE GOALS AND OBJECTIVES**

The purpose of the discipline is to form a comprehensive understanding of the cultural and historical originality of Russia, its place in the world and European civilization; to form a systematized knowledge of the basic laws and features of the world historical process, with an emphasis on studying the history of Russia; introduction to the circle of historical problems related to the field of future professional activity, development of skills for obtaining, analyzing and summarizing historical information.

The tasks of the discipline are to develop the following knowledge, skills and habits of the individual:

- knowledge of the driving forces and laws of the historical process, the place of man in the historical process, in the political organization of society;
- formation of citizenship and patriotism, aspiration to serve Russia's interests by its actions, incl. protection of national interests;
- education of a sense of national pride;
- understanding of the diversity of cultures and civilizations in their interaction, the multivariate nature of the historical process, the education of tolerance;
- understanding of the place and role of the graduate's field of activity in social development, interrelation with other social institutions;
- formation of students' skills of independent work with sources;
- formation of the skills of historical analysts: the ability to transform information into knowledge, to comprehend processes, events and phenomena in Russia and the world community in their dynamics and interrelations on the basis of historical analysis and the problem approach, guided by the principles of scientific objectivity and historicism;
- development of the ability to think logically, conduct scientific discussions;
- development of skills of abstracting primary sources;

- creative thinking, independence of judgments, interest in the national and world cultural and scientific heritage, its preservation and enhancement.

## 2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

Discipline "History" refers to C1- GM.B2 PLO humanities. It is logically linked to other disciplines of the cycle - the philosophy, because in the study of history, the basic general cultural competence, aimed at mastering the culture of thinking, the ability to analyze and synthesize.

The course of history is preceded by the study of philosophy, and provides students the basics of logical thinking, the ability to identify patterns and characteristics of the historical process of cause and effect, lays the foundation world and forms a civil position.

Base "input" of knowledge, which should have a student after studying school history course is a basic knowledge of the events and facts of history. These input of knowledge are the basis for further in-depth study of the history, understanding the patterns and cause-effect relationships, develop the ability to analyze the facts and predict the development of the historical situation in the future.

## 3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
YK-5 [1] – Capable of analyzing and considering cultural diversity in intercultural interaction	3-YK-5 [1] – Know: patterns and characteristics of socio-historical development of different cultures; features of intercultural diversity in society; rules and technologies of effective intercultural interaction Y-YK-5 [1] – Be able to: understand and tolerate intercultural diversity in society; analyze and consider cultural diversity in intercultural interaction B-YK-5 [1] – Possess: methods and skills of effective intercultural interaction

## 4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Civic and patriotic education	Establishing conditions for: formation of patriotic self-awareness and a commitment to realize the interests of the Motherland (B4)
Civic and patriotic education	Establishing conditions for: formation of civic identity, civic and legal culture, active citizenship, and the skills necessary for successful self-realization in society (B5)
Civic and patriotic education	Establishing conditions for: formation of resistance to destructive ideologies (B6)

## 5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>1 Semester</i>						
1	The main stages of the development of Russian statehood in the Middle Ages (VI-XVII centuries)	1-8	16/16/0		25	IA-8	3-YK-5, Y-YK-5, B-YK-5
2	XVIII-XXI centuries	9-16	16/16/0		25	S-15	3-YK-5, Y-YK-5, B-YK-5
	<i>Totals for 1 Semester</i>		32/32/0		50		
	<b>Assessment events for 1 Semester</b>				50	PFE	3-YK-5, Y-YK-5, B-YK-5

\* – abbreviated name of assessment

\*\* – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
IA	Interim assessment
S	Summary
PFE	Pass/fail examination

## SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>1 Semester</i>	32	32	0
<b>1-8</b>	<b>The main stages of the development of Russian statehood in the Middle Ages (VI-XVII centuries)</b>	16	16	0
1	<b>The place of history in the system of social and humanitarian sciences. Fundamentals of the methodology of historical science. Periodization of the history of Russia.</b> The place of history in the system of sciences. Object and subject of historical science. The role of theory in the knowledge of the past. Theory and methodology of historical	All		
		2	2	0
		Online		
		0	0	0

	science. Essence, forms, functions of historical knowledge. The history of Russia is an integral part of world history: a common and special in historical development. The main periods of the history of Russia and the direction of modern historical science.			
2	<b>Researcher and historical source. Formation and development of historiography.</b> Formation and development of historiography as a scientific discipline. Sources for domestic history (written, material, audiovisual, scientific and technical, visual). Methods and forms of obtaining, analyzing and preserving historical information.	All		
		2	2	0
		Online		
		0	0	0
3 - 4	<b>Formation of Russian statehood in the context of world history.</b> Ethnogenesis and the early history of the Slavs. Settlement of the Eastern Slavic tribes. Slavs at the pre-state stage of their development. Traditional forms of economy and social organization of European peoples in the pre-state period. Family and family community of the ancient Slavs. Tribal division of the Eastern Slavs. Spiritual and material culture of the ancient Slavs and non-Slavic peoples of Russia. Slavdom. Paganism. Slavs and their neighbors. Relations of the Slavic tribes with the Byzantine Empire. Slavs and the nomadic world in the early Middle Ages. Ethno-cultural and socio-political processes of the formation of Old Russian statehood. Socio-economic and political changes in the Slavic society at the turn of the VIII-IX centuries. The reasons for the appearance of princely power and their functions. The folding of the East Slavic tribal unions. The emergence of the Old Russian state. Novgorod and Kiev are the first centers of the East Slavic statehood. The first Russian princes are Rurikovichi. The problem of the "vocation of the Varangians" in modern historical science. Folding the early feudal monarchy during the reign of Vladimir Svyatoslavich and Yaroslav the Wise. "Russian Truth" is the first code of laws in Russia. Features of socio-political development of the Old Russian state. The social structure of Ancient Rus in the assessments of historians. The socio-economic system of Ancient Rus and Western European feudalism: the features of similarity and difference. Political system of Ancient Russia. The role of the veche. The emergence of cities in Ancient Rus, their place in the political and socio-economic structure. Evolution of Old Russian statehood in XI-XII centuries. The causes and prerequisites for the collapse of a single Old Russian state. Formation of specific principalities. Intrarrial quarrels and wars. Cultural influences of the East and the West. Acceptance of Christianity: causes and consequences. The Orthodox Church and its role in the history of Russian principalities. Material and spiritual culture of Ancient Russia.	All		
		4	4	0
		Online		
		0	0	0

	<p>The socio-economic and political structure of the Russian lands during the period of political fragmentation. Formation of various political models for the development of Old Russian statehood: Novgorod boyar republic; "Boyar oligarchy" in the Galicia-Volyn principality; Vladimir-Suzdal Rus - hardening of princely power.</p> <p>The foreign policy of the Old Russian state in the IX-XII centuries. Rus and Byzantium. The relationship of Russian principalities and feudal-catholic states of Western Europe. Ancient Russia and the Great Steppe: Khazaria, Pechenegs, Polovtsians. Russia and the Muslim world.</p>						
5 - 6	<p><b>Russian lands in the XIII-XV centuries and the European Middle Ages.</b></p> <p>The Middle Ages as a stage of the historical process in Western Europe, in the East and in Russia. Russian princedoms and European states in the Middle Ages: general trends of development and differences.</p> <p>Formation of the Mongolian Power. The Mongol invasion of Russia and Europe. 1237-1241 years.</p> <p>The emergence of the Golden Horde. Formation of the system of vassal dependence of the Russian lands from the Golden Horde. The problem of the Horde influence on internal political relations in the Russian principalities and their culture in modern historical science.</p> <p>Expansion of the West on the Russian lands. The struggle of Russia against German and Swedish aggression. Alexander Nevskiy. Novgorod and Pskov as outposts of the struggle against the Livonian Order.</p> <p>Prerequisites for the formation of a centralized Russian state. The main stages of the unification process. The emergence of new political centers in North-Eastern Russia (Tver, Nizhny Novgorod, Ryazan, Moscow). The struggle between Moscow and Tver for leadership in North-Eastern Russia.</p> <p>The first Moscow specific princes (Daniil Alexandrovich, Ivan Kalita, Semyon Proud), their role in the centralization of Russian lands.</p> <p>Socio-economic development of Russian lands in the Middle Ages. Changes in the social structure of medieval Russian society. Formation of the service class - the nobility.</p> <p>The Moscow Principality and the Golden Horde. Dmitry Donskoy. Kulikovo battle of 1380. The feudal war of 1425-1453.</p> <p>Education of the Grand Duchy of Lithuania. Western and Southern Russia under the rule of the Lithuanian princes.</p> <p>Russia and Lithuania in the 13th-first half of the 15th century: the struggle for political hegemony. Battle of Grunwald 1410</p> <p>Completion of political unification of Russia. Ivan III. The accession of Novgorod and Tver to the Moscow principality.</p> <p>Standing on the river. Ugra.</p> <p>Liberation from vassalage dependence on the Golden Horde.</p> <p>Foreign policy of Ivan III.</p> <p>Evolution of the political system and social relations in</p>	All			4	4	0
		Online			0	0	0

	<p>Moscow Rus. The process of centralization in legislative design. The Code of Law of 1497 and its role. Formation of the local system as the support of central authority.</p> <p>The process of centralization in and in Western Europe (England, France, Spain, Portugal): a common and special.</p> <p>Moving the church center to Moscow. The role of the Orthodox Church in strengthening the Moscow state and the formation of the all-Russian national identity. Metropolitan Alexy and Sergius of Radonezh.</p> <p>The establishment of the autocephaly of the Russian Orthodox Church in the XV century. Intrachurch struggle (Josephites and non-possessors, medieval heresies). Reaction to the Ferraro-Florentine Union in Russia.</p> <p>Ways of development of Russian culture and art in the XIII-XV centuries. Writing, chronicle, education, architecture, icon painting, jewelry craft.</p>			
7 - 8	<p><b>Russia in the XVI-XVII centuries in the context of the development of European civilization.</b></p> <p>"New time" as a special phase of the world-historical process. The beginning of the disintegration of feudalism and the formation of capitalist relations. Formation of the system of absolutism in Europe and Russia.</p> <p>Formation of the ideological concept of "Moscow - the Third Rome". The consolidation of the institution of tsarist power in Russia in 1547.</p> <p>Folding of the estate-representative monarchy. Boyar Duma. Zemsky Sobor. Estate institutions in Russia and Western Europe.</p> <p>Political development of Russia during the reign of Ivan the Terrible. Reforms of the "Elected Council". Strengthening of autocratic and asbolyutic tendencies in the policy of Ivan the Terrible. Church policy of Ivan the Terrible. Oprichnina, its causes and consequences. Foreign policy of Russia in the XVI century. Struggle against Lithuania and Poland for the South Russian lands. Accession of the Kazan, Astrakhan khanates, Nogai Horde and Siberia. The search for ways of rapprochement with the West in Russia's foreign and economic policy. Western policy of Ivan IV. Livonian War: the causes and causes of failure. Evaluation of the role of the personality of Ivan IV in contemporary literature.</p> <p>The socio-economic and political crisis of the XVI-early XVII century. "Troubled Time" in Russia. The policy of Boris Godunov. Imposture. Polish-Swedish intervention and its consequences. A nationwide struggle against foreign interventionists and their accomplices. The First and Second People's Militias and their role in liberating Moscow from the Polish-Lithuanian invaders. The historical role of K. Minin and D. Pozharsky.</p> <p>Zemsky Sobor of 1613 and election to the throne of Mikhail Romanov.</p> <p>Economic development in the XVII century. Development of cities, trade, goods exchange and manufacturing manufacture.</p>	All		
		4	4	0
		Online		
		0	0	0

	<p>The beginning of the folding of the all-Russian market. The development of the Volga region, the Urals. Siberia, its role in the development of the outskirts of Russia.</p> <p>Social structure of Russian society in the XVII century. Rise of the nobility. Changes in the position of merchants and townspeople. The enslavement of the peasantry: causes and consequences. Russian Cossacks in the XVII century.</p> <p>Evolution of the political system of. Strengthening the autocracy. Cathedral Code of 1649. Change of the place and role of the Boyar Duma, orders, Zemsky Soborov in the system of state administration.</p> <p>The beginning of internal political reforms during the reign of Tsars Alexei Mikhailovich. Fyodor Alekseevich and Princess Sophia.</p> <p>Social movements of the second half of the XVII century. Salt riot. Novgorod and Pskov uprisings. Copper riot. Cossack-peasant war in Russia under the leadership of Stepan Razin.</p> <p>Russian Orthodox Church in the XVII century. European Reformation and Church Reform in Russia: A Comparative Analysis. Church split; its socio-political essence and consequences. Patriarch Nikon and Protopop Avvakum.</p> <p>Foreign policy of Russia in the XVII century. Relations of Russia with the countries of Western Europe. The Smolensk war. Entry into the composition of Russia Left-Bank Ukraine. Pereyaslavskaya is glad. The Russo-Polish War of 1654-1667. Eternal Peace with Poland 1686</p> <p>Russia and the Muslim world in the XVII century. Russia and the Crimean Khanate. The beginning of the political confrontation between Russia and the Ottoman Empire in Eastern Europe (the Russian-Turkish war of 1677-1681, Crimean and Azov campaigns). Completion of the annexation of Siberia and the initial phase of the accession of the Caucasus. Russian geographical discoveries.</p> <p>Culture of Russia XVI-XVII centuries. in the context of the development of world culture. Formation of secular culture in Russia. Education and science. New trends in the development of literature and art in Russia in the XVII century.</p>			
<b>9-16</b>	<b>XVIII-XXI centuries</b>	16	16	0
9 - 11	<p><b>XVIII-XIX centuries. in domestic and European history. Proclamation of the Russian Empire. Industrial revolution.</b></p> <p>XVIII century in European and world history. The problem of transition to the "realm of reason". Russia and Europe: new relationships and differences.</p> <p>Peter I: the struggle for the transformation of traditional society in Russia. The main directions of the "Europeanization" of the country. Preconditions and features of the folding of the Russian absolutism. Evolution of the social structure of society. The foreign policy of Peter I. Azov campaigns. "Great embassy." North War.</p> <p>A leap in the development of heavy and light industry. Creation of the Baltic Fleet and the regular army. Table of Ranks. The Senate, the board. Church reform. Proclamation of Russia as an</p>	All		
		6	6	0
		Online		
		0	0	0

empire. The national composition of the Russian Empire in the XVIII century. Strengthening the international authority of the country. Evaluation of Peter's reforms and personality of Peter I in historiography.

The era of palace coups (1725-1762 gg.). The reign of Paul I. Catherine II: the origins and essence of domestic and foreign policy. "Enlightened absolutism." "The Golden Age of the Nobility". Evolution of ownership of land. Strengthening serfdom in Russia. The peasant war led by E. Pugachev. Manufactured industrial production. Sections of Poland. The annexation of the Crimea and a number of other territories in the south. The development of the Black Sea region.

Culture of Russia in the XVIII century: from Petrine initiatives to the "age of enlightenment". Professional theater, architecture, science, education. M.V. Lomonosov. Development of the system of international relations.

Formation of the colonial system and the world capitalist economy. The role of international trade. Sources of initial accumulation of capital. The role of cities and guild structures. The development of manufactory production. Industrial revolution in Europe and in Russia: general and special.

Ways of transformation of Western European absolutism in the XVIII century. European Enlightenment and rationalism.

Influence of Enlightenment ideas on world development.

European revolutions of the XVIII-XIX centuries. The French Revolution and its influence on the political and socio-cultural development of European countries. Napoleonic wars and the Holy Alliance as a system of a common European order.

Formation of European nations: Italy and Germany. War of Independence of the North American Colonies. The Declaration of Independence and the Declaration of the Rights of Man and the Citizen. Civil War in the United States.

European colonialism and the societies of the East, Africa, America in the XIX century.

Industrial revolution; acceleration of the process of industrialization in the XIX century. and its political, economic, social and cultural consequences. Secularization of consciousness and the development of science. Romanticism, liberalism, Darwinism.

Attempts to reform the political system of Russia under Alexander I; projects of M.M. Speransky and N.N. Novosiltseva.

The Patriotic War of 1812 The significance of Russia's victory in the war against Napoleon and Russia's liberation campaign in Europe to strengthen Russia's international positions. The Russian autocracy and the "Sacred Union". Change in the political course in the early 20-ies. XIX century: causes and consequences. Domestic policy of Nicholas I. Russia and the Caucasus. The Caucasian War and the annexation of the North Caucasus to Russia. Advanced progressive figures of Russia on the Caucasus and the Caucasian peoples. The Crimean War and its consequences for Russia and the world.

	<p>Russian public opinion in: Decembrists, Westerners, Slavophiles, conservatives, revolutionary-democratic populism. The peasant question: the stages of the decision. The first approaches to the abolition of serfdom in the early XIX century. Reform of Alexander II. Prerequisites and reasons for the abolition of serfdom.</p> <p>"Great Reforms" of the 1860s-70s. and their consequences. Political transformation of the 60-70-ies. Accession of Central Asia. The Russian-Turkish War of 1877-1878.</p> <p>The development of Europe in the second half. XIX century. The Franco-Prussian War. Bismarck and the unification of German lands.</p> <p>Alexander III and the counter-reforms of 1880-94. The beginning of the reign of Nicholas II. The All-Russia population census of 1897 as evidence of changes in the social structure of society.</p> <p>Features of socio-economic development of post-reform Russia. New trends in the development of agriculture. Changes in the socio-cultural image of the peasantry. The growth of the domestic and foreign markets, the development of commercial capital. Urbanization of the country. Formation of the urban population. Professionalism of labor. The bourgeoisie and the working class in post-reform Russia: sources of formation, composition, position in the social structure of society, corporate and labor ethics. The national question and the national policy of Russian monarchs at the beginning of the 20th century.</p> <p>The unevenness and incompleteness of the development of Russian capitalism. Forcing Russian industrialization "from above." Strengthening state regulation of the economy. The diversity of the Russian economy and its impact on the economic and social development of Russia.</p> <p>The liberation movement of 1860 - early 80's. Russian populism and its evolution. Zemsky Liberal-Opposition Movement of 1870-80 Workers' organizations and circles. The spread of Marxism.</p> <p>"Golden Age" of Russian culture in the XIX century. The system of enlightenment. Science and technology. Formation of scientific schools. Printing. Literature and art. Life of the city and village. Common achievements and contradictions.</p> <p>Features of the development of Russian culture in the late XIX - early XX centuries. The Silver Age of Russian Literature.</p>			
12 - 14	<p><b>Russia and the world in the XX century.</b></p> <p>The role of the twentieth century in world history. Globalization of social processes. Russian reforms in the context of world development in the early twentieth century. Capitalist wars of the late XIX - early XX centuries. for markets and sources of raw materials. Features of the formation of capitalism in the colonially dependent countries.</p> <p>"Awakening of Asia" is the first wave of bourgeois anti-colonial revolutions. National liberation movements in China and Iran in the early XX century.</p>	All		
		6	6	0
		Online		
		0	0	0

Russian economy of the late XIX - early XX centuries: ups and crises, their causes. Comparative analysis of the development of industry and agriculture: Europe, the United States, the countries of South America. Monopolization of industry and the formation of financial capital. Banking houses in the economic life of post-reform Russia. The share of foreign capital in the Russian extractive and manufacturing industries. Continuation of the forcing of Russian industrialization "from above". Strengthening state regulation of the economy. Reforms S.Yu. Witte. Russian village in the beginning of XX century. Aggravation of disputes around the solution of the agrarian question. The first Russian revolution of 1905-1907: prerequisites, course, results. Stolypin agrarian reform of 1906-1912: economic, social and political essence, results, consequences.

Political parties in Russia at the beginning of the century: genesis, classification, programs, tactics. Experience of the Duma "parliamentarism" in Russia.

Changes in the system of international relations in the early XX century. Formation of the preconditions for the globalization of armed conflicts. The main military-political blocs. Completion of the division of the world and the struggle for colonies.

The First World War: prerequisites, course, results. The main theaters of military operations. Russia in the First World War. The impact of war on the economy of the Russian Empire. The imminence of a nationwide crisis.

Influence of the First World War on European development. A new map of Europe and the world, the growth of the revolutionary and workers' movement. Features of international relations in the interwar period. The League of nations. Versailles system of international relations. A new stage in the development of world capitalism.

The Great Russian Revolution of 1917-1922: causes, essence, chronological frames in historical literature. The first stage of the revolution: February 1917 and its consequences. The development of the revolutionary process from February to October. The second stage of the revolution: October 1917 and its consequences. The third stage of the revolution: Civil War and intervention. Results of the Great Russian Revolution. The role of V.I. Lenin and L.D. Trotsky in ensuring the victory of the revolution. Revolutionary crisis in Europe in 1918-1919; the idea of a world revolution and attempts to implement it.

The beginning of the construction of the Soviet state in 1918-1920, the role of VI. Lenin in his formation. National suburbs of Russia in that period. Education of the USSR. Features of Soviet national policy and national-state structure. The essence of the Soviet socio-political and economic model. Military communism. New economic policy. Formation of a one-party political system.

Discussions about the events of 1917-1930. and about totalitarianism in historiography. Socio-economic and political struggle in the USSR in 1920-1930. Strengthening of power

I.V. Stalin. A course on building socialism in one country. Implementation of socialist industrialization in the USSR. The first five-year plans and their results. Mass collectivization of agriculture and its consequences. The successes of Soviet power in the cultural sphere and the sphere of education. Evolution of the political regime in the USSR. The beginning of the formation of an authoritarian political system. Repression. Adaptation of Soviet Russia in the world arena. The USSR and the great powers. The world economic crisis of 1929 and the "Great Depression", their influence on the development of different countries. The Comintern as the organ of the world revolutionary movement. The emergence of fascism and National Socialism. The arrival of the National Socialists to power in Germany. "New Deal" by F. Roosevelt. "Popular fronts" in Europe. The Civil War in Spain. Soviet foreign policy. The Japanese aggression on Lake Khasan and the Halkin Gol River. Soviet-Finnish war. Contemporary disputes in historical literature on international relations in 1939-1941. Preconditions, reasons and the beginning of the Second World War. The Great Patriotic War The restructuring of the economy in a military way. Science - the front. Battle of motors. Changes in the structure of power, in the life of Soviet people. Creation of an anti-Hitler coalition. The historical significance of the main battles of the Great Patriotic War: Moscow, Stalingrad, Kursk battles. Heroic resistance of Leningrad. Partisan struggle. Soviet rear during the war. Liberation of the occupied territories of the USSR and Eastern European states from the fascist invaders. Heroism of the Soviet people. The generals. The development by the Allies of global strategic solutions for the post-war reconstruction of the world (Tehran, Yalta, Potsdam conferences). The Nuremberg trial: condemnation and punishment of leading Nazi criminals. The decisive contribution of the Soviet Union to the defeat of fascism and Japanese militarism. Discussions about the role and contribution of the USSR to victory in the Second World War. The power and society of the USSR in the first post-war years. Difficulties of daily life; restoration of the national economy. The formation of a bipolar world. Loss of the US atomic monopoly. New international organizations. The beginning of the Cold War. Establishment of NATO. The Marshall Plan and the final division of Europe. Formation of the socialist camp. Establishment of the Council for Mutual Economic Assistance (CMEA). Extension of the military-industrial complex. Heroes of the pre-war and post-war five-year plans. Reformer search in the Soviet leadership. Attempts NS. Khrushchev to renew the socialist system. "Thaw" in the spiritual sphere. Changes in the theory and practice of Soviet foreign policy. The significance of the XX and XXII congresses of the CPSU. An anticonstitutional transfer of the RSFSR of Crimea and Sevastopol to Ukraine.

The collapse of the colonial system. The aggravation of the international situation. Establishment of the Warsaw Pact (ATS). The victory of the revolution in China and the establishment of the PRC. The Korean War of 1950-1953. Development of the countries of the East in the second half of the twentieth century. Japan after the Second World War. The creation of the State of Israel and the problem of the settlement of conflicts in the Middle East. The Hungarian events of 1956. Formation of the non-alignment movement. Arab revolutions, "free Africa". Revolution in Cuba. Strengthening the confrontation between superpowers and the two world systems. The Berlin crisis of 1961. The Caribbean crisis (1962). The war in Vietnam. Arab-Israeli conflict. Socialist movement in the countries of the West and the East. The political crisis of 1968 in the socialist countries and the consequences of his power decision.

The scientific and technological revolution and its impact on the course of world social development.

The content and significance of the reforms Malenkov and N.S. Khrushchev in the development of the economy of the USSR in 1954-1964. and reforms A.N. Kosygina - in the years 1965-1970. The growth of the productivity of forces in the conditions of scientific and technological revolution and the expansion of international economic relations.

USSR in the mid 60-80's: stabilization and the growth of crisis phenomena. The era of "stagnation." Power and society in the first half of the 80's. Formation of dissident movement.

Development of the world economy in 1945-1991. Creation and development of international financial structures (World Bank, IMF, IBRD). Transformation of neocolonialism and economic globalization. Integration processes in post-war Europe. Creation of the European Economic Union.

The participation of the armed forces of the Soviet Union within the political events in Afghanistan.

The arms race (1945-1991); proliferation of weapons of mass destruction (types, delivery systems) and its role in international relations. Nuclear club. IAEA. Formation of control systems over non-proliferation of nuclear weapons. Creation of a nuclear missile shield of the USSR. Achieve strategic parity with NATO. Helsinki Conference on Security in Europe (August 1975). Formation of the CSCE (since 1994 - OSCE). Reasons and first attempts to fully reform the Soviet system in 1985. The policy of "acceleration." Goals, the main stages of Gorbachev's "perestroika" in the economic and political development of the USSR. Failures of "perestroika". Strengthening of centrifugal tendencies in a multinational state (1990-1991). "New political thinking" and the changing geopolitical position of the USSR.

Foreign policy of the USSR in 1985-1991. Discussion about the time of the end of the cold warriors. The withdrawal of Soviet troops from Afghanistan. The breakdown of the CMEA and the crisis of the world socialist system. The State Emergency

	<p>Committee and its consequences: the disintegration of the USSR, the cessation of the activities of the CPSU. Formation of the Commonwealth of Independent States (CIS).</p> <p>Russia in the 90s. Changes in the economic and political system in Russia. The liberal concept of Russian reforms: the transition to the market, the first steps towards the formation of civil society and the rule of law "Shock therapy" of economic reforms in the early 90's. The fall of industrial and agricultural production, scientific and technological potential. Formation of the right of private property in the Russian Federation in 1990-1993. Sharp polarization of society in Russia, impoverishment of a large part of the population of the country. Political crisis of 1993 and power dismantling of the power system of the Soviets. The 1993 Constitution of the Russian Federation. The aggravation of interethnic relations. The military-political crisis in Chechnya, its causes and consequences.</p> <p>Formation of new power structures in Russia: the President, the Government, the Federation Council, the State Duma.</p> <p>Political parties and social movements in Russia, the formation of a multiparty system.</p> <p>Education, science and culture in a market economy. The collapse of liberal reforms in Russia in the 90s.</p> <p>The foreign policy of the Russian Federation in 1991-1999. Russia's concessions to foreign policy in the West. Difficulties in establishing political, military and economic ties with the CIS countries.</p> <p>Treaty on Collective Security of the CIS countries. Measures to protect Russian compatriots residing in the post-Soviet space.</p> <p>Formation of the Union of Russia and Belarus. The treaty principles of the Russian Federation with NATO and the Council of Europe.</p>			
15 - 16	<p><b>Russia and the world at the beginning of the XXI century.</b></p> <p>Globalization of the world economic, political and cultural space. The place of Russia in a multipolar world. Expansion of NATO and the EU to the east. Regional and Global Interests of Russia.</p> <p>The Russian Federation at the beginning of the XXI century. Modern problems of mankind and the role of Russia in their solution. Changes in the political system of Russian society. Presidency of V.V. Putin, his domestic and foreign policy, the national idea.</p> <p>The socio-economic position of the Russian Federation in the period 2000-2017. Models of modernization of society and ways of intensifying the Russian economy.</p> <p>Strategy of the state national policy of the Russian Federation. World financial and economic crises and their impact on the Russian economy. Culture and religion in modern Russia. Russia's changing priorities in foreign policy at the turn of the 20th and 21st centuries. Establishment of international economic and military ties. EurAsEC (since 2015, the EAEC), CSTO, SCO, BRICS. Russia's accession to the WTO. Joint declaration of Russia and China on a multipolar world. The</p>	All		
		4	4	0
		Online		
		0	0	0

	<p>modern concept of Russian foreign policy in a multipolar world. Russia's opposition to US attempts to invade geopolitical interests in the Caucasus, Central Asia and the Baltics. US use of armed force against Yugoslavia and Iraq. Elimination of statehood in Libya. Promoting the US the creation of extremist movements as the main factor in the migration of people from the Middle East and North Africa. International terrorism, refugees. The Georgian-Russian military conflict in August 2008 The coup d'état in Ukraine (February 2014). The main threats of the beginning of the XXI century: terrorism and neo-Nazism. Features of their distribution. The essence of the global processes of modernity. Refusal to fight neo-Nazism in countries that were members of the anti-Hitler coalition (Canada, USA) in violation of the Resolution of the 69th session of the United Nations (December 2014). Return of Crimea and Sevastopol to the Russian Federation. US and EU sanctions against Russia and their consequences. The growth of international tension. Syria is on fire. The role of Russia in defeating the main forces of international terrorism. Aggressive Russophobia of the US and NATO. Growth of the international authority of the Russian Federation.</p>			
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Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

## 6. EDUCATIONAL TECHNOLOGIES

In the process of teaching the history of the following technologies:

lectures use copyrights, multimedia and interactive technologies;

in seminars using interactive technologies (role-playing, the dialog of communication technology, the organization of discussions on the historical aspects that do not have common historical assessment value), test and multimedia technologies, carrying out activities on the territory of historical and cultural sites (Historical and Cultural Reserve "Kolomenskoye" "Tsaritsino", "Kuskovo", etc.). Importance is attached to the involvement of students in research work. It stimulates the attraction of students to participate in competitions, devoted to actual historical dates and events, scientific conferences - the university, national and international. These technologies are focused on the formation of students' competence model of education. Particular importance is attached to the

active organization of independent work of students in the study of actual historical events that have had a significant impact on the nature of the Russian state and society.

## 7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
YK-5	3-YK-5	PFE, IA-8, S-15
	Y-YK-5	PFE, IA-8, S-15
	B-YK-5	PFE, IA-8, S-15

### Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64		F	
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

## **8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT**

### **CORE READING:**

1. ЭИ К75 Brief History of Russia : Brief History of Russia, Kort, Michael. , New York: Infobase Publishing, 2008
2. ЭИ E55 Russia in World History : , Martin, Janet. , Engel, Barbara Alpern. , Oxford: Oxford university press, 2015
3. ЭИ О-66 История России : , Сивохина Т.А. [и др.], Moscow: Проспект, 2015
4. 9 И90 История России : учебник, Сивохина Т.А. [и др.], Москва: Проспект, 2014
5. ЭИ Д 25 История России. Краткий курс : , Девятов С.В., Саврушева К.Ц., Котеленец Е.А., Moscow: Проспект, 2016
6. 9 Р76 Россия в мировой истории : учебник для вузов, , Москва: ЛОГОС, 2016
7. ЭИ Б79 Уроки русской истории : учебное пособие, Болоздыня А.И., Москва: НИЯУ МИФИ, 2014

### **FURTHER READING:**

1. ЭИ К21 История государства Российского Т.1 (IX-XI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007
2. ЭИ К21 История государства Российского Т.10 (XVI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2008
3. ЭИ К21 История государства Российского Т.11 (XVI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2008
4. ЭИ К21 История государства Российского Т.12 (XVI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2008
5. ЭИ К21 История государства Российского Т.2 (XI-XII век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007
6. ЭИ К21 История государства Российского Т.3 (XII-XIII век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

7. ЭИ К21 История государства Российского Т.4 (XIII-XIV век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

8. ЭИ К21 История государства Российского Т.5 (XIV-XV век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

9. ЭИ К21 История государства Российского Т.6 (XIV-XV век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

10. ЭИ К21 История государства Российского Т.7 (XV-XVI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

11. ЭИ К21 История государства Российского Т.8 (XV-XVI век), Карамзин Н.М., Москва: STAR MEDIA. ТВ Центр , 2007

12. 9 И90 История России в схемах : учебное пособие, Сивохина Т.А. [и др.], Москва: Проспект, 2011

13. 9 Х91 Хрестоматия по истории России : учеб. пособие для вузов, Сивохина Т.А. [и др.], М.: Проспект, 2004

#### SOFTWARE:

No special softwares is required

#### LMS AND ONLINE RESOURCES

1. История России и Всемирная история (<http://www.istorya.ru/>)

2. Официальный сайт государственного музея политической истории России (<http://www.polithistory.ru/>)

3. Официальный сайт Государственного Центрального Музея Современной Истории России

4. ХРОНОС – всемирная история в Интернете. Главным структурообразующим элементом ХРОНОСа стали хронолог (<http://www.hrono.ru/index.html>)

5. Атлас всемирной истории (Atlas of World History) (<http://www.ostu.ru/personal/nikolaev/russia.html>)

6. 4. Центр экономической истории при Историческом факультете МГУ им. М.В. Ломоносова (<http://www.hist.msu.ru/Labs/Ecohist/index.htm>)

7. Атлас всемирной истории (Atlas of World History) (<http://www.ostu.ru/personal/nikolaev/russia.html>)

8. Историк (<http://историк.рф/>)

9. Российская национальная библиотека в Петербурге (<http://www.nlr.ru/>)

10. Государственная публичная историческая библиотека (ГПИБ) (<http://www.shpl.ru/>)

11. Российская государственная библиотека (РГБ) (<http://www.rsl.ru/>)

<https://online.mephi.ru/>

<http://library.mephi.ru/>

## **9. LOGISTICAL SUPPORT**

Any special logistical support is not required

## **10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS**

Independent work of students is usually made up of several components:

- Work with texts: textbooks, historical primary sources, additional literature, including Internet materials, as well as elaboration of lecture notes;
- Writing reports, essays;
- Preparing for tests and exams directly in front of them.

Thus, the students' independent work is an essential component of producing a full-fledged higher education.

Work with lecture notes

Familiarity with the university education system takes place at the first lecture, where the student requires attention and self-design notes.

1. Do not forget that your abstract should be easily perceived visually (to make the most "visual" memory), so it should be neat. Select headers, separate one issue from another, observe paragraphs, emphasize terms.

2. While listening to a lecture, pay attention to the tone of the lecturer and the opening words "thus", "therefore", "it should be noted," etc., which he emphasizes the most important points. Do not forget to mark it when taking notes.

3. Do not attempt to write down every word the lecturer, or you will lose the main thread of the presentation and begin to write automatically, without delving into the meaning. Technique reading lectures teacher is that he repeats his idea two or three times. Try to understand her at first, and then burn from the reduction.

4. Create your own system of abbreviations, acronyms and symbols convenient to you. However, further work with a summary of the characters is better to replace the usual words for quick visual perception of the text.

5. outlining the lecture is better to leave the field on which later, when independent work with the sketch, you can make additional recordings, noted strange place.

Writing the essay

a summary in writing or in the form of public speech contents of the book, the scientific work, the results of the study of scientific problems; a report on a specific topic, including a review of relevant literature and other sources.

Writing essay (report) starts with the definition of topics and the selection of literature. The most common problem among students - the inability to work with the library funds. It should be as soon as possible to learn how to pick their own literature - is the key to successful learning. In each library, catalogs Hall is a consultant who always help navigate the library funds and place an order for a book correctly. Working in the library, consider the following factors:

- If you need to pick up literature on a particular topic, but you do not know the authors of books (monographs), use a subject catalog;

- If you know the author or title of the book, you can use the alphabetical catalog;

- In every library in addition there is a card index of journal articles;

- Internet resources:

<http://www.istorya.ru>

<http://www.gumer.info>

[http://www.rusempire.ru/index.php?option=com\\_frontpage&Itemid=178](http://www.rusempire.ru/index.php?option=com_frontpage&Itemid=178)

<http://www.polithistory.ru>

<http://www.sovr.ru>

<http://www.hrono.ru>

<http://www.ostu.ru>

## **11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS**

Each lecture is structured with an introduction, main body, and conclusion. The introduction briefly outlines the topic, outlines the plan and objectives, lists the relevant literature, demonstrates the connection to the preceding material, and characterizes the theoretical and practical significance of the topic. The main body comprehensively explores the topic, substantiates key ideas and propositions, elaborates on them, demonstrates connections and relationships, evaluates current practice and scientific foundations, reveals prospects for development, and formulates interim conclusions. The concluding section summarizes, briefly reiterates and summarizes the main points, formulates general conclusions, and provides recommendations for independent work. Time should also be allocated for answering potential student questions.

The teacher's notes for each lecture should include: the topic (precisely stated); the purpose and objectives; a list of topics covered in the lecture; and a summary of the content (highlighting the main and secondary points). To deliver a lecture, a map of the period and region covered in the lecture is required. When delivering a lecture, it is necessary to maintain a high scientific level of the information presented; ensure the evidence and reliability of the opinions expressed; clearly and accurately express thoughts and activate the thinking of the audience; highlight each section with intonation; in each question, isolate the main (for memorization) and secondary (for illustration); clearly pronounce terms, first names, last names, names of countries, cities, decipher and write them on the board; draw students' attention to the most significant dates and events.

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