



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital
Technologies and Economics

_____ Zainullin R.R.

«24» _____ February _____ 2026

WORK PROGRAM FOR THE DISCIPLINE

B1.M.02 The history of Russia

Field of training

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

The program was developed by:

Department Name	Position, Academic Degree, Academic Rank	Full Name of the Developer
HistoryandPedagogy	Associate Professor, PhD in History	_____ L.G. Gafiatullina

Approval	Department Name	Date	No.	Signature
Approved	History and Pedagogy	05.03.26	11	_____ Head of the Department, PhD in Pedagogy, Assoc. Prof., Zavada G. V.
Agreed upon	Management	10.02.2026	Protocol №5	_____ Head of the Department, Doctor of social sciences, prof. Makhiyanova A.V.
Agreed upon	Educational and Methodological Board of the Institute of Digital Technologies and Economics	24.02.2026	Protocol №6	_____ Director, PhD in Technical Sciences, Assoc. Prof. R.R. Zainullin
Approved	Academic Board of the Institute of Digital Technologies and Economics	24.02.2026	Protocol №6	_____ Director, PhD in Technical Sciences, Assoc. Prof. R.R. Zainullin

1. The purpose, objectives and planned learning outcomes of the discipline

The purpose of this course is to develop in Bachelor's degree students a comprehensive understanding of the main stages and patterns of the historical development of society using the methods and tools of historical science.

Course objectives:

- to develop in students a holistic understanding of the historical process, an objective assessment of the place, main stages and patterns of the historical development of Russian society;

- to develop in students an active civic position and a respectful attitude toward their past, and the national, ethnic, and religious traditions of the peoples inhabiting our country.

Competencies and indicators developed in students:

Competence code and name	Indicator code and name
UC-3 Able to interact socially and fulfill one's role in a team	UC-3.1 Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal
UC-5 Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts	UC-5.1 Demonstrates tolerance for social and cultural differences, respectful and careful attitude towards historical heritage and cultural traditions

2. The discipline's place in the educational program's structure.

Preceding disciplines: school curriculum.

Subsequent disciplines: philosophy, law.

3. The structure and content of the discipline

3.1. The structure of the discipline

For full-time studies:

Type of academic work	Total semester hours	Total hours	Semester 1
GENERAL INTENSITY OF THE DISCIPLINE	4	144	144
CONTACT WORK*	-	117	117
IN-CLASS WORK	1,88	68	68
Lectures	0,94	34	34
Practical (seminar) classes	0,94	34	34
Laboratory work	-	-	-
STUDENT'S INDEPENDENT WORK	2,12	76	76
Processing of educational material	1,12	40	40
Course project	-	-	-

Coursework	-	-	-
Preparation for midterm assessment	1	36	36
Midterm assessment:			Exam
			-

For full-time and part-time education:

Type of academic work	Total semester hours	Total hours	Semester 1
GENERAL WORK INTENSITY OF THE DISCIPLINE	4	144	144
CONTACT WORK*	-	144	144
IN-CLASS WORK	0,56	20	20
Lectures	0,28	10	10
Practical (seminar) classes	0,28	10	10
Laboratory work			
STUDENT'S INDIVIDUAL WORK	3,44	124	124
Processing of educational material	3,19	115	115
Course project			
Coursework			
Preparation for midterm assessment	0,25	9	9
Midterm assessment:			Exam

3.2. The content of the discipline, structured by sections and types of classes

Sections of the discipline	Total hours	Distribution of labor intensity by type of academic work				Forms and types of monitoring	Indices of indicators of developing competencies
		Lectures	Lab. work	Practical classes	Independent work		
Section 1. The Place of History in the Social Sciences and Humanities. Fundamentals of the Methodology of Historical Science. Periodization of Russian History.	8	2	-	2	4	CC1	UC-5.1
Section 2. Researcher and historical source. The formation and development of historiography	6	2		2	2	CC1	UC-5.1
Section 3. The Formation of Russian Statehood in the Context of World History.	17	6		6	5	CC1	UC-5.1
Section 4. Russian lands in the 13th-15th centuries and the European Middle Ages.	17	6		6	5	CC1	UC-3.1 UC-5.1
Section 5. Russia in the 16th–17th Centuries in the Context of the Development of European Civilization.	17	6		6	5	CC2	UC-5.1
Section 6. 18th – 19th Centuries in Russian and European History. 18th Century in European and World History. The Problem of the Transition to the "Kingdom of Reason." Russia and Europe: New Connections and Differences. Proclamation of the Russian Empire. Industrial	18	6		6	6	CC2	UC-3.1 UC-5.1

Revolution.							
Section 7. Russia and the world in the 20th century.	18	6		6	6	CC3	UC-3.1 UC-5.1
Section 8. Russia and the World at the Beginning of the 21st Century.	9	2		2	5	CC3	UC-3.1 UC-5.1
Exam	36						
TOTAL	144	36		36	40		

3.3. Course Content

Section 1. The Place of History in the Social Sciences and Humanities.

Fundamentals of the Methodology of Historical Science. Periodization of Russian History.

Topic 1.1. The Place of History in the Social Sciences and Humanities.

Fundamentals of the Methodology of Historical Science. Periodization of Russian History.

The Place of History in the System of Sciences. The Object and Subject of Historical Science. The Role of Theory in Understanding the Past. Theory and Methodology of Historical Science. The Essence, Forms, and Functions of Historical Knowledge. Russian History as an Integral Part of World History: General and Specific Features in Historical Development. Key Periods of Russian History and Trends in Modern Historical Science.

Section 2. Researcher and Historical Source. Formation and Development of Historiography.

Topic 2.1. Researcher and Historical Source. Formation and Development of Historiography.

Formation and Development of Historiography as a Scientific Discipline. Sources of Russian History (written, material, audiovisual, scientific and technical, visual). Methods and Forms of Obtaining, Analyzing, and Preserving Historical Information.

Section 3. The Formation of Russian Statehood in the Context of World History.

Topic 3.1. The Emergence of the Old Russian State.

Ethnogenesis and Early History of the Slavs. The Dispersal of the East Slavic Tribes. The Slavs in the Pre-State Stage of Their Development. Traditional Forms of Economy and Social Organization of European Peoples in the Pre-State Period. The Clan and Family Community of the Ancient Slavs. Tribal Division of the Eastern Slavs. The Spiritual and Material Culture of the Ancient Slavs and Non-Slavic Peoples of Russia. Slavic Paganism. The Slavs and Their Neighbors. The Relationships of the Slavic Tribes with the Byzantine Empire. The Slavs and the Nomadic World in the Early Middle Ages. Ethnocultural and Socio-Political Processes in the Formation of the Old Russian State. Socio-Economic and Political Changes in Slavic Society at the Turn of the 8th and 9th Centuries. The reasons for the emergence of princely power and their functions. Formation of East Slavic tribal unions. Emergence of the Old Russian state. Novgorod and Kyiv – the first centers of East Slavic statehood. The first Russian princes – the Rurik dynasty. The problem of the "calling of the Varangians" in modern historical science. Formation of the early feudal monarchy during the reigns of Vladimir Svyatoslavich and Yaroslav the Wise. "Russkaya Pravda" – the first code of laws in Rus'. Features of the 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: similarities and differences. The political system of Ancient Rus'. The role of the veche. The emergence of cities in Ancient Rus', their place in the political and socio-economic structure. The evolution of Old Russian statehood in the 11th-12th centuries.

Topic 3.2. Development of the Old Russian State in the 11th-12th Centuries: Feudal Fragmentation in Rus' and its Consequences.

Feudal fragmentation of the Old Russian state (12th – early 13th centuries). Causes and prerequisites for the collapse of the unified Old Russian state. Formation of appanage principalities. Intra-princely strife and wars. Cultural influences of the East and the West. Adoption of Christianity: causes and consequences. The Orthodox Church and its role in the history of Russian principalities. Material and spiritual culture of Ancient Rus. Socio-economic and political structure of the Russian lands during the period of political fragmentation. Formation of various political models for the development of the Old Russian statehood: Novgorod Boyar Republic; "boyar oligarchy" in the Galicia-Volyn Principality; Vladimir-Suzdal Rus - strengthening of princely power. Foreign policy of the Old Russian state in the 9th-12th centuries. Rus and Byzantium. Relations between Russian principalities and feudal Catholic states of Western Europe. Ancient Rus and the Great Steppe: Khazaria, Pechenegs, Polovtsians. Rus' and the Muslim world.

Section 4. Russian Lands in the 13th-15th Centuries and the European Middle Ages.

Topic 4.1. Russian Lands in the 13th – Early 14th Centuries and the European

Middle Ages. The Formation of a Unified Centralized Russian State: Prerequisites, Stages, and Process Content.

The Middle Ages as a Stage in the Historical Process in Western Europe, the East, and Russia. Russian Principalities and European States in the Middle Ages: General Development Trends and Differences. The Formation of the Mongol Empire. The Mongol Invasion of Rus' and Europe. 1237–1241. The emergence of the Golden Horde. The Formation of the System of Vassal Dependence of Russian Lands on the Golden Horde. The Problem of the Horde's Influence on Domestic Political Relations in the Russian Principalities and Their Culture in Modern Historical Science. Western Expansion into Russian Lands. Rus's Struggle against German and Swedish Aggression. Alexander Nevsky. Novgorod and Pskov as outposts in the struggle against the Livonian Order.

Prerequisites for the formation of a centralized Russian state. Key stages of the unification process. The emergence of new political centers in northeastern Rus' (Tver, Nizhny Novgorod, Ryazan, Moscow). The struggle between Moscow and Tver for supremacy in northeastern Rus'. The first Moscow appanage princes (Daniil Alexandrovich, Ivan Kalita, Semyon the Proud) and their role in the centralization of the Russian lands. The socioeconomic development of the Russian lands in the Middle Ages. Changes in the social structure of medieval Russian society. The formation of the service class – the nobility. The Moscow Principality and the Golden Horde. Dmitry Donskoy. The Battle of Kulikovo, 1380. The feudal war of

1425–1453. The formation of the Grand Duchy of Lithuania. Western and Southern Rus' under the rule of the Lithuanian princes. Rus' and Lithuania in the 13th to first half of the 15th centuries: the struggle for political hegemony. The Battle of Grunwald, 1410. Completion of the political unification of Rus'. Ivan III. Annexation of Novgorod and Tver to the Principality of Moscow.

The Great Stand on the Ugra River. Liberation from vassalage to the Golden Horde. Ivan III's foreign policy. The evolution of the political system and social relations in Muscovite Rus'. The process of centralization in legislative design. The Code of Laws of 1497 and its role. The formation of the manorial system as a support for central authority. The process of centralization in Rus' and Western European countries (England, France, Spain, Portugal): common and specific features. The relocation of the church center to Moscow. The role of the Orthodox Church in strengthening the Muscovite state and shaping a pan-Russian national identity. Metropolitan Alexy and Sergius of Radonezh. The establishment of the autocephaly of the Russian Orthodox Church in the 15th century. Internal church struggles (Josephites and non-possessors, medieval heresies). The reaction to the Union of Ferrara and Florence in Rus'. The development of Russian culture and art in the 13th-15th centuries. Writing, chronicle writing, education, architecture, icon painting, jewelry making.

Section 5. Russia in the 16th-17th Centuries in the Context of the Development of European Civilization.

Topic 5.1. The "Modern Era" as a Special Phase of the World-Historical Process. The Reign of Ivan IV as a Period of Historical Choice in Russia's Development.

The "Modern Era" as a Special Phase of the World-Historical Process. The Beginning of the Decay of Feudalism and the Emergence of Capitalist Relations. The Formation of the Absolutist System in Europe and Russia. The Formation of the Ideological Concept of "Moscow as the Third Rome." The consolidation of the institution of royal power in Russia in 1547. The Emergence of the Estate-Representative Monarchy. The Boyar Duma. The Zemsky Sobor. Estate-Representative Institutions in Russia and Western Europe. The Political Development of Russia during the Reign of Ivan IV the Terrible. The Reforms of the "Chosen Council." The Strengthening of Autocratic-Absolutist Tendencies in Ivan the Terrible's Policy. Ivan the Terrible's Church Policy. The Oprichnina, Its Causes and Consequences. Russia's foreign policy in the 16th century. The struggle with Lithuania and Poland for southern Russian lands. The annexation of the Kazan and Astrakhan Khanates, the Nogai Horde, and Siberia. The search for rapprochement with the West in Russia's foreign and economic policy. Ivan IV's Western policy. The Livonian War: goals and causes of failure. Assessment of the role of Ivan IV's personality in modern literature. Russia under the first Romanovs.

Topic 5.2. The Time of Troubles in Russia: Causes, Periods, Key Events, and Consequences.

The Socioeconomic and Political Crisis of the 16th to Early 17th Centuries.

The Time of Troubles in Russia. Boris Godunov's Policy. Imposture. The Polish-Swedish Intervention and Its Consequences. The Popular Struggle against Foreign Interventionists and Their Collaborators. The First and Second People's Militias and their Role in the Liberation of Moscow from the Polish-Lithuanian Invaders. The Historical Role of K. Minin and D. Pozharsky. The Zemsky Sobor. 1613 and the Election of Mikhail Romanov to the Throne.

Economic Development in the 17th Century. The Development of Cities, Trade, Barter, and Manufacturing. The Beginning of the Formation of the All-Russian Market. The Development of the Volga, Ural, and Siberian Regions and Their Role in the Development of Russia's Outer Regions. The Social Structure of Russian Society in the 17th Century. The Rise of the Nobility. Changes in the situation of merchants and tradesmen. Enslavement of the peasantry: causes and consequences. Russian Cossacks in the 17th century. Evolution of the political system in Russia. Strengthening of autocracy. Cathedral Code of 1649. Changes in the place and role of the Boyar Duma, prikazy, Zemsky Sobors in the system of state administration. The beginning of internal political reforms during the reign of Tsars Alexei Mikhailovich, Feodor Alexeevich and Princess Sophia. Social movements of the second half of the 17th century. Salt Riot. Novgorod and Pskov uprisings. Copper Riot. Cossack and peasant war in Russia led by Stepan Razin. Russian Orthodox Church in the 17th century. European Reformation and church reform in Russia: a comparative analysis. Church schism; its socio-political essence and consequences. Patriarch Nikon and Archpriest Avvakum. Russia's foreign policy in the 17th century. Russia's relations with Western European countries. The Smolensk War. The incorporation of Left-Bank Ukraine into Russia. The Pereyaslav Rada. The Russo-Polish War of 1654-1667. Eternal Peace with Poland of 1686. Russia and the Muslim world in the 17th century. Russia and the Crimean Khanate. The beginning of the political confrontation between Russia and the Ottoman Empire in Eastern Europe (the Russo-Turkish War of 1677-1681, the Crimean and Azov campaigns). Completion of the annexation of Siberia and the initial stage of the annexation of the Caucasus. Russian geographical discoveries. Russian culture of the 16th-17th centuries in the context of the development of world culture. The formation of secular culture in Russia. Education and science. New trends in the development of literature and art in Russia in the 17th century.

Section 6. The 18th – 19th Centuries in Russian and European History. The 18th Century in European and World History. The Transition to the "Kingdom of Reason." Russia and Europe: New Connections and Differences. The Proclamation of the Russian Empire. The Industrial Revolution

Topic 6.1. The 18th Century in European and World History. The Reforms of Peter the Great: Prerequisites, Content, and Consequences.

The 18th Century in European and World History. The Transition to the "Kingdom of Reason." Russia and Europe: New Connections and Differences. The Proclamation of the Russian Empire. The Industrial Revolution. The Reign of Peter the Great: The Struggle to Transform Traditional Society in Russia. The Main Directions of the Country's "Europeanization." Prerequisites and Characteristics of

the Development of Russian Absolutism. The Evolution of the Social Structure of Society. Peter the Great's Foreign Policy. The Azov Campaigns. The "Grand Embassy." The Northern War. The Leap in the Development of Heavy and Light Industry. The Creation of the Baltic Fleet and the Regular Army. The Table of Ranks. The Senate, the Collegium. Church Reform. The proclamation of Russia as an empire. The ethnic composition of the Russian Empire in the 18th century. The strengthening of the country's international authority. The assessment of Peter the Great's reforms and the personality of Peter I in historiography. The era of palace coups (1725–1762). The reign of Paul I.

Topic 6.2. The Policy of "Enlightened Absolutism" during the Reign of Catherine II.

Catherine II: The Origins and Essence of Domestic and Foreign Policy.

"Enlightened Absolutism." "The Golden Age of the Nobility." The Evolution of Land Ownership. The Strengthening of Serfdom in Russia. The Peasant War led by E. Pugachev. Manufacturing Industrial Production. The Partitions of Poland. The Annexation of Crimea and Several Other Territories in the South. The Development of the Black Sea Region. Russian Culture in the 18th Century: From Peter the Great's Initiatives to the "Age of Enlightenment." Professional Theater, Architecture, Science, and Education. M.V. Lomonosov. The Development of the System of International Relations. The Formation of the Colonial System and the Global Capitalist Economy. The Role of International Trade. Sources of Primitive Capital Accumulation. The Role of Cities and Guild Structures. The Development of Manufacturing. The Industrial Revolution in Europe and Russia: General and Specific Features. The transformation of Western European absolutism in the 18th century. The European Enlightenment and rationalism. The influence of Enlightenment ideas on global development. European revolutions of the 18th and 19th centuries. The French Revolution and its influence on the political and sociocultural development of European countries. The Napoleonic Wars and the Holy Alliance as a system of pan-European order. The formation of European nations: Italy and Germany. The War of Independence of the North American colonies. The Declaration of Independence and the Declaration of the Rights of Man and of the Citizen. The American Civil War. European colonialism and the societies of the East, Africa, and America in the 19th century.

Topic 6.3. Russia in the First Half of the 19th Century: The Government in Search of Paths for Development.

Attempts to reform the Russian political system under Alexander I; projects by M.M. Speransky and N.N. Novosiltsev. The Patriotic War of 1812. The significance of Russia's victory in the war against Napoleon and Russia's liberation campaign in Europe for strengthening Russia's international position. Russian autocracy and the "Holy Alliance" and the Vienna system of international relations. Changes in political course in the early 1820s: causes and consequences. The domestic policy of Nicholas I. Russia and the Caucasus. The Caucasian War and the annexation of the North Caucasus to Russia. Leading progressive figures of Russia on the Caucasus and the Caucasian peoples. The Crimean War and its consequences for Russia and the world. Social thought in Russia in the 19th century: Decembrists,

Westernizers, Slavophiles, conservatives, revolutionary democratic populism, Russian Marxism.

Topic 6.4. The Era of the "Great Reforms" of the 1860s-1870s and Counter-Reforms during the Reign of Alexander II. Russia at the Turn of the 20th Century. Government and Society in Search of Paths for National Development.

The Peasant Question: Stages of its Resolution. The First Approaches to the Abolition of Serfdom in the Early 19th Century. The Reforms of Alexander II. Prerequisites, Causes, and Results of the Abolition of Serfdom. The "Great Reforms" of the 1860s-1870s and Their Consequences. Political Transformations of the 1860s-1870s. The Annexation of Central Asia. The Russo-Turkish War of 1877-1878. The Development of Europe in the Second Half of the 19th Century. The Franco-Prussian War. Bismarck and the Unification of the German Lands. Alexander III and the Counter-Reforms of the 1880s-1894.

Section 7. Russia and the World in the 20th Century.

Topic 7.1. The First World War (1914-1918): Causes, Main Stages, and Their Content, Results. Russia's Participation in the First World War.

The Beginning of the Reign of Nicholas II. The All-Russian Population Census of 1897 as Evidence of Changes in the Social Structure of Society. Characteristics of the Socioeconomic Development of Post-Reform Russia. New Trends in Agricultural Development. Changes in the Sociocultural Profile of the Peasantry. Growth of Domestic and Foreign Markets, Development of Merchant Capital. Urbanization of the Country. Formation of the Urban Population. Professionalization of Labor. The Bourgeoisie and Working Class in Post-Reform Russia: Sources of Formation, Composition, Position in the Social Structure of Society, Corporate and Work Ethics. The National Question and the National Policy of Russian Monarchs in the 19th and Early 20th Centuries. The Uneven and Incomplete Development of Russian Capitalism. Accelerated Industrialization in Russia "from Above." Strengthening State Regulation of the Economy. The multi-structured nature of the Russian economy and its impact on its economic and social development. The liberation movement of the 1860s – early 1880s. Russian populism and its evolution. The Zemstvo liberal opposition movement of the 1870s–1880s. Workers' organizations and circles. The spread of Marxism. The "Golden Age" of Russian culture in the 19th century. The education system. Science and technology. The formation of scientific schools. The press. Literature and art. Everyday life in the city and village. Common achievements and contradictions. Features of the development of Russian culture in the late 19th – early 20th centuries. The Silver Age of Russian literature.

The role of the 20th century in world history. Globalization of social processes. Russian reforms in the context of world development at the beginning of the 20th century. Capitalist wars of the late 19th – early 20th centuries for markets and sources of raw materials. Features of the formation of capitalism in colonially dependent countries. "Awakening of Asia" - the first wave of bourgeois anti-colonial revolutions. National liberation movements in China and Iran at the beginning of the 20th century. Russian economy in the late 19th – early 20th centuries: booms and

crises, their causes. Comparative analysis of the development of industry and agriculture: Europe, USA, South American countries. Monopolization of industry and the formation of finance capital. Banking houses in the economic life of post-reform Russia. The share of foreign capital in the Russian mining and manufacturing industry. Continuation of forcing Russian industrialization "from above". Strengthening state regulation of the economy. Reforms of S. Yu. Witte. Russian village at the beginning of the 20th century. Intensification of disputes around the solution of the agrarian question. The First Russian Revolution of 1905–1907: Preconditions, Course, and Results. Stolypin's Agrarian Reform of 1906–1912: Economic, Social, and Political Essence, Results, and Consequences. Political Parties in Russia at the Beginning of the Century: Genesis, Classification, Programs, and Tactics. The Experience of Duma Parliamentarism in Russia. Changes in the System of International Relations in the Early Twentieth 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. World War I: Preconditions, Course, and Results. The Main Theaters of Military Operations. Russia in World War I. The Impact of the War on the Economy of the Russian Empire. The Emergence of a National Crisis. The Impact of World War I on European Development. A New Map of Europe and the World, the Growth of the Revolutionary and Labor Movement. Features of International Relations in the Interwar Period. The League of Nations. The Versailles System of International Relations. A New Stage in the Development of Global Capitalism.

Topic 7.2. The Great Russian Revolution of 1917–1922: Causes, Nature, and Chronological Framework in Historical Literature. The beginning of the construction of the Soviet state in the 1918–1920s. The formation of the USSR. The search for paths to the country's socioeconomic development. The USSR's emergence from foreign policy isolation.

The Great Russian Revolution of 1917–1922: Causes, Nature, and Chronological Framework 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. The revolutionary crisis in Europe in 1918–1919; the idea of world revolution and attempts to implement it. The beginning of the construction of the Soviet state in the 1918–1920s, and V.I. Lenin's role in its development. Russia's national outskirts during this period.

Characteristics of Soviet nationalities policy and the national-state structure. The essence of the Soviet socio-political and economic model. War Communism. The New Economic Policy. The formation of a one-party political system. Discussions about the events of 1917–1930 and totalitarianism in historiography. Socio-economic and political struggle in the USSR in the 1920s–1930s. The consolidation of I.V. Stalin's power. The course toward building socialism in one country. The implementation of socialist industrialization in the USSR. The

first Five-Year Plans and their results. Mass collectivization of agriculture and its consequences. Successes of Soviet power in the cultural sphere and education. The evolution of the political regime in the USSR. The beginning of the formation of an authoritarian political system. Repression. The adaptation of Soviet Russia on the world stage. USSR and the Great Powers.

Topic 7.3. World War II: Causes, Stages, and Results. The Great Patriotic War as a stage of World War II.

The global economic crisis of 1929 and the Great Depression, and their impact on the development of various countries. The Comintern as an organ of the worldwide revolutionary movement. The emergence of fascism and National Socialism. The rise of the National Socialists to power in Germany. Franklin Roosevelt's New Deal. Popular Fronts in Europe. The Spanish Civil War. Soviet foreign policy. Japanese aggression at Lake Khasan and the Khalkhin Gol River. The Soviet-Finnish War. Contemporary debates in historical literature on international relations in 1939–1941. Preconditions, causes, and the beginning of World War II. The Great Patriotic War. Restructuring the economy for wartime. Science for the front. The Battle of Moscow. Changes in the power structure and in the lives of the Soviet people. Formation of the anti-Hitler coalition. Historical significance of the main battles of the Great Patriotic War: Moscow, Stalingrad, Kursk. Heroic resistance of Leningrad. Partisan struggle. Soviet rear during the war. Liberation of occupied territories of the USSR and Eastern European states from the fascist invaders. Heroism of the Soviet people. Military leaders. Development by the Allies of global strategic decisions on the post-war reorganization of the world (Tehran, Yalta, Potsdam Conferences). Nuremberg Trials: conviction and punishment of leading Nazi criminals. 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 World War II. Attempts to falsify World War II according to American and Western European concepts.

Topic 7.4. The USSR in the Postwar Years (1945-1964). The Cold War. The Era of Stagnation.

Power and society in the USSR in the first postwar years. Difficulties of postwar life; economic recovery. The emergence of a bipolar world. The loss of the US nuclear monopoly. New international organizations. The beginning of the Cold War. The creation of NATO. The Marshall Plan and the final division of Europe. The formation of the socialist camp. The creation of the Council for Mutual Economic Assistance (CMEA). The expansion of the military-industrial complex. Heroes of the pre-war and post-war five-year plans. Reform efforts in the Soviet leadership. N.S. Khrushchev's attempts to renew the socialist system.

The "Thaw" in the spiritual sphere. Changes in the theory and practice of Soviet foreign policy. The significance of the 20th and 22nd Congresses of the CPSU. The unconstitutional transfer of Crimea and Sevastopol from the RSFSR to Ukraine. The collapse of the colonial system. Aggravation of the international situation. Establishment of the Warsaw Treaty Organization (WTO). Victory of the revolution in China and establishment of the PRC. Korean War 1950-1953. Development of the countries of the East in the second half of the 20th century.

Japan after World War II. Establishment of the State of Israel and the problem of conflict resolution in the Middle East. Hungarian events of 1956. Formation of the Non-Aligned Movement. Arab revolutions, "free Africa". Revolution in Cuba. The role of Peoples' Friendship University named after P. Lumumba (RUDN University), Moscow State Institute of International Relations, and other Soviet and Russian universities in training leadership, engineering, and technical personnel for new sovereign states. Intensification of confrontation between the superpowers and the two world systems. Berlin crisis of 1961. Cuban missile crisis (1962). The Vietnam War. 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 its solution by force. Scientific and technological revolution and its impact on the course of world development. The content and significance of the reforms of G. M. Malenkov and N. S. Khrushchev in the development of the USSR economy in 1954-1964 and the reforms of A. N. Kosygin - in 1965-1970. The growth of productive forces in the context of the scientific and technological revolution and the expansion of international economic relations. The USSR in the mid-60s - 80s: stabilization and growth of crisis phenomena. The era of "stagnation". Power and society in the first half of the 80s. Formation of the dissident movement in the USSR. 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. Participation of the armed forces of the Soviet Union in the internal political events in Afghanistan. Arms race (1945-1991); proliferation of weapons of mass destruction (types, delivery systems) and its role in international relations. Nuclear club. IAEA. Formation of systems for monitoring the non-proliferation of nuclear weapons. Creation of the USSR nuclear missile shield. Achieving strategic parity with NATO. Helsinki Conference on Security in Europe (August 1975). Formation of the CSCE (since 1994 – OSCE).

Topic 7.5. Attempts to reform the USSR in 1985-1991: causes, course of events, and consequences of the "Perestroika" policy. Russia in the 1990s.

Causes and first attempts at comprehensive reform of the Soviet system in 1985. The "acceleration" policy. Goals and main stages of Gorbachev's "perestroika" in the economic and political development of the USSR. The failures of "perestroika." Strengthening centrifugal tendencies in a multinational state (1990-1991). "New political thinking" and the changing geopolitical position of the USSR. USSR foreign policy in 1985-1991. Discussion of the end of the Cold War. Withdrawal of Soviet troops from Afghanistan. The collapse of the Council for Mutual Economic Assistance (CMEA) and the crisis of the world socialist system. The State Emergency Committee and its consequences: the collapse of the USSR, the end of the CPSU. Formation of the Commonwealth of Independent States (CIS). Russia in the 1990s. Changes in the economic and political system in Russia. The liberal concept of Russian reforms: transition to a market economy, first steps towards forming a civil society and a state governed by the rule of law. "Shock therapy" of economic reforms in the early 1990s. Decline in industrial and

agricultural production, scientific and technological potential. Formation of private property rights in the Russian Federation in 1990–1993. Sharp polarization of society in Russia, impoverishment of a significant part of the country's population. The political crisis of 1993 and the forcible dismantling of the Soviet system of power. The 1993 Constitution of the Russian Federation. Aggravation of interethnic relations. The military-political crisis in Chechnya, its causes and consequences. Formation of new power structures in Russia: the President, the Government, the Federation Council, the State Duma. Political parties and public movements in Russia, the formation of a multi-party system. Education, science and culture in a market economy. The collapse of liberal reforms in Russia in the 1990s. The foreign policy of the Russian Federation from 1991 to 1999. Russia's foreign policy concessions to the West. Difficulties in establishing political, military, and economic ties with the CIS countries. The Collective Security Treaty of the CIS countries. Measures to protect Russian compatriots living in the post-Soviet space. The formation of the Union of Russia and Belarus. The Russian Federation's treaty-based agreements with NATO and the Council of Europe.

Section 8. Russia and the World at the Beginning of the 21st Century

Topic 8.1. Russia and the World at the Beginning of the 21st Century.

Globalization of the global economic, political, and cultural space. Russia's place in a multipolar world. Eastward expansion of NATO and the EU. Russia's regional and global interests. The Russian Federation at the beginning of the 21st century. Contemporary challenges facing humanity and Russia's role in addressing them. Changes in the political system of Russian society. The presidency of Vladimir Putin, his domestic and foreign policies, and his national idea. Putin's annual addresses to the Federal Assembly of the Russian Federation. The socioeconomic situation in the Russian Federation from 2000 to 2022. Models of societal modernization and ways to intensify the Russian economy. The strategy of the state national policy of the Russian Federation. Global financial and economic crises and their impact on the Russian economy. Culture and religion in modern Russia. Russia's shifting foreign policy priorities at the turn of the 20th and 21st centuries. Establishing international economic and military ties. Eurasian Economic Community (EAEU since 2015), Collective Security Treaty Organization, Shanghai Cooperation Organization, and BRICS. Russia's accession to the WTO. Russia and China's shared concern for a multipolar world. The modern concept of Russian foreign policy in a multipolar world. Russia's counteraction to US attempts to invade its sphere of geopolitical interests in the Caucasus, Central Asia, the Baltics, and 25 other regions of the world. US use of military force against Yugoslavia and Iraq. Liquidation of statehood in Libya. US assistance in creating extremist movements as the main factor in population migration 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). Ukraine in the wake of the anti-Russian policy of the US and NATO. The main threats of the early 21st century: terrorism and neo-Nazism. Features of their spread. "Orange revolutions". The essence of modern global processes. Refusal to combat neo-Nazism in countries that

were members of the anti-Hitler coalition (Canada, Great Britain, the USA) in violation of the Resolution of the 69th session of the UN (December 2014). The return of Crimea and Sevastopol and the accession of the Donetsk and Luhansk People's Republics, Zaporizhzhia and Kherson Oblasts to the Russian Federation. US and EU sanctions against Russia and their consequences. Growing international tensions. Syria, with the support of the Russian Federation, legitimized state sovereignty. Russia's special military operation in Donbass. The explosion of the Nord Stream 1 and Nord Stream 2 gas pipelines. Russia's role in the defeat of the main forces of international terrorism. Aggressive Russophobia of the US and NATO. Russia and progressive countries in the struggle for a multipolar world. Russian-Chinese deepened comprehensive partnership in a new era.

3.4. Thematic plan for practical classes

	Topics of practical classes
1.	The place of history in the social sciences and humanities. Fundamentals of the methodology of historical science. Periodization of Russian history.
2.	Researcher and historical source.
3.	Formation of Russian statehood.
4.	Golden Horde and Rus'.
5.	The revival of Russian statehood. The formation of a Russian centralized state.
6.	Peter I and the process of modernization in Russia. The enlightened absolutism of Catherine II.
7.	Russia and the World in the 19th Century. Characteristics and Main Stages of Russia's Socioeconomic Development in the 19th Century.
8.	Formation of the Soviet state.
9.	Perestroika and the collapse of the USSR. Russia in the 1990s.

3.5. Laboratory Work Thematic Plan

This type of work is not included in the curriculum.

3.6. Course Project/Coursework

This type of work is not included in the curriculum.

4. Assessment of Learning Outcomes

Learning outcomes in this course are assessed through ongoing monitoring and midterm assessments, conducted using a point-rating system (PRS).

Learning outcomes assessment scale for this course:

Competence code	Competence indicator code	Planned learning outcomes for the discipline	Level of development of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			excellent	good	satisfactory	unsatisfactorily
			passed		not credited	
UC-3 Able to interact socially and fulfill one's role in a team	UC-3.1 Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal	know:				
		Knows the most important achievements of culture and the value system formed in the course of historical development, and does not make mistakes.	Knows the main, most important achievements of culture and the value system that have formed over the course of historical development and can make several minor mistakes.	Poor knowledge of the most important cultural achievements and value systems formed during historical development and makes many minor mistakes.	The level of knowledge is below the minimum requirement and makes gross errors.	
		be able to:				
		Demonstrates the ability to work with historical sources and does not make mistakes.	Demonstrates ability to work with historical sources, while allowing for minor errors	In general, demonstrates the ability to work with historical sources, but makes mistakes.	Does not demonstrate the ability to work with historical sources and makes gross errors	
		possess:				
		Demonstrated skills in mastering knowledge of events in	Demonstrated basic knowledge of Russian and world	There is a minimal set of skills in knowledge of events in	The ability to possess knowledge of events in Russian and	

			Russian and world history, based on the principle of historicism, without making gross errors	history events, based on the principle of historicism, and made minor errors.	Russian and world history, based on the principle of historicism, but many errors.	world history based on the principle of historicism has not been demonstrated.
UC-5 Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts	UC-5.1 Demonstrates tolerance for social and cultural differences, respectful and careful attitude towards historical heritage and cultural traditions	know:				
			Knows the patterns and driving forces of the historical process, the place and role of man in it, and does not make mistakes.	Knows the fundamental patterns and driving forces of the historical process, the place and role of man in it, and can make a few minor errors.	Has a poor understanding of the laws and driving forces of the historical process, the place and role of man in it, and makes many small mistakes.	The level of knowledge is below the minimum requirement and makes gross errors.
			Knows various methodological approaches to assessing and periodizing world and domestic history and does not make mistakes.	Knows the basic methodological approaches to assessing and periodizing world and national history and can make several minor mistakes..	Poor knowledge of methodological approaches to the assessment and periodization of world and domestic history, makes many minor mistakes.	The level of knowledge is below the minimum requirement and makes gross errors.
			Knows the main stages and key events of world history and the history of Russia from	Knows the main stages and key events of world history and	Poor knowledge of the stages and key events of world	The level of knowledge is below the minimum requirement and makes

			ancient times to the present day, and does not make mistakes.	Russian history from ancient times to the present day, and may make a few minor errors.	history and the history of Russia from ancient times to the present day and makes many minor mistakes.	gross errors.
		be able to				
			Demonstrates the ability to think logically, conduct scientific discussions, and avoid making mistakes.	Demonstrates the ability to think, conduct scientific discussions, and, at the same time, makes minor mistakes.	Overall, demonstrates the ability to think logically and conduct scientific discussions, but makes mistakes.	Does not demonstrate the ability to think logically, conduct scientific discussions, and makes gross errors.
		possess:				
			Demonstrated skills in conducting discussions and polemics, does not make mistakes	Demonstrated basic skills in debate and polemic techniques, and makes minor errors.	There is a minimal set of skills in mastering the techniques of conducting discussions and polemics, and many mistakes.	The student failed to demonstrate proficiency in debate and polemic techniques, and serious errors were made.

Assessment materials for ongoing monitoring and midterm assessment are provided in the Appendix to the course curriculum.

A complete set of assignments and materials required for assessing learning outcomes in this course is kept at the developer's department.

5. Educational, Methodological, and Information Support for the Discipline

5.1. Educational, Methodological Support

5.1.1. Primary References

1. Lapteva, E. History of Russia: Textbook / Lapteva, E., V., Muravyova, L., A., Voskresenskaya, N., O., Gorban, A., A., Kislyakov, A., S., Murashova, E., M., Ryabchikova, L., N., Svintsova, M., Skvortsova, E., M., Yalozina, E. A. - Moscow: KnoRus, 2023. - 312 p. - ISBN 978-5-406-11013-3. - URL: <https://book.ru/book/947403>— Text: electronic.
2. Palin A. History of Russia from ancient times to the present day: textbook / Palin A., V., Vasyutin S., A., Litovchenko V., P., Zinyakova V., M., Krasilnikova O., S., Markova K., Yu., Miroshnik V., A., Rekhovskaya T., A., Selezenev R., S. Ustyantsev A.N. - Moscow : KnoRus, 2022. - 581 p. — ISBN 978-5-406-09183-8. — URL: <https://book.ru/book/943014>— Text: electronic.
3. Semin V. History of Russia: textbook / Semin V., P. - Moscow: KnoRus, 2022. - 438 p. — ISBN 978-5-406-09466-2. — URL: <https://book.ru/book/943128>— Text: electronic.
4. Semin V. History of Russia. Lecture notes: textbook / Semin V., P. - Moscow: KnoRus, 2022. - 208 p. — ISBN 978-5-406-08843-2. — URL: <https://book.ru/book/941743>— Text: electronic.
5. Tropov, I. A. History / I. A. Tropov. - St. Petersburg: Lan, 2022. - 472 p. — ISBN 978-5-8114-9975-5. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/247388>.

5.1.2. Further reading

1. Bulycheva, E. General History. The Ancient World and the Middle Ages: a study guide / Bulycheva, E., V. - Moscow: Rusains, 2022. - 159 p. - ISBN 978-5-4365-1343-0. - URL: <https://book.ru/book/943341>— Text: electronic.
2. Bulycheva, E. V., General History. The Middle Ages and Early Modern Times: a study guide / E. V. Bulycheva, A. N. Komarov. - Moscow: Rusains, 2023. - 144 p. - ISBN 978-5-466-03165-2. - URL: <https://book.ru/book/949787>— Text: electronic.
3. Dvornichenko A. History of Russia: a textbook / Dvornichenko A., Yu., Tot Yu., V., Khodyakov M. V. — Moscow: Knorus, 2022. — 672 p. — ISBN 978-5-406-09594-2. — URL: <https://book.ru/book/943215> — Text: electronic.
4. Lapteva E. History of Russia. Soviet period 1917-1991: a textbook / Lapteva E., V., Ryabchikova L., N., Yalozina E. A. — Moscow: Rusains, 2023. — 183 p. — ISBN 978-5-466-02217-9. — URL: <https://book.ru/book/947441>— Text: electronic.
5. Sabirova D.K. History: textbook / Sabirova D.K., Gataullina I.A., Gilmutdinova O.M., Davydov D.V., Zalyaev R.I., Kozlova O.V., Nigmatullin A.R.,

Soldatov Ya.V., Sychenkova A.V., Khaidarov T.F., Shafigullin N.G., Shmelev D.V. — Moscow: KnoRus, 2021. — 325 p. — ISBN 978-5-406-08129-7. — URL: <https://book.ru/book/939129> — Text: electronic.

6. Fedorov, K.V. History of Russia. IX–XIX centuries Course of lectures / K. V. Fedorov, T. R. Suzdaleva, B. N. Zemtsov. — 2nd ed., revised. — Saint Petersburg: Lan, 2023. — 380 p. — ISBN 978-5-507-45657-4. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/277094>

7. Fedorov, K. V. History of Russia. XX — early XXI centuries. Lecture course / K. V. Fedorov, T. R. Suzdaleva, B. N. Zemtsov. — 2nd ed., reprinted. — Saint Petersburg: Lan, 2023. — 352 p. — ISBN 978-5-507-45658-1. — Text: electronic // Lan: electronic library system. — URL: <https://e.lanbook.com/book/277097>

5.2. Information Support

5.2.1. Electronic and Internet Resources

No. Item No.	Name of electronic and Internet resources	Link
1	Coursera - an international platform	https://www.coursera.org/
2	Arzamas - a Russian platform	https://arzamas.academy/
3	«History»	http://lms.kgeu.ru/course/view.php?id=159 ?
4	Chronos: WorldHistoryOnline	http://www.hrono.ru/index.php
5	ColdWar	http://www.coldwar.ru
6	Russianmemoirs	https://memoirs.ru/
7	Historical sources on the history of Russia in the 18th-20th centuries	http://www.hist.msu.ru/ER/

5.2.2. Professional databases / Information and reference systems

No. Item No.	Name of professional databases	Address	Access mode
1	Official website of the State Duma of the Federal Assembly of the Russian Federation	http://duma.gov.ru/	http://duma.gov.ru/
2	Official website of the President of Russia	http://kremlin.ru/	http://kremlin.ru/
3	Official website of the Federation Council of the Federal Assembly of the Russian Federation	http://council.gov.ru/	http://council.gov.ru/
4	Official website of the Government of the Russian Federation	http://government.ru/	http://government.ru/
5	National Library of Russia	http://nlr.ru/	http://nlr.ru/
6	Public Opinion Foundation	https://fom.ru/	https://fom.ru/
7	All-Russian Public Opinion Research Center	https://www.wciom.ru/	https://www.wciom.ru/
8	Historical portal "HISTORY.RF"	https://histrf.ru/	https://histrf.ru/

5.2.3. Licensed and freely distributed software for the discipline

Name of the software	Distribution method (licensed/free)	Details of supporting documents
1	Windows 7 Professional (Starter)	Useroperating system
	Windows 7 Professional (Pro)	Custom operating system
3	Chrome Browser	A system for searching information on the Internet (including the Russian-language Internet)
4	Firefox browser	Free web browser
5	OpenOffice	An office suite. One of the first to support the new open OpenDocument format. Officially supported on Linux platforms.
6	LMS Moodle	This is modern software.

6. Logistic al support of discipline

Name of the type of academic work	Name of the classroom, specialized laboratory	List of necessary equipment and technical training aids
Lectures	A classroom for conducting lecture-type classes	Specialized classroom furniture, technical teaching aids used to present educational information to a large audience (multimedia projector, computer (laptop), screen), demonstration equipment, and teaching aids
Practical classes	A classroom for seminar-type classes, group and individual consultations, ongoing monitoring, and midterm assessments.	Specialized educational furniture, technical teaching aids (multimedia projector, computer (laptop), screen), etc.
Independent work	Computer lab with Internet access B-600a	Specialized classroom furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, and software
	Reading room of the library	Specialized furniture, computer equipment with Internet access and access to the electronic

		information system, a screen, a multimedia projector, and software.
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7. Features of the organization of educational activities for persons with disabilities and disabled people

Individuals with disabilities have the opportunity to move freely between educational and laboratory buildings, access all floors of educational and laboratory buildings, and study in classrooms and other spaces, taking into account their psychophysical development and health status.

Barrier-free access to all classrooms is provided for individuals with disabilities and those with musculoskeletal disorders. Information on the special conditions created for students with disabilities is available on the university website [www//kgeu.ru](http://www.kgeu.ru). Technical assistance is available from an assistant, as well as from sign language interpreters and audio-visual interpreters. To adapt reference and educational material for the course to the needs of individuals with disabilities and those with hearing impairments, the following conditions are ensured:

- To facilitate orientation in the classroom, signals are used to announce the start and end of classes (the word "bell" is written on the board);

- The teacher attracts the attention of a hearing-impaired student with a gesture (a hand is placed on the shoulder, a gentle tap is made);

- When speaking with a student, the teacher looks at the student, speaks clearly, in short sentences, and allows for lip reading.

Compensation for speech and intellectual development difficulties in hearing-impaired students is achieved through:

- Using diagrams, charts, drawings, and computer presentations with hyperlinks that comment on individual image components;

- Regular use of exercises to graphically highlight the essential features of objects and phenomena;

- Providing the student with access to targeted consultation via email as needed.

To ensure that reference, educational, and informational materials provided by the educational program for the chosen field of study are adapted for the perception of individuals with disabilities and visual impairments, the following conditions are ensured:

- the official website is adapted to the special needs of individuals with visual impairments, and large-font reference information about the class schedule is provided;

- the teaching staff and their interlocutor (if necessary), present during class, introduce themselves to the student, with the person the teaching staff is addressing being identified each time;

- the actions, gestures, and movements of the teaching staff are briefly and clearly commented on;

- printed information is provided in large font (at least 18 points) and is fully audible;

- the required level of room lighting is ensured;
- the opportunity to use computers during classes and to record explanations on a voice recorder (at the student's discretion) is provided. The format for ongoing and midterm assessments for students with disabilities is determined by the teaching staff in accordance with the curriculum. If necessary, students with disabilities and those with disabilities, taking into account their individual psychophysical characteristics, are given the opportunity to complete midterm assessments orally, in writing on paper, on a computer, through testing, etc., or are given additional time to prepare their response.

8. Methodological recommendations for teachers on organizing educational work with students

Methodological support for the educational process is one of the determining factors for high-quality education. By demonstrating high professionalism, erudition, a clear civic position, self-discipline, and a creative approach to solving professional problems, a university teacher contributes to the development of a well-rounded individual during the educational process.

When implementing this course, teachers can use the following educational methods:

- methods for developing personal awareness (conversation, debate, suggestion, instruction, control, explanation, example, self-control, storytelling, advice, persuasion, etc.);
- methods for organizing activities and developing behavioral experience (assignment, public opinion, pedagogical requirement, assignment, habituation, creating educational situations, training, exercises, etc.);
- methods for motivating activity and behavior (approval, encouragement of social activity, reprimand, creating situations of success, creating situations for emotional and moral experiences, competition, etc.)

When implementing this course, the teacher must consider the following areas of educational activity:

Civic and Patriotic Education:

- developing in students a holistic worldview, Russian identity, respect for their family, society, and the state, as well as the spiritual, moral, and sociocultural values accepted in the family and society, and respect for the national, cultural, and historical heritage, and fostering a desire to preserve and develop it;
- developing in students an active civic position based on the traditional cultural, spiritual, and moral values of Russian society, to enhance their ability to responsibly exercise their constitutional rights and responsibilities;
- developing students' legal and political culture, expanding their constructive participation in decision-making affecting their rights and interests, including through various forms of self-organization, self-government, and socially significant activities;
- developing motivations, moral, and meaningful attitudes that enable individuals to resist extremism, xenophobia, discrimination based on social,

religious, racial, and national characteristics, interethnic and interfaith intolerance, and other negative social phenomena.

Spiritual and moral education:

- cultivating a sense of dignity, honor, and honesty, conscientiousness, and respect for parents, teachers, and the elderly;
- cultivating the principles of collectivism and solidarity, a spirit of mercy and compassion, and a habit of caring for those in difficult life situations;
- cultivating solidarity and a sense of social responsibility toward people with disabilities, overcoming psychological barriers to people with disabilities;
- cultivating an emotionally rich and spiritually elevated attitude toward the world, and the ability and skill to share one's aesthetic experience with others.

Cultural and educational fostering:

- developing an aesthetic worldview;
- fostering respect for the cultural values of one's hometown, region, and country;
- enhancing students' cognitive activity.

Scientific and educational fostering:

- developing students' scientific worldview;
- developing the ability to acquire knowledge;
- developing skills in analyzing and synthesizing information, including in the professional field

Changes and approvals for the new academic year

No.	Section number of amendments	Date of amendment	Content of the changes	"Agreed" Head of the Department implementing the discipline	"Agreed" Chairman of the Institute's Educational and Methodological Board, which includes the graduating department
1	2	3	4	5	6
1.					
2.					
3.					



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
«KAZAN STATE POWER ENGINEERING UNIVERSITY»
(FSBEI HE «KSPEU»)

ASSESSMENT MATERIALS
for the subject

B1.M.02 The history of Russia

Kazan, 2026

Assessment materials for this course are designed to evaluate learning outcomes against competency achievement indicators.

Learning outcomes for this course are assessed through ongoing assessment and midterm assessment, conducted using a point-rating system.

1. Curriculum Map

Semester 1

Section name	Forms and types of control	Rating indicators							
		I current control	Additional points to TK1	II current control	Additional points for TK2	III current control	Additional points for TK3	Total	Midterm assessment
Section 1. "The Place of History in the System of Social Sciences and Humanities. Fundamentals of the Methodology of Historical Science. Periodization of the History of Russia."	CC1	15	0-15					15-30	15-30
Essay		3							
Section 2. "The Researcher and the Historical Source. The Formation and Development of Historiography."									
Essay		3							
Section 3. "The Formation of Russian Statehood in the Context of World History."									
Discussion on the issue		3							
Section 4. "Russian Lands in the 13th-15th Centuries and the European Middle Ages."									
Multimedia presentation		3							
Colloquium		3							
Section 5. "Russia in the 16th-17th Centuries in the Context of the Development of European Civilization"	CC2			25	0-15			25-30	25-40
Test or written survey				5					
Multimedia presentation based on the results of independent work				5					

Section 6. "The 18th–19th Centuries in Russian and World History."									
Test or written survey				5					
Message				5					0-15
Colloquium				5					0-30
Multimedia presentation based on the results of independent work				5					
Section 7. "Russia and the world in the 20th century."						CC3	0-15	15-30	15-30
Survey							2		
Discussion							2		
Essay							2		
Section 8. "Russia and the World at the Beginning of the 21st Century."									
Interview on the topics of this section							2		
Discussion							2		
Colloquium							5		
Midterm assessment (test, exam)	EM								0-45
Midterm assessment task									0-15
In writing, by tickets									0-30

2. Assessment materials for ongoing monitoring and midterm assessment

Learning outcomes assessment scale for the discipline:

Competence code	Competence indicator code	Planned learning outcomes for the discipline	Level of development of the competence indicator			
			High	Average	Below average	Low
			from 85 to 100	from 70 to 84	from 55 to 69	from 0 to 54
			Rating scale			
			excellent	good	satisfactory	unsatisfactory
			passed			not credited
		know:	Knows the most important achievements of culture and the value system formed in the	Knows the main, most important achievements of culture and the	Poor knowledge of the most important cultural achievement	The level of knowledge is below the minimum requirement and makes

UC-3 Able to interact socially and fulfill one's role in a team	UC-3.1 Defines their role in social interaction and teamwork based on a cooperation strategy to achieve the set goal		course of historical development, and does not make mistakes.	value systems that have formed over the course of historical development and can make several minor mistakes.	s and value systems formed during historical development and makes many minor mistakes.	gross errors.
		be able to:				
			Demonstrates the ability to work with historical sources and does not make mistakes.	Demonstrates ability to work with historical sources, while allowing for minor errors	In general, demonstrates the ability to work with historical sources, but makes mistakes.	Does not demonstrate the ability to work with historical sources and makes gross errors
		possess:				
			Demonstrated skills in mastering knowledge of events in Russian and world history, based on the principle of historicism, without making gross errors	Demonstrated basic knowledge of Russian and world history events, based on the principle of historicism, and made minor errors.	There is a minimal set of skills in knowledge of events in Russian and world history, based on the principle of historicism, but many errors.	The ability to possess knowledge of events in Russian and world history based on the principle of historicism has not been demonstrated.
		know:				
UC-5 Able to perceive the intercultural	UC-5.1 Demonstrates tolerance for social and cultural		Knows the patterns and driving forces of the historical process, the place and role of man in it, and does not make mistakes.	Knows the fundamental patterns and driving forces of the historical process, the place and role of man in it, and can make a few minor errors.	Has a poor understanding of the laws and driving forces of the historical process, the place and role of man in it, and makes many small mistakes.	The level of knowledge is below the minimum requirement and makes gross errors.
			Knows various methodological approaches to assessing and	Knows the basic methodological	Poor knowledge of methodological	The level of knowledge is below the minimum

al diversity of society in socio-historical, ethical, and philosophical contexts	differences, respectful and careful attitude towards historical heritage and cultural traditions		periodizing world and domestic history and does not make mistakes.	approaches to assessing and periodizing world and national history and can make several minor mistakes..	cal approaches to the assessment and periodization of world and domestic history, makes many minor mistakes.	requirement and makes gross errors.
			Knows the main stages and key events of world history and the history of Russia from ancient times to the present day, and does not make mistakes.	Knows the main stages and key events of world history and Russian history from ancient times to the present day, and may make a few minor errors.	Poor knowledge of the stages and key events of world history and the history of Russia from ancient times to the present day and makes many minor mistakes.	The level of knowledge is below the minimum requirement and makes gross errors.
		be able to	Demonstrates the ability to think logically, conduct scientific discussions, and avoid making mistakes.	Demonstrates the ability to think, conduct scientific discussions, and, at the same time, makes minor mistakes.	Overall, demonstrates the ability to think logically and conduct scientific discussions, but makes mistakes.	Does not demonstrate the ability to think logically, conduct scientific discussions, and makes gross errors.
		possess:	Demonstrated skills in conducting discussions and	Demonstrated basic skills in debate and polemic	There is a minimal set of skills in mastering	The student failed to demonstrate proficiency

			polemics, does not make mistakes	techniques, and makes minor errors.	the techniques of conducting discussions and polemics, and many mistakes.	in debate and polemic techniques, and serious errors were made.
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An "excellent" grade is awarded for high-scoring completion of test assignments and essays; a deep understanding of the discussion issues and questions posed at colloquiums; and complete and informative answers to the questions on the paper (theoretical and practical assignments).

A "good" grade is awarded for high-scoring completion of test assignments and essays; a deep understanding of the discussion issues and questions posed at colloquiums; and complete and informative answers to the questions on the paper (theoretical and practical assignments).

A "satisfactory" grade is awarded for high-scoring completion of test assignments and essays; and participation in colloquiums and discussions.

The grade "unsatisfactory" is given for weak and incomplete completion of test assignments, failure to complete essays, and failure to participate in discussions and colloquiums.

3. List of assessment tools

Brief description of the assessment tools used for ongoing monitoring of student progress and midterm assessment in the course:

Name of the assessment tool	Brief description of the assessment tool	Description of the assessment tool
Colloquium	A means of monitoring the assimilation of educational material on a topic, section, or sections of a discipline, organized as a training session in the form of an interview between the teacher and students	Questions on topics/sections of the discipline
Round table (RT), discussion, polemic, dispute, debate	Assessment tools that allow students to be involved in the process of discussing a controversial issue or problem and to assess their ability to argue their own point of view	List of discussion topics for a round table, discussion, polemic, dispute, or debate
Multimedia presentation (MP)	Presentation of educational content using multimedia technologies	Presentation topics
Survey by sections (topics)	Knowledge of the basic concepts of the topic/section/discipline	List of definitions of key concepts topic/discipline
Interview	A means of control organized as a special conversation between a teacher and a student on topics related to the subject being studied, and designed to determine the	Questions on the sections of the

	extent of the student's knowledge on a specific section, topic, problem, etc.	discipline
Test	A system of standardized assignments that automates the process of measuring a student's knowledge and skill level.	Set of test tasks
Essay	A tool that allows assessing a student's ability to express the essence of a given problem in writing, independently analyze that problem using the concepts and analytical tools of the relevant discipline, and draw conclusions that summarize the author's position on the problem.	Essay Topics

4. List of assessment tasks or other materials necessary for assessing knowledge, abilities, and skills characterizing the stages of competency development in the process of mastering the discipline

For ongoing assessment CC1:

Competency tested: UC-5.3

Essay

1. "History teaches nothing, but only punishes for ignorance of the lessons" (V.O. Klyuchevsky).
2. "Whoever adheres to the present, the modern, will not understand the modern" (Michelet).
3. "History is politics turned into the past" (M. Pokrovsky).
5. "Texts or archaeological finds speak only when you know how to ask" (M. Blok). "History is a union between the dead, the living, and the unborn" (E. Burke).
6. "History is a series of fictitious events about those that actually happened" (Ch. Montesquieu).
7. History is a treasury of our deeds, a witness of the past, an example and lesson for the present, a warning for the future (M. Saavedra).

Tested Competency UC-3.1

Discussion on the Problem of "The Formation of the Old Russian State"

1. Norman Theory: Origin, Authors, and Concepts.
2. Anti-Norman Theory: Origin, Authors, and Concepts.
3. Modern Views on the Causes of the Emergence of Statehood in Rus'.

Tested Competency UC-5.3

Multimedia

Topics for Presentation Preparation

The Mongol Invasion of Rus' and Europe in the First Third of the 13th Century. The Rise of the Golden Horde

Rus's Struggle Against German and Swedish Aggression. Alexander Nevsky as Assessed by Historians and Contemporaries.

The First Moscow Appanage Princes and Their Role in the Centralization of Russian Lands.

Dmitry Donskoy as Assessed by Historians and Contemporaries.
The Feudal War of 1425-1453 Between Dmitry Donskoy's Heirs.
Ivan III the Great – "Sovereign of All Rus'."
The Role of the Orthodox Church in Strengthening the Moscow State and Shaping National Identity.

Tested Competency UC-3.1

Colloquium on the Topic "Russian Lands in the 13th-15th Centuries."
The Middle Ages as a Stage in the Historical Process in Western Europe, the East, and Russia."

Prerequisites for the Formation of a Centralized Russian State.

The Main Stages of the Emergence of a Unified Centralized Russian State.

Emancipation from the Golden Horde.

The Code of Laws of 1497 and its Historical Significance.

The Development of Russian Culture in the 13th-15th Centuries.

For ongoing assessment CC2:

Tested competency UC-5.3

Test

1. Fill in the blank

In a narrow sense, the term "history" implies that it is... about the past.
story

Solution:

In a broad sense, the concept of "history" is the collective memory of the many peoples inhabiting the earth.

2. Confirm or refute this statement.

Student Ivan Ivanov, answering a question on a history test about the subject of historical science, indicated "patterns of development of human society."

True +

False

Solution:

The subject of history is the patterns of development of society (its individual segments and phenomena). Due to the humanities and subjective nature of history, these patterns are "tendential," with specific forms of these patterns manifesting themselves in historical events and facts.

3. Confirm or refute this statement.

Student Kamil Kamalov, answering a question on a history test about the practical and advisory function of historical science, mentioned the patriotic education of citizens.

True:

False: +

Solution: The practical and advisory function consists of the fact that history, by identifying patterns of social development, helps develop a scientifically

sound policy, the life of the country as a whole, its international relations, and guide the activities of historical figures, etc. Patriotic education of citizens is a manifestation of the educational function of historical science.

4. Fill in the blank

The term "... " refers to the history of historical science as a whole, as well as a collection of studies devoted to a specific era or topic, or a collection of historical works that share an internal unity across social, class, or national boundaries.

Historiography

Solution: The term "historiography" refers to the history of historical science as a whole, as well as a collection of studies devoted to a specific era or topic, or a collection of historical works that share an internal unity across social, class, or national boundaries.

5. Fill in the blank

A historical source is any... from the past that bears witness to the history of human society.

monument

A historical source is any monument from the past that bears witness to the history of human society.

6. The following are not considered historical sources:

- A. Written documents
- B. Physical evidence
- C. Oral folklore
- D. Dissertation of a modern scholar

Solution: a dissertation by a contemporary scholar. It represents the product of the scholarly analysis and creativity of a contemporary scholar. A historical source is understood to be any historical monument that bears witness to the history of human society.

7. Confirm or refute this statement.

Modern archival storage facilities contain documents stored both on traditional storage media and in electronic form.

True +

False

Solution:

In today's information society, archives house not only traditional storage media but also technetronic documents—film, photographic, audio, and video materials, digital documentation, and archival micrographs.

8. Fill in the blank

Historians are very cautious about the information contained in personal sources (memoirs, reminiscences, private letters), trying to compare and verify it with documentary sources. This is explained by the subjectivity of the position...

The ability of people to forget over time and to interpret events from the perspective of their own time.

Solution: Historians are very cautious about the information contained in personal sources (memoirs, reminiscences, private letters), trying to compare and verify it with documentary sources. This is explained by the subjectivity of the author's position, the ability of people to forget over time, and the ability to interpret events from the perspective of their own time.

9. Confirm or refute this statement.

Student Ivan Ivanov, answering a question on a history test about the arguments for the theological concept of the origin of the state, chose the answer that "the state is the result of the activity of gods, higher powers."

True +

False

Of all the currently existing theories on the origin of the state, the oldest and most traditional is the theological, or religious, theory. The essence of this theory is quite simple. It boils down to the idea that the state, like everything earthly, has a divine origin. It is generally accepted that the most authoritative representative of the religious theory is the medieval thinker Thomas Aquinas, who was once the "official ideologist" of the Vatican, i.e., the Catholic Church. According to Thomas Aquinas, the process of the emergence of the state is analogous to the process of God's creation of the world. Before assuming control of the world, God decided to bring order and organization to it. For this purpose, He established the state. Through the state, God governs the world. His activity on Earth is personified by monarchs, since their power is "from God." Monarchs are endowed by God with the right to command people, but they themselves are merely servants of the church.

10. Confirm or refute this statement.

Student Ivan Ivanov, answering a question on a history test about arguments in favor of the concept of the origin of the state as a result of a social contract, chose the answer that "the emergence of the state is associated with the development of the family and private property."

True

False +

The concept of the "social contract" first appeared in the works of the philosophers Thomas Hobbes (17th century) and Jean-Jacques Rousseau (18th century). It was after Rousseau's book "The Social Contract" (1762) that this concept became popular in European politics and social science. These early authors, discussing the social contract, had the following in mind. People by nature possess inalienable natural rights – to liberty, to property, to the pursuit of personal goals, and so on. But the unrestricted exercise of these rights leads either to a "war of all against all," that is, to social chaos; or to the establishment of a social order in which some cruelly and unjustly oppress others, which, in turn, gives rise to social unrest

and, once again, chaos. Therefore, it is necessary for all citizens to voluntarily renounce some of their natural rights and transfer them to the state, which – under the control of the people – will guarantee law, order, and justice.

11. Fill in the blank

According to most historians, the starting point of Russian statehood is considered to be the date of the Varangians' invitation to rule the Novgorod lands...

862

According to most historians, the starting point of Russian statehood is considered to be the date of the Varangians' invitation to rule the Novgorod lands...

12. Write the missing word:

.. - an armed detachment attached to a prince in Ancient Rus', participating both in wars and in the management of the principality and the prince's personal estate.

Druzhina

Solution: In fulfilling his functions, the prince relied on his druzhina, which was divided into an older and a younger druzhina. Those who belonged to the older druzhina were called princely men or boyars. Boyars recognized the prince's authority but could also leave him and serve another overlord. Junior druzhina were dependents of the prince, members of his court, who served as his guards, carried out his orders, and held minor government positions.

13. The Norman theory of the origin of the Old Russian state emerged in the ... century.

18th century

Solution: The Norman theory of the origin of the Old Russian state emerged in the 18th century.

14. Fill in the blank

The Norman theory was first formulated in the 18th century by G. Miller and G. Bayer, German scholars invited to work in Russia.

Miller

Solution: The Norman theory was first formulated in the 18th century by G. Miller and G. Bayer, German scholars invited to work in Russia.

15. Arrange the reigns of

Old Russian princes and princesses in chronological order:

Oleg, Igor, Olga, Svyatoslav, Vladimir I

Solution:

Oleg (879-911)

Igor (912-945)

Olga (945-969)

Svyatoslav (965-972)

Vladimir I (980-1015)

17. Fill in the missing word.

... was a method of collecting tribute from the East Slavic tribes in the Old Russian state in the 9th-10th centuries. The amount of tribute collected was not fixed. Every year from November to April, the prince and his retinue rode through the subject lands.

Polyudye

Solution: Polyudye was a method of collecting tribute from the East Slavic tribes in the Old Russian state in the 9th-10th centuries. The amount of tribute collected was not fixed. Every year from November to April, the prince and his retinue rode through the subject lands.

18. Select one or more answers

Indicate one of the reasons for the onset of feudal fragmentation in Rus'.

- 1) Adoption of Christianity
- 2) Strengthening trade ties with Europe
- 3) Dynastic conflicts between princes, their struggle for the Kievan throne
- 4) Constant interference by the Byzantine Empire in the internal affairs of Rus'.

Solution: One of the reasons for the onset of feudal fragmentation in Rus' was dynastic conflicts between princes, their struggle for the Kievan throne.

19. Draw a correlation between the independent states of fragmented Rus' and the characteristics of their development in the 12th to first third of the 13th centuries.

Independent States of Fragmented Rus' Development Characteristics

1. Kievan Land A. Combination of Old Russian and Steppe civilizations
2. Galicia-Volyn Land B. Combination of Slavic Orthodox and Roman Catholic cultures
3. Novgorod Land C. Influence of Western European culture
4. Vladimir-Suzdal Land D. Strong influence of Golden Horde culture

20. Fill in the blank

Traditionally, the founder of Moscow is considered to be the Rostov-Suzdal Prince, Prince of Kiev, and sixth son of Vladimir Vsevolodovich Monomakh –...
Dolgoruky.

Yuri

Traditionally, the founder of Moscow is considered to be the Rostov-Suzdal Prince, Prince of Kiev, and sixth son of Vladimir Vsevolodovich Monomakh – Yuri Dolgoruky.

21. Fill in the blank

The Middle Ages is the historical period following the Classical period and preceding the Modern Age.

Middle Ages Solution:

The Middle Ages is the historical period following the Classical period and preceding the Modern Age.

22. Match the events of Russian history with their dates.

Event Date

Battle of the Kalka River May 31, 1223

Battle of the Siti River March 4, 1238

Battle of the Neva July 15, 1240

Battle on the Ice April 5, 1242

23. Write the missing word

The Mongol-Tatars conducted a census of the population in Russian lands and collected tribute - "...".

exit

Solution: The Mongol-Tatars conducted a census of the population in Russian lands and collected tribute ("exit").

24. Establish the chronological sequence of events associated with the rise of the Moscow Principality.

1. The move of the Metropolitan of Kyiv and All Rus' to Moscow.
2. The suppression of the anti-Horde uprising in Tver.
3. Ivan Kalita receives the label of Grand Duchy of Vladimir.
4. The construction of the first stone Kremlin in Moscow.

25. The reign of Ivan Kalita included such events as...

+ the transfer of the metropolitan's residence from Vladimir to Moscow

+ receiving the label for the Grand Duchy

+ the anti-Horde uprising in Tver

the construction of the white-stone Kremlin in Moscow

the Battle of the Vozha River

the annexation of Murom to Moscow

26. Fill in the missing word

Ivan Kalita's policy of strengthening Moscow's role as the center of unification was continued by his son... Proud.

Simeon

27. Fill in the missing word

In 1378, the Russian army defeated the Horde on the... River.

Vozha

28. Fill in the missing word

The Moscow Prince Ivan... participated in the suppression of the Tver Uprising of 1327 along with the Mongol-Tatars.

Kalita

29. Fill in the missing date

The events of the Battle of Kulikovo in... date back to the reign of Prince Dmitry Donskoy.

1380

30. Fill in the missing word

During the reign of Ivan III the Great in 1497, a unified code of laws was adopted -...

Code of Laws

31. Fill in the missing date.

During the reign of Ivan III the Great, a unified code of laws was adopted; this event occurred in the year...

1497

32. Fill in the missing word.

The end of the Golden Horde yoke in Rus' is associated with events known as...

on the Ugra River.

33. Confirm or refute this statement.

Student Kamil Kamalov, answering a question on a history test about the causes of the transition from feudal fragmentation to a centralized state, chose the answer "the displacement of a subsistence economy by a commodity-money economy":

True +

False

The reasons for the transition from feudal fragmentation to centralized states were:

- the displacement of a subsistence economy by a commodity-money economy;

- the development of economic ties between different parts of the country;

- the growth of cities and urban populations.

34. Match the terms and their definitions:

Terms, Titles Definitions

1. Elected Council A. The unofficial government of the Russian state in the late 1540s-1550s.

2. Oprichnina B. Ivan the Terrible's appanage domain – the sovereign's appanage.

3. Prikaz C. The central governing body for any sphere of state life.

4. Streltsy D. Service people who constituted the standing army.

35. Fill in the missing word.

The reforms of the Elected Council, the convocation of the first Zemsky Sobor, and the adoption of the Cathedral Code in 1550 belong to the initial stage of the independent rule of ... the Terrible.

Ivan

36. Fill in the missing word.

"The Elected ..." was the unofficial government of Ivan the Terrible in the late 1540s-1550s.

37. Fill in the missing word

Ivan the Terrible's appanage domain and, at the same time, the policy pursued in this territory – "...".

Oprichnina

38. Fill in the missing word

The central governing body for any sphere of statelife in the 15th-17th centuries – "..."

order

39. Fill in the missing date

Ivan IV was crowned in the Assumption Cathedral of the Moscow Kremlin and became known as Tsar in January...

1547

40. Fill in the missing word

In 1552, the Khanate of ... was annexed to Russia.

Kazan

41. Fill in the missing word

The Cossack ataman and leader of the campaign in Siberia in the 1580s was...

Yermak

42. Fill in the missing date

The first mention of the protected summers dates back to...

1581

43. Fill in the missing word

The "Uglich Drama" is associated with the death of Tsarevich...

Dmitry

44. Fill in the missing word

In 1598, the Rurik dynasty ended with the death of Ivan the Terrible's son.

His name was...

Feodor

45. Fill in the missing word

From 1598 to 1605, ...Godunov reigned

Boris

46. During the Time of Troubles, adventurers appeared in Russia who claimed to be the miraculously saved Tsarevich Dmitry. In Russia, they were called...

imposters

47. Fill in the missing word

In 1654, church reform began. It was initiated by Patriarch...

Nikon

48. Fill in the missing word

Tsar Alexei Mikhailovich reigned from 1645 to 1676. He went down in history under the nickname...

The Quietest

49. Arrange the reigns of the first representatives of the Romanov dynasty in chronological order.

Mikhail Romanov

Alexei Romanov

Feodor Romanov

Sophia Romanova

50. The largest popular uprising of the second half of the 17th century was the uprising led by Stepan

Razin

Tested Competency UC-5.3

Multimedia

Topics for Presentation Preparation

Domestic Policy during the Reign of Ivan IV the Terrible.

The Eastern Direction of Russian Foreign Policy during the Reign of Ivan IV the Terrible.

The Formation of Estate-Representative Institutions in Russia.

Discussion of the Zemsky Sobors.

An Assessment of the Role of Ivan IV in Modern Literature. The Causes of the Time of Troubles in Russia in the Early 17th Century.

An Assessment of the Personality and Reign of Boris Godunov.

Impostors in Russia in the Early 17th Century: The Causes and Role of the Time of Troubles.

The First and Second People's Militias and Their Role in the Liberation of Moscow from the Polish-Lithuanian Invaders.

The Zemsky Sobor of 1613 and the Election of Mikhail Romanov to the Throne. The Beginning of the Development of the All-Russian Market.

The Enslavement of the Peasantry by the "Sobornoy Ulozheniye" (Cathedral Code) of 1649: Causes and Consequences.

The reign of the first Romanovs and the aftermath of the Time of Troubles.

The Church schism in Russia in the mid-17th century and its consequences. Russian culture in the 16th century.

Russian culture in the 17th century.

Tested Competency UC-5.3

Test

1. Match events and dates during the reign of Peter the Great.

Event Date

1. Azov campaigns 1695-1696
2. Uprising in Astrakhan 1705-1706
3. Establishment of the boards 1708-1710
4. Caspian (Persian) campaign 1722-1723
1718-1721

2. Fill in the missing word.

The settlement area for foreigners in Moscow and other Russian cities in the 16th-17th centuries was called the German ...

Settlement

3. Fill in the missing word.

In 1719, at the initiative of Peter the Great, the first Russian museum was opened in St. Petersburg...

Kunstkamera

4. Fill in the missing date

Peter the Great ruled Russia from 1682 to
1725

5. Fill in the missing word.

One of the results of Peter the Great's rule was the introduction of a poll...
Tax

6. Fill in the missing word.

Peter the Great introduced a new principle for forming an army – ...
Recruitment

7. Fill in the missing word.

During the reign of Catherine II, the "... to the Cities" was issued.
Charter

8. Fill in the missing word.

During the reign of Catherine II, the Legislative ... was convened.
Commission

9. Fill in the missing word.

In 1790, Izmail was captured by Russian troops under the command of the
commander ...

Suvorov

10. Fill in the missing word.

In the second half of the 18th century, the predominant style in Russian
architecture was ...

Classicism

11. Fill in the missing word.

In 1770, during the Russo-Turkish War of 1768-1774, the Russian fleet won
a brilliant victory in the Bay of ...

Chesma

12. As a result of the partitions of the Polish-Lithuanian Commonwealth,
Russia ...

+ Significantly increased its territory

Lost access to the Baltic Sea

Gained access to the Black Sea

Received the territory of Bessarabia

13. Fill in the missing word.

In 1802, Alexander I signed a decree establishing the first eight...
ministries

14. Fill in the missing word.

In 1803, Emperor Alexander I issued a decree on free...
farmers

15. Fill in the missing word.

In the first years of Nicholas I's reign, work was organized to codify
(streamline) the archaic and confusing Russian legislation. It was led by...

Speransky

16. Fill in the missing word. In 1842, Nicholas signed a decree on...
peasants.

obligated

17. During the reign of Nicholas I,...

+ the first railway was built
serfdom was abolished
a constitution was introduced
censorship was abolished

18. The Crimean War ended in 1856 with the signing of the Treaty of ...
Paris

19. The ideological and political movement based on the idea of preserving
traditional foundations in society is called...

Conservatism

20. Match the reforms of Alexander II with the dates of their
implementation.

Abolition of serfdom in 1861;
Judicial reform in 1864;
Urban reform in 1870;
Introduction of universal military service in 1874.

Event Date

Abolition of serfdom 1861

Judicial reform 1864

Urban reform 1870

Introduction of universal military service 1874

21. Fill in the missing word.

After the judicial reform in Russia, criminal cases in district courts were
heard by __ trial.

Jury

Tested Competency UC-3.1

Questions for a colloquium on the topic "The 18th-19th Centuries in Russian and European World History."

The Industrial Revolution: Causes, Content, and Consequences.

The Struggle to Transform Traditional Society in Russia during the Reign of Peter the Great.

Assessment of Peter the Great's Reforms and the Personality of Peter the Great in Russian Historiography.

The Policy of "Enlightened Absolutism" during the Reign of Catherine the Great.

The "Golden Age of the Russian Nobility" during the Reign of Catherine the Great. Reform Attempts during the Reign of Alexander the Great.

The Domestic Policy of Nicholas the Great: Main Directions and Results.

The Era of the "Great Reforms" during the Reign of Alexander the Great.

The "Counter-Reforms" of Alexander the Great.

Tested Competency UC-5.3

Multimedia Presentation Topics

The Foreign Policy of Peter the Great: The Azov Campaigns. The Foreign Policy of Peter the Great: The Great Northern War.

The Foreign Policy of Catherine the Great: The Partitions of Poland.

The Foreign Policy of Catherine the Great: The Russo-Turkish Wars and the Annexation of Crimea to Russia.

The Patriotic War of 1812 and its Role in Russian History.

The Impact of the French Revolution on Russian History. The Decembrist Uprising: Conspiracy or Attempted Revolution?

The Annexation of the North Caucasus to Russia. Social Thought in Russia during the Reign of Nicholas I.

Revolutionary Populism as a Feature of Russian Public Life in the 19th Century.

For ongoing assessment CC3

Tested Competency UC-5.3

Survey on Section 7 "Russia and the World in the 20th Century" Tested Concepts

"Industrialization," S. Yu. Witte's reforms, "systemic crisis," causes and driving forces of the Russian Revolution of 1905-1907, characteristics of Duma parliamentarism in the early 20th century in Russia, global crisis, characteristics of the socio-political movement in Russia at the beginning of the 20th century, P.A. Stolypin's agrarian reform, reasons for Russia's entry into World War I.

Discussion on the topic "The Great Russian Revolution of 1917: A Confluence of Circumstances or a Natural Course of Events?"

Discussion Questions

Causes and Driving Forces of the Revolution

The Role of World War I in the Development of the Revolution

Political Parties and Movements: Focus, Programs, Goals, and Objectives

Social groups and the revolutionary movement.

Revolution in literature and fine arts.

Tested Competency UC-5.3

Essay Topics on "Controversial Issues in 20th-Century Russian History"

"Battles for History": Debates in the Academic Community about Our

History;

The "Cult of Personality" as a Phenomenon of Political Life in Russia in the Early 20th Century

The Price of Victory in the Great Patriotic War. Who Started the Cold War?

The USSR 1964-1981: Stagnation or Stability? Did the USSR Need

Perestroika?

Tested Competency UC-5.3

Interview on the following topics:

Russia's place in a multipolar world; Russia's regional and global problems;

Modern challenges for humanity and Russia's role in addressing them;

Changes in the political system of Russian society;

Shifting priorities in foreign policy at the turn of the 20th and 21st centuries.

Tested competency: UC-3.1

Discussion topics: "The Main Threats of the Early 21st Century: Terrorism and Neo-Nazism"

International Terrorism: Causes and Origins; Characteristics of the Spread of "Orange Revolutions";

Rejection of the Fight Against Neo-Nazism in Countries Formerly Members of the Anti-Hitler Coalition (Canada, Great Britain, USA)

Return of Crimea and Sevastopol, Incorporation of the Donetsk and Luhansk People's Republics, and the Zaporizhzhia and Kherson Oblasts into the Russian Federation

Competency tested: UC-3.1

Colloquium questions:

Vladimir Putin's presidency: his domestic and foreign policies, and national idea;

The socio-economic situation of the Russian Federation from 1990 to 2022; Models of social modernization and paths to intensifying the Russian economy.

5. For the midterm assessment:

Ticket No. 1

1. The place of history in the system of sciences
2. The Eastern Slavs in antiquity (8th–13th centuries)

Ticket No. 2

1. The reasons for the emergence of princely power and its functions
2. Rus', the Horde, and Lithuania. Lithuania as the second center of unification of the Russian lands

Ticket No. 3

1. The Process of Centralization in Legislative Formation. The Code of Laws of 1497
2. The 16th-17th Centuries in World History. The Great Geographical Discoveries and the Beginning of the Modern Age in Western Europe.

Ticket No. 4

1. Absolutism and Eastern Despotism
2. Ivan the Terrible: The Search for Alternative Paths to Sociopolitical Development in Rus'

Ticket No. 5

1. The Role of the Militia in the Liberation of Moscow and the Expulsion of Foreigners. K. Minin and D. Pozharsky.
2. The Zemsky Sobor of 1613. The Accession of the Romanov Dynasty.

Ticket No. 6

1. The 18th Century in European and World History. The Problem of the Transition to the "Kingdom of Reason." Russia and Europe: New Connections and Differences.
2. The Reforms of S. Yu. Witte.

Ticket No. 7

1. Attempts to reform the Russian political system under Alexander I; projects by M.M. Speransky and N.N. Novosiltsev.
2. World War I: preconditions, course, and results. Main military-political blocs.

Ticket No. 8

1. Civil War and Intervention
2. Characteristics of international relations in the interwar period. The League of Nations.

Ticket No. 9

1. The policy of total collectivization of agriculture and its economic and social consequences.

2. Contemporary debates on the international crisis – 1939–1941.

Ticket No. 10

1. Preconditions and course of World War II. The creation of the anti-Hitler coalition.

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