

*Federal State Autonomic Educational Institution of Higher Education
«Peoples' Friendship University of Russia»*

Medical Institute

Recommended MCSD

ACADEMIC COURSE WORKING PROGRAM

Course name:

History

Recommended for the direction of training (specialty)

31.05.03 Dentistry

Program (profile, specialization)

Dentistry

1. Aims and objectives of the discipline:

The course purpose consists in giving the systematized representation about the basic phenomena of history of Russia since the most ancient times up to now. It is necessary for students to consider interrelations of an economic, social, political and spiritual life of the country at all stages of its development. Studying of a course of Russian history gives the chance to seize a historical material that will lead to ability to analyze, understand and form own point of view on the past, the present and the future of Russia.

2. Place of discipline in the structure of OP HE.

The discipline History refers to the basic cycle of the curriculum

Table №1 gives preceding and following discipline aimed at forming competence discipline in accordance with the matrix competences OP HE.

Table 1.

Preceding and following the discipline aimed at creating competencies

№ П/П	Code of competence	Preceding disciplines	Following disciplines
Universal competences			
1	UC-5. Being able to analyse and take into account cultural diversity in the course of intercultural communication.	Initial course	Philosophy

3. Requirements for the results of mastering the discipline:

The process of studying the discipline is aimed at the formation of the following competencies

Universal Competence Category Name	Universal Competence Code and Name	Universal Competence Achievement Indicator Code and Name
Intercultural communication	UC-5. Being able to analyse and take into account cultural diversity in the course of intercultural communication.	UC-5.1. Interpreting history of Russia in terms of world historical development.
		UC-5.2. Analyzing the most important: ideological and value systems which were formed in the course of historical development; providing ground for the relevance of using them in the course of social and professional interaction.
		UC-5.3. Building social and professional communication taking into account the specificities of the main forms of scientific and religious consciousness, business and general culture of the representatives of other ethnic groups and confessions, various social groups.
		UC-5.4. Ensuring the creation of a non-discriminatory communication environment when performing professional tasks.

As a result of study of discipline a student must:

Know:

- Russian history, the world historical process,
- stages of historical development of Russia,
- place and role of Russia in history of mankind and in the modern world;

Be handy at:

- to be guided in values of life and culture;
- to use base positions of a historical science at the decision of social and professional problems;
- to analyze socially significant processes and the phenomena;
- to show a civic stand, integrity in a modern society, aiming at its perfection on humanism and democracy principles;
- to use professionally focused rhetoric;
- to explain difficult and inconsistent events of world and domestic history,
- to compare a course of historical development of the Russian and world civilisations,
- to analyze features of display of primary factors of the world historical process in history of Russia,
- to express and prove the position on the questions, concerning the valuable relation to the historical past.

Manage:

- Culture of thinking,
- complete system of scientific knowledge of world around;
- culture of responsible participation in a political life;
- working methods with historical primary sources and cards.

4. Volume of discipline and kinds of study

Total labor of the discipline is 2 credit units.

Type of study load	Total hours	Semesters			
		3			
Classroom classes (total)	51	51			
<i>Lectures</i>	17	17			
<i>Seminars</i>	34	34			
<i>Laboratory work (LR)</i>	-				
Independent work (total) and control work forms	21	21			
Total labor input	hours	72	72		
	Credit unit	2	2		

5. Content of the discipline

5.1. The content of the discipline sections

№ п/п	Name of the section of the discipline	Contents of the section
1.	The science of history	The subject and objectives of the course. The science of history. Social, political and socio-natural history. Periodization of the world-historical process. Civilizational, culturological and formational approaches to the history of humanity.
2.	Ancient Russia	The problem of ethnogenesis of the Eastern Slavs; the main stages of formation of the old Russian state and its socio-political system; the most important events of domestic and foreign policy of Kievan Rus, their causes, nature and consequences; the main monuments of ancient culture IX – early XII century.

3.	Feudal fragmentation and struggle for independence	Prerequisites of political fragmentation, its essence and consequences; the evolution of the East Slavic statehood to the beginning of the XII century.; features of the largest centers of Russia of this period: Vladimir-Suzdal and Galicia-Volyn principalities, Novgorod Republic; the main events related to the struggle of Russia against foreign invaders in the XIII century.; the consequences of the Mongol invasion and the influence of Mongol rule on the development of Russian lands
4.	Formation of the Russian united state	Prerequisites and features of the formation of a single Russian state; the most important events associated with the rise of the Moscow Principality in North-Eastern Russia (XIV – mid XV century.); the main events of the final stage formation of a united Russian state, its socio-political, economic and spiritual development; features of domestic and foreign policy of Ivan III.
5.	Russia in the XVI century. Ivan the Terrible	The main events of the final stage formation of a united Russian state, its socio-political, economic and spiritual development; features of domestic and foreign policy of Ivan III and Vasily III; features of the reign of Ivan IV; reforms of the Elected Rada; the causes and consequences of oprichnina; the main directions of foreign policy of the Moscow state in the XVI century., the characteristic features of Russian traditional culture and its achievements in this period
6.	Time of Troubles and the beginning of Romanov's reign	The causes, chronology and main events of the Time of Troubles, their consequences; the political development of the country during the first Romanovs, the beginning of the absolute monarchy; tasks and results of Russia's foreign policy in the XVII century.; features of socio-economic and spiritual development of Russia in the XVII century.; new features in the economy of the country; the social structure of Russian society; stages of registration of serfdom; manifestations of social protest in this period, their causes and consequences; the split of the Russian Orthodox Church
7.	Peter I and his age	The need for Peter's reforms and the beginning of modernization of the country; the main directions of domestic policy of Peter I and its consequences; foreign policy in the era of Peter I; achievements of Russian culture in this period.
8.	The age of Palace coups	Features of the era of Palace coups, its causes, nature and consequences.
9.	The Russian Empire in the second half of the XVIII century	The essence and the most important features of the policy of "enlightened absolutism"; the main reforms of Catherine II; the main trends of socio-economic development of the country, the contradictions of class policy; objectives and results of Russian foreign policy of the second half of the XVIII century.; achievements of Russian culture of this period
10.	Russia in the first quarter of the XIX century. Paul I. Alexander I. Patriotic war of 1812	Socio-economic development of Russia by the beginning of the XIX century, features of domestic and foreign policy of Paul I, features of domestic and foreign policy of Alexander I and the main results of his reign
11.	Decembrists movement. Reign of Nicholas I	Prerequisites, goals, organizations, policy participants of the Decembrist movement; the most important events of domestic and foreign policy of Nicholas I; protective, liberal and radical directions of social movement in the second quarter of the XIX century; the main achievements of Russian culture in the first half of the XIX century.
12.	Alexander II and the era of reforms	Prerequisites, essence and importance of reforms of Alexander II; features of socio-economic development of post-reform Russia; social movement of the 1850s – early 1880s.: ideology, organizations, participants; main directions, goals and results of foreign policy of Alexander II
13.	Russian Empire during the reign of Alexander III	Features of domestic and foreign policy of Alexander III; social movement; world importance of Russian culture in the second half of the XIX century.
14.	Features of the development of capitalism in Russia (the last quarter of the XIX century.)	Tasks of modernization in Russia; development of capitalism in Russia; reforms of S. Witte
15.	Russian Empire in the beginning of XX cent. Nicholas II.	The essence of the internal policy of Nicholas II; reform projects of the early XX cent.; social movement; the main political parties, their classification, leaders and program settings; especially the formation of Russian parliamentarism; the results and significance of the revolution; the main events of Russian foreign policy at the turn of XIX–XX centuries.;

		the causes of the First world war and the goals of the parties; attitude to the war in society; the results and consequences of the war.
16.	Revolutions in Russia	The causes, character, main events and participants of the first Russian revolution (1905-1907); the causes of the February revolution; the overthrow of the autocracy; the activities of the Provisional government and the Soviets; the leaders and policies of the main political parties in 1917; the causes of the coming to power of the Bolsheviks; the essence of the first decrees of Soviet power; the transformation of the Bolsheviks in the sphere of public administration, economy and foreign policy, addressing national and social issues; the convening and dissolution of the Constituent Assembly
17.	Domestic policy of Soviet Russia and the USSR in the prewar period	Results and consequences of the Civil war and intervention (1918-1920); the main activities of the policy of "war communism"; the reasons for the victory of the Bolsheviks; peculiarities of the national policy of the Soviet power, the formation of the USSR, the folding of the one-party political system; the nature and results of the NEP, the policy of industrialization, collectivization and cultural revolution; the main features and consequences of a regime of personal power of Stalin.
18.	The USSR during the great Patriotic war (1941-1945)	Changes in the international situation, the main directions, events of foreign policy of the USSR in the 1920s-1930s, their results and consequences; the most important international treaties concluded on the eve and in the initial period of the Second world war; expansion of the USSR in the prewar period; the most important events of the great Patriotic war; restructuring of the rear in a military way; the creation of the anti-Hitler coalition and international conferences of the allied powers during the war, the results and significance of the victory of the USSR.
19.	Postwar years. The beginning of Khrushchev's rule.	The main trends of social and political life of the USSR, the tightening of the political regime and ideological control; features and results of socio-economic policy; changes in the international arena, the beginning of the "cold war", the important events of the foreign policy of the USSR in the postwar period
20.	Thaw as a special stage of development of the USSR.	Changes in the top party leadership after Stalin's death, measures for de-Stalinization, democratization of the political system, contradictions of the domestic policy, the most important measures of socio-economic policy of G.M. Malenkov and N.S. Khrushchev, "thaw" in the spiritual sphere; new trends in international relations and changes in Soviet foreign policy, its main directions; the adoption of the principle of peaceful coexistence in international relations; the Caribbean crisis.
21.	USSR under L. Brezhnev	Features of the political course of the country in 1964-1985, the strengthening of conservative trends, changes in the political system, the emergence of the dissident movement; economic reforms of the mid-1960s, their role and importance, the growing contradictions and imbalances in the economy; the development of the social sphere; achievements and problems in the development of culture; the transition from confrontation to détente, peace initiatives of the USSR, "Brezhnev doctrine", the aggravation of international tension at the turn of 70-80-ies.
22.	USSR in 1985-1991. Perestroika.	Prerequisites and goals of perestroika, the essence and consequences of economic and political reforms; changes in the state structure; the concept of "new political thinking" in foreign policy; stages of Perestroika.
23.	Collapse USSR and the creation of CIS	The collapse of the USSR and the formation of the CIS; the formation of a new Russian statehood; ways of socio-economic modernization of Russia; foreign policy in the 1990s.
24.	Formation of modern Russia. Vladimir Putin.	The socio-economic modernization of Russia; the country's foreign policy at the beginning of the XXI century.
25.	The role of RUDN as a "soft power" in the international relations	Peace initiatives of the USSR in the postwar period, especially the opening of the Peoples Friendship University in 1960, the mission of the University, especially the first rector – S. Rumyantsev, the second rector – V. Stanis, the third rector – V. Filippov.

5.2. Sections of the discipline and types of classes.

№ п/п	Name of the discipline section	Lectures	PE	SS	Total
1.	The science of History	2	0	2	4
2.	Ancient Russia (IX-XII cent.) Feudal fragmentation and struggle for independence (XII – I half of XV cent.)	4	2	2	8
3.	Formation of the Russian united state (II half of XVI – XVII cent.)	0	4	2	6
4	Russian Empire in XVIII – I half of XIX cent.	4	6	2	12
5.	Russian Empire in II half of XIX cent.	2	4	4	10
6.	Russia in the time of wars and Revolutions (1905-1922)	2	2	1	5
7.	USSR in 1918-1953	0	6	4	10
8.	USSR in 1953-1991. Russia in the end of XX cent. – beg. XXI cent.	3	10	4	17
TOTAL:		17	34	21	72

6. Laboratory practicum (not provided)

7. Practical exercises (Seminars)

№ п/п	№ раздела дисциплины	Тематика практических занятий (семинаров)	Трудоемкость (час.)
1.	IV	The role of RUDN as a "soft power" in the international relations	2
2.	II	Feudal fragmentation and struggle for independence	2
3.	III	Russia in the XVI century. Ivan the Terrible	2
4.	III	Time of Troubles and the beginning of Romanov's reign	2
5.	III	The age of Palace coups	2
6.	III	Russia in the first quarter of the XIX century. Paul I. Alexander I. Patriotic war of 1812	2
7.	III	Decembrists movement. Reign of Nicholas I	2
8.	III	Features of the development of capitalism in Russia (the last quarter of the XIX century.)	2
9.	III	Russian Empire during the reign of Alexander III	2
10.	IV	Russian Empire in the beginning of XX cent. Nicholas II.	2
11.	IV	Domestic policy of Soviet Russia and the USSR in the prewar period	2
12.	IV	The USSR during the great Patriotic war (1941-1945)	2
13.	IV	Postwar years. The beginning of Khrushchev's rule.	2
14.	IV	Thaw as a special stage of development of the USSR.	2
15.	IV	USSR under L. Brezhnev	2

16.	IV	Formation of modern Russia. Vladimir Putin.	2
17.	IV	Reserve	2

8. Material and technical support of the discipline:

1. Classes with multimedia projectors.
2. Computer classes of the faculties and RUDN library.
3. Software Windows and Microsoft Office

9. Information support of the discipline

a) Software:

Microsoft Office

б) Databases, reference and search systems:

Electronic Library System (ELS) of the RUDN University and third-party ELS, to which university students have access on the basis of concluded contracts:

- Электронно-библиотечная система РУДН – ЭБС РУДН <http://lib.rudn.ru/MegaPro/Web>
- ELS «Университетская библиотека онлайн» <http://www.biblioclub.ru>
- ELS Юрайт <http://www.biblio-online.ru>
- ELS «Консультант студента» www.studentlibrary.ru
- ELS «Лань» <http://e.lanbook.com/>

Russia timeline: <https://www.history.com/topics/russia/russia-timeline>

Britannica: <https://www.britannica.com/place/Russia>

Russian historical scientific society site <http://www.istorya.ru/>

- TUIS: <https://esystem.rudn.ru/course/view.php?id=9014>

10. Educational and methodical support of the discipline:

a) main literature

- The history of Russia. – 2nd Edition – Charles E. Ziegler, 2009.

б) additional literature

- Geoffrey Hosking. Russian history – Oxford press, 2012.
- Gregory L. Freeze. – 3rd ed. - Oxford press, 2009.
- Belanovskaya Yu.E., Mironova A.V. Training aid for the course “History of Russia”. – Moscow, 2016;
- Belanovskaya Yu.E. Russia in the conditions of XXI cent. – Moscow, 2016.

11. Guidelines for students on the development of the discipline

Students are required to view lectures at the TUIS, perform tests after lectures, participate in the final tests, and fulfill the tasks of the teacher. The creative approach to the analysis of sources and textbooks in writing essays is especially appreciated.

11.1. Guidelines for students on writing the essay:

An essay is a piece of sustained writing in response to a question, topic or issue.

History essays test a range of skills including historical understanding, interpretation and analysis, planning, research and writing. To write an effective essay, students must examine the

question, understand its focus and requirements, acquire information and evidence through research, then construct a clear and well-organised response.

An essay question will set some kind of task or challenge. It might ask you to explain the causes and/or effects of a particular event or situation. It might ask if you agree or disagree with a statement. It might ask you to describe and analyse the causes and/or effects of a particular action or event. Or it might ask you to evaluate the relative significance of a person, group or event.

You should begin by reading the essay question several times. Underline, highlight or annotate keywords or terms in the text of the question. Think about what it requires you to do. Who or what does it want you to concentrate on? Does it state or imply a particular timeframe? What problem or issue does it want you to address?

Begin with a plan

Every essay should begin with a written plan. Start constructing a plan as soon as you have received your essay question and given it some thought.

Prepare for research by brainstorming and jotting down your thoughts and ideas. What are your initial responses or thoughts about the question? What topics, events, people or issues are connected with the question? Do any additional questions or issues flow from the question? What topics or events do you need to learn more about? What historians or sources might be useful?

If you encounter a mental ‘brick wall’ or are uncertain about how to approach the question, don’t hesitate to discuss it with someone else. Consult your teacher, a capable classmate or someone you trust. Bear in mind too that once you start researching, your plan may change as you locate new information.

Start researching

After studying the question and developing an initial plan, start to gather information and evidence.

Most will start by reading an overview of the topic or issue, usually in some reliable secondary sources. This will refresh or build your existing understanding of the topic and provide a basis for further questions or investigation.

Your research should take shape from here, guided by the essay question and your own planning. Identify terms or concepts you do not know and find out what they mean. As you locate information, ask yourself if it is relevant or useful for addressing the question. Be creative with your research, looking in a variety of places.

If you have difficulty locating information, seek advice from your teacher or someone you trust.

Develop a contention

All good history essays have a clear and strong contention. A contention is the main idea or argument of your essay. It serves both as an answer to the question and the focal point of your writing.

Ideally, you should be able to express your contention as a single sentence. For example, the following contention might form the basis of an essay question on the rise of the Nazis:

Q. Why did the Nazi Party win 37 per cent of the vote in July 1932?

A. The Nazi Party’s electoral success of 1932 was a result of economic suffering caused by the Great Depression, public dissatisfaction with the Weimar Republic’s democratic political system and mainstream parties, and Nazi propaganda that promised a return to traditional social, political and economic values.

An essay using this contention would then go on to explain and justify these statements in greater detail. It will also support the contention with argument and evidence.

At some point in your research, you should begin thinking about a contention for your essay. Remember, you should be able to express it briefly as if addressing the essay question in a single sentence, or summing up in a debate.

Try to frame your contention so that is strong, authoritative and convincing. It should sound like the voice of someone well informed about the subject and confident about their answer.

Plan an essay structure

Once most of your research is complete and you have a strong contention, start jotting down a possible essay structure. This need not be complicated, a few lines or dot points is ample.

Every essay must have an introduction, a body of several paragraphs and a conclusion. Your paragraphs should be well organised and follow a logical sequence.

You can organise paragraphs in two ways: chronologically (covering events or topics in the order they occurred) or thematically (covering events or topics based on their relevance or significance). Every paragraph should be clearly signposted in the topic sentence.

Once you have finalised a plan for your essay, commence your draft.

Write a compelling introduction

Many consider the introduction to be the most important part of an essay. It is important for several reasons. It is the reader's first experience of your essay. It is where you first address the question and express your contention. It is also where you lay out or 'signpost' the direction your essay will take.

Aim for an introduction that is clear, confident and punchy. Get straight to the point – do not waste time with a rambling or storytelling introduction.

Start by providing a little context, then address the question, articulate your contention and indicate what direction your essay will take.

Write fully formed paragraphs

Many history students fall into the trap of writing short paragraphs, sometimes containing as little as one or two sentences. A good history essay contains paragraphs that are themselves 'mini-essays', usually between 100-200 words each.

A paragraph should focus on one topic or issue only – but it should contain a thorough exploration of that topic or issue.

A good paragraph will begin with an effective opening sentence, sometimes called a topic sentence or signposting sentence. This sentence introduces the paragraph topic and briefly explains its significance to the question and your contention. Good paragraphs also contain thorough explanations, some analysis and evidence, and perhaps a quotation or two.

Finish with an effective conclusion

The conclusion is the final paragraph of your essay. A good conclusion should do two things. First, it should reiterate or restate the contention of your essay. Second, it should close off your essay, ideally with a polished ending that is not abrupt or awkward.

One effective way to do this is with a brief summary of 'what happened next'. For example, an essay discussing Hitler's rise to power in 1933 might close with a couple of sentences about how he consolidated and strengthened his power in 1934-35.

Your conclusion need not be as long or as developed as your body paragraphs. You should avoid introducing new information or evidence in the conclusion.

Reference and cite your sources

A history essay is only likely to succeed if it is appropriately referenced. Your essay should support its information, ideas and arguments with citations or references to reliable sources.

Referencing not only acknowledges the work of others, but it also gives authority to your writing and provides the teacher or assessor with an insight into your research. More information on referencing a piece of history writing can be found here.

Proofread, edit and seek feedback

Every essay should be proofread, edited and, if necessary, re-drafted before being submitted for assessment. Essays should ideally be completed a few days before their due date, then put aside for a day or two before proofreading.

When proofreading, look first for spelling and grammatical errors, typographical mistakes, incorrect dates or other errors of fact.

Think then about how you can improve the clarity, tone and structure of your essay. Does your essay follow a logical structure or sequence? Is the signposting in your essay clear and effective? Are some sentences too long or ‘rambling’? Do you repeat yourself? Do paragraphs need to be expanded, fine-tuned or strengthened with more evidence?

Read your essay aloud, either to yourself or another person. Seek feedback and advice from a good writer or someone you trust (they need not have expertise in history, only in effective writing).

Some other history essay tips

Always write in the third person. Never refer to yourself personally, using phrases like “I think...” or “It is my contention...”. Good history essays should adopt the perspective of an informed and objective third party. They should sound rational and factual – not like an individual expressing their opinion.

Always write in the past tense. An obvious tip for a history essay is to write in the past tense. Always be careful about your use of tense. Watch out for mixed tenses when proofreading your work. One exception to the rule about past tense is when writing about the work of modern historians (for example, “Kershaw writes...” sounds better than “Kershaw wrote...” or “Kershaw has written...”).

Avoid generalisations. This is a problem in all essays but particularly in history essays. Generalisation occurs when you form general conclusions from one or more examples. In history, it most commonly occurs when students study a particular group then assume their experiences applied to a much larger group. For example, “all the peasants were outraged”, “women rallied to oppose conscription” or “Germans supported the Nazi Party”. History and human society are never this clear cut or simple. Try to avoid generalisation and look out for generalised statements when proofreading.

Write short, sharp and punchy. Good writers vary their sentence length but as a rule of thumb, most of your sentences should be short and punchy. The longer a sentence becomes, the greater the risk of it becoming long-winded or confusing. Long sentences can easily become disjointed, confused or rambling. Try not to overuse long sentences and pay close attention to sentence length when proofreading.

Write in an active voice. In history writing, the active voice is preferable to the passive voice. In the active voice, the subject completes the action (e.g. “Hitler [the subject] initiated the Beer Hall *putsch* [the action] to seize control of the Bavarian government”). In the passive voice, the action is completed by the subject (“The Beer Hall *putsch* [the action] was initiated by Hitler [the subject] to seize control of the Bavarian government”). The active voice also helps prevent sentences from becoming long, wordy and unclear.

11.2. Exemplary essay topics

1. My family in XX cent.

2. My family during WWII.
3. Russia as a center of modernization space.
4. The image of the past XX century.
5. Heroes of bygone centuries.
6. Leaders of bygone centuries.

11.3. Point-rating system (PRS) assessment of students' knowledge in the discipline.

Table 2. The distribution of points for the semester and the calculation of the final grade.

Lectures	Seminars	Points
The science of history	The role of RUDN as a "soft power" in the international relations	2
Ancient Russia	Feudal fragmentation and struggle for independence	5
Formation of the Russian united state	Russia in the XVI century. Ivan the Terrible	4
Peter I and his age	Time of Troubles and the beginning of Romanov's reign	4
The Russian Empire in the second half of the XVIII century	The age of Palace coups	4
	Russia in the first quarter of the XIX century. Paul I. Alexander I. Patriotic war of 1812	3
Alexander II and the era of reforms	Decembrists movement. Reign of Nicholas I	4
	Features of the development of capitalism in Russia (the last quarter of the XIX century.)	2
	Russian Empire during the reign of Alexander III	2
Revolutions in Russia	Russian Empire in the beginning of XX cent. Nicholas II.	4
	Domestic policy of Soviet Russia and the USSR in the prewar period	5
	The USSR during the great Patriotic war (1941-1945)	5
	Postwar years. The beginning of Khrushchev's rule.	2
	Thaw as a special stage of development of the USSR.	2
USSR in 1985-1991. Perestroika.	USSR under L. Brezhnev	4
Collapse USSR and the creation of CIS	Formation of modern Russia. Vladimir Putin.	4
	Final test	25
	Essay	15

Criteria for evaluation

Table 3. The final grade in the table is set in the student book.

	Traditional evaluation in the Russian Federation			ECTS
86 - 100	5	95 - 100	5+	A
		86 - 94	5	B
69 - 85	4	69 - 85	4	C
51 - 68	3	61 - 68	3+	D
		51 - 60	3	E
0 - 50	2	31 - 50	2+	FX
		0 - 30	2	F

Description of ratings ECTS:

A ("Excellent") - theoretical course content mastered completely, with no gaps, necessary practical skills of work with the mastered material are formed, the training program learning tasks fulfilled, the quality of their performance assessed by the number of points close to maximum.

B ("Very good") - theoretical content of the course is mastered completely, without gaps, the necessary practical skills mastered, all provided by the training program learning tasks performed, the quality of most of them estimated the number of points close to maximum.

C ("Good") - theoretical content of the course is mastered completely, without gaps, some practical skills mastered the material not perfectly, all provided by the training program learning tasks fulfilled, the quality of performance none estimated with minimum number of points, some types of tasks completed with errors.

D ("Satisfactory") - theoretical content of the course is mastered partially, but gaps are not essential character, necessary practical navigatable with mastered material basically formed, most provided by the training program learning tasks fulfilled, performing some assignments may contain errors.

E ("Mediocre") - theoretical course content mastered in part, some practical skills are not formed, the many learning tasks are not fulfilled, or the quality of some of them estimated the number of points close to the minimum.

FX ("Conditionally unsatisfactory") - theoretical course content mastered in part, the necessary practical skills of work are not formed, most provided by the training program learning tasks are not fulfilled or the quality of their performance assessed by the number of points close to minimum; with additional individual work on the course material may increase the quality of performance of educational tasks.

F ("Definitely poor") - theoretical course content mastered, the necessary practical skills of work are not formed, all fulfilled tasks contain gross errors, additional independent work on course material will not result in any meaningful increase of learning tasks quality.

The program is compiled in accordance with the requirements of the FSES HPE.

12. Fund of evaluation funds for conducting intermediate certification of students in the discipline (module)

Materials for assessing the level of mastering the educational material of the discipline "History" (evaluation materials), including a list of competencies indicating the stages of their formation, a description of indicators and criteria for evaluating competencies at various stages of their formation, a description of assessment scales, standard control tasks or other materials necessary for assessing knowledge, skills, skills and (or) experience of activity that characterize the stages of competence formation in the process of mastering the educational program, methodological materials defining the procedures for evaluating knowledge, skills, skills and (or) experience of activity that characterize the stages of competence formation have been developed in full and are available to students on the discipline page in the TUIS RUDN.

The program is compiled in accordance with the requirements of the Federal State Educational Standard for Higher Education.

Developers:

Associate Professor of the
Department of Russian History



A.V. Mironova

Head of the Department
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M.N. Moseikina

Program Manager

Associate Director
MI RUDN by specialty
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S.N. Razumova