

Документ подписан простой электронной подписью  
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**The Federal state autonomous educational institution of higher  
the education «Peoples' Friendship University of Russia»**

**Faculty of Philology**

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

## **PROGRAM OF DISCIPLINE**

**History of Russia**

(Name of the Discipline / Module)

**Recommended for the direction of training/speciality:**

**42.03.02 Journalism**

(Code and Name of the field of study, the direction of training/speciality)

**The discipline is carried out within the framework of the main professional  
educational program of higher education (EP HE):**

**Multimedia Journalism**

(Name of the educational program)

**2024 г.**

## 1. OBJECTIVE OF THE DISCIPLINE

This course aims to expose students to the scope of history as a discipline, its evolution and its impact on human experiences. It will equally explore the role of historians at the early age and the activities of the contemporary one in the digital age.

The main objectives are

1. To expose students to the historical discipline, its development and its scope over the time.
2. To be acquainted and understand historical processes and their relationships to human experience from the past to the present
3. To be equipped with skills in gathering, sorting and evaluating historical evidence

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

| Code  | Competence                                                                                                               | Indicators of competence achievement (within the discipline)                                                                                                                                                                                      |
|-------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GC-5. | <b>Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.</b> | GC-5.1 - Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems                                                     |
|       |                                                                                                                          | GC-5.2 - Suggests ways to overcome communication barriers in intercultural interactions                                                                                                                                                           |
|       |                                                                                                                          | GC-5.3 - Follows the principles of non-discriminatory interaction, based on tolerant perception of cultural features of representatives of different ethnicities and confessions, in personal and mass communication to fulfill the assigned task |

## 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “History” belongs to the Compulsory Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

| Code   | Competence                                                                                                  | Previous discipline | Subsequent disciplines |
|--------|-------------------------------------------------------------------------------------------------------------|---------------------|------------------------|
| GC-10. | Able to make rational economic decisions in various spheres of life.                                        |                     |                        |
| GPC-4. | Able to respond to the needs, requests, and interests of society and the audience in professional activity. |                     |                        |

#### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **3** credits.

| Types of activities                 | Total hours | Semesters  |   |   |   |   |   |   |
|-------------------------------------|-------------|------------|---|---|---|---|---|---|
|                                     |             | 1          | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Classroom activities (total)</b> |             |            |   |   |   |   |   |   |
| <i>Lectures</i>                     | 17          | 17         | x | x | x | x | x | x |
| <i>Practical lessons/Seminars</i>   | 34          | 34         | x | x | x | x | x | x |
| <i>Laboratory activities/</i>       | -           | -          | - | - | - | - | - | - |
| <i>Control</i>                      | <b>18</b>   | <b>18</b>  | - | - | - | - | - | - |
| <b>Independent work (total)</b>     | <b>39</b>   | <b>39</b>  |   |   |   |   |   |   |
| <b>Overall workload hours</b>       | <b>108</b>  | <b>108</b> |   |   |   |   |   |   |
| <b>Credits</b>                      | <b>3</b>    |            |   |   |   |   |   |   |

#### 5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

| Name of the Unit                               | Content of the Units (topics)                                                                           | Type of activity |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------|
| Introduction                                   | - Concepts, Glossary, Syllabus,                                                                         | Lecture          |
| History at a Glance                            | - Evolution of history,<br>- Why Study History,<br>- Historical Fallacies, meaning and scope of history | Lecture          |
| The Discipline of History                      | - The Practice of History, Professional History in Recent Times,<br>- Current and future issues         | Lecture          |
| Historical Consciousness                       | - The Philosophy of History,<br>- Beginnings through the Modern Age                                     | Lecture          |
| History and its Development in the digital age | - Evolution of the process of collecting history;<br>- How history has evolved in the digital age       | Lecture          |

| Name of the Unit                        | Content of the Units (topics)                                                                                                                 | Type of activity |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Traditions of Historical writing: World | - Greco-Roman, Chinese, Western, Africa, Arabic, Russian Persian, Renaissance Historians                                                      | Lecture          |
| Historical Research and techniques      | - How is history collected;<br>- Methods, Collection, Sorting, Analysis and Classification of data,<br>- Analytical and Synthetic Operations. | Lecture          |
| Unit 1                                  | The scope history: Essence and Impacts                                                                                                        | Seminar          |
| Unit 2                                  | The professional historians: The early historians and contemporary historians                                                                 | Seminar          |
| Unit 3                                  | Discussion and Demonstrations about digital history and the augmented museum                                                                  | Seminar          |
| Unit 4                                  | Evolution of the Process of collecting history                                                                                                | Seminar          |
| Unit 5                                  | History and its Development in the digital age: How has history evolved in the digital age                                                    | Seminar          |
| Unit 6                                  | Lessons on traditions of historical writing in different regions of the world                                                                 | Seminar          |
| Unit 7                                  | Tools for collecting history: Comparing the early age and digital age                                                                         | Workshop         |

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

| Type of classroom | Classroom equipment                                                       | Specialized educational/laboratory equipment, software and materials for the mastering the discipline<br>(if necessary) |
|-------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Digital Classroom | Computer, TV VCR and a transparency projector. CD players and DVD players |                                                                                                                         |
| Lecture room      | Computer, internet, TV VCR and a transparency projector                   |                                                                                                                         |

\* The classroom for students' independent work **MUST be indicated!**

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Gilderhus, M. T. (2000). History and historians: A historiographical introduction.
2. Hacker, D., & Fister, B. (2006). *Research and documentation in the electronic age*. Macmillan.

### Other recommended readings

1. Banner Jr, J. M., & Banner, J. M. (2012). *Being a historian: an introduction to the professional world of history*. Cambridge University Press.
2. Mandell, N., & Malone, B. (2013). *Thinking like a historian: Rethinking history instruction*. Wisconsin Historical Society.
3. Martin, A. (1972). Historians' Fallacies. Toward a Logic of Historical Thought.

### *Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
  - <http://www.rad.pfu.edu.ru/>
  - [www.libfl.ru](http://www.libfl.ru)
  - [www.portalus.ru](http://www.portalus.ru)
  - [www.project.phil.pu.ru](http://www.project.phil.pu.ru)
  - [www.lib.fl.ru](http://www.lib.fl.ru)
  - [www.gutenberg.net](http://www.gutenberg.net)
  - [www.ipl.org](http://www.ipl.org)
  - [www.theEuropeanlibrary.org](http://www.theEuropeanlibrary.org); [www.epoch-net.org](http://www.epoch-net.org)
  - <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>
2. Databases and search systems:
  - web search engine google.com
  - online encyclopedia wikipedia.org
  - news aggregation website drudgereport.com
  - Google scholar.com

### *Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

\* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed based on the requirements of the corresponding local normative act of RUDN University.