Ministry of Science and Higher Education of the Russian Federation

Federal State Budgetary Educational Institution of Higher Education
Perm National Research Polytechnic University

APPROVED BY

Pro-rector for Academic Affairs

_____ N.V. Lobov

"____" ___03____ 20_21_

ACADEMIC COURSE WORKING PROGRAM

Academic course: _____History_____
(Name)

Form of education: _____Full-time studies_____
(Full-time /full-time – correspondence/correspondence)

Level of higher education: _____Bachelor's degree_____
(Bachelor's program/specialist program/
Master's program)

Workload in hours (in credits): 144 (4)
(Hours (CU))

Training program (degree): _____21.03.01 Oil and Gas Engineering_____
(Code and denomination of degree)

Direction: _____Oil and Gas Engineering_____
(Title of curriculum)

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1. GENERAL PROVISIONS

1.1. GOALS AND OBJECTIVES OF THE COURSE

The goals of the course are to master the skills for:
- perceiving the socio-historical context of the cultural society diversity
- putting into practice business communication in oral and written forms using official language of the Russian Federation

1.2. STUDIED OBJECTS OF THE COURSE

- main methodological provisions, stages, processes, situations, events, concepts and phenomena of historical studies;
- historical characters;
- the major cultural types of societies (restricted and open access societies) and stages of their evolution

1.3. STARTING CONDITIONS

Unstipulated

2. PLANNED RESULTS OF THE COURSE TRAINING

Compe-tence	Indicator's Index	Planned Results of the Course Training (to know, to know how, to master)	Indicator of Attaining Competence which the planned results of training are correlated with	Means of Assessment
1	2	3	4	5
UC-4	IA-1$_{uc-4}$	**To know** general lexical minimum of business communication in oral and written forms using English language.	**Knows** general lexical minimum of the Russian and studied foreign languages, basic English thesaurus of classroom disciplines (History); literary standard and distinctive features of business functional style, requirements for the English oral and written forms of business communication.	Differentiated assessment
UC-4	IA-2$_{uc-4}$	**To be able to** analyze information (facts, events, phenomena, views) of Russian history.	**Is able to** analyze, to compare, to generalize and to assess information (facts, events, phenomena, views) in the Russian and foreign languages; logically, reasonably and	Practical work assessment

1	2	3	4	5
			clearly express thoughts in oral and written forms in the Russian and studied foreign language in situations of interpersonal, professional and business communication.	
UC-4	IA-3$_{uc-4}$	**To master the skills** of oral and written business communication in English language; the skills of preparing and presenting oral and written report; has the attainments of business speech etiquette, basic terminology of the Russian and foreign business sphere.	**Masters the skills** of oral and written business communication in English language; the skills of preparing and presenting oral and written report; has the attainments of business speech etiquette, basic terminology of the Russian and foreign business sphere.	Practical work assessment
UC-5	IA-1$_{uc-5}$	**To know** the social-historical context of cultural diversity in society; theoretical basis for cross-cultural communication ethics.	**Knows** fundamentals of philosophic analysis and social-historic context of cultural diversity formation in society (ethno-cultural and confessional peculiarities), theoretical basis for cross-cultural communication ethics.	Differentiated assessment
UC-5	IA-2$_{uc-5}$	**To be able** to carry on dialogue with representatives of different cultures; to show cross-cultural tolerance.	In the process of interaction student **is able to** take into consideration historical conditionality and ontological basis of cross-cultural diversity in Russian society (ethno-cultural and confessional peculiarities); to carry on dialogue with representatives of different cultures; to show cross-cultural tolerance as the ethic norm of behavior in social medium.	Practical work assessment
UC-5	IA-3$_{uc-5}$	**To master the skills** of cross-cultural communication in professional sphere.	**Masters the skills** of the experience of cultural phenomena estimation, the skill of cross-cultural communication in	Practical work assessment

1	2	3	4	5
			professional sphere in terms of ethical norms, historical conditionality and ontological basis of ethno-cultural, confessional peculiarities of partners of communication.	

3. FULL TIME AND FORMS OF ACADEMIC WORK

Form of academic work	Hours in all	Distribution in hours according to semesters
		Number of semester
		1/2
1. Holding classes (including results monitoring) in the form: 1.1. Contact classwork, including:		
– lectures (L)	27	27
– laboratory work (LW)	–	–
– practice, seminars and/or other seminar-type work (PW)	32	32
– control of self-work (CSW)	4	4
– test		
1.2. Students' self-work (SSW)	81	81
2. Intermediate attestation	–	–
Exam	–	–
Grading test	–	–
Test(Credit)	+	+
Course Project (CP)	–	–
Course Work (CW)	–	–
Workload in hours	**144**	**144**

4. COURSE OUTLINE

Name of the units with the course outline	Full time of classroom activity in hours according to the forms			Full time of extracurricular work in hours according to the forms
	L	LW	PW	SSW
1	2	3	4	5
Semester ½				
History as a science: main methodological provisions.	2	–	4	9
Ancient Russia of the IX – early XIV centuries: genesis regularities and specificity of feudal relations. Socio-historical context of traditional society culture.	2	–	4	9
Muscovite Russia in the XV-XVII centuries: the genesis, culture and specificity of the autocratic serfdom.	4	–	4	9

1	2	3	4	5
The Russian Empire of the XVIII century: the phenomenon of "conservative modernization". The cultural dualism problem of traditional and modern types.	4	–	4	9
The Russian Empire of the XIX century: problems and contradictions of "liberal modernization". The cultural dualism problem of traditional and modern types.	2	–	2	9
The Russian Empire at the turn of the XIX-XX centuries: industrial modernization from above and a systemic crisis in the Russian society. Revolution and cultural breakups.	4	–	4	9
The USSR in 1930s-1953: socialist modernization. Culture of totalitarian society.	4	–	4	9
Evolution of the Soviet social system in 1953-1985 under the conditions of humankind's transition to the post-industrial stage of development. Cultural paradigms of "stagnation".	2	–	2	9
Russia in the late XX – early XXI centuries: the formation of a new social system. Ruptures and paradoxes of Russian society culture	3	–	4	9
Total with regard to semester ½	27	–	32	81
Total with regard to the course	27	–	32	81

Topics of exemplary laboratory practice

Sl.№	Topic of laboratory work
	Unstipulated

5. ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS

5.1. EDUCATIONAL TECHNOLOGIES USED FOR COMPETENCES FORMATION

Holding lectures is based on active methods of model and problem training in the process of which students, first of all, have an idea of a theoretical model of certain periods, processes, phenomena and situations on each topic and also the procedures for applying the model to set and solve specific research goals (problems).

Secondly, methodological techniques are used to increase the lecture interactivity: Teacher's questions are aimed at activating the process of learning material as well as at the development of logical thinking. The questions stimulating associative thinking and connecting new material with the previous one are identified by the teacher in advance. An obligatory element of training at the lecture is taking notes, which, among other things, develops business writing skills.

Practical classes are based on individual complex tasks, which provide for meshing and analysis of these objects on the basis of learned theoretical models and application of scientific procedure. The following aims are pursued in the process of practical education: use of theoretical knowledge to solve problems and its consolidation; development of communication skills (teamwork), development of oral and written speech skills.

5.2. STUDENTS' MANUAL FOR THE COURSE STUDY

Learning the course students are recommended to fulfill the following positions:

1. Learning of the discipline should be done systematically.

2. The work at the lecture should consist of the lecture notes, i.e., the individual formulation of the main theses with the logical structure of the presented material. In addition, during mastering the material of the course, it is necessary to answer the teacher's questions and formulate counter questions.

3. Individual work involves additional study of discipline sections with the help of different sources and literature. Special attention should be paid to the reports on practical studies (complex tasks for individual work).

4. The course is taught during one semester.

5. The topic of questions studied individually is given by the teacher at the lectures. Also the teacher refers to the literary resources (first of all, to the newly published in periodicals) in order the students understand the problems touched on the lectures in detail.

6. LIST OF TEACHING MATERIALS AND INFORMATION SUPPLY FOR STUDENTS' SELF WORK IN THE DISCIPLINE

6.1. PAPER-BASED COURSEWARE

Sl. №	Bibliographic entry (author, title, mode of publication, place, publishing house, year of publication, number of pages)	Number of copies in the library
1	2	3
1. Basic literature		
1	Miller S.T. Mastering Modern European History. 2 ed London : Macmillan Press Ltd, 1997. 497 p.	1
2	Barnes J. A History of the World in 10 1/2 Chapters. London : Picador, 2005. 375 p.	1
2. Additional literature		
2.1. Educational and scientific literature		
1	Russia. The 20th Century/Moscow: Agey Tomesh Design, 2016. 487 p.	1
2.2. Standardized and Technical literature		

1	2	3
	3. Students' manual in mastering discipline	
	4. Teaching and learning materials for students' self work	

6.2. ELECTRONIC COURSEWARE

Kind of literature	Name of training tool	Reference to information resource	Accessibility of EBN (Internet/local net; authorized free assess)
Basic literature	Vasilieva Yu. S. History of Russia: Lectures for technical students. Part 1: Students book. Samara, Samara State Technical University, EBS ASV, 2017, 80 p. Text: electronic	URL: http://www.iprbookshop.ru/91751.html	authorized free assess
Basic literature	Vasilieva Yu. S. History. XX-XXI centuries: Students book / Yu. S. Vasilyeva. Samara, Samara State Technical University, EBS ASV, 2018, 118 p. Text : electronic	URL: http://www.iprbookshop.ru/90446.html	authorized free assess

6.3. LICENSE AND FREE DISTRIBUTED SOFTWARE USED IN THE COURSE EDUCATIONAL PROCESS

Type of Software	Software branding
OS	Windows 10 (Azure Dev Tools for Teaching)
Office Applications	Adobe Acrobat Reader DC
Image processing software	Corel CorelDRAW Suite X4
General purpose application software	Mathematica Professional Version (license L3263-7820*)
General purpose application software	Microsoft Office Visio Professional 2016 (Azure Dev Tools for Teaching)
General purpose application software	WinRAR (license №879261.1493674)
Management systems for projects, research, development, design, modeling and implementation	Autodesk AutoCAD 2019 Education Multi-seat Stand-alone

6.4. MODERN PROFESSIONAL DATA BASES AND INQUIRY SYSTEMS USED IN THE COURSE EDUCATIONAL PROCESS

Branding	Reference to information resource
Scopus database	https://www.scopus.com/
Web of Science Database	https://www.webofscience.com/
Scientific electronic library database (eLIBRARY.RU)	https://elibrary.ru/
Scientific Library of the Perm National Research Polytechnic University	https://lib.pstu/
Lan Electronic Library System	https://e.lanbook.com/
Electronic library system IPRbooks	https://www.iprbookshop.ru/
Information resources of the Network ConsultantPlus	https://www.consultant.ru/
Company database EBSCO	https://www.ebsco.com/

7. LOGISTICS OF THE COURSE EDUCATIONAL PROCESS

Type of classes	Name of the necessary basic equipment	Number of units
Lecture	Multimedia Projector	1
Lecture	Laptop	1

8. FUND OF THE COURSE EVALUATING TOOLS

Described in a separate document

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FUND OF ESTIMATING TOOLS

For students' midterm assessment in the discipline
"History"
Supplement to the Academic Course Working Program

Training program	21.03.01 Oil and Gas Engineering
Direction (specialization) of educational program	Oil and Gas Engineering
Graduate qualification	Bachelor's degree
Graduate academic chair	Oil and Gas Technology
Form of study	Full-time studies

Year (-s): 1   **Semester (-s): 1**

Workload:
in credits: 4 CU
in hours: 144 h

The form of midterm assessment:
Exam: 1 semester

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Fund of estimating tools for midterm assessment of students' learning the subject "History" is the part (supplement) to the academic course working program. Fund of estimating tools for midterm assessment of students' learning the discipline has been developed in accordance with the general part of the fund of estimating tools for midterm assessment of the basic educational program which determines the system of the midterm assessment results and criteria of putting marks. Fund of estimating tools for midterm assessment of students' learning the subject determines the forms and procedures of monitoring results and midterm assessment of the subject leaning by the students.

1. LIST OF CONTROLLED RESULTS OF STUDYING DISCIPLINE, OBJECTS OF ASSESSMENT AND FORMS OF CONTROL

According to the Academic Course Working Program mastering course content is planned during one semester (the first and the second semester of curriculum) and includes one educational module. Classroom activities, lectures and practical work as well as students' self-work are provided for every module. In the frames of mastering course content such competences as *to know, to be able, to master* pointed out in the ACWP are formed. These competences act as the controlled results of learning the discipline "History" (Table 1.1).

Monitoring of the acquired knowledge, abilities and skills is made in the frames of continuous assessment, progress check and formative assessment in the process of studying theoretical material, reports on laboratory works and during examination. Types of control is given in Table 1.1

Table 1.1 – List of controlled results of learning the discipline

Controlled results of learning the discipline (KAS)	Type of control					
	Continuous assessment		Progress check		Formative assessment	
	D	AC	LWR/ PWR	T/ CW	PW	Differentiated Test
1	2	3	4	5	6	7
Acquired knowledge						
K.1. Knows the main methodological provisions of historical science as the basis for the analysis of social-historic context of cultural diversity formation in society.	+	+	+	+		+
K.2. Knows basic thesaurus of the discipline "History"; literary standard and distinctive features of business (scientific) functional style, requirements for the Russian oral and written forms of business communication.	+	+	+	+		+

1	2	3	4	5	6	7
Acquired abilities						
A.1. Is able to take into consideration the historical conditionality basis of cross-cultural diversity in Russian society.	+	+	+	+	+	
A.2. Is able to analyze, to compare, to generalize and to assess information (historical facts, events, phenomena, views), logically, reasonably and clearly express thoughts in the Russian oral and written forms.	+	+	+	+	+	
Mastered skills						
S.1. Has the experience of cultural phenomena and cross-cultural communication estimation, taking into consideration historical conditionality, peculiarities of communication partners.	+	+	+	+	+	
S.2. Has the skills of public speaking; the skills of preparing and presenting oral and written reports.	+	+	+	+	+	

D – topic discussion; AC – colloquium (discussion of theoretical material, academic conference); CT – case-task (individual task); LWR – report on laboratory work; PWR – report on practical work; T/CW – progress check (control work); TQ – theoretical question; PT – practical task; CT – complex task of grading test.

Final assessment of the learned discipline results is the midterm assessment which is carried out in the form of testing, taking into consideration the results of the running and progress check.

2. TYPES OF CONTROL, STANDARD CONTROL TASKS AND SCALES OF LEARNING RESULTS ASSESSMENT

Continuous assessment of the academic performance is aimed at maximum effectiveness of the educational process, at monitoring students' specified competencies formation process, at increase of learning motivation and provides the assessment of mastering the discipline. In accordance with the regulations concerning the continuous assessment of the academic performance and midterm assessment of students taught by the educational programs of Higher education – programs of the Bachelor's Course, Specialists' and Master's Course the next types of students' academic performance continuous assessment and its periodicity is stipulated in PNRPU:

– acceptance test, check of the student's original preparedness and his correspondence with the demands for the given discipline learning;

– continuous assessment of mastering the material (the level of mastering the component "to know" defined by the competence) at every group studies and monitoring of lectures attendance;

– interim and progress check of students' mastering the components "to know" and "to be able" of the defined competences by computer-based or written testing, control discussions, control works (individual home tasks), reports on laboratory works, reviews, essays, etc.

Discipline progress check is conducted on the next week after learning the discipline module, while the interim control is made at every monitoring during the discipline module study;

– interim assessment, summarizing of the current students' performance at least once a semester in all disciplines for every training program (specialty), course, group;

– controlling of retained knowledge.

2.1. CONTINUOUS ASSESSMENT OF EDUCATION

Continuous assessment of learning is made in the form of discussion or selective recitation on every topic. According to the four-point system the results of assessment are put into the teachers' notebook and are considered in the form of integral mark in the process of the midterm assessment.

2.2. PROGRESS CHECK

For the complex assessment of the acquired knowledge, abilities and skills (Table 1.1) progress check is carried out in the form of practical work presentations and of midterm control works (after learning every discipline module).

2.2.1. Midterm control work

According to the Academic Course Working Program 2 midterm control works (CW) are planned to be realized after learning the educational modules of the discipline by the students.

The first CW is realized with respect to the module 1 "Russian History from ancient times till the end of XVII century", the second CW – with respect to the module 2 "Imperial period of Russian History".

Standard tasks of the first CW:
1. The East Slavs in the VI-VIII centuries were at the stage of an agrarian society. It was shown that the main type of economic activity for the majority of the population was:
    a) Production of mineral fertilizers
    b) Farming
    c) Agricultural engineering
    d) Nomadic cattle husbandry

2. In XI – XII centuries Prince Vladimir Monomakh united Russian princes for a joint struggle against...

a) *Polovtsy*

b) German fascist invaders

c) The consequences of crop failure and hunger

d) Napoleonic Army Invasions

3. "Russkaya Pravda" set a fine as penalty payments (vira) for the murder. If a particular killer wasn't found, the entire community (verv') where the murder occurred paid the penalty payments (vira). This type of penalty payments was called 'wild'. This is evidenced by the consolidation of "wild penalty payments" as a legal norm:

a) About the imposition of the death penalty in Russia

b) About the preservation of such a branch of the economy as collecting honey from wild bees (bortnichestvo) among the East Slavs

c) *About the strong ties between members of the population communities (verv`)*

d) About the fact that the penalty payments was always paid by one killer

Standard tasks of the second CW:

1. Below you can see the sequence of events and their dates, reflecting the forming process for the main element of absolutism in Russia – bureaucracy: 1654 – Termination of the convocation of Zemsky Sobor 1700 – Liquidation of the Patriarchate 1708 – Provincial reform 1721 – Establishment of the Synod 1717 – Introduction of Collegia. Choose from the suggested options the missing event in this sequence:

a) *1711 – Establishment of the Senate*

b) 1709 – Battle of Poltava

c) 1705 – Introduction of recruitment

d) 1703 – Foundation of St. Petersburg

2. There are 2 points of view on the role of the nobility in government in Russia in the XIX century. According to the first point of view, the nobility was the ruling class. According to the second one, the nobility and its role was replaced by the imperial bureaucracy. Below you can see the data that allow approving the first point of view:

a) The proportion of nobility among officials of lower and middle classes (according to the table of ranks) was no more than 20-40%.

b) At the same time, the share of noblemen in the higher echelons of the bureaucracy (officials of I-IV classes) was as follows: in the Committee of Ministers – 100%, in the State Council – 98.2%, in the Senate – 95.4, among the governors – 100%, Vice Governors – 81.6%.

c) The number of I-IV class officials (members of the Committee of Ministers, State Council, Senate, as well as governors) was no more than 1% of the nobility.

3. Which argument, refuting the first point of view (nobility – the ruling class) can be formulated on the basis of these data:

a) *The upper echelons of the bureaucracy, which were the administrative elite of Russia, were almost entirely composed of the nobility, which remained the ruling class of Russia.*

b) The nobility as a whole cannot be considered the ruling class.

c) In 1845 the state budget deficit was 14.5 million rubles, and in 1856 – 307.5 million rubles.

d) In 1845, the threshold for the acquiring hereditary nobility was limited to five upper classes instead of eight.

Standard scale and criteria of the results of the midterm control work assessment are given in the general part of FET of the educational program.

Intermediate attestation (final control)

Intermediate attestation, according to the RAP, is carried out in the form of grading test.

The differentiated assessment is the sum of the total grade points based on the results of the competence development during 3 modules and the overall band score for all modules of the midterm control:

- excellent – the average grade for all modules is at least 4.5;
- good – the average grade for all modules is not less than 3.5;
- satisfactory – average grade for all modules is not less than 2.5.

The final grade for the discipline is a weighted sum of the resulting grades for all modules of the discipline (results of midterm control).

Note: summing up results, a teacher may increase the final grade if the student's results are positive.

2.3. FULFILLMENT OF THE COMPLEX INDIVIDUAL SELF-WORK TASK

Individual complex task for the students is used for assessment their skills and abilities acquired in the process of learning the discipline in which the course project or course paper is not stipulated.

Standard scale and criteria of assessment of the individual complex task presentation are given in the general part of FET of the educational program.

2.4. MIDTERM ASSESSMENT (FINAL CONTROL)

Admission for midterm assessment is made according to the results of continuous assessment and progress check. Preconditions for admittance are successful presentation of all practical work and positive integral estimation with respect to the results of continuous assessment and progress check.

2.4.1. Midterm assessment procedure without additional evaluation testing

Midterm assessment is made in the form of a test. Credit on the discipline is based on the results of the previously fulfilled by the student individual tasks on the given discipline.

Criteria of putting the final mark for the components of competences in the process of midterm assessment made in the form of test are given in the general part of FET of the educational program.

2.4.2. Midterm assessment procedure followed by evaluation testing

In definite cases (for example, in case of re-attestation of the discipline) midterm assessment in the form of the test on this discipline can be made as the card-based evaluation test. Every card includes theoretical questions(TQ) aimed at control of the acquired knowledge, practical tasks (PT) aimed at mastered abilities, and complex tasks (CT) aimed at control of the acquired skills of all declared competences.

The exam card is formed so that the included questions and practical tasks could estimate the level of maturity of all declared competences.

2.4.2.1. Standard questions and tasks the discipline testing
Standard questions for the acquired knowledge control:

1. Why was the regime of strong princely power established in the Vladimir-Suzdal principality after the disintegration of Kievan Rus, and in Novgorod land was the republic?

To perform the task:

1) Formulate a historical regularity (regularities) that can be a starting point for finding an answer for the question.

2) Formulate a research hypothesis based on this provision

3) Create a research program (which information is needed to prove the hypothesis).

4) Prove your hypothesis using historical facts

2. Why did the power of Veche inevitably pass to the Council of Lords in the Novgorod Republic?

3. Why did Russian monarchs seek to limit the positions of the nobility and the church and rely on the nobility in this struggle during the formation of the Russian unitry state (Ivan IV)?

4. Why did Peter the Great's reforms aimed at Europeanization of Russia logically lead to consolidation of Russia's lagging behind the leading European countries?

5. Explain why did Anna Ioannovna first sign and then tear up the "Confederations" compiled for her?

6. Explain why did the role of the emperors' favourites significantly increase in the era of palace coups?

7. Why did the conservative emperor always come after the rule of the liberal emperor in the 19th century?

8. Explain the phrase of Nicholas I: "Serfdom is an unconditional evil, but its immediate abolition will be an evil even greater".

9. Why did the Land Decree of October 26, 1917 lead to a food crisis by the summer of 1918?

10. Why did the criticism for "Joseph Stalin's cult of personality" under Nikita Khrushchev not provide for rehabilitation of the dispossessed peasants during the collectivization?

11. Why did the technological revolution innovations in the USSR in the 1950s and 1980s not have the desired result?

12. Why did the position of the USSR President appear in 1990? Give at least three reasons.

Standard questions and practical tasks for the mastered abilities control:

Typical complex tasks

"State serf manufactory"

The eighteenth century is the age of flourishing of manufactories, which opened hundreds in Europe. Opening of the manufactory in the West assumed a rather trite action plan:

1. Market analysis: defining the field of activity for the future company.
2. Capital search (own savings, bank loan, etc.).
3. Equipment purchase, construction of production facilities.
4. Hiring of labour.
5. Sales production of end products (contracts with wholesalers).

However, in Russia of the XVIII century context this "business project" and essential cost budget will look different. Its features will be determined by a number of factors.

You are a Russian merchant. You want to open a factory with the number of workers – 100 people. Time frame – 1786. Place – Chernigov Province. Source capital – 40000 rubles.

1. General factors:

1.1. The factory is designed for mass production of cheap products for mass consumers.

1.2. The state has a need for industrial products, but it is limited to the needs of the army.

1.3. The state is represented by an official, who buys products on behalf of the state, but does not use them himself.

1.4. He receives a salary (rather meager) for conscientious performance of his duties.

2. Specific historical factors:

2.1. The average annual salary of a hired worker was 5 rubles.

2.2. The average cost per capita in the Russian Empire was 15 kopecks per year.

2.3. Merchant Sinebryukhov was awarded the Order of St. Vladimir III degree for charity – the construction of a hospital at his own expense of 10,000 rubles.

2.4. When buying whole villages, the cost of a peasant was 100 rubles.

2.5. The order was awarded to the nobility.

2.6. Since 1731, nobles were again forbidden to have serfs.

2.7. Field Exercise in Chernigov Province is not developed: all the peasants do corvee labour (on the barschina).

Assignment:

1. What and for whom will you produce? (see subparas. 1.2., 2.2)

2. What will the estimate of the main cost items for a Russian merchant look like?

Features of the Russian manufactory

Items of expenses	Opening of the factory in Liverpool (in rubles)	Opening of the factory in Russia (in rubles)
Building, equipment	39500	
Labor Force	500	
Sales*	–*	
Other expenses*	–*	
In total	40000	

The amount of these expenses in the "English" case can be neglected

Standard complex tasks for the acquired skills control:
"Reforms: arguments against."

Input information:

At the beginning of the XIX century, at the meetings of the Unofficial Committee, two points of view were expressed on the procedure for the abolition of serfdom. Novosiletsev suggested that it should be done very carefully, gradually. Kochubey, on the other hand, believed that it is necessary to untie the knot at once.

There is some information below, some of which allow to put forward arguments in favor of the first, and others in favor of the second point of view. This is the information:

1. At the beginning of the century, there were 16.5 million taxpayers in Russia, 700,000 (5%) of them were in city-states, 7.8 million were state peasants and 8 million were landowners.

2. The landlord was responsible for the execution of state duties by the serfs (payment of the poll tax, execution of conscription duties, etc.); he was a judge for them.

3. The provinces of the Russian Empire were divided into counties, headed by a commander-in-chief. Thus, except for the citizens, priests and serfs, the rest of the population was under the direct control by the Corps of commanders-in-chief. Commander' Corpsman was elected in the county by the nobles of his social level (usually from among the owners of estates).

4. Landlords were less than 9% of the nobility. The nobility made up about 80% of the officer corps and 50% of the bureaucracy. It can be assumed that the number of landlords among officers and officials corresponds to their number among the nobility as a whole.

5. A "decent income" gave the estate with at least 100 souls. The owners of such estates were no more than 21% of all landlords.

6. Half of all estates were pledged to the treasury and private creditors.

7. A nobleman who did not own the estate had the right (and always wanted to) become a landowner. This privilege elevated him above the representatives of other estates, which in principle were deprived of the right to own serfs. It can be expected that the deprivation of the nobility of its main privilege will cause a protest from the nobility as a whole.

8. Since a contravention of the private ownership principle (including land owned by a landowner) is unacceptable, peasants can be released either without land (to rent it later from the landowner), or with land but for a ransom, the amount of which should be about 100 times more than the annual rent.

9. All tax payers paid a payment per capita (1 rub.) and a poll- tax (from men only): serfs – to their landlord, and state peasants – to the state (3 rub.).

10. As of 1812, the state revenue was 197 million rubles. Expenditures amounted to 236 million rubles.

Assignment:
After analyzing this information, determine which of them can be used as arguments against the rapid abolition of serfdom and formulate them.

Scales of test assessment of educational achievements
Evaluation of discipline achievements in the form of maturity level of the components *to know, to be able, to master* of the declared competences is made according to the four-point assessment scale.

Standard scale and criteria of estimating educational achievements in the process of testing for the components *to know, to be able, to master* are given in the general part of FET of educational program.

3. ASSESSMENT CRITERIA FOR COMPONENTS AND COMPETENCES LEVEL OF MATURITY

Criteria and Grading Scale
Assessments Criteria (ratings)
Insufficient

(2 points) Lack of material's knowledge and understanding, haphazard and incoherent pieces of information in the response (often irrelevant) are not a sufficient condition for a positive assessment (despite such phrases as "I have told / written so much!"). In such cases, the student often has an argument such as "History is not a major subject!"

Minimum (sufficient)

(3 points) The student knows the basic methodological provisions of historical science and the basic thesaurus of the discipline "history" but does not fully understand them. Therefore, the student is able to analyze only standard (previously completed) tasks related to the social-historic context (processes, situations) of cultural diversity formation in society, demonstrating a "minimum-sufficient" level of skills to apply the acquired knowledge and skills to complete the tasks. The student has language and logical difficulties in describing the research process.

Medium (sure)

(4 points) The student knows the main methodological provisions of historical science and the basic thesaurus of the discipline "history" and is able to apply only some of them to analyze the social-historic context (processes, situations) of cultural diversity formation in society, confidently demonstrating the skills to apply the acquired knowledge and skills to complete the tasks. The student is able to competently and logically describe the research procedure and formulate the obtained results.

Maximum (advanced)

(5 points) The student knows the basic methodological provisions of historical science and the basic thesaurus of the discipline "history" and is able to comprehensively apply this knowledge to analyze the social-historic context (processes, situations) of cultural diversity formation in society, demonstrating "advanced" level of the skills to apply the acquired knowledge and skills to complete the tasks. The student is able to describe competently and logically the research procedure and formulate the obtained results.

3.1. ASSESSMENT OF COMPETENCES COMPONENTS LEVEL OF MATURITY

While estimating the level of competences maturity by selective control in the process of testing it is considered that *the mark got for the components of the examined competence is combined with the corresponding component of all competences formed in the frames of the given academic course.*

General assessment of maturity level of all competences is made by aggregation of marks got by the student for each component of the formed competences taking into account the results of continuous assessment and progress check in the form of integral mark according to the four-point scale. All control results are put into the assessment sheet by the teacher according to the results of midterm attestation.

The form of the assessment sheet and requirements for its completion are given in the general part of FET of the educational program.

While making the final assessment of the midterm attestation in the form of test standard criteria given in the general part of FET of the educational program are used.