



**MINISTRY OF SCIENCE AND HIGHER EDUCATION  
OF THE RUSSIAN FEDERATION**  
Federal State Budgetary Educational Institution of Higher Education  
**"IRKUTSK STATE UNIVERSITY"**  
Department of Social and Economic Sciences



APPROVED:

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Rector for Education

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### Syllabus

Discipline Б1.О.21 Fundamentals of Russian State System

Major: All fields of study

University Degree: Bachelor

Full-time, part-time, extramural (the program is implemented entirely via e-learning and distance educational technologies)

Recommended by Department of  
Social and Economic Sciences  
Protocol № 8 of January 20, 2025

Department Chair O.B. Istomina

Irkutsk 2025

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## **I. GOALS AND OBJECTIVES OF THE DISCIPLINE (MODULE):**

The program of the discipline "**B1.O.21 Fundamentals of Russian State System**" is developed in accordance with the requirements of the Federal State Educational Standard of Higher Education.

**The goal of the discipline** is to form in students a system of knowledge, skills, competencies, as well as values, rules, and norms of behavior associated with awareness of belonging to Russian society, the development of a sense of patriotism and civic responsibility, the formation of the spiritual, moral, and cultural foundation of a developed and holistic personality that understands the peculiarities of the historical path of the Russian state, the uniqueness of its political organization, and the connection between individual dignity and success with the social progress and political stability of their homeland.

### **Objectives of the discipline:**

- \* To form knowledge and understanding of the development of Russian civilization and its statehood in historical retrospect and in the context of current challenges of a political, economic, technological, and other nature;

- \* To introduce scientific concepts, as well as historical, cultural, sociological, and other data on the unique political organization of Russia;

- \* To present the history of Russia in its continuous civilizational dimension, reflecting its most significant features, principles, and current orientations;

- \* To reveal the value-behavioral content of the sense of civic responsibility and patriotism, inseparable from developed critical thinking, free personal development, and the ability for independent judgment about the current political and cultural context;

- \* To examine fundamental achievements, inventions, discoveries, and achievements associated with the development of the Russian land and civilization, presenting them in a relevant and significant perspective that fosters in citizens pride and a sense of belonging to their culture and people;

- \* To present the key meanings, ethical and worldview doctrines that have developed within Russian civilization and reflect its multinational, multi-confessional, and solidary (communal) character;

- \* To examine the features of the modern political organization of Russian society, the causal nature and specifics of its current transformation, the value-based foundation of traditional institutional solutions, and the particular multivariance of relationships between the Russian state and society in the federal dimension;

- \* To investigate the most likely external and internal challenges facing Russian civilization and its statehood at present, and to outline key scenarios for its prospective development;

\* To identify the fundamental value principles (constants) of Russian civilization (unity in diversity, sovereignty (strength and trust), harmony and cooperation, love and responsibility, creation and development), as well as interconnected value orientations of Russian civilizational development (such as stability, mission, responsibility, and justice);

\* To contribute to the cultivation of intellectual, professional, and moral qualities significant for successful social, intercultural, and interpersonal (professional) interaction.

## II. PLACE OF THE DISCIPLINE IN THE STRUCTURE OF THE UNIVERSITY'S CORE EDUCATIONAL PROGRAM:

2.1. The discipline " B1.O.21 Fundamentals of Russian State System" belongs to the mandatory part of the curriculum (1st year, 1st semester). The conceptual integration of the discipline into the curriculum is dictated by the need to continue the fundamental social and humanitarian training initiated by secondary education programs in the fields of history and social studies.

2.2. Successful mastery of the course is primarily based on students' parallel work within content-related historical, political, and philosophical disciplines. The goal and objectives of the discipline are aligned with the content of such disciplines as: "Speech Culture," "Psychology of Education and Development," "History of Russia."

2.3. List of subsequent academic disciplines for which knowledge, skills, and abilities formed by this discipline are necessary: "Philosophy," "Psychology of Social Interaction, Self-Determination, and Self-Organization," "Regulatory and Legal Support of the Educational Sphere," "Methods of Upbringing and Teaching"; Research Work (acquiring primary research skills), Practice for Acquiring Primary Professional Knowledge and Experience, and Final State Attestation.

## III. REQUIREMENTS FOR MASTERING THE DISCIPLINE

### List of planned learning outcomes for the discipline (module), correlated with competency achievement indicators

Competence	Competency indicators	Learning outcomes
<i>UK - 5</i> Recognizes the cultural, ethno-national, denominational, normative-value, and socio-historical diversity of society within a philosophical context.	<i>IDK 5.1</i> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development	<b>To know:</b> * Definitions of the discipline's pentabasis (individual, family, society, state, country); * Principles of the country's political structure within a broad cultural, value-based, and historical context; * Fundamental achievements, inventions, discoveries, and achievements associated with the development of the Russian land and Russian civilization; * Historical heritage and socio-cultural traditions of various ethnic groups and confessions, including world religions, philosophical and ethical teachings;

		<p>* Philosophical concepts, characteristics, and factors of the value-based transformation in the understanding of personality, good, and truth.</p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>* Present fundamental achievements, inventions, discoveries, and achievements associated with the development of Russian civilization in a relevant and significant perspective;</li> <li>* Demonstrate respectful behavior towards the historical heritage and socio-cultural traditions of various social groups, based on knowledge of the stages of Russia's historical development within the context of world history and global cultural traditions;</li> <li>* Verify various opinions, positions, and statements for reliability, consistency, and conventionality;</li> <li>* Apply principles of information verification for the adequate perception of current social and cultural differences, and for a respectful and careful attitude towards historical heritage and cultural traditions.</li> </ul> <p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>* Key information about the political structure of one's country, region, and locality;</li> <li>* Skills in fostering a sense of civic responsibility and patriotism, skills in independent critical thinking;</li> <li>* Skills in personal and mass communication capable of compromise and dialogue, respectful acceptance of the national, religious, cultural, and worldview characteristics of various peoples and communities;</li> </ul>
	<p><b>IDK 5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	<p><b>To know:</b></p> <ul style="list-style-type: none"> <li>* Fundamental value principles of Russian civilization, such as: diversity, sovereignty, harmony, trust, and creation;</li> <li>* Prospective value orientations for Russian civilizational development (stability, mission, responsibility, and justice);</li> <li>* Principles of forming and developing the aggregation and articulation of an active civic and political position;</li> <li>* Features of the modern political organization of Russian society, the causal nature and specifics of its current transformation, the value-based foundation of traditional institutional decisions</li> </ul> <p><b>To know:</b> , and the particular multivariance of relationships between the Russian state and society in the federal dimension.</p> <p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>* Find and utilize information necessary for self-development and interaction with others about the cultural characteristics and traditions of various social groups, one's region, and country;</li> <li>* Apply skills of attentive, objective, and holistic analysis of incoming socio-political information;</li> <li>* Articulate tasks for self-realization in social and political life.</li> </ul> <p><b>To possess:</b></p> <ul style="list-style-type: none"> <li>* Skills of conscious choice of value orientations and civic position;</li> <li>* Skills of reasoned discussion and resolution of worldview,</li> </ul>

		social, and personal problems; * Skills of developing social activity and engagement in public life, compassionate involvement (empathy) in the key problems of one's community and homeland.
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#### IV. CONTENT AND STRUCTURE OF THE DISCIPLINE (MODULE)

##### Volume of the discipline and types of work, full-time

Types of work	Overall hours/credits	Semester			
		1			
<b>Auditorium classes (total)</b>	72	72			
Including:					
Lectures / (Online )	18/-	18/-			
Practical classes (Online)	36/-	36/-			
Laboratory works	-	-			
<b>Consultations</b>	1	1			
<b>Individual work</b>	18	18			
Type of current certification (credit, exam), hours (control)	credit	credit			
Control	8	8			
<b>Contact work (Cont. slave.)</b>	63	63			
Overall, Labor: Credits	2	2			
hours	72	72			

##### Correspondence

Types of work	Overall hours/credits	Semester			
		1	2		
<b>Auditorium classes (total)</b>	24				
Including:					
Lectures / (Online)	8	8	-		
Practical classes (Online)	16	6	10		
Laboratory works					
<b>Consultations</b>	2	-	2		
<b>Individual work</b>	46	22	24		
Type of current certification (credit, exam), hours (control)	credit	-	credit		
Control	8	8			
<b>Contact work (Cont. slave.)</b>	26	14	12		
Overall Labor: Credits	2	1	1		
hours	72	36	36		

#### Content of the Discipline (Module) Educational Material

##### Section 1. What is Russia

1. The primary content of the first section of the discipline is a comprehensive and systematic presentation of Russia as a country and a state, designed largely to introduce students

to their own homeland both through various cognitive narratives and through vivid imagery intended to engage the audience and reflect the educational and enlightening aspects of the subject.

From a methodological and content perspective, this involves familiarizing students not only with the general natural-geographic or socio-political characteristics of modern Russia but also engaging them in discussing its most interesting and characteristic features, such as:

1) Unprecedented territorial expansion: 17 million sq. km, 11 time zones, from 4 climate zones to up to 16 climate zones (according to Köppen);

2) Exceptional natural wealth: 1st in reserves of diamonds, asbestos, natural gas; 1st in palladium production, wheat and mineral fertilizer exports; the world's largest freshwater lake by volume, etc.;

3) Federal and ethno-national diversity, defining the constitutional concept of the multi-ethnic Russian people (according to official data, over 190 peoples live in Russia, using about 300 languages and dialects; the country comprises 89 regions);

4) Broad range of developed entrepreneurship – Russian companies are world leaders in telecommunications technologies (Yandex, Kaspersky), energy (Gazprom, Lukoil), metallurgy (Nornickel, Rusal), finance (Sberbank), railway (RZD) and air transport (Aeroflot), arms manufacturing (Almaz-Antey);

5) Outstanding structures and infrastructure facilities: Sayano-Shushenskaya Dam, Lakhta Center, Seven Sisters (Stalin's skyscrapers), metro systems (Moscow, Saint Petersburg), rebuilt Grozny, bridges of Vladivostok, etc.

Addressing these features will help form in students an understanding of Russia not only through their own "small homeland" (native locality or region) but also through acquaintance with other parts of the country.

2. The second major content block of an enlightening nature, included in this section, is the presentation of outstanding heroes of Russian history, linked not only to national development but also to regional aspects.

The presentation of heroes is structured within four segments:

\* Outstanding political and state figures (a),

\* Outstanding scientists (b),

\* Outstanding cultural figures (c),

\* Outstanding examples of service and self-sacrifice for the Motherland (d).

3. Presentation of key trials Russia has endured, and victories won by the Russian people during these trials, reflected in the country's contemporary reality. Historical and geographic (natural disasters) causes of Russia's trials and victories. Presentation of the successful resolution of past problems and the consistent adaptive overcoming of such challenges by various forms of

organization of the Russian state. Maintaining an optimistic and proactive attitude in students towards current and future challenges.

Lecture 1. Modern Russia: Facts and Figures, Achievements and Heroes. Structure of the discipline, its goal and objectives. Natural, historical, cultural, ethno-national characteristics of Russia in the current public perspective. Global significance of domestic culture, science, and art. Outstanding figures in politics and public administration who contributed to social progress and Russia's development: great reformers, public figures, etc.

Practical Class 1. Diversity of Russian Regions.

Key facts about Russia and the peculiarities of the expansion of its historical territory. Historical symbols of Russia. Features of one's native city and region.

Practical Class 2. Trials and Victories of Russia.

Challenges in Russia's historical development. Discoveries and achievements of Russian society, domestic culture, and science.

Practical Class 3. Heroes of the Country, Heroes of the People.

Presentations on outstanding people of the country, local heroes, and heroic relatives.

Section 2. The Russian State-Civilization

This section is presented through two interrelated narrative vectors:

- \* The civilizational approach (as a debatable yet substantiated, well-founded, and promising line of thought);

- \* The connection of Russian history (including its recent period) with the civilizational approach.

Familiarization with the problems and questions addressed by civilizational theorists, with their mental and cultural heritage. Exploration of research approaches that have been debated or debated with the civilizational one.

Section Objectives:

- \* Definition of the civilizational approach and its basic categories (civilization, progress, stages of development, cyclicity, "clash of civilizations," multipolarity, determinism, relativism, globalization, "Eurasianism");

- \* Introduction to key figures of global and Russian civilizational thought, without deterministic stage theory (AS Khomyakov, N.Ya. Danilevsky, KN Leontiev, VI Lamansky, PN Savitsky, LN Gumilev, AS Panarin, VL Tsymbursky, AV Korotaev, F. Guizot, A. Toynbee, O. Spengler, F. Koneczny, S. Huntington, W. McNeill, etc.);

- \* Presentation of competing scientific paradigms – the formational approach, nationalism, social constructivism;

- \* Discussion of the possible correlation between "nation-state," "state-nation," and "state-civilization" (characteristic features: outward orientation, natural emergence and development,

value stability, political influence, long history, potential for dynamic adaptation to different conditions of international relations and world politics).

Main vectors for representing Russian civilization and its modern state:

1) Presentation of the value principles (constants) of Russian civilization and Russian society – unity in diversity, sovereignty (strength and trust), harmony and cooperation, love and responsibility, creation and development;

2) Presentation of the historical-political foundations of Russian civilization in the form of such schools of thought as conservatism, communitarianism, solidarism, and cosmism; reference to Russian religious philosophy.

Lecture 2. The Civilizational Approach: Possibilities and Limitations.

Key principles of civilization (long-term historical development, continuous integrity of political and moral philosophy, significant cultural and socio-economic influence, distinct worldview systems), bases of civilizational demarcation (military, geographical, religious, etc.), various historical forms of existence of civilizations (from slave-owning empires to modern federations).

Lecture 3. Philosophical Understanding of Russia as a Civilization. Introduction to the Practice of Civilization Studies:

\* Civilizational genesis, corresponding integration projects and acculturation practices (civic identity, state patriotism, formation of socialization institutions and corresponding memory policies);

\* Political-philosophical accompaniment of civilizational development (prominent thinkers of supra-national orientation, formation of new configurations of public morality, etc.);

\* Tracks of interaction, partnership, and rivalry between civilizations;

\* The effect of globalization on civilizational projects.

Practical Class 4. Applicability and Alternatives to the Civilizational Approach.

Discussion of situations of civilizational shift (civilizational choice). Presentations on the features (advantages and disadvantages) of various approaches to studying society (from the formational approach to nationalism). The natural-geographic factor in the development of Russian civilization (Mechinkov, Milov). Historical-institutional effect within the socio-cultural development of Russian civilization.

Practical Class 5. Russian Civilization in Academic Discourse. Features of Russian civilization at different stages of its historical development.

Discussion of existing interpretations of Russia's mission.

Section 3. Russian Worldview and Values of Russian Civilization

This is the central content element, introducing the basic theoretical-methodological foundations for researching worldview, as well as the results of current empirical studies of the

worldview orientations of modern Russian society.

Familiarization with key cultural and sociological concepts: "culture" and "cultural code," "tradition," "mentality," "ideology," and "identity." Addressing the discipline's core research project of the five-element "systemic model of worldview" (pentabasis: individual – family – society – state – country).

Ontological, epistemological, anthropological, teleological, axiological components of worldview. Directions of state policy in the sphere of worldview: symbolic politics; memory politics; historical politics, cultural and national politics.

Lecture 4. Worldview and Identity.

Concepts of "worldview," "culture," "tradition," "mentality," "identity," "self-concept," "cultural code." Theories of worldview (AF Losev, VK Shreiber, M. Kearney, L. Apostel, etc.). Worldview and horizons of perception.

Lecture 5. Worldview Principles (Constants) of Russian Civilization. The Pentabasis – the five-element "systemic model of worldview": individual, family, society, state, and country.

Specialized activities of state and political structures in the following spheres:

- \* Socialization and political socialization of citizens;
- \* Symbolic and cultural politics;
- \* Memory politics and historical politics;
- \* National politics and identity politics.

Practical Class 6. Value Challenges of Modern Politics.

Features of contemporary public opinion and public consciousness. Key value challenges. Their influence on the transformation of society, authority, and the state.

Practical Class 7. The Concept of Worldview in the Social Sciences.

Key concepts of worldview. Ideology and worldview as connotations of worldview. World-picture.

Practical Class 8. The Systemic Model of Worldview.

Key elements of the "systemic model of worldview" ("individual – family – society – state – country"). Determining worldview attitudes, scenarios of worldview modeling (immersing in the worldview of peers/classmates).

Practical Class 9. Values of Russian Civilization.

Values and value principles in the discussion framework "symbols – ideas – norms – rituals – institutions."

Practical Class 10. Worldview and the State.

The role of public authority structures in forming and maintaining the stability of worldview and value principles. Historical experience of state initiatives in the sphere of

worldview (Uvarov's "Theory of Official Nationality," Soviet state ideology, etc.).

#### Section 4. The Political System of Russia

This section forms and expands knowledge and understanding of the current state system of Russia, structures of public authority, the complex nature of Russian political life, and its diversity.

Description of the general configuration of Russian statehood in its current institutional dimension:

- \* Main branches of power,
- \* "Vertical" levels of power organization (federal, regional, and local ("municipal") levels),
- \* Practices of partnership between public authority structures and civil society (both business and public organizations and associations).

History of Russian representation (legislative branch), the Government of Russia (executive branch), the highest court (judicial branch), the institution of the presidency as a key element of the country's state organization.

Modern state and national projects, programs for regional and national development.

#### Lecture 6. Constitutional Principles and Separation of Powers.

Concepts of political systems and political regimes. Strengths and weaknesses of both the global "mainstream" of social sciences and Russian scientific schools of a similar profile.

Fundamentals of the current state-political organization of Russian society: federal and republican nature of organization, democratic foundations and the principle of a "social state," the novelty of multi-ethnicity in the context of state sovereignty, high incompatibility of "nationalist" concepts with the existing architecture of the Russian state.

#### Lecture 7. Strategic Planning: National Projects and State Programs.

Specific key elements of Russian state organization: the institution of the presidency (including personalities), the history of Russian representation, beginning with veche assemblies in the feudal period of the country's development and culminating (through the understanding of zemstvo principles and Soviet practices) in the transition to the revived Duma, branches of power. The institution of strategic planning, as well as corresponding priorities for the long-term development of the country.

#### Practical Class 11. Power and Legitimacy in Constitutional Interpretation.

Discussion of political system ("state," "power," "legitimacy").

#### Practical Class 12. Levels and Branches of Power.

Discussion of possible configurations of levels and branches of power. The political system of the Russian Federation (past decisions, modern initiatives, and potentially possible changes).

## Practical Class 13. Planning the Future: State Strategies and Civic Participation.

Priorities for the long-term development of the country. Development strategies and programs, features of national projects.

### Section 5. Challenges of the Future and the Country's Development

This section aims at understanding modern challenges (both global ones facing humanity as a whole, and civilizational and even conjunctural ones facing Russia).

Preparation for understanding the potential role of the students themselves in responding to future challenges.

The value-based (educational) framework:

- \* Stability;
- \* Mission;
- \* Responsibility;
- \* Justice.

Forming an understanding of the connection between modern challenges and deficits in these value orientations: climate and environmental problems, like wealth inequality, reflect the injustice of the surrounding world and the lack of sufficient solidarity within it; atomization and quantification – the loss of the motive of responsibility (in an almost Weberian sense of \*Beruf\*); technological challenges highlight problems of mission and stability.

Modern strategic planning documents (National Security Strategy, Strategy for Scientific and Technological Development, etc.).

Active civic participation. A shared aspiration for a bright and harmonious future for new generations.

### Lecture 8. Current Challenges and Problems of Russia's Development.

Key problems of the modern world relevant to the Russian Federation. Possible changes and the maintenance of value principles inherent to Russian society.

Global problems of a technological nature: unclear scenarios for the development of digital technologies, "artificial intelligence"; digital divide; "network feudalism"; "surveillance capitalism"; an oversaturated information space.

Political challenges of the present: populism; inadequate rationalization and quantification of governance; loss of cultural continuity; failure of multicultural identity practices (with a scientific, ie, inherently neutral, presentation of multiculturalism itself).

### Lecture 9. Scenarios for the Development of Russian Civilization.

Scenarios for Russia's future. The project chain: values – goals – problems (as obstacles to achieving goals) – means (as ways to solve problems) – result.

The sequential scheme of value-oriented movement "stability – mission – responsibility –

justice":

\* Stability as a key result of the preceding decades of consolidation of the Russian political system;

\* Mission as the modern stage of defending national interests and Russian civilization, linked to the actualization of Russia's global role as a guarantor of human values and distinctive development;

\* Responsibility as the necessary upcoming stage of improving civic identity and political life in the country;

\* Justice as the most significant strategic task and value orientation.

Practical Class 14. Russia and Global Challenges.

Global problems of priority importance for Russia.

Practical Class 15. Internal Challenges to Social Development.

Intra-Russian problems and challenges. Discussions

Practical Class 16. Images of Russia's Future.

Versions of the image of Russia's future.

Practical Class 17. Orientations for Strategic Development.

State programs and national projects from the perspective of their correlation with value orientations.

Practical Class 18. Scenarios for the Development of Russian Civilization.

Techniques of scenario modeling possible responses to the challenges of modernity.

## List of discipline topics

Item No.	Section/Topic Title	Types of academic work, including independent work shoes students, practical training (if in stock) And labor intensity (V hours)				Evaluation tools	Formed competencies (indicators)	Total (in hours)
		Contact Job teacher with students			SRS (including extracurricular SR, KSR) (part-time/part-time)			
		Lectures (part-time/part-time)	Practical classes (full-time/part-time)	Lab classes				
1.	Section 1. What is Russia	2/2	6/2	-	4/8	message / discussion	<p><b>UK-5 :</b> <b>IDK UK 5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	12
2.	Section 2. The Russian State-Civilization	4/2	4/4	-	2/8	message / discussion / debate	<p><b>UK-5 :</b> <b>IDK UK 5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	10

3.	Section 3. Russian Worldview and the values of Russian civilization	4/2	10/4	-	4/10	message / discussion	<p><b>UK-5:</b> <b>IDK UK5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	18
4.	Section 4. Political structure of Russia	4/1	6/2	-	4/10	message / discussion / debate	<p><b>UK-5 :</b> <b>IDK UK 5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	14
5.	Section 5. Future Challenges and Development of countries	4/1	10/4	-	4/10	message / discussion / debate	<p><b>UK-5 :</b> <b>IDK UK 5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	18
6.	<b>TOTAL (in hours)</b>	<b>18/8</b>	<b>36/16</b>	-	<b>18/46</b>	testing (credit)	<p><b>UK-5 :</b> <b>IDK UK 5.1</b> Perceives the intercultural diversity of society in a historical context and interprets Russian history within the context of global historical development</p> <p><b>IDK UK5.2</b> Perceives the cultural, ethno-national, confessional, normative-value, and socio-historical diversity of society in a philosophical context</p>	72

## **Methodological Guidelines for Organizing Students' Independent Work**

### **Working with Academic and Scientific Literature. Strategies for In-Depth Reading**

When working with books, it is necessary to select literature, learn to read it correctly, and take notes. The alphabetical and systematic catalogs are used to select literature in the library. It is important to remember that rational skills in working with books save time and increase productivity. The correct selection of textbooks is recommended by the lecturer teaching the course. Necessary literature may also be indicated in the methodological materials for this course. Independent work with textbooks and books (as well as independent theoretical investigation of problems outlined by the instructor in lectures) is a crucial condition for developing a scientific mode of cognition.

Basic techniques can be summarized as follows:

- \* Compile a list of books to familiarize oneself with;
- \* The list should be systematic;
- \* Always note down all bibliographic data for each book;
- \* Determine which books (or which chapters) should be read more attentively and which should be merely skimmed;
- \* Consult with instructors when compiling literature lists;
- \* Take notes on read books, textbooks, and articles; briefly write down the author's main ideas and sometimes include the most vivid and illustrative quotes (indicating page numbers).

Reading scientific text is part of cognitive activity. Its goal is to extract necessary information from the text. The effectiveness of this action largely depends on how conscious the reader is of their own internal intent when approaching the printed word (to find needed information, to assimilate information fully or partially, to critically analyze the material, etc.).

Four main intentions in reading scientific text are distinguished:

- \* Information-Search (the task is to find and highlight the sought-after information);
- \* Assimilative (the reader's efforts are directed at comprehending and memorizing both the information presented by the author and the entire logic of their reasoning as fully as possible);
- \* Analytical-Critical (the reader aims to critically comprehend the material by analyzing it and defining their own attitude towards it);
- \* Creative (prepares the reader to use the author's judgments, train of thought, observation results, developed methodology – as a starting point for their own reasoning, as

a model for analogous action, etc. – to supplement them, subject them to new verification).

The existence of several types of reading is associated with different intents when approaching scientific text:

- \* Bibliographic – browsing catalog cards, recommended lists, consolidated lists of journals and articles for a year, etc.;

- \* Skimming – used to search for materials containing needed information, usually employed immediately after working with literature lists and catalogs; as a result of such skimming, the reader determines which sources will be used in further work;

- \* Introductory – implies continuous, sufficiently detailed reading of selected articles, chapters, individual pages; the goal is to familiarize oneself with the nature of the information, learn what questions the author addresses, and sort the material;

- \* Studying – implies thorough mastery of the material; during such reading, the reader's trust in the author and readiness to accept the presented information are manifested, with the intent of achieving the fullest possible understanding;

- \* Analytical-Critical and Creative Reading – two types of reading close to each other in that they participate in solving research tasks.

#### **Main types of systematic note-taking of what has been read:**

- \* Annotation – an extremely brief, coherent description of a browsed or read book (article), its content, sources, nature, and purpose.

- \* Outlining – a brief logical organization of the text, revealing the content and structure of the studied material.

- \* Abstracting/Thesis Writing – a concise reproduction of the author's main assertions without involving factual material.

- \* Quoting – verbatim copying of excerpts, extracts from the text that most substantially reflect one or another thought of the author.

- \* Note-taking – a brief and sequential presentation of the content read. A summary is a complex way of presenting the content of a book or article in logical sequence. A summary accumulates the previous types of notes, allowing for comprehensive coverage of the content of a book or article. Therefore, the ability to create outlines, theses, make extracts, and other notes determines the technology of compiling a summary.

#### **Preparing an Informational Report**

This is a type of extracurricular independent work to prepare a small oral report for presentation in a seminar or practical class. The information reported is of a clarifying or generalizing nature, carries novelty, and reflects a modern view on certain problems. A

report differs from presentations and essays not only in the volume of information but also in its nature – reports supplement the studied question with factual or statistical materials. Written formatting of the assignment is possible and may include elements of visual aids (illustrations, demonstrations).

Time limit for presenting the report – up to 5 minutes.

Student's Role:

- \* Collect and study literature on the topic;
- \* Create an outline or graphic structure for the report;
- \* Identify key concepts;
- \* Introduce additional data characterizing the object of study into the text;
- \* Format the text in writing (if required);
- \* Submit for instructor review and present by the set deadline.

### **Compiling a Glossary**

A type of student independent work involving the selection and systematization of terms, unfamiliar words, and expressions encountered while studying a topic. Develops students' ability to highlight the main concepts of a topic and formulate them. Presented in writing, includes terms, words, and concepts in alphabetical order with their definitions or explanations.

Student's Role:

- \* Read the source material, select key terms, unfamiliar words;
- \* Find and record their main definitions or explanations;
- \* Critically comprehend the selected definitions and attempt to modify them (simplify by eliminating redundancy and repetitions);
- \* Format the work and submit it by the set deadline.

### **Preparing for a Discussion**

Discussion is one of the most effective technologies of group interaction, possessing special potential for the training, development, and education of future specialists.

Discussion – a method of organizing joint activity aimed at intensifying the decision-making process in a group through discussing a question or problem.

Discussion ensures active student involvement in the search for truth; creates conditions for them to openly express their thoughts, positions, attitudes towards the discussed topic, and has a special potential to influence the attitudes of its participants during group interaction.

The learning effect of discussion is determined by the opportunity it provides for the

participant to obtain diverse information from interlocutors, demonstrate and enhance their competence, test and clarify their ideas and views on the discussed problem, and apply existing knowledge in the process of jointly solving academic and professional tasks.

The developmental function of discussion is associated with stimulating student creativity, developing their ability to analyze information and provide reasoned, logically structured proof of their ideas and views, with increasing students' communicative activity and their emotional involvement in the learning process.

Conditions for effective discussion:

- \* Students being informed and prepared for the discussion,
- \* Free command of the material,
- \* Use of various sources to argue defended positions;
- \* Correct use of concepts employed in the discussion, their uniform understanding;
- \* Correct behavior, inadmissibility of statements offending the opponent's person;
- \* Establishing a speaking time limit for participants;
- \* Full engagement of the group in the discussion,
- \* Participation of each student.

For a fruitful discussion, it is necessary:

- \* Involve students in determining the discussion topic, giving them the opportunity to choose a topic from several alternatives,
- \* Formulate the discussion topic problematically to spark a desire to discuss it,
- \* Arrange the group in a circle, remove barriers hindering communication,
- \* Provide each student with an opportunity to speak,
- \* Teach students discussion skills, jointly develop rules and norms of group communication.

### **Preparing for Debates**

Debates are an engaging game technology that enables each participant to express themselves, learn to analyze a problem from different perspectives, argue their position convincingly, engaging in discussion with other participants. During debates, dialogic communication skills are formed, which are extremely necessary for competent argumentation and achieving results, for compromise forms of interaction.

The "debate" technology ensures:

- \* Active student involvement in search-based educational-cognitive activity based on preliminary preparation for "debates";
- \* Organization of joint activity based on dialogical form of communication between debate participants.

Debates are a special form of discussion conducted according to specific rules. The

essence of this game is that its participants, divided into two teams, present their arguments and counterarguments regarding a proposed thesis, attempting to convince the panel (judge) of the correctness of their position.

Each debate round is judged by a panel, recording results in a special judging protocol. The protocol records all arguments and counterarguments used by the teams during the game. After the debates, judges individually, without consulting, decide which team deserves victory, ie, whose arguments and methods of argumentation were more convincing. The team that receives the most judge votes wins.

Debate participants must adhere to the following ethical norms and rules:

- \* Everyone has the opportunity to speak if they have knowledge on the subject of the dispute;

- \* Ideas are criticized, not the people expressing them ("no personal attacks");

- \* Criticism must not use offensive, dignity-undermining words or phrases;

- \* Discussion must not go beyond the formulated topic;

- \* All proposed opinions and approaches to analyzing the problem must be considered;

- \* Argumentation must be based on indisputable facts and reliable sources;

- \* An atmosphere of discussion must be maintained during debates;

- \* Debate participants must demonstrate the ability to hear and listen to each other, mutual respect, politeness, tact.

When preparing for debates, students must:

- \* Carefully familiarize themselves with the proposed topic;

- \* Find literature on the topic and analyze selected sources, which should be diverse and contain information of both theoretical and applied (empirical, statistical, legal) nature;

- \* Develop a presentation plan with the most weighty and obvious arguments that will be difficult or impossible to refute;

- \* Watch televised debates and develop a strategy for their behavior in debates;

- \* Using knowledge about opponent potentials, consider what tactics of criticism and argumentation they use, as well as the opponents' strengths and weaknesses.

Since debates are one form of discussion, the indicators, criteria, and evaluation scale for participation in debates are identical to those regarding discussion.

### **Preparing for Testing**

Testing – is a type of student independent work to reinforce studied information through its differentiation, concretization, comparison, and clarification in a control form (question, answer). Tests can be of various levels of complexity. The number of questions (information units) in a test is determined by the instructor.

Student's Role:

- \* Study information on the topic;
- \* Conduct its systematic analysis;
- \* Consult with the instructor on issues requiring clarification.

### **Sample Topics for Course Projects/Theses**

Are not provided.

## **EDUCATIONAL, METHODOLOGICAL, AND INFORMATION SUPPORT FOR THE DISCIPLINE (MODULE):**

### **Educational-methodological and information support of the discipline (ISU Scientific Library collections, unlimited access)**

#### **a) Core Literature:**

1. Ilyin VV Russia in the Community of World Civilizations [Electronic resource]: scholarly edition / VV Ilyin. M.: Universitet, 2009. 201 p. Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
2. Semennikova LI Russia in the World Community of Civilizations [Electronic resource]: textbook / LI Semennikova. M.: Universitet, 2008. 784 p. Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
3. Boshno SV Jurisprudence: Foundations of State and Law [Electronic resource]: textbook for academic bachelor's degree. M.: Yurait, 2015. Access mode: EBS "Yurait". Unlimited access.
4. Jurisprudence [Electronic resource]: textbook for university students in non-law specialties / ed. by BI Puginsky. – 3rd ed., revised and supplemented. M.: Yurait, 2011. Access mode: EBS "Yurait". Unlimited access.
5. Lazarev VV Theory of State and Law: textbook for academic bachelor's degree [Electronic resource]: Textbook. – 5th ed., corrected and supplemented. M.: Yurait, 2018. 521 p. Access mode: EBS "Yurait". Unlimited access.
6. Kukartseva MA Philosophy for Bachelors [Electronic resource]: textbook for universities / MA Kukartseva, IA Dmitrieva [et al.]. 2nd ed., stereotype. SPb.: Lan, 2020. 360 p. Access mode: EBS "Lan". Unlimited access.

#### **b) Supplementary Literature:**

1. Russia in Global Politics [Electronic resource]: Textbook. M.: Yurait Publishing House, 2018. Access mode: EBS "Yurait". Unlimited access.
2. Kozmin VA Ethnology (Ethnography) [Electronic resource]: textbook for universities / VA Kozmin, II Vernyaev [et al.]. M.: Yurait, 2022. 438 p. Access mode: EBS "Yurait". Unlimited access.
3. Gurevich PS Philosophy [Electronic resource]: Textbook / PS Gurevich. 2nd ed., revised and supplemented. M.: Yurait Publishing House, 2019. 457 p. Access mode: EBS "Yurait". Unlimited access.
4. Gorelov AA Philosophy [Electronic resource]: textbook / AA Gorelov. M.: KnoRus, 2016. Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
5. Khropanyuk VN Theory of State and Law [Electronic resource]. – M.: Omega-L Publishing House, 2012. 323 p. Access mode: EBS "Ibux". Unlimited access.
6. Theory of State and Law [Electronic resource]: textbook / ed. by AV Yurkovsky. Irkutsk: IUI of the Prosecutor General's Office of the Russian Federation Publishing House, 2016. 621 p. Access mode: Electronic Reading Room "Bibliotekh". – Unlimited access.

7. Chicherin BN Political Thinkers of the Ancient and Modern World [Electronic resource]: Textbook. M.: Yurait, 2019. 272 p. Access mode: EBS "Yurait". Unlimited access.
8. Mukhaev RT History of Political and Legal Doctrines of Modern and Contemporary Times [Electronic resource]: Textbook. M.: Yurait, 2019. 398 p. Access mode: EBS "Yurait". – Unlimited access.
9. Vlasov VI History of Political and Legal Doctrines [Electronic resource]: Textbook / VI Vlasov, GB Vlasova, SV Denisenko, VK Tsechoev. 2nd ed., revised and supplemented. M.: Yurait, 2019. 299 p. Access mode: EBS "Yurait". Unlimited access.
10. Prudnikov MN History of State and Law of Foreign Countries in 2 parts [Electronic resource]: textbook. 8th ed., revised and supplemented. M.: Yurait, 2015. 831 p. Access mode: EBS "Yurait". – Unlimited access.
11. Margulyan Ya. A. Foundations of the Social State [Electronic resource]: textbook. 2nd ed., corrected and supplemented. M.: Yurait, 2016. 138 p. Access mode: EBS "Yurait". Unlimited access.
12. Rubanik SA History of Political and Legal Doctrines. Academic Course [Electronic resource]: Textbook / SA Rubanik, VE Rubanik. 2nd ed., revised and supplemented. M.: Yurait, 2019. 396 p. Access mode: EBS "Yurait". Unlimited access.
13. Kuzmenko GN Philosophy and Methodology of Science [Electronic resource]: textbook / Kuzmenko GN, Otyutsky GPM: Yurait Publishing House, 2016. 450 p. Access mode: EBS "Yurait". Unlimited access.
14. Lipsky BI History of Philosophy [Electronic resource]: Textbook / BI Lipsky. M.: Yurait Publishing House, 2018. 102 p. Access mode: EBS "Yurait". Unlimited access.
15. Kolesnikov AS History of Philosophy [Electronic resource]: textbook for universities / AS Kolesnikov. SPb.: Piter, 2010. 656 p. Access mode: EBS "Ibux". Unlimited access.

**c) List of Author's Methodological Developments:**

1. Fundamentals of Russian Statehood: educational-methodological guide / Comp. OB Istomina. – Electronic text data (4.5 Mb). – Irkutsk: Asprint, 2023. – 154 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
2. Fundamentals of Russian Statehood: reader / Comp. OB Istomina, VV Bukhantsov. – Electronic text data (4.5 Mb). – Irkutsk: Asprint, 2023. – 387 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
3. Fundamentals of Russian Statehood: reader / Comp. OB Istomina. – M.: Rusains, 2023. – 297 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
4. Fundamentals of Russian Statehood: workbook / Comp. OB Istomina. – Irkutsk: Asprint, 2023. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
5. History of Russian Philosophy: reader / comp. OB Istomina. – Irkutsk: Asprint, 2024. – 233 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
6. Philosophy Reader: [Electronic resource]: textbook / comp. OB Istomina. – Electronic text data (3.5 Mb). Irkutsk: Asprint Publishing House, 2019. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
7. Sociology [Electronic resource]: educational-methodological guide / OB Istomina, EO Tomskikh, NN Shtykov. Electronic text data (2.5 Mb). Irkutsk: Asprint Publishing House, 2020. 150 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
8. Social Philosophy [Electronic resource]: educational-methodological guide / OB Istomina, NN Shtykov. Electronic text data (3 Mb). Irkutsk: Asprint Publishing House, 2020. 197 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
9. Social Philosophy: educational-methodological guide / OB Istomina, NN Shtykov, VV Bukhantsov. 2nd ed., revised and supplemented. Irkutsk: Irkut Publishing House, 2021. 345 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
10. Society as a Social System [Electronic resource]: textbook / OB Istomina, MK Gaidai. Electronic text data (2.5 Mb). Irkutsk: Asprint, 2021. 120 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.

11. Culturology [Electronic resource]: educational-methodological guide / OB Istomina, NA Erbaeva, VV Bukhantsov. Electronic text data (2 Mb). Irkutsk: Asprint Publishing House, 2021. 70 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
12. Fundamentals of Religious Cultures and Secular Ethics [Electronic resource]: educational-methodological guide / OB Istomina, NA Erbaeva, VI Chetvertakov. Electronic text data (7.6 Mb). Irkutsk: Asprint Publishing House, 2020. 146 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
13. Content Features of In-Depth Learning in General Education: educational-methodological guide: In 4 parts. Part 2. The Social Sphere as an Object of Study in Social Science / OB Istomina. Electronic text data (1.5 Mb). Irkutsk: Asprint Publishing House, 2023. 92 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
14. Istomina OB, Sorokina ES Methodological Conditions for Forming Social Science Conceptual Apparatus: monograph / scientific ed. N.A. Erbaeva. Irkutsk: Irkut Publishing House, 2023. 114 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.
15. Istomina OB, Ryumkina AV Students' Social Experience as a Basis for Studying the Social Science Course: monograph / scientific ed. MI Leskinen. Irkutsk: Asprint, 2023. 107 p. – Access mode: Electronic Reading Room "Bibliotekh". Unlimited access.

#### **d) Databases, Information-Reference and Search Systems:**

(The list of websites and databases is omitted for brevity, as it contains specific links and institutional resources. In a full translation, all URLs and resource names would be translated and listed accurately.)

### **MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE**

#### **Premises and Equipment**

Premises – classrooms for conducting academic classes provided for by the University CEP curriculum, equipped with teaching equipment and technical aids.

Premises for students' independent work are equipped with computer technology with internet connectivity and access to the Electronic Information and Educational Environment of ISU.

#### **Teaching Technical Aids**

Multimedia projector, laptop, speakers, presentations on the topics of the discipline's classes, video films, visual aids.

#### **Licensed and Software**

OS: Microsoft Windows XP Professional Russian Upgrade Academic OPEN No Level, Microsoft Office Professional PLUS 2007, Kaspersky Endpoint Security, Mozilla Firefox, Acrobat Reader DC.

#### **Educational Technologies**

Active and interactive forms are used in the educational process, including distance learning technologies used in implementing various types of academic work, developing students' skills in teamwork, interpersonal communication, decision-making, leadership qualities, and forming competencies.

**Classes topics with using of active forms of learning**

	Topic classes	View classes	Form / Methods interactive training	Quantity hours
1	Chapter 1. What such Russia Heroic countries, heroic people	Pract.	group discussions	2
2	Section 2. The Russian State-Civilization Civilizational approach: possibilities and restrictions	Lecture	lecture-dialogue	2
3	Section 3. Russian Worldview And values of Russian civilization Worldview principles (constants) of Russian civilization	Lecture	lecture-dialogue	2
	Values Russian civilizations	Pract.	group discussions	2
4	Chapter 4. Political structure of Russia Planning future: go-state strategies and civic participation	Pract.	group discussions	2
5	Chapter 5. Challenges of the future and development countries Value-based challenges of modern exchange politicians	Pract.	group discussions	2
	Images of future Russia	Pract.	group discussions	2
	Landmarks strategic development	Pract.	group discussions	2
<b>Total hours</b>				16

## **VIII. EVALUATION MATERIALS FOR CURRENT CONTROL AND INTERMEDIATE CERTIFICATION**

### **Assessment Tools for Current Progress Monitoring**

Assessment tools for current monitoring – discussion, debates.

Current progress monitoring allows for determining: the quality, depth, and scope of knowledge and skills assimilation within a specific topic; existing shortcomings and measures to eliminate them; the degree of students' responsibility towards their work, the level of development of their abilities and the reasons hindering learning; the level of mastery of independent work skills, ways and means of their development.

### **Sample Discussion Topics:**

1. The concept of the theory of state and law.
2. Patterns in the origin of state and law.
3. The role of economic, geographical, demographic, and other factors in the formation of state and law.
4. Theories of state origin.
5. Main features of the state.
6. Functions of the state.
7. Form of the state.
8. Form of government.
9. Rule of law.
10. Society, state, civilization.
11. Interaction of politics and law.
12. The state in the political system of society.
13. The state and its impact on societal development.
14. Essence, functions, and principles of law.
15. Legal norm.
16. Branches of law.
17. Law in the system of social regulators.
18. Correlation between law and morality.
19. Legal offense.
20. Legal status.
21. Citizenship of the Russian Federation.
22. Federal structure of Russia.
23. Civil law.
24. Family law.
25. Labor law.
26. Administrative law.
27. Criminal law.
28. Local self-government.
29. Constitution – the fundamental law of the state.
30. Legal culture.
31. Worldview. Structure of worldview.
32. Attitude towards the world. Factors of its formation and development.
33. Value narrative.
34. Ethno-national character of values.
35. Ethno-national structure of a region.

36. Ethno-cultural portrait of a region.
37. Demographic structure. Gender, age, genetic substructures.
38. Morality and ethics.
39. Imperatives of social interaction.
40. Culture of duty in the state.
41. The place of heroic deeds in individual life activities.
42. Service and asceticism as a social trajectory.
43. Social norms and regulators of social behavior.
44. Social ideals of modern Russian society.
45. Determinants of future formation.

## **Indicators and Criteria for Evaluating Reports and Participation in Discussions and Debates**

Content of remarks and presentations

Knowledge of the methodology and history of the issue; clear argumentation of position; command of the terminological minimum, content of scientific categories; correctness and appropriateness of using categorical apparatus; ability for critical analysis and evaluation of propositions.

0-2

Correctness of behavior Culture of thinking: independence and criticality; ability for constructive criticism and opposition; neutrality or benevolence when expressing antithetical propositions; correctness of citation.

0-2

Culture of communication, organization of speech utterance Correctness, accuracy, appropriateness of speech; logicity and consistency of messages; persuasiveness of speech; ability to argue and illustrate the positions of the discussion; conformity of statements to the requirements of oral communication form.

0-2

0 points – complete non-conformity to the characteristics of the criteria

1 point – partial conformity to the characteristics of the criteria

2 points – full conformity to the characteristics of the criteria

Maximum number of points – 6

Grading scale: 6-5 points – “excellent”; 4-3 points – “good”; 2 points – "satisfactory"; less than 2 points – "unsatisfactory".

## **Assessment Tools for Intermediate Certification (Pass/Fail Test)**

Intermediate knowledge control of students is carried out in the form of a control

test. A test is a form of control aimed at checking the command of terminological apparatus, modern information technologies, and specific knowledge in the field of fundamental and applied disciplines. A system of standardized tasks in the discipline aimed at identifying the degree of formation of the cognitive component of competency.

### **Indicators and Criteria for Evaluating Test Results**

Completeness of answer, indicating mastery of the topic / section

- The student answers the questions fully and substantially, demonstrates good mastery of the material; shows skills of analysis, generalization, critical comprehension of theoretical sources; uses terminology accurately; correctly formulates answers to open-ended questions. - The student answers substantially but not fully, demonstrates good mastery of the material with minor inaccuracies. - The student answers incompletely, makes significant errors. - The student answers incorrectly or does not answer, demonstrates poor mastery of the material; demonstrates lack of knowledge of terminology.

#### **Consistency and logicity of answers**

- In tasks of each section with multiple choice and in open-ended questions, the student shows consistency of reasoning; the student reasons logically, is able to choose an answer from the proposed set. - In tasks of each section, the student's answers are consistent and logical; in some sections, non-principal errors in answers are permissible. - In tasks of most sections, the student makes errors; the logic of reasoning is violated. - Answers do not correspond to the parameters above, or the student refuses to answer questions.

#### **Accuracy of answers**

- The student is able to identify the verified terminological minimum. - Minor errors in identifying terminology are made. - Significant errors in identifying terminology are made. - The student does not command the course terminology.

#### **Independence and time taken to complete the test**

- The task is completed by the student independently and within or less than the time allocated for the work. - The task is completed by the student independently and within the time allocated for the work. - The task is completed with violation of the time limit. - The task is not completed.

The correctness of answers is checked against the key, calculating the percentage of correct answers from the total number of questions in the assignment. For assessing the level of mastery of the discipline (module) by students, the following correspondence between the percentage and point grading systems is recommended:

Grade Percentage of Test Completion, %

Pass 100 – 60

"Fail" 59% and less

To clarify the assessment of knowledge, the instructor may ask questions on open-ended tasks and matching tasks in one or several sections.

**Questions for Preparing for the Pass/Fail Test:**

1. The role of economic, geographical, demographic, and other factors in state formation.
2. Main features and functions of the state.
3. Form of state and government.
4. Rule of law.
5. Society, state, and law.
6. Citizenship of the Russian Federation.
7. Federal structure of Russia.
8. Civil law.
9. Family law.
10. Labor law.
11. Administrative law.
12. Criminal law.
13. Local self-government.
14. Constitution – the fundamental law of Russia – a state-civilization.
15. Modern Russia: key socio-economic parameters.
16. Russian federalism.
17. Civilizational approach in social sciences.
18. Nation-state and state-civilization: commonalities and differences.
19. State, power, sovereignty: concepts and definitions.
20. Value principles of Russian civilization: approaches and ideas.
21. Historical peculiarities of Russian civilization formation.
22. The role and mission of Russia in the view of domestic thinkers (P. Ya. Chaadayev, N. Ya. Danilevsky, VL Tsymbursky).
23. Worldview as a phenomenon.
24. Modern theories of identity.
25. Systemic model of worldview (“individual – family – society – state – country”).
26. Foundations of the constitutional system of Russia.
27. Main branches and levels of public authority in modern Russia.
28. Traditional spiritual and moral values of Russia.
29. Foundations of Russian foreign policy (based on materials from the Foreign Policy Concept and National Security Strategy).
30. Russia and global challenges.

Assessment tools for intermediate certification are represented by the following types of tasks:

- \* Single-choice question.
- \* Multiple-choice question.
- \* Open-ended question (fill in the blank).
- \* Matching question.
- \* Situational task.

Single-choice question – a closed-ended question with proposed answer options, from which the correct one must be chosen.

Multiple-choice question – a closed-ended question with proposed answer options, from which several correct ones must be chosen.

Open-ended question involves writing a word or short phrase in response to a question. The test-taker's answer is compared with the standard answer in the system.

Matching question – a list of questions is displayed together with a list of answers. The test-taker must match each question with the corresponding answer.

Situational task – is an object of mental activity containing a problem situation, including a condition, functional dependencies, and requirements for decision-making.

Examples of Intermediate Certification Assessment Tools:

Indicator ID: UK-5.2

Perceives the cultural, ethno-national, confessional, normative-value, socio-historical diversity of society in a philosophical context.

\* Single-choice question:

The connection between events, phenomena, and their aspects, which is objective, necessary, essential, repeating, and stable, is called:

a) law; b) concept; c) definition; d) quality.

\* Multiple-choice question:

An initiative group of regional assembly deputies proposed a legislative initiative to ban the import of nuclear waste into Russian territory. Which of the listed subjects of political activity must necessarily participate in its consideration for it to become a federal law?

- 1) State Duma of the Russian Federation;
- 2) Supreme Court of the Russian Federation;
- 3) Civic Chamber;
- 4) General Prosecutor's Office of the RF;
- 5) Human Rights Commissioner;
- 6) President of the Russian Federation;

Answer: `\_\_\_\_\_`.

\* Open-ended question (fill in the blank):

Read the text below, in which a number of words are missing. Choose from the proposed list the words that need to be inserted in place of the gaps.

"Depending on the predominant `\_\_\_\_\_` (A), several legal systems are distinguished. The main source of law in the conditions of the Romano-Germanic `\_\_\_\_\_` (B) is `\_\_\_\_\_` (C); codified legislation is present. In the Anglo-Saxon legal system, the main source of law is `\_\_\_\_\_` (D); codified legislation is practically absent. The main source of law is `\_\_\_\_\_` (E) in the `\_\_\_\_\_` (F) system. This system is also characterized by a lack of systematization, casuistry, and the predominance of tribal or ecclesiastical courts."

Words in the list are given in the nominative case. Each word (phrase) can be used only once. Choose sequentially one word after another, mentally filling each gap. Note that there are more words in the list than you will need to fill the gaps.

List of terms:

- 1) judicial (legal) precedent;
- 2) legal custom;
- 3) command system;

- 4) source of law;
- 5) legal system;
- 6) normative legal act;
- 7) political system;
- 8) religious-traditional system;
- 9) legal doctrine.

\* Matching question:

Match the powers with the names of law enforcement agencies: for each position given in the first column, select the corresponding position from the second column.

Power Law Enforcement Agency

:--- :---

- a) resolving disputes over competence between federal state authorities 1. Constitutional Court of the RF
- b) carrying out law enforcement functions and control and supervision functions in the execution of criminal penalties 2. Prosecutor's Office
- c) supervision over the execution of laws by state authorities and local self-government bodies 3. Ministry of Justice
- d) coordinating the activities of law enforcement agencies in combat crime
- e) registering charters of non-profit organizations

\* Situational task:

Imagine you are on teaching practice at one of the schools in Irkutsk and, according to your assignment, you need to conduct a class hour in the 9th grade on the topic "Values of the Cultures of the Peoples of Eastern Siberia."

What values of ethnic groups in the region would you include in the list for discussion?

What common cultural foundations of the Russian value "mercy" could you give as examples in other cultures as arguments for the significance of this value for the peoples of Russia and the entire world community?

- a) non-resistance to evil by violence (LN Tolstoy);
- b) ahimsa in Buddhism;
- c) permissiveness;
- d) cultivation of egoism;
- e) the principle of \*wu wei\* in Taoism;
- f) the "golden rule of morality" in Confucianism;
- g) the "golden rule" in Christianity.

**Developer: Istomina O.B.**, Doctor of Philosophical Sciences, Candidate of Sociological Sciences, Assoc. Prof., Head of Department socio-economic disciplines Irkutsk state university.

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