

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное автономное образовательное учреждение  
высшего образования  
"Казанский (Приволжский) федеральный университет"  
Отделение Высшая школа исторических наук и всемирного культурного наследия



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**Программа дисциплины**  
Иностранный язык (практический курс) Б1.В.ОД.1

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Программу дисциплины разработал(а)(и) старший преподаватель, б/с Губайдуллина Р.Н. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Ramzia.Gubaidullina@kpfu.ru ; доцент, к.н. (доцент) Хованская Е.С. Кафедра иностранных языков для социально-гуманитарного направления отделение Высшая школа иностранных языков и перевода , Ekaterina.Khovanskaya@kpfu.ru

## 1. Цели освоения дисциплины

Программа разработана на основе Унифицированной рабочей программы (английский, немецкий, французский) - см. [http://www.kpfu.ru/main\\_page?p\\_sub=14465](http://www.kpfu.ru/main_page?p_sub=14465)

Настоящая программа носит интегративный характер и предназначена для студентов неязыковых специальностей университета, продолжающих изучать иностранный язык в вузе, и предполагает поуровневое обучение в соответствии с международными стандартами, утвержденными Советом Европы (A1+, A2, B1, B2). Распределение студентов по уровням осуществляется на основании результатов входного тестирования.

Целью освоения дисциплины "Иностранный язык" является развитие языковой коммуникативной компетенции студентов, состоящей из следующих компонентов:

- лингвистического - это владение знанием о системе языка, о правилах функционирования единиц языка в речи и способность с помощью этой системы понимать чужие мысли и выражать собственные суждения в устной и письменной форме;
- социолингвистического, что означает знание способов формирования и формулирования мыслей с помощью языка, а также способность пользоваться языком в речи;
- социокультурного, который подразумевает знание учащимися национально-культурных особенностей социального и речевого поведения носителей языка: их обычаев, этикета, социальных стереотипов, истории и культур, а также способов пользоваться этими знаниями в процессе общения;
- стратегического - это компетенция, с помощью которой учащийся может восполнить пробелы в знании языка, а также речевом и социальном опыте общения в иноязычной среде;
- социального, который проявляется в желании и умении вступать в коммуникацию с другими людьми, в способности ориентироваться в ситуации общения и строить высказывание в соответствии с коммуникативным намерением говорящего и ситуацией;
- дискурсивного, который предполагает навыки и умения организовывать речь, логически, последовательно и убедительно ее выстраивать, ставить задачи и добиваться поставленной цели, а также владение различными приемами получения и передачи информации как в устном, так и в письменном общении;
- межкультурного, подразумевающего действия в рамках культурных норм, принятых в культуре изучаемого иностранного языка и умений, позволяющих представлять культуру родного языка средствами иностранного.

## 2. Место дисциплины в структуре основной образовательной программы высшего профессионального образования

Данная учебная дисциплина включена в раздел " Б1.В.ОД.1 Дисциплины (модули)" основной образовательной программы 46.03.01 История и относится к обязательным дисциплинам. Осваивается на 3, 4 курсах, 5, 6, 7, 8 семестры.

Данная учебная дисциплина включена в раздел ' Гуманитарные науки' основной образовательной программы 46.03.01 История и относится к базовой (общепрофессиональной) части. Осваивается на 1и2 курсах, 1-4 семестры.

Данная дисциплина является обязательной составляющей базового цикла всех направлений подготовки бакалавра. Иностранный язык является важнейшим инструментом успешной межкультурной коммуникации и необходимым средством обмена информацией в глобальном масштабе, что делает его неотъемлемой частью подготовки конкурентоспособного специалиста любого профиля.

Общая трудоемкость дисциплины составляет 12 зачетных(ые) единиц(ы) 432 часа(ов).

Форма промежуточного контроля дисциплины зачет в 1 семестре; зачет во 2 семестре; зачет в 3 семестре; экзамен в 4 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - 'отлично' (отл.);

71-85 баллов - 'хорошо' (хор.);

55-70 баллов - 'удовлетворительно' (удов.);

54 балла и менее - 'неудовлетворительно' (неуд.).

### **3. Компетенции обучающегося, формируемые в результате освоения дисциплины /модуля**

В результате освоения дисциплины формируются следующие компетенции:

<b>Шифр компетенции</b>	<b>Расшифровка приобретаемой компетенции</b>
ок-1	Способен применять на базовом уровне знания исторических наук и археологии как особого раздела исторической науки при решении исследовательских, педагогических и прикладных задач способность логически верно, аргументировано и ясно строить устную и письменную речь
ок-2	Способен анализировать и содержательно объяснять историко-археологические процессы и явления в их культурных, экономических, социальных и политических измерениях и их отражение в археологических источниках (общекультурные компетенции) способность владеть одним из иностранных языков на уровне, не ниже базового;
ок-3	Способен демонстрировать в профессиональной, в том числе педагогической, деятельности знание основных положений и концепций в области археологии России и зарубежных стран, археологического источниковедения, истории, теории и методологии археологической науки, вспомогательных исторических дисциплин, истории, этнологии и социальной антропологии
ок-4	Способен к использованию в профессиональной, в том числе педагогической, деятельности специальных знаний, полученных в рамках направленности (профиля) образования или индивидуальной образовательной траектории
ок-5	Способен решать задачи организационного и документационного обеспечения профессиональной деятельности с применением современных технических средств, информационно-коммуникационных технологий и с учетом требований информационной безопасности

Шифр компетенции	Расшифровка приобретаемой компетенции
ок-6	Способен осуществлять на базовом уровне в профессиональной деятельности анализ и интерпретацию археологических источников, отбор и анализ исторических фактов, понимать, критически анализировать и использовать археологическую и историческую информацию
ок-7	Способен осуществлять профессиональную деятельность в области проведения историко- культурной экспертизы территорий нового хозяйственного строительства

В результате освоения дисциплины студент:

1. должен знать:

- Знать основы грамматической системы иностранного языка
- Знать лексический минимум, необходимый для работы с англоязычными текстами в процессе профессиональной деятельности

2. должен уметь:

- Уметь вести диалог/полилог в рамках повседневного общения
- Уметь читать англоязычную литературу с целью поиска информации из зарубежных источников

3. должен владеть:

- Владеть языком на уровне, достаточном для межличностного общения и базовой профессиональной деятельности
- Переводить тексты по специальности

4. должен демонстрировать способность и готовность:

В результате освоения дисциплины студент:

В зависимости от уровня владения языком (A1+,A2, B1,B2) студент должен:

A1+

- понимать и уметь употребить в речи знакомые фразы и выражения,

необходимые для выполнения конкретных задач; уметь представиться/ представить других, задавать/ отвечать на вопросы о месте жительства, знакомых, имуществе; участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь в ситуациях повседневного общения, когда говорят о нем, его семье и ближайшем окружении;

- понимать знакомые имена, слова, а также очень простые предложения в объявлениях, на плакатах или каталогах; принимать участие в диалоге, если собеседник повторяет по его просьбе в замедленном темпе свое высказывание или перефразирует его, а также помогает сформулировать то, что обучающийся пытается сказать; уметь задавать простые вопросы и отвечать на них в рамках известных или интересующих его тем;

- уметь, используя простые фразы и предложения, рассказать о месте, где живет, и людях, которых он знает;

- уметь писать простые открытки (например, поздравление с праздником), заполнять формуляры, вносить свою фамилию, национальность, адрес в регистрационный листок в гостинице.

## A2

- понимать отдельные предложения и часто встречающиеся выражения связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т.п.); уметь выполнить задачи, связанные с простым обменом информации на знакомые или бытовые темы. В простых выражениях способен рассказать о себе, своих родных и близких, описать основные аспекты повседневной жизни;

- способен понимать отдельные фразы и наиболее употребительные слова в высказываниях, касающихся важных для обучающегося тем (например, основную информацию о себе и своей семье, о покупках, о месте, где живет, о работе); понимать, о чем идет речь в простых, четко произнесенных и небольших по объему сообщениях и объявлениях;

- воспринимать очень короткие простые тексты; уметь найти конкретную, легко предсказуемую информацию в простых текстах повседневного общения: в рекламах, проспектах, меню, расписаниях; в простых письмах личного характера;

- уметь общаться в простых типичных ситуациях, требующих непосредственного обмена информацией в рамках знакомых тем и видов деятельности; способен поддерживать предельно краткий разговор на бытовые темы, но недостаточно, чтобы самостоятельно вести беседу;

- уметь, используя простые фразы и предложения, рассказать о своей семье и других людях, условиях жизни, учебе, настоящей или прежней работе;

- уметь писать простые короткие записки и сообщения; написать несложное письмо личного характера (например, выразить кому-либо свою благодарность за что-либо).

## B1

- понимать основные идеи четких сообщений, сделанных на литературном языке на разные темы, типично возникающие на работе, учебе, досуге и т.д. Уметь общаться в большинстве ситуаций, которые могут возникнуть во время пребывания в стране изучаемого языка; составить связное сообщение на известные или особо интересующие его темы; описать впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее;

- понимать основные положения четко произнесенных высказываний в пределах литературной нормы на известные темы, с которыми обучающемуся приходится иметь дело на работе, в школе, на отдыхе и т.д. Он понимает, о чем идет речь в большинстве радио- и телепрограмм о текущих событиях, а также передач, связанных с личными или профессиональными интересами (речь говорящих должна быть при этом четкой и относительно медленной);

- понимать тексты, построенные на частотном языковом материале повседневного и профессионального общения; описания событий, чувств, намерений в письмах личного характера;

- уметь общаться в большинстве ситуаций, возникающих во время пребывания в стране изучаемого языка. Обучающийся способен без предварительной подготовки участвовать в диалогах на знакомую или интересующую его тему (например, 'семья', 'хобби', 'работа', 'путешествие', 'текущие события');
- уметь строить простые связные высказывания о своих личных впечатлениях, событиях, рассказывать о своих мечтах, надеждах и желаниях. Он может кратко обосновать и объяснить свои взгляды и намерения; рассказать историю или изложить сюжет книги или фильма и выразить к этому свое отношение;
- уметь писать простые связные тексты на знакомые или интересующие меня темы. Я умею писать письма личного характера, сообщая в них о своих личных переживаниях и впечатлениях

## B2

- понимать общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты.
- уметь говорить быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон; делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений;
- понимать развернутые доклады и лекции и содержащуюся в них даже сложную аргументацию, если тематика этих выступлений достаточно знакома. Обучающийся понимает почти все новости и репортажи о текущих событиях; содержание большинства фильмов, если их герои говорят на литературном языке;
- понимать статьи и сообщения по современной проблематике, авторы которых занимают особую позицию или высказывают особую точку зрения;
- уметь без подготовки довольно свободно участвовать в диалогах с носителями изучаемого языка; принимать активное участие в дискуссии по знакомой проблеме, обосновывать и отстаивать свою точку зрения;
- уметь понятно и обстоятельно высказываться по широкому кругу вопросов; объяснить свою точку зрения по актуальной проблеме, высказывая все аргументы 'за' и 'против';
- уметь писать понятные подробные сообщения по широкому кругу вопросов;
- владеть техникой написания эссе или докладов, освещая вопросы или аргументируя точку зрения 'за' или 'против'; писем, выделяя те события и впечатления, которые являются для обучающегося особо важными.

## Профессионально-ориентированный блок

По окончании обучения студент должен

- владеть идиоматически ограниченной речью, а также освоить стиль нейтрального научного изложения;

- владеть навыками разговорно-бытовой речи (нормативным произношением и ритмом речи) и применять их для повседневного общения;
- понимать устную (монологическую и диалогическую) речь на бытовые и специальные темы; - активно владеть наиболее употребительной (базовой) грамматикой и основными грамматическими явлениями, характерными для профессиональной речи;
- знать базовую лексику общего языка, лексику, представляющую нейтральный научный стиль, а также основную терминологию своей широкой и узкой специальности;
- читать и понимать со словарем специальную литературу по широкому и узкому профилю специальности;
- владеть основами публичной речи - делать сообщения, доклады (с предварительной подготовкой).
- участвовать в обсуждении тем, связанных со специальностью (задавать вопросы и отвечать на вопросы);
- владеть основными навыками письма, необходимыми для подготовки публикации, тезисов и ведения переписки;
- иметь представление об основных приемах аннотирования, реферирования и перевода литературы по специальности.

#### 4. Структура и содержание дисциплины/ модуля

Общая трудоемкость дисциплины составляет 12 зачетных(ые) единиц(ы) 432 часа(ов).

Форма промежуточного контроля дисциплины зачет в 5 семестре; экзамен в 6 семестре; зачет в 7 семестре; экзамен в 8 семестре.

Суммарно по дисциплине можно получить 100 баллов, из них текущая работа оценивается в 50 баллов, итоговая форма контроля - в 50 баллов. Минимальное количество для допуска к зачету 28 баллов.

86 баллов и более - "отлично" (отл.);

71-85 баллов - "хорошо" (хор.);

55-70 баллов - "удовлетворительно" (удов.);

54 балла и менее - "неудовлетворительно" (неуд.).

#### 4.1 Структура и содержание аудиторной работы по дисциплине/ модулю

##### Тематический план дисциплины/модуля

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	

Тема 1. Early Medieval



## Law. New Influences in the Medieval Law

Письменное

домашнее задание  
Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
2.	Тема 2. Feudalism. Homage and Fealty	5	1-18	0	14	0	Письменное домашнее задание Устный опрос
3.	Тема 3. The Hundred Years? War (1336-1453).The Course of War. The Hundred Years? War. The End of the conflict	5	1-18	0	14	0	Письменное домашнее задание Устный опрос
4.	Тема 4. The Two Evils of the Middle Ages. Medieval Folk Tales	5	1-18	0	14	0	Письменное домашнее задание Дискуссия
5.	Тема 5. Heresy. The reasons for its rise. The Albigensians and the Waldensians	5	1-18	0	16	0	Контрольная работа Устный опрос Письменное домашнее задание
6.	Тема 6. The Beginning of the Holy Crusades. The Crusader States.	6	1-18	0	12	0	Письменное домашнее задание Устный опрос
7.	Тема 7. The Crusades Continue. The Children?s Crusade.	6	1-18	0	12	0	Дискуссия Письменное домашнее задание
8.	Тема 8. European Agrarian Society: Manorialism .	6	1-18	0	12	0	Устный опрос Письменное домашнее задание
9.	Тема 9. Medieval Society: The Three Orders.Those who work. Those who Fight.	6	1-18	0	12	0	Письменное домашнее задание Устный опрос
10.	Тема 10. Those who Pray. The Beginning of Monastic Movement.	6	1-18	0	12	0	Письменное домашнее задание Устный опрос

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
11.	Тема 11. Medieval World View. The Revival of Culture.	6	1-18	0	12	0	Контрольная работа Письменное домашнее задание Устный опрос
12.	Тема 12. Peter the Great. The Winter Palace	7	1-18	0	6	0	Письменное домашнее задание Устный опрос
13.	Тема 13. Catherine I. The Supreme Council establishing	7	1-18	0	6	0	Устный опрос Письменное домашнее задание
14.	Тема 14. Anna Ioannovna. Development of Art and Culture	7	1-18	0	6	0	Письменное домашнее задание Устный опрос
15.	Тема 15. Elizabeth of Russia. Death Penalty.	7	1-18	0	6	0	Письменное домашнее задание Устный опрос
16.	Тема 16. Catherine the Great. Catherine II: Foreign Policy	7	1-18	0	6	0	Дискуссия Письменное домашнее задание
17.	Тема 17. Paul I. Society and Culture during Paul I	7	1-18	0	6	0	Контрольная работа Устный опрос Письменное домашнее задание
18.	Тема 18. Alexander I. Alexander's Marching into Paris	8	1-18	0	6	0	Устный опрос Письменное домашнее задание
19.	Тема 19. French War of 1812. Battle of Borodino	8	1-18	0	6	0	Устный опрос Письменное домашнее задание

N	Раздел Дисциплины/ Модуля	Семестр	Неделя семестра	Виды и часы аудиторной работы, их трудоемкость (в часах)			Текущие формы контроля
				Лекции	Практические занятия	Лабораторные работы	
20.	Тема 20. Nickolas I. Women, the family and public life	8	1-18	0	6	0	Дискуссия Письменное домашнее задание
21.	Тема 21. Alexander II. Abolition of serfdom.	8	1-18	0	6	0	Устный опрос Письменное домашнее задание
22.	Тема 22. Alexander III. Russian culture under Alexander III.	8	1-18	0	6	0	Устный опрос Письменное домашнее задание
23.	Тема 23. Nickolas II. Peasants and Agriculture.	8	1-18	0	6	0	Контрольная работа Устный опрос Письменное домашнее задание
·	Тема . Итоговая форма контроля	5		0	0	0	Зачет
·	Тема . Итоговая форма контроля	6		0	0	0	Экзамен
·	Тема . Итоговая форма контроля	7		0	0	0	Зачет
·	Тема . Итоговая форма контроля	8		0	0	0	Экзамен
	Итого			0	216	0	

## 4.2 Содержание дисциплины

### Тема 1. Early Medieval Law. New Influences in the Medieval Law

*практическое занятие (14 часа(ов)):*

**READING AND COMPREHENSION** When the Germanic tribes entered the lands of the Western Roman Empire, they brought many of their customs and traditions with them, among them there were those customs and traditions that comprised their system of justice. The bases of those systems among the various peoples seem to have been much the same. The operative unit of society was the kindred, the clan or extended family. When the member of one kindred harmed the member of another in person or in property, the hurt persons relatives sought retribution in what is now termed a vendetta or feud. Due to the collective nature in which people operated, retribution was not sought specifically from the person at fault, but from him or any member of his kindred. The problem with this system is that retribution betrends upon an equivalence between injury and punishment, and this is not always a simple matter to establish. It is only human for a plaintiff to consider the value of his loss more highly than the defendant assesses his own responsibility. There was always the danger that a kindred would consider that there opponents had been overreaching in their retribution and would seek their own retribution as a means of striking what they might consider a suitable balance. Such games could go on for years with men being killed long after the original basis of complaint had been forgotten...

## **Тема 2. Feudalism. Homage and Fealty**

### ***практическое занятие (14 часа(ов)):***

**READING AND COMPREHENSION** In the isolation and chaos of the 9th and 10th centuries, European leaders no longer attempted to restore Roman institutions, but adopted whatever would work. The result was that Europe developed a relatively new and effective set of institutions, adapted to a moneyless economy, inadequate transportation and communication facilities, an ineffective central government, and a constant threat of armed attack by raiders such as the Vikings, Magyars, and Saracens. The most well-known of the institutions were manorialism (the organization of the peasants), monasticism (the organization of the churchmen), and feudalism (the institution of the aristocracy). Feudalism is a term invented in the sixteenth century by royal lawyers - primarily in England - to describe the decentralized and complex social, political, and economic society out of which the modern state was emerging. The term "feudalism" came from the German *vieh*, or "cow," the measure of wealth among the early Germans, a term that gave rise to the medieval word *fief*. "Fief" simply meant "something of value." In the agricultural world of the time, "something of value" was usually land. In a feudal society, civil and military powers at the local level are assumed by great landowners or other people of similar wealth and prestige. These local leaders and their retinues begin to form a warrior class distinct from the people of their territory. The local leaders who emerged during the decay of the Carolingian Empire were generally armed men, particularly armed men mounted on horseback and possessing a fortified residence. As the Frankish empire conquered their neighbors, the Carolingian monarchs had to develop a means of holding and governing these new territories. They realized this by entrusting aspects of local government to favored followers and paying them with grants of land and revenues in the territories they were expected to fortify, garrison, defend and govern.

## **Тема 3. The Hundred Years? War (1336-1453).The Course of War. The Hundred Years? War. The End of the conflict**

### ***практическое занятие (14 часа(ов)):***

**READING AND COMPREHENSION** Flanders had grown to be the industrial center of northern Europe and had become extremely wealthy through its cloth manufacture. It could not produce enough wool to satisfy its market and imported fine fleece from England. England depended upon this trade for its foreign exchange. During the 1200's, the upper-class English had adopted Norman fashions and switched from beer to wine. The problem was that England could not grow grapes to produce the wine that many of the English now favoured and had to import it. A triangular trade arose in which English fleece was exchanged for Flemish cloth, which was then taken to southern France and exchanged for wine, which was then shipped into England and Ireland, primarily through the ports of Dublin, Bristol, and London. But the counts of Flanders had been vassals of the king of France, and the French tried to regain control of the region in order to control its wealth. The English could not permit this, since it would mean that the French monarch would control their main source of foreign exchange. A civil war soon broke out in Flanders, with the English supporting the manufacturing middle class and the French supporting the land-owning nobility. The English king controlled much of France, particularly in the fertile South. These lands had come under control of the English when Eleanor of Aquitaine, heiress to the region, had married Henry II of England in the mid- 12th century. There was a constant conflict along the French-English frontier, and the French kings always had to fear an English invasion from the South. The French responded by alliance with the Scots in an arrangement that persisted well into the 18th century. Thus the English faced the French from the south and the Scots from the north.

#### **Тема 4. The Two Evils of the Middle Ages. Medieval Folk Tales**

##### ***практическое занятие (14 часа(ов)):***

**READING AND COMPREHENSION** The 14th century was an era of catastrophes. Some of them were manmade evils, as the Hundred Years' War, but some of them were natural disasters as the Great Famine (1315-1317) and the Black Death (1346- 1351). By the beginning of the 14th century the population had grown to such an extent that the land could provide enough resources to support it only under the best of conditions. At the same time, however, the Western European climate was undergoing a slight change, with cooler and wetter summers and earlier autumn storms. Conditions were no longer optimal for agriculture. A wet spring in the year 1315 made it impossible to plough all of the fields that were ready for cultivation, and heavy rains rotted some of the seed grain before it could germinate. The harvest was far smaller than usual, and the food reserves of many families were quickly depleted. People gathered what food they could from the forests: edible roots, plants, grasses, nuts, and bark. The Spring and Summer of 1316 were cold and wet again, however. Peasant families now had less energy with which to cultivate the land needed for a harvest to make up for the previous shortfall and possessed a much smaller food supply in reserve to sustain them until the next harvest. By the spring of 1317, all classes of society were suffering, although the lower classes suffered the most. Draft animals were slaughtered, seed grain was eaten, infants and the younger children were abandoned. Many of the elderly voluntarily starved themselves to death so that the younger members of the family might live to work the fields again. The weather had returned to its normal pattern by the summer of 1317, but the people of Europe were incapable of making a quick recovery. An important factor in this situation was the scarcity of grain available to be used as seed. Besides most of the surviving people and animals were simply too weak to work effectively. But about ten to fifteen percent of the population had died from pneumonia, bronchitis, tuberculosis, and other sicknesses that the starving sufferers' weakness had made fatal, and there were consequently fewer mouths to feed. So Europe was able to recover, although only slowly. It was not until about 1325 that the food supply had returned to a relatively normal state, and population began to increase again. This return to normality was suddenly ended in the year 1347 by a disaster even worse than the Great Famine that is the Black Death.

#### **Тема 5. Heresy. The reasons for its rise. The Albigensians and the Waldensians**

##### ***практическое занятие (16 часа(ов)):***

**READING AND COMPREHENSION** The most important medieval institution was the Church - not just the Church, but orthodox Christianity as interpreted by the Church. The medieval people believed in physical Hell, in which sinners would suffer the most excruciating pain imaginable forever and would be aware that their agony would never end. The Church taught, and most people believed, that the only way to avoid such a fate was by following the teachings and being protected by the rituals (sacraments) of the Church. A heretic was a person who believed something that was contrary to the "revealed truth" offered by God to humanity through the Church. He was definitely doomed to Hell, but he could also convince others of his or her wrong belief and so lead them to Hell also. Therefore a heretic was regarded as someone carrying a highly contagious and incurable disease and was killed. Moreover, the people of the Middle Ages often killed heretics in public and horrible ways as a warning to everyone of how dangerous heresy was. There were numerous reasons for the rise of anti-clerical among the laity during the twelfth century and they are as follows. The growth of the educated class, including laymen, brought about by the rise of abbey and cathedral schools and the universities, led to closer examination of the Church's "revealed truth." Studies such as Peter Abelard's Sic et Non ("Yes and No") demonstrated the contradictions within that "revealed truth." The struggles over lay investiture had involved the Church in secular politics. This weakened the Church's position that ecclesiastical affairs should be free from secular interference but that the Church had the right to pass moral judgments on laymen and their actions. The residents of the rising towns and cities of Western Europe needed charters of liberty to free them from the restrictions of feudal practices. Secular lords granted such charters rather freely, but ecclesiastical lords were often unwilling to relinquish their rights and privileges to laymen.

### **Тема 6. The Beginning of the Holy Crusades. The Crusader States.**

#### ***практическое занятие (12 часа(ов)):***

**READING AND COMPREHENSION** Beginning in the 11th century, the people of western Europe launched a series of armed expeditions, or Crusades, to the East and Constantinople. The reason for the Crusades is relatively clear: the West wanted to free the Holy Lands from Islamic influence. The first of early Crusades were part of a religious revivalism. The initiative was taken by popes and supported by religious enthusiasm and therefore the Crusades demonstrated papal leadership as well as popular religious beliefs. They were also an indication of the growing self-awareness and self-confidence of Europe in general. Europe no longer waited anxiously for an attack from outside enemies. Now and for the first time, Europeans took the initiative and sent their armies into the Holy Lands. It took courage to undertake such an adventure, a courage based on the conviction that the Crusades were ultimately the will of God. An unintended consequence of the Crusades was that the West became more fully acquainted with the ideas and technology of a civilization far more advanced than their own. The Crusades also highlight the initial phase of western expansion into new lands, a movement of the peoples of Europe that has influenced the course of western civilization ever since. From the third century on, Christians had visited the scenes of Christ's life. In Jerusalem, St. Helena had discovered what was believed to be the True Cross and her son, Constantine (c.274-337), built the Church of the Holy Sepulcher there. Before the Muslim conquest of the 7th century, pilgrims came from Byzantium and the West in search of sacred relics for their churches. Pilgrimages were a dangerous business and could only be taken amidst hardship. But by the reign of Charlemagne, conditions had improved for western pilgrims: Caliph Harun al-Rashid (763-809) allowed Charlemagne to endow a hostel in Jerusalem for the use by pilgrim traffic. Stability in both the Muslim and Byzantine worlds was essential for the easy and safe continuance of pilgrim traffic. But in the early 11th century this stability broke down as the Egyptian ruler of Palestine, Hakim (c.996-1021), abandoned the tolerant practices of his predecessors, and began to persecute Christians and Jews and to make travel to the Holy Lands difficult once again. Hakim destroyed Constantine's Church of the Holy Sepulchre and declared himself to be God incarnate.

### **Тема 7. The Crusades Continue. The Children's Crusade.**

#### ***практическое занятие (12 часа(ов)):***



**READING AND COMPREHENSION** In response to the conquest of Edessa, St. Bernard preached the so-called Second Crusade. Thanks to the enormous enthusiasm he unleashed, King Louis VII (1120-1180) of France and King Conrad III (1093-1152) of Germany came to the East. But the second Crusade proved to be a failure. Relations with the Byzantines were worse than ever. The western armies were almost wiped out in Asia Minor. When the remnants of this army reached the Holy Land, they found themselves in conflict with the local lords who feared that these newcomers would take over their kingdom. The crusader's failure to take Damascus in 1149 brought its own punishment. In 1154 Zangi's son took Damascus. The next act of Muslim reconquest was carried out in Egypt by a general who was sent to assist one of the quarreling factions in Cairo. This general became vizier of Egypt and died in 1169, leaving his office to his nephew Saladin (1137-1193), a chivalrous and humane man who became the greatest Muslim leader during the period of the Crusades. Saladin brought the Muslims cities of Syria and Mesopotamia under his control and distributed them to faithful members of his own family. By 1183 his brother ruled Egypt and his sons ruled Damascus and Aleppo. In 1187 Jerusalem fell and soon there was nothing left to the Christians except the port of Tyre and a few castles. These events made a Third Crusade (1189-1192) necessary. The Holy Roman emperor, Frederick Barbarossa (c.1123-1190) led a German force through Byzantium, only to be drowned (1190) before reaching the Holy Land. Some of his troops, however, continued on to Palestine. There they were joined by Philip Augustus of France and Richard the Lionhearted (1157-1199) of England, former rivals in the West. The main thrust of the Third Crusade was the siege of Acre, which was finally captured in 1191. Jerusalem could not be taken but Saladin signed a treaty with Richard allowing Christians to visit the city freely.

### **Тема 8. European Agrarian Society: Manorialism .**

#### ***практическое занятие (12 часа(ов)):***

**READING AND COMPREHENSION** One of the greatest achievements of the early Middle Ages was the emergence of the single-family farm as the basic unit of production. Villa owners, that is, former Roman patricians, were forced to settle their slaves on their own estates. The wreckage of the Roman Empire and with it, the decline of any form of centralized government, demanded such a development. This development often called manorialism or serfdom, marks the beginning of the European peasantry, a class or order of laborers who did not really disappear until quite recently. Before we turn our attention to serfdom or manorialism, it is necessary to highlight a few technological achievements of the period, roughly 500-1000. By the 6th century a series of new farm implements began to make their appearance. The first development was the heavy plow which was needed to turn over the hard soil of northern Europe. The older "scratch" plow had crisscrossed the field with only slight penetration and required light, well-drained soils. The heavy plow or "moldboard" cut deep into the soil and turned it so that it formed a ridge, thus providing a natural drainage system. It also allowed the deep planting of seeds. The heavy plow, by eliminating the need for cross-plowing, also had the effect of changing the shape of fields in northern Europe from squarish to long and narrow. The old square shape of fields was inappropriate to the new plow -- to use it effectively all the lands of a village had to be reorganized into vast, fenceless open fields plowed in long narrow strips. This invited cooperation. The only drawback as that it required an increased amount of animal power to draw it across the soil. So, a second innovation attempted to overcome this drawback: the introduction of teams of oxen. This became possible through the adoption of two pieces of technology known to the Romans: the rigid horse collar and the tandem harness. The rigid collar and tandem harness allowed teams to pull with equal strength and greater efficiency. And this invited cooperation as well for how many peasants can be said to have owned eight oxen, the number requisite to pull the heavy plow? If they wished to use this new piece of technology they would have to pool their teams. Added to this was the fact that each peasant might "own" and harvest fifty or sixty small strips scattered widely over the entire arable land of the village. The result was the growth of a powerful village council of peasants to settle disputes and to decide how the total collection of small strips ought to be managed. This was the essence of the manorial system as it operated in northern Europe.

### **Тема 9. Medieval Society: The Three Orders. Those who work. Those who Fight.**

#### ***практическое занятие (12 часа(ов)):***

**READING AND COMPREHENSION** The image of a tripartite society divided by function has become a hallmark of medieval European history. An understanding of this tripartite division of European society is important both for our understanding of medieval European history, but also for the subsequent history of the Continent, especially in the 18th century. It was during that century that the ancien regime faced its gravest challenge during the heady days of the French Revolution. One of the first things the revolutionaries abolished was feudalism (August 4, 1789) and with it, the remnants of a society based on status and prestige, a society based on the division of orders according to one's function -- those who work, those who fight and those who pray. By the 11th and 12th centuries, the vast majority of European men and women were peasants who were the land of their lords. We know very little about these people for the simple fact that the nobility and clergy did not keep written records about them. When the peasantry of Europe was mentioned, it was usually in relation to the obligations they owed their superiors. In the centuries that followed the collapse of the Roman Empire the line separating slave and serf became less distinct. Of course, both slaves and serf lacked freedom and were subject to the will of the lord. Throughout the long history of medieval serfdom, the serf was required to perform labor services for his lord. Although the number of days devoted to working the lord's land varied from place to place, it was usually three days a week, accepted harvest time, when the lord would expect even more. Furthermore, the serf was tied to the land and his condition was hereditary. By the 12th century and England, it was indeed common for some serfs to be made free. With the rise of towns, the increased productivity of the land, long-distance trade, and the development of a money economy, more and more serfs managed to find themselves living in a condition of freedom. Of course, what this really meant was that the peasants could now rent his land from the lord for a certain period of time. Equally important, with the passage of time many serfs no longer owed their lords a labor obligation, but rather various direct and indirect taxes on almost every task on the medieval manor. Because many landlords had lost their serfs, the lords relaxed ancient obligations and duties.

### **Тема 10. Those who Pray. The Beginning of Monastic Movement.**

#### ***практическое занятие (12 часа(ов)):***

**READING AND COMPREHENSION** At the top of medieval society was the first Estate, the clergy, those who pray. It was the village priest who was to oversee the spiritual life of his flock on the medieval manor. His duties were to administer the necessary sacraments with regularity and consistency. He was also important to absolve men and women of their sins for the act of confession. He was also, as we have already seen, the usual source of secular and ecclesiastical pronouncements. His role, then, in the medieval village was extraordinary. Of course, not all village priests were as dedicated to the holiness of their flock as we would like to believe. However, it was the village priest with whom medieval men and women identified the Church, its teachings, and authority. Although monasticism was firmly entrenched in medieval society by the time of Charlemagne, by the 11th or 12 century, monks had become more visible members of town and village alike. The monasteries were dedicated to prayer and supplying the evil Europe with the ideal of a Christian civilization. Monasteries also produced and educated elite that were utilized in service to lords and kings. The monks also kept alive classical culture and introduced the techniques of efficient and profitable land management. By the 11th or 12 century, the original mission of the monastic movement had been altered to accommodate the children of the nobility with an honorable aristocratic life. Such a life also held out the possibility for an ecclesiastical career. By the 13th century the older Benedictine monasteries had to compete with new orders such as the Dominicans and Franciscans. As a result, more monks had to be recruited from the middle classes who inhabited the area near an abbey. As medieval Europe prospered during the 12th century Renaissance and after, there was a marked increase in the number of cities in large towns. In these sorts of places one could see firsthand the representatives of the Church. What the townspeople began to observe was a clergy who seemed more willing to live the life of a European prince or noble, then someone whose sole duty was the spiritual guidance of the people. The Church, it was commonly believed, seemed to be inhabited by people who were interested only in the aggrandizement of their own wealth, power, and prestige. The stage seemed to be set for the rise in heresy of the 12th century and after. Most medieval men and women regarded their Christianity with seriousness and genuine faith. If monks, and bishops, and other members of the clergy, were engaged in acts of holiness, then why did it seem that they were living a life of luxury and opulence? These were questions that would become of utmost importance in the following centuries leading up to the Protestant Reformation.

## **Тема 11. Medieval World View. The Revival of Culture.**

### ***практическое занятие (12 часа(ов)):***

**READING AND COMPREHENSION** By the end of the 12th century there were signs of a widespread awakening and progress felt across Europe. For instance, the lords of the manor were learning to make better use of their serfs. They did this by emancipating them and so from this point on the serfs were now called peasants. Peasants were no longer tied to the land by labor obligations owed to the lord. Now, they paid rent instead. Meanwhile, suburbs began to appear around older cities and hundreds of new villages sprang into being. Overall, European society was becoming more diversified and life was beginning to hold more comforts. And in terms of intellectual history, this period has come to be characterized as the 12th Century Renaissance. All across northern Europe and England, peasants were freed from labor obligations and were now offered land -- for rent -- under very attractive terms. Peasants expanded into new territories. They leveled forests and drained swamps wherever they went. The peasants also had better tools at their disposal. The plough was now in general use, wind mills were more common and the land seemed to be yielding more. Despite numerous setbacks, the peasantry of northern Europe slowly recognized that a three field system of crop rotation would yield more than the older two field system. The bottom line is this -- peasants were better fed, less afraid of famine and could now raise more children because the land could support a larger, or at least growing, population. And the peasants did raise more children for one of the signs of increased economic prosperity was at the same time an increase in the population. In areas where peasants normally congregated, villages became towns and towns became cities. A process of urbanization was under way -- a process which the Romans had to abandon in the 3rd century under the pressures of barbarian invasion. Rome was a specifically urban civilization. The Romans liked their cities and the conveniences the city offered. But by the 4th century at the latest, this began to change as Germanic tribes moved south of the Danube River, deeper and deeper into the heart of the Roman Empire. With the final collapse of the Empire in the 5th century Germanic tribes were everywhere. Not only did they bring their language, religions and customs, they also brought with them a preference for the open country and a general distaste for anything cityfied. So, between the 5th century and the 11th century, the urban civilization of the former Roman Empire declined. The process of urbanization would not begin anew until the 11th century at the earliest. One of the reasons why this is so is that the threat of barbarian migration began to subside. And the reason this took place was that slowly but surely, the chieftains of the barbarian tribes were converted to Christianity. And once a chieftain was converted, so too were his people converted as an act of homage and loyalty.

## **Тема 12. Peter the Great. The Winter Palace**

### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Peter the Great The country Peter I inherited lagged far behind most European states. It did not escape Peter's attention that his country lacked an access route to the seas, which was so vital for trade at the time. The determined Russian tsar embarked on an ambitious program to transform Russia into an advanced European country while winning a maritime outlet. Breaking the resistance of the old land-owning nobility, the boyars, and severely punishing all opposition to his projects, Peter launched a series of reforms that affected every area of his nation's life - administration, industry, commerce, technology and culture. The first steps he took were the campaigns of 1695-1696 against the Crimean Tatars, the vassals of Turkey, in the hope of carving a route to the Black Sea. Initially unsuccessful, the campaign eventually brought some land gains and prompted Peter to start building a navy. His next undertaking was an extensive European tour, the first time a Russian Tsar went abroad. Peter's main objective was to strengthen the anti-Turkish coalition, but also to learn more about Europe's economic and cultural life. Meanwhile, having found no allies against the Turks among the Western powers, and realizing Russia couldn't fight them alone, Peter gave up his dream of a Black Sea access, turning his attention to the Baltic Sea to the north instead. At this time, Russia's route to the Baltic coast was blocked by the powerful Swedes. To dislodge them, Peter allied himself to several European powers and, in 1700, embarked on his biggest military undertaking, the so-called Northern War. Mobilizing all of Russia's vast resources, the Russian tsar personally involved himself in key planning and operations, often seen aboard warships or on the battlefield. As it turned out, Russia proved ill-prepared to fight the Swedes, the most advanced army of the time. Thus, at the Battle of Narva, Russia's first attempt at seizing the Baltic coast ended in disaster. In 1704, Russian troops captured Tartu and Narva. This victory was followed by the Battle of Poltava (1709), which represents one of the key victories in Russian military history. But despite the success of Russian forces, Peter had to wait until 1721 for the eastern shores of the Baltic to be at last ceded to Russia.

### **Тема 13. Catherine I. The Supreme Council establishing**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Catherine I Russian Empress Catherine I was the second wife of Peter I the Great and Empress of Russia from 1725 to 1727. In 1724 Catherine was officially named co-ruler and when Peter died in 1725 without naming an heir, Catherine's candidacy for the throne was supported by the guards of the Semenovsky and Preobrazhensky regiments that liked Peter very much and after his death transferred their trust and devotion to his wife Catherine. Her candidacy was also supported by several powerful and important individuals who saw Catherine as their guarantee to maintaining their power. As a result, the Holy Synod, the Senate and other high officials almost immediately proclaimed Catherine Empress of Russia. Becoming the first female ruler in Russia she started a new page in the history of women in power that continued with her daughters Elizabeth and Catherine II, who preferred to stick to Peter's reformist policies. Catherine's great administrative innovation was the establishment of the Supreme Privy Council of Imperial Russia on 8 February 1726. She named six of Peter's former advisors as its members and effectively transferred control of government affairs to the new body, thereby undermining the authority of the Senate and the Synod, which had been Peter's main administrative instruments. Originally, the council included six members - Aleksandr Menshikov, Fyodor Apraksin, Gavrila Golovkin, Andrey Osterman, Pyotr Tolstoy and Dmitry Golitsyn. Several months later, Catherine's son-in-law Karl Friedrich, Duke of Holstein-Gottorp, joined the Council. During Catherine's reign, the Council was dominated by Prince Menshikov. The role of the Senate lost its importance and all state affairs were supervised by Catherine's advisers who also took all the core decisions. Peter's reformist activities were totally lost and bribery and embezzlement became widespread.

### **Тема 14. Anna Ioannovna. Development of Art and Culture**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Anna Ioannovna Anna ascended the Russian throne largely by accident, when the reigning emperor, the 14-year-old Peter II, died unexpectedly on 29 January 1730. The throne was left without a designated heir and with relatively few proper candidates. The Supreme Privy Council chose Anna over Elizaveta, a teenage daughter of Peter the Great, who was another contender to the throne. They offered the throne to Anna hoping that she would feel indebted for her unexpected fortune and remain a figurehead at best and malleable at worst. She was compelled to sign nine articles (conditions as they were called) limiting her power. She was not to marry, not to appoint a successor to the throne, not to declare war or make peace, not to impose taxes, not to confer any rank higher than colonel, not to spend government money, not to sign death sentences and not to distribute or confiscate estates and honours without the permission of the Privy Council. She also had to agree to allow the Privy Council to name her successor. On 8 March a coup d'état, engineered by a party of Anna's personal friends, overthrew the Privy Council and Anna tore up the conditions in public; the members of the Privy Council were arrested and subsequently either sentenced to death or banished. On 28 April, 1730, Anna Ioannovna was crowned Empress of Russia in the Dormition Cathedral of the Moscow Kremlin, thus becoming the second crowned female ruler of Russia, after Catherine I. As one of her first acts to consolidate her power she restored (in 1731) the Secret Search Chancellery, the supreme body of political investigation, which used torture, death and exile to intimidate and terrorise those who opposed the tsarina.

### **Тема 15. Elizabeth of Russia. Death Penalty.**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Elizabeth of Russia Elizabeth of Russia, also known as Elizaveta Petrovna, was the Empress of Russia from 1741 to 1762. Elizabeth Petrovna led a charmed existence. Born on 18 December 1709, to Peter the Great and Martha Skaronska, or Catherine I, a peasant, she was technically illegitimate (her parents were not officially married at the time of her birth). She had 11 siblings but only a few of them survived to adulthood. Elizabeth grew up in a supportive and loving environment. She lived an enchanted lifestyle in which she learned to appreciate the customs and etiquette of both Western culture and Russian tradition; Elizabeth was a passionate church attendee, Russian patriot, fluent speaker of the French, Italian, and German languages, and a competent dancer of the minuet. Elizabeth's father, Peter, had abolished the law of succession during his reign. Subsequently, the Supreme Council was given the right to choose Peter's heir to the throne. Upon the death of Peter the Great, her cousin Anna ascended to the throne and Elizabeth was allowed to remain a promiscuous, apathetic Russian socialite. By 1740, however, Elizabeth had matured; she was frustrated by her cousin, Empress Anne's, vindictiveness as a political leader and the perpetual threats of banishing Elizabeth to a nunnery. As Empress Anne lay on her deathbed, the people hoped that Elizabeth would take the throne. Instead, she was passed over in favor of Prince Anton and Anna Leopoldovna's newly born son, Ivan VI, on whose behalf his mother, served as regent. Secret agents acting on the orders of the Regent Anna watched Elizabeth day and night. Anna was worried that Elizabeth would incite a revolt against her, because Anna recognized that as a foreigner, the Russian populace distrusted her, while Elizabeth was a favorite of the guards and loved by the people. On November 25, 1741, Elizabeth was ready to take her place among the annals of Russian political leaders. With the help of her political supporters, Elizabeth arrested Regent Anna and the infant emperor. Even though it was a daring coup, it was accomplished without bloodshed. Elizabeth crowned herself the empress on April 25, 1742. That in victory, Elizabeth was fair, graceful, and managed to keep her revenge in check; she had emerged from the shadows of neglected, carefree princess status to become Russia's ruler.

### **Тема 16. Catherine the Great. Catherine II: Foreign Policy**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Catherine the Great Catherine II was Empress of Russia for more than 30 years and one of the country's most influential rulers. The future Catherine the Great, Sophie Friederike Auguste von Anhalt-Zerbst, was born in one of the tiny German states in Stettin, part of Prussia (now Szczecin in Poland), the daughter of a minor German prince on 2 May 1729. She turned out to be a powerful and enlightened ruler of the vast Russian Empire. In 1745, after being received into the Russian Orthodox Church, and changing her name to Catherine, she married Grand Duke Peter, grandson of Peter the Great and heir to the Russian throne. Being a bright personality with a strong sense of determination she learned the Russian language and by doing a lot of reading acquired a brilliant education. The marriage was unhappy, but the couple did produce one son, Paul. In 1762 Catherine's husband became Tsar Peter III but he was soon overthrown and killed "in an accident", while Catherine became Russia's ruler. It is not known whether Catherine had a part in his death. Catherine went on to become the most powerful sovereign in Europe. Her major influences on her adopted country were in expanding Russia's borders and continuing the process of Westernization begun by Peter the Great. During her reign she extended the Russian empire southwards and westwards, adding territories which included the Crimea, Belarus and Lithuania. Agreements with Prussia and Austria led to three partitions of Poland, in 1772, 1793, and 1795, extending Russia's borders well into central Europe. Russia's influence in European affairs in Eastern and Central Europe were increased and expanded as well. Catherine began as a political and social reformer but gradually grew more conservative as she got older. In 1767 she convened the Legislative Commission to codify Russia's laws and in the process modernized Russian life. She presented the commission with her Nakaz, (or 'Instruction'), a strikingly liberal document that presented the empress's vision of the ideal government. The commission produced no desired results and the outbreak of war against the Ottoman Empire in 1768 provided a good opportunity to disband it.

### **Тема 17. Paul I. Society and Culture during Paul I**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Paul I Paul I was born in the Summer Palace in St Petersburg on September 20, 1754. He was the son of the Grand Duchess, later Empress, Catherine II and Grand Duke Peter, who would become Emperor Peter III. On the day of Catherine II's death, the 42-year-old Paul declared himself Emperor. His coronation in Moscow on April 5, 1797 signaled a break with the stability of Catherine's reign. Painfully aware that Catherine II had planned to bypass him, Paul decreed at his coronation a law of hereditary succession to the crown in the male line, and afterwards in the female, instead of leaving it to the caprice of the reigning sovereign. It was one of the few lasting reforms of Paul's brief reign. On the very day of his coronation he published a manifesto on serfs and landlords, which was a starting point for easing serfdom's rules. Serfs' forced labour for their landlord on Sundays was prohibited. For the first time in Russia history, peasants could be sworn in as witnesses. A special peasantry department was set up, the state peasants received plots of land, and all peasants were granted the right to appeal court decisions. Paul strove to reshape the Russian army in the Prussian fashion, introducing strict discipline and ridiculous wigs for soldiers. These reforms fed discontent among officers and ordinary soldiers alike. Among his first steps was the summoning of all guardsmen to their regiments, which brought several surprising details to light. Most officers had actually been in their country estates or villages deserting their regiments, where they had also enlisted their children, whose ages were often given as 18 when they were in fact not even 10. The widespread practice of enrolling the nobles' infants into the army to provide them with a 'deserved' officer rank by the age of 16-17 was forbidden. The emperor was determined to drag Russia out of the state of economic stagnation into which it had fallen during the last years of the 'Golden Age' of Catherine II. Unlike his mother, however, he lacked the ability to choose the right people. Much progress was nevertheless made. In an attempt to curb inflation, 5 million paper roubles were burnt outside the Winter Palace. The minting of silver roubles was also ordered.

### **Тема 18. Alexander I. Alexander's Marching into Paris**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION Alexander I** His parents were Paul, son of Catherine the Great and Maria Fyodorovna, the former Princess of Wurttemberg. At his birth he was taken to be raised by his Grandmother Catherine the Great. His childhood was troubled by the divisions in the family. Both sides tried to use him for their own purposes and he was torn emotionally between his grandmother and his father, the Heir to the throne. This taught Alexander, very early on, how to manipulate those who loved him and he came a natural chameleon, changing his views and personality depending on who he was with at the time. He was tutored by the Swiss republican philosopher, La Harpe, who was personally chosen by Catherine to mold Alexander's personality and give him a broad education. Catherine expected that a liberal education would help Alexander to reign wisely for the benefit of the country. The young prince became an idealist in the tradition of the Enlightenment. Alexander was 17 in 1793 when he married the lovely Elizabeth of Baden, a pretty princess who was only fourteen years old. They were very happy together in the first years of their marriage. As a wedding present, Catherine gave Alexander the Alexander Palace, showing her preference for his grandson over her son, Paul, by granting Alexander a larger court than his father's. This further poisoned the atmosphere in the family.

### **Тема 19. French War of 1812. Battle of Borodino**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION French war of 1812** The French war of 1812 was one of the most decisive conflicts of modern times. Napoleon crossed the Russian frontier on June 24, 1812, with more than 650 000 troops, and just a few months later recrossed the frontier, defeated, with less than one-tenth of that number. Although winter played a role in the deaths of tens of thousands of French soldiers during the retreat, Russia won the campaign through a skillful withdrawal and the careful selection of battlefields. Napoleon contributed to his own disaster by failing to provide adequately for an extended campaign in terms both of supplies and of reinforcements. Originally Russia had contemplated an invasion of French-held Poland, but the Russian commander, Mikhail Barclay de Tolly, quickly changed the plan. When Napoleon crossed the frontier, Barclay de Tolly intended to have his First Army withdraw to a fortified camp at Drissa, luring Napoleon's main body behind it. While Napoleon attacked the camp, Peter Bagration's Second Army was to fall on the French rear, destroying the invading army. The plan was abandoned and the retreat began when the Russians realized that Napoleon's force was more than twice as large as they had believed. The Russian armies had been drawn up with a considerable gap between them, and Napoleon drove right through it, intending to keep them separated. Barclay de Tolly and Bagration naturally wished to link up before they accepted the battle, but were unable to do so before reaching Smolensk in mid-August. Facing ever-increasing pressure from Tsar Alexander to fight, Barclay de Tolly prepared to accept battle supported by Smolensk impressive walls. Napoleon, however, attempted to envelop the Russian position rather than attack head-on. As Barclay de Tolly became aware of this movement, he decided once again that discretion was the better part of valor and withdrew from Smolensk rather than risk losing his army.

### **Тема 20. Nickolas I. Women, the family and public life**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Nicholas I Tsar Nicholas I (r. 1825-55) is perhaps best known for the tripartite formula "Orthodoxy, Autocracy, Nationality" thought up by his minister of education, Sergei Uvarov. This formula is frequently cited as evidence for strong nationalist and Russifying tendencies under Nicholas. Certainly, Nicholas emphasized the importance of Russian culture (and the Orthodox religion) in the empire; for instance, he demanded that his bureaucrats write their reports in Russian and not, as had often previously been the case, in French. For many of the highest officials, this order must have been very difficult indeed to fulfill. It was also during Nicholas's reign that the term "inorodtsy" (aliens) came to be applied to many of the empire's Asian subjects. The actual law establishing the inorodets category was part of Mikhail Speranskii's Siberian Reforms of 1822. As originally defined, the inorodtsy were non-Christian peoples living in Siberia, considered by the Russian government as living at a low level of civilization. Typically for the Russian Empire, however, ethnicity and language played absolutely no role in determining whether one belonged to this legal category. By the later nineteenth century, however, in popular and to some extent official usage the term inorodets took on the connotation of "non-Russian" and was even used to describe Christians such as Poles. It would be a mistake, however, to ascribe overtly Russifying motives to Nicholas I; he was far too conservative a man for that. Rather, Nicholas aimed above all things at maintaining order and existing hierarchies. Finland's autonomy, for example, was not touched. And when the Slavophile Iurii Samarin dared to criticize imperial policy in the Baltic provinces as too favourable towards the Baltic German nobility in 1849, Nicholas I had him removed from his position and locked up (albeit briefly) in the Peter and Paul Fortress in St Petersburg. In a personal conversation with Samarin, Nicholas made clear to the young idealist (and Russian nationalist) that real threats to Romanov rule came not from the loyal Baltic Germans but from the ignorant Russian masses.

### **Тема 21. Alexander II. Abolition of serfdom.**

***практическое занятие (6 часа(ов)):***



READING AND COMPREHENSION Alexander II The abolition of serfdom in 1861, under Alexander II, and the reforms which followed (local government reforms, the judicial reform, the abolition of corporal punishment, the reform of the military, public education, censorship and others), were a watershed, a turning point in the history of Russia. This is the verdict of the reformers themselves and their opponents, people who lived at the time in Russia as well as beyond its borders, and many researches. This theme remains crucial for historians. But in particular periods such as during the 1905 Revolution or Gorbachev's perestroika, interest in the history of Alexander II's reforms has acquired a particular topicality and political colouring. At such times instead of the already established term 'the Great Reforms', new terminology emerges particularly in the academic literature for wider audiences such as 'revolution from above', 'a revolutionary break with the past' and 'coup d'etat'. However, mainstream scholarship still accepts the more subtle term 'the Great Reforms'. If the question of the suitability of the term for designating this epoch is unlikely to evoke serious doubts and disagreements, that is not true of the issues raised in the title of this text as well as others (including the personal role of Alexander II in the realization of the reforms, the interconnection among them, their subsequent fate), on which there is no consensus in the academic literature. It is sufficient to refer to contemporary Western and Russian research whose authors consider the boundary between 'the pre-reforms' of Nicholas I, 'the Great Reforms' of Alexander II and the 'counter-reforms' of Alexander III relative and even artificial. They present the whole process of reforms as an unbroken continuum spanning the entire nineteenth century. This approach contradicts the other, more traditional one, which views the epoch of the Great Reforms as delimited on the one side by the failure of the Nicholas system with the conclusion of the unsuccessful Crimean War and on the other by the tragic end of the Tsar-Liberator on 1 March 1881. There is no doubt that this subject demands further attention and additional research. Emperor Alexander II himself was the initiator of the transformations in Russia. The question as to what induced the autocratic monarchy to abolish serfdom, which had been its foundation-stone for centuries, has been sufficiently elucidated in the literature. The defeat in the Crimean War (1853-1856), which interrupted the one-and-a-half-century-long victorious advance to the Black Sea and was incurred on home territory; the surrender of Sebastopol; the conditions of the Peace of Paris of 18 (30) March 1856, which deprived Russia's of its fleet and naval bases on the Black Sea and parts of Bessarabia and shed doubt on Russia's prestige as a great power: all these things exposed the extent to which Russia was lagging behind other European countries. The former system had outlived its time - this was the judgment of one of the former apologists of this system, the historian M.P. Pogodin, Alexander II, who ascended to the throne on 19 February 1855 inherited a difficult legacy.

## **Тема 22. Alexander III. Russian culture under Alexander III.**

***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Alexander III Considered Russia's last true autocrat, Alexander III was the epitome of what a Russian Emperor was supposed to be. Forceful, formidable, fiercely patriotic, and at 6' 4" towered over his fellow countrymen. He was the embodiment of the fabled Russian bear. He came to power at a critical point in Imperial Russian history. The Industrial Revolution had finally come to Russia and capitalism was taking root. Foreign investment within the country was at an all time high. His Father, Alexander II was within hours of granting the country its first constitution. Ironically, Alexander III was not born heir to the Russian throne. Born in St Petersburg on February 26, 1845 (old style), he was the second son of Alexander II, the "Tsar Liberator" who had freed the serfs. His older brother and heir to the throne, Nicholas, died in 1865. The young Grand Duke was greatly influenced by his tutor Constantine Petrovich Pobedonostsev who instilled into him conservative fundamentals of autocracy, Orthodoxy and nationalism that were required to govern the Russian Empire. With the death of his brother, Alexander inherited more than just the title of Tsarevich. In October 1866 Alexander married the Danish Princess Dagmar. After her conversion to Orthodoxy, she took the name of Marie Fedorovna. Together, Alexander III and Empress Marie had five children. The reign of Alexander III began in tragedy. On March 1, 1881, on the eve of the signing into law Russia's first constitution, two assassins threw bombs at the Tsar's carriage in St. Petersburg. Alexander II was mortally wounded and died shortly thereafter. As a result of the assassination, Alexander III would not consider granting the constitution. He tightened censorship of the press and sent thousands of revolutionaries to Siberia. In his Accession Manifesto, he declared his intention to have "full faith in the justice and strength of the autocracy" that he had been entrusted with. Any liberal proposals in government were quickly dismissed. Alexander was determined to strengthen autocratic rule as a God given right. His reign is often referred to as the Age of Counter Reform. He was not educated or prepared in his youth to be Emperor. But what he lacked in style he more than made up for in his conviction of his position, his love for his country, and an understanding of the importance he could play in shaping his country's future. He possessed such a strong will as to rule the Russian Empire as absolute autocrat, to the point where the Empire stabilized and prospered, thus allowing capitalism to begin to take root. During his reign the autocracy stabilized and dissent was forced underground. He worked to strengthen and modernize Russia's armed forces while avoiding armed conflict and improve Russia's standing as a world power.

### **Тема 23. Nicholas II. Peasants and Agriculture.**

#### ***практическое занятие (6 часа(ов)):***

**READING AND COMPREHENSION** Nicholas II Born 6 May 1868, Nicholas was the oldest son of Tsar Alexander III and his wife Maria Feodorovna. His parents took particular trouble over his education. Nicholas was taught by outstanding Russian academics at home, he knew several languages and had a wide knowledge of history, and he also quickly grasped military science. His father personally guided his education, which was strictly based on religion. Nicholas ascended the throne at age 26 after the un-expected death of his father in 1894. Although a well educated man, he felt un-prepared for the hard task as the ruler of the Russian empire, he was not properly prepared to officiate as a monarch and was not fully introduced to top affairs of the state. Nicholas's reign was marked by tragedy from the very beginning. A national celebration to honor the formal coronation of the new tsar turned into a disaster. Overcrowding resulted in a stampede and hundreds of people were crushed to death. Shortly after the death of his father, Nicholas married the German Princess Alix of Hesse who, after taking the Orthodox faith took the name of Alexandra Feodorovna. Their union was a rare one among royal families in that they married for love and Nicholas was a devoted husband throughout their life together. Alexandra bore him five children: Olga, Tatyana, Maria, Anastasia and Aleksey, the only male heir to the throne. Aleksey was diagnosed with a life threatening illness, hemophilia. In 1905 a so called 'holy man' named Grigory Rasputin was presented at the palace. He was the only one who was mysteriously able to help ease their son's pain. Despite Rasputin's well documented stories of drinking and womanizing, Alexandra absolutely believed that Rasputin was sent to the royal family by God and soon he exerted a powerful influence over the tsar and tsarina advising them on state matters.

### **4.3 Структура и содержание самостоятельной работы дисциплины (модуля)**

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
1.	Тема 1. Early Medieval Law. New Influences in the Medieval Law	5	1-18	подготовка домашнего задания	4	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
2.	Тема 2. Feudalism. Homage and Fealty	5	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к устному опросу	4	Устный опрос
3.	Тема 3. The Hundred Years? War (1336-1453).The Course of War. The Hundred Years? War. The End of the conflict	5	1-18	подготовка домашнего задания	4	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
4.	Тема 4. The Two Evils of the Middle Ages. Medieval Folk Tales	5	1-18	подготовка домашнего задания	4	Письменное домашнее задание
				подготовка к дискуссии	4	Дискуссия
5.	Тема 5. Heresy. The reasons for its rise. The Albigensians and the Waldensians	5	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к контрольной работе	2	Контрольная работа
				подготовка к устному опросу	3	Устный опрос
6.	Тема 6. The Beginning of the Holy Crusades. The Crusader States.	6	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к устному опросу	1	Устный опрос
7.	Тема 7. The Crusades Continue. The Children?s Crusade.	6	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к дискуссии	1	Дискуссия
8.	Тема 8. European Agrarian Society: Manorialism .	6	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к устному опросу	1	Устный опрос
9.	Тема 9. Medieval Society: The Three Orders.Those who work. Those who Fight.	6	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к устному опросу	1	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
10.	Тема 10. Those who Pray. The Beginning of Monastic Movement.	6	1-18	подготовка домашнего задания	1	Письменное домашнее задание
				подготовка к устному опросу	2	Устный опрос
11.	Тема 11. Medieval World View. The Revival of Culture.	6	1-18	подготовка домашнего задания	1	Письменное домашнее задание
				подготовка к контрольной работе	1	Контрольная работа
				подготовка к устному опросу	1	Устный опрос
12.	Тема 12. Peter the Great. The Winter Palace	7	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
13.	Тема 13. Catherine I. The Supreme Council establishing	7	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
14.	Тема 14. Anna Ioannovna. Development of Art and Culture	7	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
15.	Тема 15. Elizabeth of Russia. Death Penalty.	7	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к устному опросу	3	Устный опрос
16.	Тема 16. Catherine the Great. Catherine II: Foreign Policy	7	1-18	подготовка домашнего задания	3	Письменное домашнее задание
				подготовка к дискуссии	3	Дискуссия
17.	Тема 17. Paul I. Society and Culture during Paul I	7	1-18	подготовка домашнего задания	2	Письменное домашнее задание
				подготовка к контрольной работе	2	Контрольная работа
				подготовка к устному опросу	2	Устный опрос

N	Раздел Дисциплины	Семестр	Неделя семестра	Виды самостоятельной работы студентов	Трудоемкость (в часах)	Формы контроля самостоятельной работы
18.	Тема 18. Alexander I. Alexander's Marching into Paris	8	1-18	подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к устному опросу	6	Устный опрос
19.	Тема 19. French War of 1812. Battle of Borodino	8	1-18	подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к устному опросу	6	Устный опрос
20.	Тема 20. Nickolas I. Women, the family and public life	8	1-18	подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к дискуссии	6	Дискуссия
21.	Тема 21. Alexander II. Abolition of serfdom.	8	1-18	подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к устному опросу	6	Устный опрос
22.	Тема 22. Alexander III. Russian culture under Alexander III.	8	1-18	подготовка домашнего задания	6	Письменное домашнее задание
				подготовка к устному опросу	6	Устный опрос
23.	Тема 23. Nickolas II. Peasants and Agriculture.	8	1-18	подготовка домашнего задания	4	Письменное домашнее задание
				подготовка к контрольной работе	4	Контрольная работа
				подготовка к устному опросу	4	Устный опрос
Итого					162	

## 5. Образовательные технологии, включая интерактивные формы обучения

Специфика дисциплины "Иностранный язык" не предусматривает активного использования лекционных и семинарских форм обучения. В основе учебного процесса - практические занятия.

В процессе обучения иностранному языку используются разнообразные формы проведения занятий: индивидуальная, парная, групповая и командная работа, ролевые игры, творческие задания, компьютерные симуляции, эссе, устные и письменные презентации по различной тематике, соревнования, конкурсы. При этом широко используются разнообразные мультимедийные средства обучения.

## 6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов

## Тема 1. Early Medieval Law. New Influences in the Medieval Law

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** When the Germanic tribes entered the lands of the Western Roman Empire, they brought many of their customs and traditions with them, among them there were those customs and traditions that comprised their system of justice. The bases of those systems among the various peoples seem to have been much the same. The operative unit of society was the kindred, the clan or extended family. When the member of one kindred harmed the member of another in person or in property, the hurt persons relatives sought retribution in what is now termed a vendetta or feud. Due to the collective nature in which people operated, retribution was not sought specifically from the person at fault, but from him or any member of his kindred. The problem with this system is that retribution betrends upon an equivalence between injury and punishment, and this is not always a simple matter to establish. It is only human for a plaintiff to consider the value of his loss more highly than the defendant assesses his own responsibility. There was always the danger that a kindred would consider that there opponents had been overreaching in their retribution and would seek their own retribution as a means of striking what they might consider a suitable balance. Such games could go on for years with men being killed long after the original basis of complaint had been forgotten...

Устный опрос, примерные вопросы:

1. Put the following sentences in the order so that they follow the order of the text (first 3 paragraphs):  
A. Kindred, the clan or extended family, was the operative unit of the society. B. The Germans turned to their chieftains to act as arbitrators. C. The Germanic tribes brought their own system of justice. D. Retribution was not sought from one person, but from all his kindred. E. A kindred could consider that opponents had been overreacting and could seek their own retribution.  
2. Explain what the author means by each of the terms from Text A: Compurgation, ordeal, trial by combat.  
3. Discuss the question in pairs: Were Medieval laws fair? Report the results of your discussion to the class.

## Тема 2. Feudalism. Homage and Fealty

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** In the isolation and chaos of the 9th and 10th centuries, European leaders no longer attempted to restore Roman institutions, but adopted whatever would work. The result was that Europe developed a relatively new and effective set of institutions, adapted to a moneyless economy, inadequate transportation and communication facilities, an ineffective central government, and a constant threat of armed attack by raiders such as the Vikings, Magyars, and Saracens. The most well-known of the institutions were manorialism (the organization of the peasants), monasticism (the organization of the churchmen), and feudalism (the institution of the aristocracy). Feudalism is a term invented in the sixteenth century by royal lawyers - primarily in England - to describe the decentralized and complex social, political, and economic society out of which the modern state was emerging. The term "feudalism" came from the German *vieh*, or "cow," the measure of wealth among the early Germans, a term that gave rise to the medieval word *fief*. "Fief" simply meant "something of value." In the agricultural world of the time, "something of value" was usually land. In a feudal society, civil and military powers at the local level are assumed by great landowners or other people of similar wealth and prestige. These local leaders and their retainers begin to form a warrior class distinct from the people of their territory. The local leaders who emerged during the decay of the Carolingian Empire were generally armed men, particularly armed men mounted on horseback and possessing a fortified residence. As the Frankish empire conquered their neighbors, the Carolingian monarchs had to develop a means of holding and governing these new territories. They realized this by entrusting aspects of local government to favored followers and paying them with grants of land and revenues in the territories they were expected to fortify, garrison, defend and govern.

Устный опрос, примерные вопросы:

1. Complete the sentences using the information from the text: 1. In the 9th ? 10th centuries Europe developed new institutions, such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. 2. The term ?Feudalism was derived from the word ?fief? that meant \_\_\_\_\_. 3. In feudal society local leaders and their retinues began to form \_\_\_\_\_ different from \_\_\_\_\_. 4. The Carolingian monarchs governed new territories by entrusting \_\_\_\_\_ to \_\_\_\_\_ and \_\_\_\_\_. 5. The class of ?fighting men? steadily increased and they had to \_\_\_\_\_. 6. The feudal leaders began to treat governmental functions as \_\_\_\_\_. 7. The feudal leaders dictated how \_\_\_\_\_ and established \_\_\_\_\_. 8. Lords received payments for \_\_\_\_\_. 2. Make a brief report on the topic ?Feudalism in the Middle ages?. Note to mention your point of view on this subject matter (use the phrases below): In my opinion,? To my mind,? I have no doubt that? My own feeling on the subject is that? I am of the opinion that?

### **Тема 3. The Hundred Years? War (1336-1453).The Course of War. The Hundred Years? War. The End of the conflict**

Письменное домашнее задание , примерные вопросы:

READING AND COMPREHENSION Flanders had grown to be the industrial center of northern Europe and had become extremely wealthy through its cloth manufacture. It could not produce enough wool to satisfy its market and imported fine fleece from England. England depended upon this trade for its foreign exchange. During the 1200's, the upper-class English had adopted Norman fashions and switched from beer to wine. The problem was that England could not grow grapes to produce the wine that many of the English now favoured and had to import it. A triangular trade arose in which English fleece was exchanged for Flemish cloth, which was then taken to southern France and exchanged for wine, which was then shipped into England and Ireland, primarily through the ports of Dublin, Bristol, and London. But the counts of Flanders had been vassals of the king of France, and the French tried to regain control of the region in order to control its wealth. The English could not permit this, since it would mean that the French monarch would control their main source of foreign exchange. A civil war soon broke out in Flanders, with the English supporting the manufacturing middle class and the French supporting the land-owning nobility. The English king controlled much of France, particularly in the fertile South. These lands had come under control of the English when Eleanor of Aquitaine, heiress to the region, had married Henry II of England in the mid-12th century. There was a constant conflict along the French-English frontier, and the French kings always had to fear an English invasion from the South. The French responded by alliance with the Scots in an arrangement that persisted well into the 18th century. Thus the English faced the French from the south and the Scots from the north.

Устный опрос , примерные вопросы:

1. Put these episodes of the war in the correct order: A. The war broke out in 1340. B. Eleanor the Aquitaine married Henry II. C. The battle at Crecy took place. D. The war ended with a treaty between England and France. E. The French allied with the Scots. F. The battle of Poitiers took place. G. The Black death arrived. 2 . Make a report titled ?The Course of the Hundred Years? War?. Remember to mention the dates. Ex. 3. Discuss the following question as a group: Were the results of The Hundred Years' War worth the time and efforts spent on it?

### **Тема 4. The Two Evils of the Middle Ages. Medieval Folk Tales**

Дискуссия , примерные вопросы:

Ex. 1. Continue the sentences using information from the text: 1. People gathered what food they could from the forest because? 2. By 1317 all classes of the society were suffering, although? 3. There was not enough grain available to be used as seeds. Besides? 4. Europe was able to recover although? 5. Personal hygiene was uncommon, so? 6. Some European merchants were trading in Crimea, which was infected by plague. As a result,? 7. The plague spread because of? 8. People tried to protect themselves from plague by? Ex. 2. Discuss the following questions as a group: 1) Do you know about any other natural disasters in former times? Compare them with the two ones described above. Which catastrophe was graver? Why? 2) Do you believe that such great disasters as famine and plague can have a positive effect? Why? Why not?

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** The 14th century was an era of catastrophes. Some of them were manmade evils, as the Hundred Years' War, but some of them were natural disasters as the Great Famine (1315-1317) and the Black Death (1346- 1351). By the beginning of the 14th century the population had grown to such an extent that the land could provide enough resources to support it only under the best of conditions. At the same time, however, the Western European climate was undergoing a slight change, with cooler and wetter summers and earlier autumn storms. Conditions were no longer optimal for agriculture. A wet spring in the year 1315 made it impossible to plough all of the fields that were ready for cultivation, and heavy rains rotted some of the seed grain before it could germinate. The harvest was far smaller than usual, and the food reserves of many families were quickly depleted. People gathered what food they could from the forests: edible roots, plants, grasses, nuts, and bark. The Spring and Summer of 1316 were cold and wet again, however. Peasant families now had less energy with which to cultivate the land needed for a harvest to make up for the previous shortfall and possessed a much smaller food supply in reserve to sustain them until the next harvest. By the spring of 1317, all classes of society were suffering, although the lower classes suffered the most. Draft animals were slaughtered, seed grain was eaten, infants and the younger children were abandoned. Many of the elderly voluntarily starved themselves to death so that the younger members of the family might live to work the fields again. The weather had returned to its normal pattern by the summer of 1317, but the people of Europe were incapable of making a quick recovery. An important factor in this situation was the scarcity of grain available to be used as seed. Besides most of the surviving people and animals were simply too weak to work effectively. But about ten to fifteen percent of the population had died from pneumonia, bronchitis, tuberculosis, and other sicknesses that the starving sufferers' weakness had made fatal, and there were consequently fewer mouths to feed. So Europe was able to recover, although only slowly. It was not until about 1325 that the food supply had returned to a relatively normal state, and population began to increase again. This return to normality was suddenly ended in the year 1347 by a disaster even worse than the Great Famine that is the Black Death.

### **Тема 5. Heresy. The reasons for its rise. The Albigensians and the Waldensians**

Контрольная работа , примерные вопросы:

Read the text without a dictionary and do the task below: A folk tale is a popular story passed on by speech over a long period of time in some populace. It grows up as an important part of people's way of living and belongs to a particular area or time. (1) \_\_\_\_\_. Abandoned in the woods by their parents during a time of hunger, Hansel and Gretel were taken in by an old woman living in a cottage made of gingerbread and candy. (2) \_\_\_\_\_. Gretel asked the woman to look inside the oven to see if it was hot enough, and then pushed her in and slammed the door. This is a rather late tale, but it is illustrative of the grim possibilities with which the old tales for children are fraught. (3) \_\_\_\_\_. The land of the prince-bishop of Bingen, a district on the Rhine river above Cologne, had suffered a severe short-fall in its harvest, and food was in very short supply. Nevertheless, the bishop demanded that everyone pay him their full rents and taxes in money and in kind. He then used the money to buy up what food remained in the market, and stored all of it in the fortress tower in which he lived. (4) \_\_\_\_\_. But he need not have worried about that -the people were all gone. They had eaten every blade of grass and every kernel of grain in the land. Some had died, while others had fled and left the bishop as the only living person in Bingen. Just as he was congratulating himself on having been clever enough to have survived the great hunger in comfort, he heard noises outside and at the doors. He rushed to the top of the tower and saw a terrible sight. (5) \_\_\_\_\_. There is an old stone tower in the German city of Bingen, and it is still pointed out to visitors as the famous Mouse Tower of the Bishop of Bingen. These sentences have been removed from the text. Choose one of the sentences a-e which best fits each gap 1-5. a. Another folk tale that arose about this time suggests a new and more violent attitude among the populace, the story of The Mouse Tower of Bingen. b. All of the starving rats and mice from the entire region had smelled the food and were hurrying toward his tower. c. He dismissed all of his dependents and servants, and then shut and locked all of the gates and doors to the tower in order to be sure that people would not try to enter and steal the food he had hoarded there. d. They saw that the old woman was bringing in wood and heating the oven, and they discovered that she was planning on roasting and eating them. e. Here are the fairy tales that arose about the Great Famine time - The story of Hansel and Gretel and The story of The Mouse Tower of Bingen. Task 1. Can you think of any similar Russian fairy tale? Task 2. Give a written translation of the text in Russian.

Письменное домашнее задание , примерные вопросы:



**READING AND COMPREHENSION** The most important medieval institution was the Church - not just the Church, but orthodox Christianity as interpreted by the Church. The medieval people believed in physical Hell, in which sinners would suffer the most excruciating pain imaginable forever and would be aware that their agony would never end. The Church taught, and most people believed, that the only way to avoid such a fate was by following the teachings and being protected by the rituals (sacraments) of the Church. A heretic was a person who believed something that was contrary to the "revealed truth" offered by God to humanity through the Church. He was definitely doomed to Hell, but he could also convince others of his or her wrong belief and so lead them to Hell also. Therefore a heretic was regarded as someone carrying a highly contagious and incurable disease and was killed. Moreover, the people of the Middle Ages often killed heretics in public and horrible ways as a warning to everyone of how dangerous heresy was. There were numerous reasons for the rise of anti-clerical among the laity during the twelfth century and they are as follows. The growth of the educated class, including laymen, brought about by the rise of abbey and cathedral schools and the universities, led to closer examination of the Church's "revealed truth." Studies such as Peter Abelard's *Sic et Non* ("Yes and No") demonstrated the contradictions within that "revealed truth." The struggles over lay investiture had involved the Church in secular politics. This weakened the Church's position that ecclesiastical affairs should be free from secular interference but that the Church had the right to pass moral judgments on laymen and their actions. The residents of the rising towns and cities of Western Europe needed charters of liberty to free them from the restrictions of feudal practices. Secular lords granted such charters rather freely, but ecclesiastical lords were often unwilling to relinquish their rights and privileges to laymen.

Устный опрос , примерные вопросы:

1. Continue the sentences with the information from the text: 1. The Church taught that? 2. A heretic was a person who? 3. The Church had the right to? 4. The residents of Western European town and cities needed ? to ?. 5. The secular clergy didn't have? 6. The Church reforms were directed primarily at? 7. The quality of secular clergy was? 8. The Church was so intent on maintaining Latin as its ?universal language? that? .2. Give your own definition of a heretic. Tell your partner your point of view on heresy.

## **Тема 6. The Beginning of the Holy Crusades. The Crusader States.**

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** Beginning in the 11th century, the people of western Europe launched a series of armed expeditions, or Crusades, to the East and Constantinople. The reason for the Crusades is relatively clear: the West wanted to free the Holy Lands from Islamic influence. The first of early Crusades were part of a religious revivalism. The initiative was taken by popes and supported by religious enthusiasm and therefore the Crusades demonstrated papal leadership as well as popular religious beliefs. They were also an indication of the growing self-awareness and self-confidence of Europe in general. Europe no longer waited anxiously for an attack from outside enemies. Now and for the first time, Europeans took the initiative and sent their armies into the Holy Lands. It took courage to undertake such an adventure, a courage based on the conviction that the Crusades were ultimately the will of God. An unintended consequence of the Crusades was that the West became more fully acquainted with the ideas and technology of a civilization far more advanced than their own. The Crusades also highlight the initial phase of western expansion into new lands, a movement of the peoples of Europe that has influenced the course of western civilization ever since. From the third century on, Christians had visited the scenes of Christ's life. In Jerusalem, St. Helena had discovered what was believed to be the True Cross and her son, Constantine (c.274-337), built the Church of the Holy Sepulcher there. Before the Muslim conquest of the 7th century, pilgrims came from Byzantium and the West in search of sacred relics for their churches. Pilgrimages were a dangerous business and could only be taken amidst hardship. But by the reign of Charlemagne, conditions had improved for western pilgrims: Caliph Harun al-Rashid (763-809) allowed Charlemagne to endow a hostel in Jerusalem for the use by pilgrim traffic. Stability in both the Muslim and Byzantine worlds was essential for the easy and safe continuance of pilgrim traffic. But in the early 11th century this stability broke down as the Egyptian ruler of Palestine, Hakim (c.996-1021), abandoned the tolerant practices of his predecessors, and began to persecute Christians and Jews and to make travel to the Holy Lands difficult once again. Hakim destroyed Constantine's Church of the Holy Sepulchre and declared himself to be God incarnate.

Устный опрос , примерные вопросы:

1. Explain what happened in the following years of the Crusades, using the information from the text: 1050 1055 1081 1073 1095 2. Discuss the following question in pairs: Why did the first Crusade fail?

### **Тема 7. The Crusades Continue. The Children's Crusade.**

Дискуссия, примерные вопросы:

Ex. 1. Put these events in the correct order, according to the text. Remember to note the dates. A. Alexius was crowned Alexius IV. B. Acre was captured in 1191. C. Frederick Barbarossa, Philip Augustus of France and Richard the Lionhearted led the third Crusade. D. Saladin became a vizier. E. St. Bernard preached the Second Crusade, but it proved to be failure. F. Fortified Crusaders attacked Constantinople. G. The Pope excommunicated the Crusaders. H. Christians lost Jerusalem. Nothing else left for them except the port of Tyre. I. Constantinople was seized and sacked. J. The Crusaders attempted to conquer Egypt. K. Christians are allowed to visit Jerusalem freely. L. Innocent II came to the papal throne and called for the Fourth Crusade. Ex. 2. Discuss the following question in small groups: What were the benefits and drawbacks of the Crusades from the point of view of Europeans and the Eastern world?

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** In response to the conquest of Edessa, St. Bernard preached the so-called Second Crusade. Thanks to the enormous enthusiasm he unleashed, King Louis VII (1120-1180) of France and King Conrad III (1093-1152) of Germany came to the East. But the second Crusade proved to be a failure. Relations with the Byzantines were worse than ever. The western armies were almost wiped out in Asia Minor. When the remnants of this army reached the Holy Land, they found themselves in conflict with the local lords who feared that these newcomers would take over their kingdom. The crusader's failure to take Damascus in 1149 brought its own punishment. In 1154 Zangi's son took Damascus. The next act of Muslim reconquest was carried out in Egypt by a general who was sent to assist one of the quarreling factions in Cairo. This general became vizier of Egypt and died in 1169, leaving his office to his nephew Saladin (1137-1193), a chivalrous and humane man who became the greatest Muslim leader during the period of the Crusades. Saladin brought the Muslims cities of Syria and Mesopotamia under his control and distributed them to faithful members of his own family. By 1183 his brother ruled Egypt and his sons ruled Damascus and Aleppo. In 1187 Jerusalem fell and soon there was nothing left to the Christians except the port of Tyre and a few castles. These events made a Third Crusade (1189-1192) necessary. The Holy Roman emperor, Frederick Barbarossa (c.1123-1190) led a German force through Byzantium, only to be drowned (1190) before reaching the Holy Land. Some of his troops, however, continued on to Palestine. There they were joined by Philip Augustus of France and Richard the Lionhearted (1157-1199) of England, former rivals in the West. The main thrust of the Third Crusade was the siege of Acre, which was finally captured in 1191. Jerusalem could not be taken but Saladin signed a treaty with Richard allowing Christians to visit the city freely.

### **Тема 8. European Agrarian Society: Manorialism.**

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** One of the greatest achievements of the early Middle Ages was the emergence of the single-family farm as the basic unit of production. Villa owners, that is, former Roman patricians, were forced to settle their slaves on their own estates. The wreckage of the Roman Empire and with it, the decline of any form of centralized government, demanded such a development. This development often called manorialism or serfdom, marks the beginning of the European peasantry, a class or order of laborers who did not really disappear until quite recently. Before we turn our attention to serfdom or manorialism, it is necessary to highlight a few technological achievements of the period, roughly 500-1000. By the 6th century a series of new farm implements began to make their appearance. The first development was the heavy plow which was needed to turn over the hard soil of northern Europe. The older "scratch" plow had crisscrossed the field with only slight penetration and required light, well-drained soils. The heavy plow or "moldboard" cut deep into the soil and turned it so that it formed a ridge, thus providing a natural drainage system. It also allowed the deep planting of seeds. The heavy plow, by eliminating the need for cross-plowing, also had the effect of changing the shape of fields in northern Europe from squarish to long and narrow. The old square shape of fields was inappropriate to the new plow -- to use it effectively all the lands of a village had to be reorganized into vast, fenceless open fields plowed in long narrow strips. This invited cooperation. The only drawback as that it required an increased amount of animal power to draw it across the soil. So, a second innovation attempted to overcome this drawback: the introduction of teams of oxen. This became possible through the adoption of two pieces of technology known to the Romans: the rigid horse collar and the tandem harness. The rigid collar and tandem harness allowed teams to pull with equal strength and greater efficiency. And this invited cooperation as well for how many peasants can be said to have owned eight oxen, the number requisite to pull the heavy plow? If they wished to use this new piece of technology they would have to pool their teams. Added to this was the fact that each peasant might "own" and harvest fifty or sixty small strips scattered widely over the entire arable land of the village. The result was the growth of a powerful village council of peasants to settle disputes and to decide how the total collection of small strips ought to be managed. This was the essence of the manorial system as it operated in northern Europe.

Устный опрос , примерные вопросы:

1. Continue the sentences using the information from the text: 1. Manorialism is? 2. ?Scratch? plough was used? 3. Heavy plough was needed for? 4. Rigid collar and tandem harness allowed to? 5. Three-field system of crop rotation included? and improved? 6. The manor was the fundamental unit of? 7. Manorial village was controlled by? 8. Peasants grew? and raised? 9. Peasants lived, worked and died within? 2. Work as a group and make up a story named ?One day in a medieval manor? from the point of view of a peasant or a lord.

### **Тема 9. Medieval Society: The Three Orders. Those who work. Those who Fight.**

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** The image of a tripartite society divided by function has become a hallmark of medieval European history. An understanding of this tripartite division of European society is important both for our understanding of medieval European history, but also for the subsequent history of the Continent, especially in the 18th century. It was during that century that the ancien regime faced its gravest challenge during the heady days of the

Устный опрос , примерные вопросы:

1 Place the sentences which summarize the main ideas of the lecture in the order they appear in Text A. a. Most European people were peasants, but we know little about them. b. Christianity was a matrix of ideas and modes of behaviour for medieval people. c. Tripartite society was a hallmark of Medieval history. d. With the rise of towns and development of money economy peasants could rent the land from the lord. e. The serf was required to perform labour obligations to his lord. f. Medieval religious world view was full of rituals and symbolism. g. Most European peasants lived in manors. h. Village church was the centre of medieval community. i. Peasants had strong sense of existence of God. Ex. 2. Discuss the question in pairs: How important was religion in the life of a medieval peasant? Use the phrases below: It seems to me that? I am of the opinion that? My impression is that? It goes without saying that? From my point of view?

### **Тема 10. Those who Pray. The Beginning of Monastic Movement.**

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** At the top of medieval society was the first Estate, the clergy, those who pray. It was the village priest who was to oversee the spiritual life of his flock on the medieval manor. His duties were to administer the necessary sacraments with regularity and consistency. He was also important to absolve men and women of their sins for the act of confession. He was also, as we have already seen, the usual source of secular and ecclesiastical pronouncements. His role, then, in the medieval village was extraordinary. Of course, not all village priests were as dedicated to the holiness of their flock as we would like to believe. However, it was the village priest with whom medieval men and women identified the Church, its teachings, and authority. Although monasticism was firmly entrenched in medieval society by the time of Charlemagne, by the 11th or 12 century, monks had become more visible members of town and village alike. The monasteries were dedicated to prayer and supplying the evil Europe with the ideal of a Christian civilization. Monasteries also produced and educated elite that were utilized in service to lords and kings. The monks also kept alive classical culture and introduced the techniques of efficient and profitable land management. By the 11th or 12 century, the original mission of the monastic movement had been altered to accommodate the children of the nobility with an honorable an aristocratic life. Such a life also held out the possibility for an ecclesiastical career. By the 13th century the older Benedictine monasteries had to compete with new orders such as the Dominicans and Franciscans. As a result, more monks had to be recruited from the middle classes who inhabited the area near an abbey. As medieval Europe prospered during the 12th century Renaissance and after, there was a marked increase in the number of cities in large towns. In these sorts of places one could see firsthand the representatives of the Church. What the townspeople began to observe was a clergy who seemed more willing to live the life of a European prince or noble, then someone whose sole duty was the spiritual guidance of the people. The Church, it was commonly believed, seemed to be inhabited by people who were interested only in the aggrandizement of their own wealth, power, and prestige. The stage seemed to be set for the rise in heresy of the 12th century and after. Most medieval men and women regarded their Christianity with seriousness and genuine faith. If monks, and bishops, and other members of the clergy, were engaged in acts of holiness, then why did it seem that they were living a life of luxury and opulence? These were questions that would become of utmost importance in the following centuries leading up to the Protestant Reformation.

Устный опрос , примерные вопросы:

1. Continue the sentences with the information from the text: 1. The duties of a village priest were? 2. The priest was also the source of? 3. The monasteries were dedicated to? 4. The monks had to be recruited from? 5. The townspeople began to observe that? 6. The medieval European society cannot be fully understood without? 2. Work in small groups. Make up a story ?One day in a life of a village priest?. Present your story to the class.

### **Тема 11. Medieval World View. The Revival of Culture.**

Контрольная работа , примерные вопросы:

Give a written translation of the text. The greatest of all the eastern emperors was clearly Justinian (c.482- 565), who reigned for thirty-eight years between 527 and 565. Justinian was reformer in the fashion of Augustus Caesar. It was Justinian's desire to restore the Empire -- both East and West -- to all of its former glory. In fact, it has been said that his desire to restore the former Roman Empire was an obsession. His greatest accomplishment toward this end was the revision and codification of Roman law. Justinian understood that a strong government could not exist without good laws. Although the Romans prided themselves on their written laws, several centuries of written laws had brought nothing but confusion. In Justinian's day, a man could have spent a lifetime studying the laws without ever mastering them. The laws had grown too numerous and too confusing. Justinian created a commission of sixteen men to bring order out of all the laws. These men worked for six years and studied more than 2000 texts. In 529, the commission produced the Corpus Juris Civilis ? the Body of Civil Law. The Corpus, written in Latin, became the standard legal work until the middle of the 19th century. As such, the Corpus is one of the most sophisticated legal systems ever produced and symbolized Justinian's efforts to create a reunited and wellgoverned Empire.

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** By the end of the 12th century there were signs of a widespread awakening and progress felt across Europe. For instance, the lords of the manor were learning to make better use of their serfs. They did this by emancipating them and so from this point on the serfs were now called peasants. Peasants were no longer tied to the land by labor obligations owed to the lord. Now, they paid rent instead. Meanwhile, suburbs began to appear around older cities and hundreds of new villages sprang into being. Overall, European society was becoming more diversified and life was beginning to hold more comforts. And in terms of intellectual history, this period has come to be characterized as the 12th Century Renaissance. All across northern Europe and England, peasants were freed from labor obligations and were now offered land -- for rent -- under very attractive terms. Peasants expanded into new territories. They leveled forests and drained swamps wherever they went. The peasants also had better tools at their disposal. The plough was now in general use, wind mills were more common and the land seemed to be yielding more. Despite numerous setbacks, the peasantry of northern Europe slowly recognized that a three field system of crop rotation would yield more than the older two field system. The bottom line is this -- peasants were better fed, less afraid of famine and could now raise more children because the land could support a larger, or at least growing, population. And the peasants did raise more children for one of the signs of increased economic prosperity was at the same time an increase in the population. In areas where peasants normally congregated, villages became towns and towns became cities. A process of urbanization was under way -- a process which the Romans had to abandon in the 3rd century under the pressures of barbarian invasion. Rome was a specifically urban civilization. The Romans liked their cities and the conveniences the city offered. But by the 4th century at the latest, this began to change as Germanic tribes moved south of the Danube River, deeper and deeper into the heart of the Roman Empire. With the final collapse of the Empire in the 5th century Germanic tribes were everywhere. Not only did they bring their language, religions and customs, they also brought with them a preference for the open country and a general distaste for anything civilized. So, between the 5th century and the 11th century, the urban civilization of the former Roman Empire declined. The process of urbanization would not begin anew until the 11th century at the earliest. One of the reasons why this is so is that the threat of barbarian migration began to subside. And the reason this took place was that slowly but surely, the chieftains of the barbarian tribes were converted to Christianity. And once a chieftain was converted, so too were his people converted as an act of homage and loyalty.

Устный опрос , примерные вопросы:

1. Continue the sentences with the information from the text: 1. Peasants were no longer tied to the land, so? 2. Peasants expanded to new territories. As a result, they? 3. Despite numerous setbacks, European peasantry? 4. Rome was an urban civilization. That is? 5. Once a chieftain was converted, so too? 6. The economic factors of renewed urbanization affected European society. However? 7. Peasants could pass their lands to their sons. In other words? 8. It was in Italy that? 9. With improved productivity, the nobility? 10. While the nobility built bigger castles, they also? 11. With all this said, it would be incorrect to say that a medieval knight? 2. Discuss the following question in pairs: Was a medieval knight a newly educated person or a cruel warrior? Report the results of your discussion to the class.

## **Тема 12. Peter the Great. The Winter Palace**

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** Peter the Great The country Peter I inherited lagged far behind most European states. It did not escape Peter's attention that his country lacked an access route to the seas, which was so vital for trade at the time. The determined Russian tsar embarked on an ambitious program to transform Russia into an advanced European country while winning a maritime outlet. Breaking the resistance of the old land-owning nobility, the boyars, and severely punishing all opposition to his projects, Peter launched a series of reforms that affected every area of his nation's life - administration, industry, commerce, technology and culture. The first steps he took were the campaigns of 1695-1696 against the Crimean Tatars, the vassals of Turkey, in the hope of carving a route to the Black Sea. Initially unsuccessful, the campaign eventually brought some land gains and prompted Peter to start building a navy. His next undertaking was an extensive European tour, the first time a Russian Tsar went abroad. Peter's main objective was to strengthen the anti-Turkish coalition, but also to learn more about Europe's economic and cultural life. Meanwhile, having found no allies against the Turks among the Western powers, and realizing Russia couldn't fight them alone, Peter gave up his dream of a Black Sea access, turning his attention to the Baltic Sea to the north instead. At this time, Russia's route to the Baltic coast was blocked by the powerful Swedes. To dislodge them, Peter allied himself to several European powers and, in 1700, embarked on his biggest military undertaking, the so-called Northern War. Mobilizing all of Russia's vast resources, the Russian tsar personally involved himself in key planning and operations, often seen aboard warships or on the battlefield. As it turned out, Russia proved ill-prepared to fight the Swedes, the most advanced army of the time. Thus, at the Battle of Narva, Russia's first attempt at seizing the Baltic coast ended in disaster. In 1704, Russian troops captured Tartu and Narva. This victory was followed by the Battle of Poltava (1709), which represents one of the key victories in Russian military history. But despite the success of Russian forces, Peter had to wait until 1721 for the eastern shores of the Baltic to be at last ceded to Russia.

Устный опрос, примерные вопросы:

Make a brief report using a vocabulary from the text: Introduction of numerous reforms made by Peter the Great. Before reading the text, answer the questions: 1. What historical sights of St. Petersburg do you know? 2. Can you name any imperial residencies of Russian tsars? Read the following text quickly without a dictionary and find out the following information: 1. when and where the Winter Palace was initially built 2. why the first reconstruction was made 3. unsecure palace 4. destiny of the palace in the XX century The Winter Palace St. Petersburg's most famous building, not only physically dominates Palace Square and the south embankment of the Neva River, but also plays a central political, symbolic, and cultural role in the three-century history of the city. The first Imperial residence on the site of the Winter Palace was a wooden house in the Dutch style built in 1708 for Peter the Great and his family. This was replaced in 1711 by a stone building, the remains of which formed the foundations of the Hermitage Theatre. Parts of this original palace have now been restored and are open to the public. Empress Anna Ioannovna was the first of Peter's descendants to reconstruct the palace. In 1731, she commissioned Francesco Bartolomeo Rastrelli, the recently appointed court architect who would go on to become the recognized master of late baroque in Russia, to create a new, larger palace on the site. Completed in 1735, the third Winter Palace served for only 17 years before Rastrelli was again asked, this time by Empress Elizabeth (Elizaveta Petrovna), to expand the building. After two years proposing different plans to adapt the existing building, Rastrelli eventually decided to completely rebuild the palace, and his new design was confirmed by the empress in 1754. When Catherine the Great came to the throne in 1762, the new palace was nearly complete and, although Catherine removed Rastrelli from the project, his designs for the exterior of the building have remained almost completely unaltered to this day. The building forms a square with an interior courtyard accessed via three archways facing Palace Square. The palace is 22m high, and local planning regulations have prevented any building in the city centre rising higher than this ever since. Within the Winter Palace, continual improvements and revisions were made to the interiors throughout the 18th and 19th centuries. In the 1780s and 1790s, Giacomo Quarenghi and Ivan Starov created a new enfilade of state rooms overlooking the Neva River. Ex.1. Do the following tasks based on the text B: - divide the text into logical parts - give a title to each part - summarize the contents of each part in 2-3 sentences - give the summary of the text.

### **Тема 13. Catherine I. The Supreme Council establishing**

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** Catherine I Russian Empress Catherine I was the second wife of Peter I the Great and Empress of Russia from 1725 to 1727. In 1724 Catherine was officially named co-ruler and when Peter died in 1725 without naming an heir, Catherine's candidacy for the throne was supported by the guards of the Semenovsky and Preobrazhensky regiments that liked Peter very much and after his death transferred their trust and devotion to his wife Catherine. Her candidacy was also supported by several powerful and important individuals who saw Catherine as their guarantee to maintaining their power. As a result, the Holy Synod, the Senate and other high officials almost immediately proclaimed Catherine Empress of Russia. Becoming the first female ruler in Russia she started a new page in the history of women in power that continued with her daughters Elizabeth and Catherine II, who preferred to stick to Peter's reformist policies. Catherine's great administrative innovation was the establishment of the Supreme Privy Council of Imperial Russia on 8 February 1726. She named six of Peter's former advisors as its members and effectively transferred control of government affairs to the new body, thereby undermining the authority of the Senate and the Synod, which had been Peter's main administrative instruments. Originally, the council included six members – Aleksandr Menshikov, Fyodor Apraksin, Gavrila Golovkin, Andrey Osterman, Pyotr Tolstoy and Dmitry Golitsyn. Several months later, Catherine's son-in-law Karl Friedrich, Duke of Holstein-Gottorp, joined the Council. During Catherine's reign, the Council was dominated by Prince Menshikov. The role of the Senate lost its importance and all state affairs were supervised by Catherine's advisers who also took all the core decisions. Peter's reformist activities were totally lost and bribery and embezzlement became widespread.

Устный опрос, примерные вопросы:

Make a brief report on the topic "Empress Catherine I". Note to mention your point of view on this subject matter (use the phrases below): In my opinion? To my mind? I have no doubt that? My own feeling on the subject is that? I am of the opinion that? Before reading the text, answer the following questions: 1. What was the main government institution during Peter's I reign? 2. What was it in charge of? Read the text and try to understand its general content: The Supreme Privy Council established On February 8 (19), 1726 under the decree of Catherine I was established the Supreme Privy Council – formally the supreme state institution of Russia in charge of the most important domestic and foreign affairs in Russia. After the death of Emperor Peter I in 1725, his wife Catherine ascended the throne. She created the Supreme Privy Council from among the companions of the late Emperor, which was to advise the Sovereign what is to be done in public decision-making. Council was in charge of the boards, while the role the Senate declined. At first the Privy Council numbered seven members: A. D. Menshikov, F. M. Apraksin, G. I. Golovkin, P. A. Tolstoy, A. N. Osterman, D. M. Golitsyn, representing the interest of the highborn nobility, and Catherine's I son-in-law duke Carl Golshtinsky. The members of the Supreme Privy Council elaborated for Catherine I the opinion on the established Privy Council where they determined the rights and functions of this body. It was supposed that all the most important decisions must be made only by the Supreme Privy Council and any emperor's decree must end by the words "issued at the Privy Council". The Privy Council was in charge of the foreign policy, army and navy, appointment of the highest officials (including senators), control over the collegiums, financial management and supervisory authorities. Financial issues, which were in the center of the council activities, its members tried to solve in two ways: by streamlining the accounting and control over public revenue and expenditure, and by savings. Collecting the poll tax and recruits was no longer the duty of the Army but of civilian authorities; military units were withdrawn from rural to urban areas, and some officers of the nobles sent on long leave without receiving their salaries. To save money, the Council members resolved to eliminate a number of local establishments (outdoor courts, offices of Zemstvo commissioners) and reduction of the number of employees locally. Part of the petty officials, who had no class rank, has been stripped of their salaries.

#### **Тема 14. Anna Ioannovna. Development of Art and Culture**

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** Anna Ioannovna Anna ascended the Russian throne largely by accident, when the reigning emperor, the 14-year-old Peter II, died unexpectedly on 29 January 1730. The throne was left without a designated heir and with relatively few proper candidates. The Supreme Privy Council chose Anna over Elizaveta, a teenage daughter of Peter the Great, who was another contender to the throne. They offered the throne to Anna hoping that she would feel indebted for her unexpected fortune and remain a figurehead at best and malleable at worst. She was compelled to sign nine articles (conditions as they were called) limiting her power. She was not to marry, not to appoint a successor to the throne, not to declare war or make peace, not to impose taxes, not to confer any rank higher than colonel, not to spend government money, not to sign death sentences and not to distribute or confiscate estates and honours without the permission of the Privy Council. She also had to agree to allow the Privy Council to name her successor. On 8 March a coup d'état, engineered by a party of Anna's personal friends, overthrew the Privy Council and Anna tore up the conditions in public; the members of the Privy Council were arrested and subsequently either sentenced to death or banished. On 28 April, 1730, Anna Ioannovna was crowned Empress of Russia in the Dormition Cathedral of the Moscow Kremlin, thus becoming the second crowned female ruler of Russia, after Catherine I. As one of her first acts to consolidate her power she restored (in 1731) the Secret Search Chancellery, the supreme body of political investigation, which used torture, death and exile to intimidate and terrorise those who opposed the tsarina.

Устный опрос, примерные вопросы:

Make a brief report on one of the following topics: Ascending the Russian throne Domestic policy The Russian-Turkish War and its consequences Before reading the text, answer the following questions:

1. What was the state of Russian culture by the beginning of 1730? 2. What were traditional entertainments of nobility? Read the following text quickly without a dictionary and find out the following information: 1. famous buildings constructed during the reign of Anna Ioannovna 2. appearance of ballet and opera 3. weight of the Tsar Bell 4. variety of court entertainment

Development of Arts and Culture Under Anna Ioannovna, the systematic development of the city St. Petersburg took place, including cobbling and the building of stone structures. Numerous buildings dating back to Anna's reign can be found in the city: the Kunstkammer (1734), the St. Peter and Paul Cathedral, the Twelve Colleges Building, the Church of Simeon and Anna, and many others. A prominent architect of the time, Peter Yeropkin, created the planning structure for the centre of St. Petersburg. Anna also supported Russia's emerging interest in ballet. The first public performance of the Russian ballet took place in 1735 and was staged for Anna by Jean-Baptiste Lande, the dance master of the Military Academy. Noting the Russians' love and talent for dance, Lande founded three years later Her Majesty's Dancing School with 12 children of palace servants as students (the institution has existed ever since and is currently known as the Vaganova Academy of Russian Ballet). Soon after, ballet presentations became fashionable. Opera was also introduced in Russia during Anna's reign, when Italian composer Francesco Araja was invited to direct the new opera company in St. Petersburg. In 1735 "The Power of Love and Hate" by Araja was staged at the new 1000-seat Imperial Theatre.

### **Тема 15. Elizabeth of Russia. Death Penalty.**

Письменное домашнее задание, примерные вопросы:



**READING AND COMPREHENSION** Elizabeth of Russia Elizabeth of Russia, also known as Elizaveta Petrovna, was the Empress of Russia from 1741 to 1762. Elizabeth Petrovna led a charmed existence. Born on 18 December 1709, to Peter the Great and Martha Skaronska, or Catherine I, a peasant, she was technically illegitimate (her parents were not officially married at the time of her birth). She had 11 siblings but only a few of them survived to adulthood. Elizabeth grew up in a supportive and loving environment. She lived an enchanted lifestyle in which she learned to appreciate the customs and etiquette of both Western culture and Russian tradition; Elizabeth was a passionate church attendee, Russian patriot, fluent speaker of the French, Italian, and German languages, and a competent dancer of the minuet. Elizabeth's father, Peter, had abolished the law of succession during his reign. Subsequently, the Supreme Council was given the right to choose Peter's heir to the throne. Upon the death of Peter the Great, her cousin Anna ascended to the throne and Elizabeth was allowed to remain a promiscuous, apathetic Russian socialite. By 1740, however, Elizabeth had matured; she was frustrated by her cousin, Empress Anne's, vindictiveness as a political leader and the perpetual threats of banishing Elizabeth to a nunnery. As Empress Anne lay on her deathbed, the people hoped that Elizabeth would take the throne. Instead, she was passed over in favor of Prince Anton and Anna Leopoldovna's newly born son, Ivan VI, on whose behalf his mother, served as regent. Secret agents acting on the orders of the Regent Anna watched Elizabeth day and night. Anna was worried that Elizabeth would incite a revolt against her, because Anna recognized that as a foreigner, the Russian populace distrusted her, while Elizabeth was a favorite of the guards and loved by the people. On November 25, 1741, Elizabeth was ready to take her place among the annals of Russian political leaders. With the help of her political supporters, Elizabeth arrested Regent Anna and the infant emperor. Even though it was a daring coup, it was accomplished without bloodshed. Elizabeth crowned herself the empress on April 25, 1742. That in victory, Elizabeth was fair, graceful, and managed to keep her revenge in check; she had emerged from the shadows of neglected, carefree princess status to become Russia's ruler.

Устный опрос, примерные вопросы:

Tell your partner about the Elizabeth's life and ruling using these words and expressions. Find words from the text which have these definitions: 1. a person who loves their country and who is ready to defend it against an enemy 2. a person who has the legal right to receive somebody's property, money or title when that person dies 3. to officially end a law, a system or an institution 4. (of a child or young person) behaving in a sensible way, like an adult or fully grown and developed 5. a person who goes to a lot of fashionable parties and is often written about in the newspapers, etc 6. all the ordinary people of a particular country or area 7. to give money, food, clothes, etc. to somebody/something, especially a charity Tell about Elizabeth as if you are: a) Peter the Great b) Elizabeth herself c) a peasant d) member of Senate

### **Тема 16. Catherine the Great. Catherine II: Foreign Policy**

Дискуссия, примерные вопросы:

Divide into two groups ? pro and con ? to discuss the following issue: ?Catherine the Great: progress or regress for the Russian Empire??. Prepare your arguments for and against Catherine's ruling. Use the active vocabulary from the text. Read the text and find the words and expressions that are defined as follows: - an attempt, by a large number of people, to change the government of a country, especially by violent action; - to become better than before; to make something/somebody better than before; - a series of planned activities that are intended to achieve a particular social, commercial or political aim; - a sum of money or something valuable that you give or offer to somebody to persuade them to help you, especially by doing something dishonest; - any infectious disease that kills a lot of people; - a situation in which two or more countries or groups of people fight against each other over a period of time - money that you have to pay to the government so that it can pay for public services; - to improve a system, an organization, a law, etc. by making changes to it

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** Catherine the Great Catherine II was Empress of Russia for more than 30 years and one of the country's most influential rulers. The future Catherine the Great, Sophie Friederike Auguste von Anhalt-Zerbst, was born in one of the tiny German states in Stettin, part of Prussia (now Szczecin in Poland), the daughter of a minor German prince on 2 May 1729. She turned out to be a powerful and enlightened ruler of the vast Russian Empire. In 1745, after being received into the Russian Orthodox Church, and changing her name to Catherine, she married Grand Duke Peter, grandson of Peter the Great and heir to the Russian throne. Being a bright personality with a strong sense of determination she learned the Russian language and by doing a lot of reading acquired a brilliant education. The marriage was unhappy, but the couple did produce one son, Paul. In 1762 Catherine's husband became Tsar Peter III but he was soon overthrown and killed "in an accident", while Catherine became Russia's ruler. It is not known whether Catherine had a part in his death. Catherine went on to become the most powerful sovereign in Europe. Her major influences on her adopted country were in expanding Russia's borders and continuing the process of Westernization begun by Peter the Great. During her reign she extended the Russian empire southwards and westwards, adding territories which included the Crimea, Belarus and Lithuania. Agreements with Prussia and Austria led to three partitions of Poland, in 1772, 1793, and 1795, extending Russia's borders well into central Europe. Russia's influence in European affairs in Eastern and Central Europe were increased and expanded as well. Catherine began as a political and social reformer but gradually grew more conservative as she got older. In 1767 she convened the Legislative Commission to codify Russia's laws and in the process modernized Russian life. She presented the commission with her Nakaz, (or 'Instruction'), a strikingly liberal document that presented the empress's vision of the ideal government. The commission produced no desired results and the outbreak of war against the Ottoman Empire in 1768 provided a good opportunity to disband it.

### **Тема 17. Paul I. Society and Culture during Paul I**

Контрольная работа, примерные вопросы:

Translate from Russian into English: 1. Крымская кампания принесла России увеличение территории и побудила Петра начать строительство военно-морского флота. 2. Промышленность при Петре развивалась беспрецедентным образом, по всей стране появлялись заводы и фабрики, а торговля процветала 3. Почему выход к морю был жизненно важен для России? 4. Первая попытка захвата Нарвы закончилась неудачей, и город был взят российскими войсками только в 1704. 5. Внимание Петра было обращено к Балтийскому морю, поскольку ему не удалось найти союзников среди западных держав. 6. Санкт-Петербург был построен ценой огромных человеческих потерь и финансовых затрат. 7. При Петре образование стало доступным для детей, солдат, чиновников и церковных деятелей. 8. Причиной восстаний, которые беспощадно подавлялись, была непосильная нагрузка на крепостных крестьян и городских рабочих. 9. Екатерина I унаследовала престол, поскольку наследник не был объявлен. Give your own definitions to the following words: Secret Search Chancellery property salary entrepreneurship fortress treaty offspring coup d'état Insert the words and phrases into the sentences. Translate these sentences into Russian: abolished succeed the Empress traditions a patron by both parents power populace establishment legitimate heir government positions a coup monarch foundation death sentence 1. Elizabeth of Russia took power after staging \_\_\_\_\_ in 1741. 2. Doted on \_\_\_\_\_, the girl received training in European languages, social skills, and Russian \_\_\_\_\_ of singing, religious instruction, and dancing. 3. By that time Elizabeth had earned much support from the \_\_\_\_\_ and it was expected that she would \_\_\_\_\_ her cousin. 4. Disillusioned Elizabeth staged a coup and seized \_\_\_\_\_ with the help of the Preobrazhensky Regiment to become \_\_\_\_\_ of Russia 5. She was a very powerful and popular \_\_\_\_\_ who led the country into two major European wars—the War of Austrian Succession and the Seven Years' War. 6. She \_\_\_\_\_ the Supreme Council and reconstituted the Senate, replacing many of the foreigners who held top \_\_\_\_\_ with Russians. 7. She was \_\_\_\_\_ of arts and supported the \_\_\_\_\_ of the University of Moscow and \_\_\_\_\_ of the Imperial Academy of Arts in Saint Petersburg 8. She was also known for her strong religious convictions due to which she never signed even a single \_\_\_\_\_ throughout her reign. 9. Long before her death she had named her nephew, Peter of Holstein-Gottorp, as her \_\_\_\_\_.

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION Paul I** Paul I was born in the Summer Palace in St Petersburg on September 20, 1754. He was the son of the Grand Duchess, later Empress, Catherine II and Grand Duke Peter, who would become Emperor Peter III. On the day of Catherine II's death, the 42-year-old Paul declared himself Emperor. His coronation in Moscow on April 5, 1797 signaled a break with the stability of Catherine's reign. Painfully aware that Catherine II had planned to bypass him, Paul decreed at his coronation a law of hereditary succession to the crown in the male line, and afterwards in the female, instead of leaving it to the caprice of the reigning sovereign. It was one of the few lasting reforms of Paul's brief reign. On the very day of his coronation he published a manifesto on serfs and landlords, which was a starting point for easing serfdom's rules. Serfs' forced labour for their landlord on Sundays was prohibited. For the first time in Russia history, peasants could be sworn in as witnesses. A special peasantry department was set up, the state peasants received plots of land, and all peasants were granted the right to appeal court decisions. Paul strove to reshape the Russian army in the Prussian fashion, introducing strict discipline and ridiculous wigs for soldiers. These reforms fed discontent among officers and ordinary soldiers alike. Among his first steps was the summoning of all guardsmen to their regiments, which brought several surprising details to light. Most officers had actually been in their country estates or villages deserting their regiments, where they had also enlisted their children, whose ages were often given as 18 when they were in fact not even 10. The widespread practise of enrolling the nobles' infants into the army to provide them with a 'deserved' officer rank by the age of 16-17 was forbidden. The emperor was determined to drag Russia out of the state of economic stagnation into which it had fallen during the last years of the 'Golden Age' of Catherine II. Unlike his mother, however, he lacked the ability to choose the right people. Much progress was nevertheless made. In an attempt to curb inflation, 5 million paper roubles were burnt outside the Winter Palace. The minting of silver roubles was also ordered.

Устный опрос, примерные вопросы:

Make a brief report on one of the following topics: Army reforms Economic situation Foreign policies Conspiracies against Paul I Before reading the text, answer the following questions: 1. Why did Paul I want to restore the throne ruined by the French revolution? 2. What areas of life did he attempt to change? Read the text and try to understand its general content: The eccentricities of Paul exhibited themselves in the most fantastic manner. Members of the gentry, including youngsters, were supposed to wear military-style suits. Those sporting French novelties like tailcoats, round hats, trousers, neckerchiefs, nice shoes or free hairstyles risked detention, public stripping and immediate changing into rat-tailed wigs, cocked hats, tight tunics, breeches, stockings and sturdy brogues. Also among his whims was a passion for painting the watch-boxes, gates, and bridges throughout the empire with the most strident colors. Fiercely opposed to the French Revolution, he banned from his court French books and fashions. Paul is also often criticized for his decree of 18 April 1800 limiting the import of foreign literature. The use of some foreign words was forbidden as well. Thus, places for regular socialising came to be euphemized as 'academies', because words like 'club', 'assembly' and 'convention', to say nothing of 'citizen' or 'patriotism', were frowned upon as incendiary hangovers from revolutionary France. Emperor Paul's love for justice was also seen (in a peculiar way) in the fact that he granted his subjects direct access to him by placing a famous box outside the Winter Palace. Its key was in his personal possession and anyone from the highest dignitaries to the humblest commoner could place requests for direct royal protection or mercy. The Tsar himself took the requests out of the box every day and read them.

### **Тема 18. Alexander I. Alexander's Marching into Paris**

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** Alexander I His parents were Paul, son of Catherine the Great and Maria Fyodorovna, the former Princess of Wurttemberg. At his birth he was taken to be raised by his Grandmother Catherine the Great. His childhood was troubled by the divisions in the family. Both sides tried to use him for their own purposes and he was torn emotionally between his grandmother and his father, the Heir to the throne. This taught Alexander, very early on, how to manipulate those who loved him and he came a natural chameleon, changing his views and personality depending on who he was with at the time. He was tutored by the Swiss republican philosopher, La Harpe, who was personally chosen by Catherine to mold Alexander's personality and give him a broad education. Catherine expected that a liberal education would help Alexander to reign wisely for the benefit of the country. The young prince became an idealist in the tradition of the Enlightenment. Alexander was 17 in 1793 when he married the lovely Elizabeth of Baden, a pretty princess who was only fourteen years old. They were very happy together in the first years of their marriage. As a wedding present, Catherine gave Alexander the Alexander Palace, showing her preference for his grandson over her son, Paul, by granting Alexander a larger court than his father's. This further poisoned the atmosphere in the family.

Устный опрос , примерные вопросы:

Speak about the reign of Alexander I using the active vocabulary from the text. Before reading the text, answer the questions: 1. What happened on March 31, 1814? 2. What countries were in the Coalition Army? 3. What were Alexander's ambitions regarding Paris? 4. What did Russia manage to do that no foreign army had done in nearly 400 years? Read the paragraphs and put them into the right order and give the title of the text: a) Napoleon's brother King Joseph was in charge of defending Paris with over 60,000 soldiers. Although there were not enough troops to resist the large coalition army coming towards them, they were falsely reassured that Napoleon was on his way with reinforcement. A battle escalated, the coalition began their attack. Fighting continued until Joseph abandoned Paris wishing to surrender. Alexander was not haunted with the desire to destroy Paris, like the Prussians who wished to set the city on fire; instead he wanted to bring peace to France rather than its destruction. "When God made me powerful and gave my armies success, He wished me to secure the peace of the world. If we can do so without shedding any more blood we shall be glad, but if not, we shall carry on the fight to the end ...." Alexander hastened the surrender and signed a treaty offering generous terms to France. And on March 31, the Russian tsar was presented with the keys to the French capital, and Alexander along with the Coalition armies entered the city. Until this time no foreign army had reached Paris in nearly 400 years. b) Russian and Prussian armies were the driving and decisive force behind the Coalition. The King of Prussia and Alexander I had a close relationship and supported each other in the war against Napoleon. Alexander was determined; he wished to enter Paris just as Napoleon had entered Moscow, on his failed invasion in Russia in 1813. Alexander promised "I shall not make peace as long as Napoleon is on the throne?". c) On March 31, 1814, Emperor Alexander I of Russia at the head of the Coalition Army triumphantly marched into Paris, forcing Napoleon to abdicate a few days later. 2. Tell the content of each paragraph in 2-3 sentences. 3. Discuss the question in group: Could Russia avoid involving in the war?

### **Тема 19. French War of 1812. Battle of Borodino**

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** French war of 1812 The French war of 1812 was one of the most decisive conflicts of modern times. Napoleon crossed the Russian frontier on June 24, 1812, with more than 650 000 troops, and just a few months later recrossed the frontier, defeated, with less than one-tenth of that number. Although winter played a role in the deaths of tens of thousands of French soldiers during the retreat, Russia won the campaign through a skillful withdrawal and the careful selection of battlefields. Napoleon contributed to his own disaster by failing to provide adequately for an extended campaign in terms both of supplies and of reinforcements. Originally Russia had contemplated an invasion of French-held Poland, but the Russian commander, Mikhail Barclay de Tolly, quickly changed the plan. When Napoleon crossed the frontier, Barclay de Tolly intended to have his First Army withdraw to a fortified camp at Drissa, luring Napoleon's main body behind it. While Napoleon attacked the camp, Peter Bagration's Second Army was to fall on the French rear, destroying the invading army. The plan was abandoned and the retreat began when the Russians realized that Napoleon's force was more than twice as large as they had believed. The Russian armies had been drawn up with a considerable gap between them, and Napoleon drove right through it, intending to keep them separated. Barclay de Tolly and Bagration naturally wished to link up before they accepted the battle, but were unable to do so before reaching Smolensk in mid-August. Facing ever-increasing pressure from Tsar Alexander to fight, Barclay de Tolly prepared to accept battle supported by Smolensk impressive walls. Napoleon, however, attempted to envelop the Russian position rather than attack head-on. As Barclay de Tolly became aware of this movement, he decided once again that discretion was the better part of valor and withdrew from Smolensk rather than risk losing his army.

Устный опрос, примерные вопросы:

Make a brief report on the topic "Patriotic War of 1812". Note to mention your point of view on this subject matter (use the phrases below): In my opinion, To my mind, I have no doubt that My own feeling on the subject is that I am of the opinion that Before reading the text, answer the questions: 1. What were the consequences of the Battle of Borodino for Napoleon? 2. How did the Patriotic War 1812 change political situation in the world? Read the text and try to understand its general content. Battle of Borodino The famous Borodino battle took place 07 September 1812 Borodino battle or the battle on the Moscow River as the French call it took place near Borodino village on August 26 (September 7), 1812. The commander of Russian army was M. I. Kutuzov and of the French one Napoleon Bonaparte. Kutuzov had at his disposal 120 thousand men and about 640 units of gun. Napoleon disposed of 135 thousand men and 587 guns. From the moment that French army invaded the territory of Russian Empire in June of 1812 the Russian army had constantly retreated. The rapid progress and numerical superiority of Frenchmen prevented the general commander of the Russian army M.B. Barclay de Tolly from preparing the troops for the battle. The prolonged retreat had provoked social displeasure. The army and the people longed for the decisive battle and demanded that M.I. Kutuzov was appointed the general commander. On August 8 (20), 1812 yielding to the demands of society Alexander I nominated Kutuzov the general commander. Kutuzov arrived to the headquarters on August 17 (29) and immediately started to search a convenient position for the decisive battle. Finally, he chose the place near Borodino village, 120 km away from Moscow. Early morning of August 26 (September 7) Napoleon began the battle attacking the left flank of the Russian army and its center. The decisive struggle started for Bagration's fleches and for Raevsky battery that the Frenchmen managed to win at the cost of great losses. The battle lasted all day and by evening the French troops drew off without having solved its essential problem to defeat and destroy the Russian army. Make a presentation on Battle of Borodino using all necessary vocabulary from exercises 1-2 and your own knowledge of this theme.

## **Тема 20. Nicholas I. Women, the family and public life**

Дискуссия, примерные вопросы:

Discuss with your partner positive and negative sides of the Nicholas's I reforms. Before you read the text answer the following questions: 1. What was women's social status in the middle of the 19-th century? 2. What was female typical education of that period? 3. Can you name any famous women of that time? Read the given text without a dictionary and find out the following information: 1. women's subordinate social status 2. women's social role 3. women's marvelous gifts

Women, the family and public life

Women's subordinate social status became a burning issue in the middle of the nineteenth century, as educated Russians began to subject every traditional institution to re-evaluation, the patriarchal family included. In the opinion of those on the left of Russia's emergent political spectrum, authoritarian family relations reproduced and reinforced the social and political hierarchy. Was women's primary responsibility to devote themselves to the family and to appropriate mothering of future citizens? Or did the broader society need women's energies, too? As substantial numbers of women and men sought to answer these questions for themselves and others, the "woman question" emerged as one of the central issues of the day. The debate unfolded in 1856, when Nikolai Pirogov (1810-1881), the surgeon and educator, published an essay entitled "Questions of Life" that posed explicitly the question of women's social role. Pirogov had just returned from the Crimean War (1854-1856), where he had supervised some one hundred and sixty women who had volunteered as nurses. The women had served without pay and working right at the front, faced many of the same dangers and hardships as soldiers. To Pirogov, the women's exemplary work demonstrated that "up to now, we have completely ignored the marvelous gifts of our women". To his mind, those gifts were mainly applicable in the family. To prepare women better to perform the role of mother to future male citizens and true companion to their husbands, capable of sharing fully in men's concerns and struggles, Pirogov advocated improvements in women's education.

Письменное домашнее задание , примерные вопросы:

**READING AND COMPREHENSION** Nicholas I Tsar Nicholas I (r. 1825-1855) is perhaps best known for the tripartite formula "Orthodoxy, Autocracy, Nationality" thought up by his minister of education, Sergei Uvarov. This formula is frequently cited as evidence for strong nationalist and Russifying tendencies under Nicholas. Certainly, Nicholas emphasized the importance of Russian culture (and the Orthodox religion) in the empire; for instance, he demanded that his bureaucrats write their reports in Russian and not, as had often previously been the case, in French. For many of the highest officials, this order must have been very difficult indeed to fulfill. It was also during Nicholas's reign that the term "inorodtsy" (aliens) came to be applied to many of the empire's Asian subjects. The actual law establishing the inorodets category was part of Mikhail Speranskii's Siberian Reforms of 1822. As originally defined, the inorodtsy were non-Christian peoples living in Siberia, considered by the Russian government as living at a low level of civilization. Typically for the Russian Empire, however, ethnicity and language played absolutely no role in determining whether one belonged to this legal category. By the later nineteenth century, however, in popular and to some extent official usage the term inorodets took on the connotation of "non-Russian" and was even used to describe Christians such as Poles. It would be a mistake, however, to ascribe overtly Russifying motives to Nicholas I - he was far too conservative a man for that. Rather, Nicholas aimed above all things at maintaining order and existing hierarchies. Finland's autonomy, for example, was not touched. And when the Slavophile Iurii Samarin dared to criticize imperial policy in the Baltic provinces as too favourable towards the Baltic German nobility in 1849, Nicholas I had him removed from his position and locked up (albeit briefly) in the Peter and Paul Fortress in St Petersburg. In a personal conversation with Samarin, Nicholas made clear to the young idealist (and Russian nationalist) that real threats to Romanov rule came not from the loyal Baltic Germans but from the ignorant Russian masses.

### **Тема 21. Alexander II. Abolition of serfdom.**

Письменное домашнее задание , примерные вопросы:

READING AND COMPREHENSION Alexander II The abolition of serfdom in 1861, under Alexander II, and the reforms which followed (local government reforms, the judicial reform, the abolition of corporal punishment, the reform of the military, public education, censorship and others), were a watershed, a turning point in the history of Russia. This is the verdict of the reformers themselves and their opponents, people who lived at the time in Russia as well as beyond its borders, and many researches. This theme remains crucial for historians. But in particular periods such as during the 1905 Revolution or Gorbachev's perestroika, interest in the history of Alexander II's reforms has acquired a particular topicality and political colouring. At such times instead of the already established term 'the Great Reforms', new terminology emerges particularly in the academic literature for wider audiences such as 'revolution from above', 'a revolutionary break with the past' and 'coup d'etat'. However, mainstream scholarship still accepts the more subtle term 'the Great Reforms'. If the question of the suitability of the term for designating this epoch is unlikely to evoke serious doubts and disagreements, that is not true of the issues raised in the title of this text as well as others (including the personal role of Alexander II in the realization of the reforms, the interconnection among them, their subsequent fate), on which there is no consensus in the academic literature. It is sufficient to refer to contemporary Western and Russian research whose authors consider the boundary between 'the pre-reforms' of Nicholas I, 'the Great Reforms' of Alexander II and the 'counter-reforms' of Alexander III relative and even artificial. They present the whole process of reforms as an unbroken continuum spanning the entire nineteenth century. This approach contradicts the other, more traditional one, which views the epoch of the Great Reforms as delimited on the one side by the failure of the Nicholas system with the conclusion of the unsuccessful Crimean War and on the other by the tragic end of the Tsar-Liberator on 1 March 1881. There is no doubt that this subject demands further attention and additional research. Emperor Alexander II himself was the initiator of the transformations in Russia. The question as to what induced the autocratic monarchy to abolish serfdom, which had been its foundation-stone for centuries, has been sufficiently elucidated in the literature. The defeat in the Crimean War (1853-1856), which interrupted the one-and-a-half-century-long victorious advance to the Black Sea and was incurred on home territory; the surrender of Sebastopol; the conditions of the Peace of Paris of 18 (30) March 1856, which deprived Russia of its fleet and naval bases on the Black Sea and parts of Bessarabia and shed doubt on Russia's prestige as a great power: all these things exposed the extent to which Russia was lagging behind other European countries. The former system had outlived its time - this was the judgment of one of the former apologists of this system, the historian M.P. Pogodin, Alexander II, who ascended to the throne on 19 February 1855 inherited a difficult legacy.

Устный опрос, примерные вопросы:

Make a brief report on one of the following topics: -Abolition of serfdom -Judicial reform -Abolition of corporal punishment -Reform of the military

## **Тема 22. Alexander III. Russian culture under Alexander III.**

Письменное домашнее задание, примерные вопросы:

**READING AND COMPREHENSION** Alexander III Considered Russia's last true autocrat, Alexander III was the epitome of what a Russian Emperor was supposed to be. Forceful, formidable, fiercely patriotic, and at 6' 4" towered over his fellow countrymen. He was the embodiment of the fabled Russian bear. He came to power at a critical point in Imperial Russian history. The Industrial Revolution had finally come to Russia and capitalism was taking root. Foreign investment within the country was at an all time high. His Father, Alexander II was within hours of granting the country its first constitution. Ironically, Alexander III was not born heir to the Russian throne. Born in St Petersburg on February 26, 1845 (old style), he was the second son of Alexander II, the "Tsar Liberator" who had freed the serfs. His older brother and heir to the throne, Nicholas, died in 1865. The young Grand Duke was greatly influenced by his tutor Constantine Petrovich Pobedonostsev who instilled into him conservative fundamentals of autocracy, Orthodoxy and nationalism that were required to govern the Russian Empire. With the death of his brother, Alexander inherited more than just the title of Tsarevich. In October 1866 Alexander married the Danish Princess Dagmar. After her conversion to Orthodoxy, she took the name of Marie Fedorovna. Together, Alexander III and Empress Marie had five children. The reign of Alexander III began in tragedy. On March 1, 1881, on the eve of the signing into law Russia's first constitution, two assassins threw bombs at the Tsar's carriage in St. Petersburg. Alexander II was mortally wounded and died shortly thereafter. As a result of the assassination, Alexander III would not consider granting the constitution. He tightened censorship of the press and sent thousands of revolutionaries to Siberia. In his Accession Manifesto, he declared his intention to have "full faith in the justice and strength of the autocracy" that he had been entrusted with. Any liberal proposals in government were quickly dismissed. Alexander was determined to strengthen autocratic rule as a God given right. His reign is often referred to as the Age of Counter Reform. He was not educated or prepared in his youth to be Emperor. But what he lacked in style he more than made up for in his conviction of his position, his love for his country, and an understanding of the importance he could play in shaping his country's future. He possessed such a strong will as to rule the Russian Empire as absolute autocrat, to the point where the Empire stabilized and prospered, thus allowing capitalism to begin to take root. During his reign the autocracy stabilized and dissent was forced underground. He worked to strengthen and modernize Russia's armed forces while avoiding armed conflict and improve Russia's standing as a world power.

Устный опрос, примерные вопросы:

Speak about Alexander III and his reign using the active words from the text. Before reading the text, answer the following questions: 1. What was the condition of Russian culture by the beginning of Alexander III's reign? 2. Who were famous contemporaries of Alexander III? Read the text and try to understand its general content: Russian culture under Alexander III Alexander III reacted to the violent circumstances of his father's death by introducing repressive measures which actually attempted to undo some of the 1860s reforms, and by increasing censorship: it should not be forgotten that Russian writers after 1804 had to endure the humiliations of submitting their work to the censor, and then complying with whatever demands were made. Russian culture had already begun to undergo significant change by the time of Alexander II's death, as non-conformists and former radicals amongst the artistic community gradually began to become part of the establishment: Rimsky-Korsakov was appointed to teach at the St. Petersburg Conservatoire in 1871, and members of the Wanderers group had begun to take up professorships at the Academy of Arts. Under Alexander III, nationalist Russian culture was for the first time supported by the state and thus could no longer be seen as 'pro-gressive'. Alexander's reactionary policies caused widespread despondency amongst the liberal educated population, who came to see this period as a sterile era of 'small deeds'. The government's closure of the country's leading literary journal in 1884, due to its allegiance to 'dangerous' (i.e. Populist) political ideas, was a further blow to morale; Notes of the Fatherland had been a mouthpiece of liberal thought for forty-five years. This was the year in which the Holy Synod assumed control of Russian primary schools, and universities lost their autonomy. It was also the year in which Alexander presented his wife with the first exquisitely crafted Easter egg commissioned from the court jeweler Carl Fabergé, and so began an annual tradition which was continued by his heir Nicholas II.

### **Тема 23. Nickolas II. Peasants and Agriculture.**

Контрольная работа, примерные вопросы:



Translate from Russian into English: 1. Отец Александра I, будучи императором, учредил ряд законов, ко-торые подрывали те стороны жизни, с которыми он был не согласен во время правления своей матери. 2. Некоторые надеялись, что институт крепостного права будет от-менены при Александре I, так оно сильно тормозило развитие России. 3. Мать Александра долгое время отказывались разговаривать с сы-ном, она так и не смогла простить его за сопричастность к убийству отца. 4. Апогеем правления Александра I является его победа над огром-ной армией Наполеона. 5. Александр I взошел на престол после смерти своего отца в марте 1801 года. 6. Чем дальше, тем труднее становилось Александру I быть монар-хом, который исповедовал либеральные взгляды. 7. Проект Сперанского предполагал фактическое преобразование России в конституционную монархию, где власть государя ограничилась законодательным органом управления. Complete the table with the appropriate forms of the words given. Use a dictionary if necessary: Verb Noun Adjective invasion to fortify impressive to intend decisive seizure to prevent to exaggerate Insert the words and phrases given into the sentences in their correct form. Translate the sentences into Russian: confrontation supply invasion retreat withdraw de-fense defeat troops defensive 1. Virtually all of continental Europe was under Napoleon?s control and \_\_\_\_\_ of Russia was an attempt to force Tsar Alexander I to submit once again to the terms of a treaty that Napoleon had imposed upon him four years earlier. 2. The Russians, under Marshal Kutuzov, could not realistically hope \_\_\_\_\_ Napoleon in a direct \_\_\_\_\_. 3. Instead, the Russians began a \_\_\_\_\_ campaign of strategic \_\_\_\_\_, devastating the land as they fell back and harassing the flanks of the French. 4. As the summer wore on, Napoleon? massive \_\_\_\_\_ lines were stretched ever thinner and his force began to decline. 5. Kutuzov realized that any further \_\_\_\_\_ of the city would be senseless and he \_\_\_\_\_ his \_\_\_\_\_, prompting the citizens of Moscow to begin a massive and panicked exodus. These sentences have been removed from the text. Choose one of the sentences a-d which best fits each gap 1-4. a. In the years between 1826 and 1854 there had been over 700 peasant uprisings in Russia. b. Alexander II is often remembered as a reforming Tsar, a comparatively liberal member of a notoriously conservative dynasty. c. Serfdom was held up as the cause of a host of Russia?s problems, from its military failure, to famines, slow industrialization and civil disorder. d. The serfs had gained significant freedom, but their impoverished posi-tion as the ?dark masses? of Russian society remained. Tsar Alexander II inherited the Russian throne in 1855, as the Crimean War seemed at its most hopeless. It is clear that Russia?s humiliation affected his reign, leading to a host of significant policies designed to modernize the country. (1) \_\_\_\_\_ Pressure from the serfs, as well as Russia?s civil society, and even landowners themselves, added to the weight on the Tsar to take action. In reality, Alexander II actually asked the Russian nobility to decide on the changes needed to destroy serfdom. After a number of committees were held, Alexander eventually published the Emancipation Manifesto on March 3rd, 1861. The Manifesto was made into law within a few days, and all serfs were given the right to become free citizens, to marry who they wanted and to purchase land.

Письменное домашнее задание , примерные вопросы:

READING AND COMPREHENSION Nicholas II Born 6 May 1868, Nicholas was the oldest son of Tsar Alexander III and his wife Maria Feodorovna. His parents took particular trouble over his education. Nicholas was taught by outstanding Russian academics at home, he knew several languages and had a wide knowledge of history, and he also quickly grasped military science. His father personally guided his education, which was strictly based on religion. Nicholas ascended the throne at age 26 after the un-expected death of his father in 1894. Although a well educated man, he felt un-prepared for the hard task as the ruler of the Russian empire, he was not properly prepared to officiate as a monarch and was not fully introduced to top affairs of the state. Nicholas's reign was marked by tragedy from the very beginning. A national celebration to honor the formal coronation of the new tsar turned into a disaster. Overcrowding resulted in a stampede and hundreds of people were crushed to death. Shortly after the death of his father, Nicholas married the German Princess Alix of Hesse who, after taking the Orthodox faith took the name of Alexandra Feodorovna. Their union was a rare one among royal families in that they married for love and Nicholas was a devoted husband throughout their life together. Alexandra bore him five children: Olga, Tatyana, Maria, Anastasia and Aleksey, the only male heir to the throne. Aleksey was diagnosed with a life threatening illness, hemophilia. In 1905 a so called 'holy man' named Grigory Rasputin was presented at the palace. He was the only one who was mysteriously able to help ease their son's pain. Despite Rasputin's well documented stories of drinking and womanizing, Alexandra absolutely believed that Rasputin was sent to the royal family by God and soon he exerted a powerful influence over the tsar and tsarina advising them on state matters.

Устный опрос, примерные вопросы:

Make a brief report using the vocabulary from the text: Background of Nicholas II's abdication The period of Provisional Government The royal family exile

**Тема . Итоговая форма контроля**

**Тема . Итоговая форма контроля**

**Тема . Итоговая форма контроля**

**Тема . Итоговая форма контроля**

Примерные вопросы к зачету и экзамену:

ЗАЧЕТ

Примерные вопросы к зачету

1) письменный перевод текста объемом 1500 знаков (60 минут);

2) передача основного содержания текста на английском языке в устной форме (10 минут).

1) Mairesse and Desvallees offer five distinct meanings of museology, although they prefer the definition of museology as the entirety of theoretical and critical thinking within the museum field. The 'new museology' evolved from the perceived failings of the original museology, and was based on the idea that the role of museums in society needed to change: 55 in 1971 it was claimed that museums were isolated from the modern world, elitist, obsolete and a waste of public money (Hudson 1977, 15). Traditional ideas around museum practice, which were seen to have contributed to this, were functionally based around collections and held curatorship as being central to the museum enterprise. The original idea of a museum as a collections-focused, building-based institution prevailed, with the existence of a 60 general public understanding that the museum is a 'cultural authority' upholding and communicating truth. The consequence of this was perceived to be that the interests of a narrow social grouping dominated how museums operated on the basis of a claimed exclusivity in determining the role of museums (Hooper-Greenhill 2000). This exclusivity was, in turn, linked to claims about cultural status and the idea that the major 65 social role of museums was to 'civilise' and 'discipline' the mass of the population to fit their position within society (Bennett 1995) through differentiating between 'high' and 'elitist' cultural forms which were worthy of preservation, and 'low' or 'mass' ones, which were not. Therefore, what could be called the traditional museology was seen to privilege both its

collections-based function and its social links to 70 the cultural tastes of particular social groups.

2) The 'new museology' and a great deal of museological literature assumes that as a result of this rethinking of the purposes of museums, real change has occurred in both the understanding of museum functions and the activities that museums undertake. The 'new museology' continues to provide a set of principles that, it is argued, should be enshrined in how these institutions work. There has, however, been relatively little analysis of actual museum practice to assess the extent to which changes have actually lived up to the assumptions of the 'new

museology' across

the museums sector as a whole, except in case studies of particular examples of innovative work

within individual museums, Duncan's analysis of some of the larger European museums AQ3 highlighted that there had indeed been a change to public consumption within The Louvre and National Gallery of London. The changes that had occurred, however, were more representative of imposing the ideologies of the powerful onto the masses, which 110 would indicate some limitations to what the 'new museology' has actually achieved.

While the 'new museology' as an approach is concerned with increased access and representation,

for example, some recent work effectively challenges the extent to which these have been put into practice in many museums. This is particularly in terms of the continuing demands that the management of heritage should be 'more open, 115 inclusive, representative and creative'

(Harrison 2013, 225) implying that change has not been universally achieved. For example, Stam discusses the implications of the 'new museology' on museum practice and identifies a range of changes in organisational structure, staffing and management/business practices. Many responses to the 'new museology', however, have been 'suspiciously ad hoc' and often at odds with 120 the educational purposes of museums. Furthermore, it is noted that the 'new museology' is less useful for praxis ' museums have been left to find their own routes to link ideas around the 'new museology' to what they are actually doing.

## ЭКЗАМЕН

Примерные вопросы к экзамену

1) письменный перевод текста объемом 1500 знаков (60 минут);

2) передача основного содержания текста на английском языке в устной форме (10 минут).

3) беседа на английском языке о научной работе.

1) The Polish museologist Wojciech Gluzinski pointed at the necessity of clear concepts. Museology cannot be both a science of a given field of activity and this field of activity itself at the same time. In the context of his work the museum worker is not practising museology as a science in the same manner that an historian is practising history. What this museum worker is practising is either a science different from museology, or a practical activity based on the knowledge of museology (Gluzinski 1983). This view agrees with the distinction between museology and museography as theory and practice of museum work. Even if we accept Gluzinski's reasoning and consequently use the term museology for the theoretical component of a given field only, we are confronted with a confusing diversity of approaches. There is no consensus among museologists concerning profile and identity of the discipline. Different approaches have not yet crystallised into 'schools'. According to Razgon there is no need to be alarmed by the lack of a generally accepted definition of the subjectmatter of museology. In a contribution to the first ICOFOM symposium (1978) he refers to other disciplines (like philosophy, sociology, ethnography, historical geography, cybernetics, ecology)

coping with similar problems. Nevertheless, the problem of identity continued to preoccupy many

museologists, despite Neustupný's question - ten years before Razgon's remark - if it is really necessary to ask whether museology is a scientific discipline (Neustupný 1968).

2) In 1965 Stránský was the first to summarise the different views held among museum workers as to

the question whether museology could be considered a true academic discipline (Stránský 1966).

Ten years later (in 1975) Villy Toft Jensen conducted a survey among museum workers as to their opinions about museology. The results were published five years later in the first issue of *Museological Working Papers* (Jensen 1980). Jensen's findings proved to be very similar to Stránský's. On the basis of the work of Stránský and Jensen distinction can be made between three lines of thought: ? museology is an independent science, ? museology is an applied science, i.e. concerns the application of the theory and methodology of subject-matter disciplines, ? museology is

not a scientific discipline. 13 Jensen did not quantify the responses to his questionnaire. The majority

of contributors to *Museological Working Papers* 1 and 2, dealing with the question 'Is museology a science?', considered museology an independent discipline or at least on the way to become one.

Only a few considered museology a field of action rather than a field of study. When in 1990 during a

conference in Leicester a similar survey was held 90 % of the participants of that conference considered museology an independent discipline, while only 4 % argued that museology as a discipline makes no sense. It seems that during the 1980s museology gradually has been accepted as academic discipline. Stránský mentions three basic criteria to consider museology a genuine academic discipline: historicity, an inner logic of scientific knowledge, and objective social need (Stránský, unpublished paper 1989). As to the first criterion authors like Ennenbach, Gluzinski, Neustupný, Schreiner and Stránský, put much effort in demonstrating the continuity of museological thought from the 16th century onwards.

### 7.1. Основная литература:

1. Английский язык: Учебное пособие / Н.М. Дюканова. - 2-е изд., перераб. и доп. - М.: НИЦ ИНФРА-М, 2013. - 319 с. <http://znanium.com/bookread2.php?book=368907>
2. Маслова, Ж. Н. A New Highway to English. Быстрый путь к английскому [Электронный ресурс] : учеб. пособие / Ж. Н. Маслова, Л. В. Татару, Т. А. Балашова. - 2-е изд., стер. - М. : Флинта, 2012. - 142 с. <http://znanium.com/bookread2.php?book=455866>
3. Кузнецова, А. Ю. Грамматика английского языка: от теории к практике [Электронный ресурс] : учеб. пособие / А. Ю. Кузнецова. - 2-е изд., стер. - М.: Флинта, 2012. - 152 с. <http://znanium.com/bookread2.php?book=455240>

### 7.2. Дополнительная литература:

Доп. Лит-ра

1. Богатырёва, М. А. Учебник английского языка для неязыковых гуманитарных вузов. Начальный этап обучения [Электронный ресурс] : учебник / М. А. Богатырёва. - 2-е изд., стереотип. - М. : Флинта : МПС И, 2011. - 637 с. <http://znanium.com/bookread2.php?book=453977>
2. Комаров, А. С. Practical Grammar Exercises of English for Students. Практическая грамматика английского языка для студентов [Электронный ресурс] : сб. упражнений / А. С. Комаров. - 2-е изд. - М.: Флинта, 2012. - 256 с. <http://znanium.com/bookread2.php?book=455230>

### 7.3. Интернет-ресурсы:

газета Newsweek - [www.newsweek.com](http://www.newsweek.com)

журнал Science - [www.sciencemag.org](http://www.sciencemag.org)

сайт Bbc - [www.bbc.com](http://www.bbc.com)

сайт издательства Longman - [www.longman-elt.com](http://www.longman-elt.com)

сайт издательства Macmillan - [www.macmillanenglish.com](http://www.macmillanenglish.com)

## **8. Материально-техническое обеспечение дисциплины(модуля)**

Освоение дисциплины "Иностранный язык (практический курс)" предполагает использование следующего материально-технического обеспечения:

Мультимедийная аудитория, вместимостью более 60 человек. Мультимедийная аудитория состоит из интегрированных инженерных систем с единой системой управления, оснащенная современными средствами воспроизведения и визуализации любой видео и аудио информации, получения и передачи электронных документов. Типовая комплектация мультимедийной аудитории состоит из: мультимедийного проектора, автоматизированного проекционного экрана, акустической системы, а также интерактивной трибуны преподавателя, включающей тач-скрин монитор с диагональю не менее 22 дюймов, персональный компьютер (с техническими характеристиками не ниже Intel Core i3-2100, DDR3 4096Mb, 500Gb), конференц-микрофон, беспроводной микрофон, блок управления оборудованием, интерфейсы подключения: USB, audio, HDMI. Интерактивная трибуна преподавателя является ключевым элементом управления, объединяющим все устройства в единую систему, и служит полноценным рабочим местом преподавателя. Преподаватель имеет возможность легко управлять всей системой, не отходя от трибуны, что позволяет проводить лекции, практические занятия, презентации, вебинары, конференции и другие виды аудиторной нагрузки обучающихся в удобной и доступной для них форме с применением современных интерактивных средств обучения, в том числе с использованием в процессе обучения всех корпоративных ресурсов. Мультимедийная аудитория также оснащена широкополосным доступом в сеть интернет. Компьютерное оборудование имеет соответствующее лицензионное программное обеспечение.

Компьютерный класс, представляющий собой рабочее место преподавателя и не менее 15 рабочих мест студентов, включающих компьютерный стол, стул, персональный компьютер, лицензионное программное обеспечение. Каждый компьютер имеет широкополосный доступ в сеть Интернет. Все компьютеры подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Лингафонный кабинет, представляющий собой универсальный лингафонно-программный комплекс на базе компьютерного класса, состоящий из рабочего места преподавателя (стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Tutor, головная гарнитура), и не менее 12 рабочих мест студентов (специальный стол, стул, монитор, персональный компьютер с программным обеспечением SANAKO Study Student, головная гарнитура), сетевого коммутатора для структурированной кабельной системы кабинета.

Лингафонный кабинет представляет собой комплекс мультимедийного оборудования и программного обеспечения для обучения иностранным языкам, включающий программное обеспечение управления классом и SANAKO Study 1200, которые дают возможность использования в учебном процессе интерактивные технологии обучения с использованием современных мультимедийных средств, ресурсов Интернета.

Программный комплекс SANAKO Study 1200 дает возможность инновационного ведения учебного процесса, он предлагает широкий спектр видов деятельности (заданий), поддерживающих как практики слушания, так и тренинги речевой активности: практика чтения, прослушивание, следование образцу, обсуждение, круглый стол, использование Интернета, самообучение, тестирование. Преподаватель является центральной фигурой процесса обучения. Ему предоставляются инструменты управления классом. Он также может использовать многочисленные методы оценки достижений учащихся и следить за их динамикой. SANAKO Study 1200 предоставляет учащимся наилучшие возможности для выполнения речевых упражнений и заданий, основанных на текстах, аудио- и видеоматериалах. Вся аудитория может быть разделена на подгруппы. Это позволяет организовать отдельную траекторию обучения для каждой подгруппы. Учащиеся могут работать самостоятельно, в автономном режиме, при этом преподаватель может контролировать их действия. В состав программного комплекса SANAKO Study 1200 также входит модуль Examination Module - модуль создания и управления тестами для проверки конкретных навыков и способностей учащегося. Гибкость данного модуля позволяет преподавателям легко варьировать типы вопросов в тесте и редактировать существующие тесты.

Также в состав программного комплекса SANAKO Study 1200 также входит модуль обратной связи, с помощью которых можно в процессе занятия провести экспресс-опрос аудитории без подготовки большого теста, а также узнать мнение аудитории по какой-либо теме.

Каждый компьютер лингафонного класса имеет широкополосный доступ к сети Интернет, лицензионное программное обеспечение. Все универсальные лингафонно-программные комплексы подключены к корпоративной компьютерной сети КФУ и находятся в едином домене.

Учебно-методическая литература для данной дисциплины имеется в наличии в электронно-библиотечной системе "ZNANIUM.COM", доступ к которой предоставлен студентам. ЭБС "ZNANIUM.COM" содержит произведения крупнейших российских учёных, руководителей государственных органов, преподавателей ведущих вузов страны, высококвалифицированных специалистов в различных сферах бизнеса. Фонд библиотеки сформирован с учетом всех изменений образовательных стандартов и включает учебники, учебные пособия, УМК, монографии, авторефераты, диссертации, энциклопедии, словари и справочники, законодательно-нормативные документы, специальные периодические издания и издания, выпускаемые издательствами вузов. В настоящее время ЭБС ZNANIUM.COM соответствует всем требованиям федеральных государственных образовательных стандартов высшего профессионального образования (ФГОС ВПО) нового поколения.

ИМОИиВ располагает мультимедийными классами, лабораторией ТСО и методическими кабинетами с оборудованием, необходимым для проведения занятий по иностранным языкам.

Материально-техническое обеспечение дисциплины предусматривает:

Использование современного оборудования:

- ? копировальной техники;
- ? компьютеров;
- ? принтеров;
- ? сканеров;
- ? CD- и DVD-плееров;
- ? телевизоров.

Программа составлена в соответствии с требованиями ФГОС ВПО и учебным планом по направлению 46.03.01 "История" и профилю подготовки Археология .

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