

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**

**Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY**

**Methodological Guidelines
for Practical Classes in**

FOUNDATIONS OF RUSSIAN STATEHOOD

for all specialties and fields of study of the university profile

Stavropol 2026

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INTRODUCTION

The Foundations of Russian Statehood is a mandatory discipline within the educational program for all specialties and fields of study of the university profile. The discipline contributes to the development of a systemic and timely response to current challenges to the educational and social policy of the Russian state through the formation of necessary conditions for the self-determination and socialization of students based on generally accepted values and norms of behavior, as well as through the formation of a developed sense of citizenship and patriotism in students.

The **aim** of mastering the discipline implies the development of a system of knowledge, skills, and competencies, as well as values, rules, and norms of behavior in students associated with the awareness of belonging to Russian society, the development of a sense of patriotism and citizenship, the formation of the spiritual, moral, and cultural foundation of a developed and whole personality that realizes the features of the historical path of the Russian state, the uniqueness of its political organization, and the conjugation of individual dignity and success with the social progress and political stability of their Motherland.

The **objectives**. Completing the objectives involves achieving certain goals:

- to present the history of Russia in its continuous civilizational dimension, to reflect its most significant features, principles, and current guidelines;
- to reveal the value-behavioral content of the sense of citizenship and patriotism, inseparable from developed critical thinking, free development of the personality, and the capacity for independent judgment about the current political and cultural context;
- to consider the fundamental achievements, inventions, discoveries, and accomplishments associated with the development of the Russian land and Russian civilization, to present them in a current and significant perspective that nurtures in a citizen pride and involvement in their culture and their people;
- to present the key meanings, ethical and worldview doctrines that have developed within Russian civilization and reflect its multinational, multiconfessional, and solidary (communal) character;
- to consider the features of the modern political organization of Russian society, the causal nature and specificity of its current transformation, the value provision of traditional institutional solutions, and the special polyvariance of relations between the Russian state and society in the federal dimension;
- to investigate the most likely external and internal challenges facing Russian civilization and its statehood at the present moment, to outline key scenarios for its prospective development;

- to outline the fundamental value principles (constants) of Russian civilization (unity of diversity, sovereignty (strength and trust), accord and cooperation, love and responsibility, creation and development), as well as interconnected value guidelines of Russian civilizational development (such as stability, mission, responsibility, and justice).

Place of the discipline in the structure of the **educational program**. The discipline belongs to Block 1. Disciplines (modules) of the mandatory education part, and is studied in Semester 1. Mastering the topics and sections of the discipline, as well as working in Practical Classes, will shape the following competencies: UC-5 – (the trainee) is capable of perceiving the intercultural diversity of society in socio-historical, ethical, and philosophical contexts. As a result of mastering the discipline, the student must:

- be aware of modern Russian statehood and the current political structure of the country in a broad cultural-value and historical context, perceive the continuous character of domestic history and the multinational, civilizational vector of its development;
- perceive and share a mature sense of citizenship and patriotism, feel their belonging to Russian civilization and Russian society, perceive their personal development through the prism of the public good and moral-ethical guidelines relevant to a person;
- participate in the formation and improvement of the political system of their Motherland, accept and share responsibility for what is happening in the country, realize the significance of their civic participation and the prospects of their self-realization in socio-political life;
- develop a skill of critical thinking and independent judgment, allowing them to improve their academic and research competencies even in relation to resonant and suggestive problems and challenges;
- develop a capacity for a careful, objective, and whole analysis of incoming socio-political information, the ability to check various opinions, positions, and statements for reliability, consistency, and conventionality;
- improve their skills of personal and mass communication, develop a capacity for compromise and dialogue, respectful acceptance of national, religious, cultural, and worldview features of different peoples and communities;
- confidently possess key information about the political structure of their country, their region, and their locality, form competencies of conscious historical perception and political analysis;
- develop a capacity for the aggregation and articulation of an active civic and political position, develop a value-significant skill of involvement in public life and caring involvement (empathy) in the key problems of their community and their Motherland.

These Guidelines act as an informational and practical source of knowledge.

PRACTICAL CLASSES

Practical Class 1.

Topic. Official Symbols of Russia

Aim: to expand students' understanding of the history of the official symbols of Russia, reflecting its sovereignty, the unity of the past and present of Russian statehood, and the historical identity of the nation.

Knowledge and skills acquired by the student Through mastering the topic, formed competencies or their parts.

Through mastering the topic, students acquire: knowledge of the history and significance of the key state symbols of Russia – the flag, the coat of arms, and the anthem; the skill to determine what traditions and spiritual-moral values of the multinational people of Russia are reflected in the country's state symbols; mastery of the skills to analyze the symbolic system of society as a consolidating foundation. The Rationale is determined by the need to strengthen the Russian identity and patriotism of student youth.

Plan

1. Histories of the key state symbols of Russia
2. Significance of the state symbols of Russia
3. Symbols of the constituent entities of the Russian Federation

Theoretical part. State symbols represent a set of symbols that reflect the traditions of the country: historical, state, patriotic, cultural, and others. The symbols of the state are evidence of its sovereignty, by which it is recognized all over the world. They carry a huge ideological, legal, socio-political burden. For each country and its people, loyalty to their traditional symbols and the desire to preserve them through the centuries are characteristic. Therefore, love for one's country is also expressed through an emotional attitude toward its state symbols and symbolism. By paying honors to the symbols of the state, we thereby show love and respect for our Motherland, pride in belonging to Russian citizenship. In the first question, it is important to characterize the stages of the formation of the symbolic space of Russian culture throughout the entire history of the state's existence; what new symbols, images, and meanings, consolidating in society, each historical era brought. The study of the second question should be aimed at determining the role of state symbols in the formation of a person's national identity, their awareness of their own belonging and involvement in the culture of their Motherland. In the third question, it is important to characterize the official symbols of one's region.

Questions and tasks

1. When was the double-headed eagle adopted as the state coat of arms?
2. Under which of the Russian emperors did the first official approval in history of the state (national) flag of Russia occur, which at that moment became a black-yellow-white cloth? What else is this emperor known for?
3. Which composition became the official anthem of the Russian Empire during the reign of Nicholas I? What values of the Russian state can be found in the text of this anthem?
4. Legislative provision for the use of state symbols at the federal and regional levels
5. The connection of regional symbols with all-Russian ones (explanation with specific examples).

Questions for discussion

1. The connection of the official symbols of Russia with specific historical events and eras.
2. The symbolic meaning of the double-headed eagle.
3. The Millennium of Russia monument. Which historical heroes are present, and which are not. Why?
4. What symbols are associated with your regions / cities / districts? Why?

Group work: prepare a presentation on the history of the coats of arms of home cities, regions, or districts.

Jeopardy Game-Quiz about the official symbols of Russia: students guess the city by the coat of arms, official anthems.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
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3. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. History of Russia. – M.: Prospekt, 2021. – 680 p.
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2. Federal Constitutional Law of December 25, 2000 # 2-FKZ On the State Coat of Arms of the Russian Federation. Access mode: <https://www.kremlin.ru/acts/bank/16414>.
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2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

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1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Documentaries of the **DNA of Russia and the Russian Knowledge Society** project
DNA of Russia Cycle. Symbols of Russia.

Access mode: <https://znanierussia.ru/library/video/dnk-rossii-simvoly-rossii-3484>.

Practical Class 2.

Topic. Informal Symbols of Russia

Aim: to analyze informal symbols that characterize Russian statehood and influence the formation of its image in society.

Knowledge and skills acquired by the student Through mastering the topic, formed competencies or their parts.

Through mastering the topic, students acquire: knowledge of the main informal symbols of Russia; the skill to determine the historical and cultural significance of informal symbols for Russian statehood; mastery of the skills to analyze the symbolic system of society as a consolidating foundation.

The Rationale originates from the need to strengthen the Russian identity and patriotism of student youth

Plan

1. Natural symbols of Russia
2. Cultural symbols of Russia
3. Informal symbols of the constituent entities of the Russian Federation

Theoretical part. The informal symbols may include the Cyrillic alphabet and the Russian language as a whole, animalistic images (bear, wolf, snow leopard, Amur tiger), the Russian troika and epic heroes (bogatyrs), kremlins, churches and monuments (The Motherland Calls), cultural artifacts (samovar, valenki, balalaika, etc.); this series can and should be supplemented at the

expense of symbols significant in the regional or local context. The story about symbols can be carried out in a current game format, connecting these symbols with the role they played in the history of the country. Then one can proceed to the presentation of how a unified Russian culture was formed, which, as the country expanded, absorbed new peoples, their culture and religious traditions – from Old Ladoga and Novgorod, Vladimir and Rostov to Kazan and Perm, from Tobolsk and Tyumen to Yakutsk and Ulan-Ude, from Taganrog to Derbent and Vladikavkaz.

Questions and tasks

Group work: Symbols and Images of Russia exercise

Aim: identification of images and symbols of national unity of Russia. Time allowed: 60 minutes. The exercise is done in two stages. Stage 1 (25 minutes). Within 10 minutes, each participant (group) is offered to compile a list in which at least 10 symbols of each type will be presented: cultural symbols, natural symbols, historical symbols. The results of the work are demonstrated to the other participants to identify common symbols and determine their meaning. Stage 2 (30 minutes). The teacher distributes to students the list of works included in the list of 100 books on history, culture, and literature of the peoples of the Russian Federation recommended to schoolchildren for independent reading (Letter of the Ministry of Education and Science of the RF dated January 16, 2013 # NT-41/08. <https://www.garant.ru/products/ipo/prime/doc/70200292/>), and asks everyone to highlight in it those works that they have read, and then determine what values, images, and symbols are presented in them. At the end of the stage, a collective discussion of the list of works takes place with the aim of identifying common values, symbols, and vivid images of Russia presented in them. Reflection (5 minutes). Summing up and evaluation of the participants' work.

Business game on the topic of *Informal Symbols of Russia*.

This class will help students get a deep analytical look at the informal aspects of Russian statehood and their influence on the consciousness and behavior of people in society.

Details. Mechanics for delivering the class: Students are divided into groups of 4-5 people. The teacher voices the task for the teams: Prepare a brief description of the selected informal symbols of Russia, justify based on historical personalities, examples, and events how each presented symbol reflects a connection with Russian statehood. Describe as large a number of symbols as possible by answering the following questions:

1. What cultural values and traditions does this symbol of Russia personify?
2. What associations does it evoke in you?
3. What are its history and significance for Russian society and state?

4. How is this informal symbol used in political and socio-cultural contexts?

The teacher offers an example: Bear – the personification of Russia, has deep historical roots in Slavic culture, symbols wisdom, power, and strength of the Russian people, their ability to protect their territory and the desire to live in harmony with nature. Each of the teams presents one symbol in turn. Symbols should not be duplicated. Preparation time – 40 min. Speaking time for each team to present 1 symbol – 2-3 min. The team that offers the description of the largest number of informal symbols of Russia is recognized as the winner.

Expected outcomes:

- the ability of students to engage in a reasoned discussion about the significance of informal symbols for Russian statehood;
- development of critical thinking and the ability to see the relationship between symbols and politics, culture, identity, and the state;
- a deep understanding by students of the role of informal symbols in shaping the image of Russia as a state;
- the ability to analyze and interpret the meaning and influence of informal symbols on various spheres of public life.

Recommended Literature

Main Literature

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Practical Class 3.

Topic. Factors of Historical Development

Aim: to consider the country's key resources and historical challenges relevant to Russia throughout its history.

Knowledge and skills acquired by the student Through mastering the topic, formed competencies or their parts Through mastering the topic, students acquire: knowledge of the features of external and internal challenges that faced Rus (Ancient Russia) and Russia throughout its history and are facing Russian civilization and its statehood at the present moment, and the Great victories of the Russian state as the outcomes of severe trials; determining the natural resource potential of Russia and the names of compatriots whose labor developed the spaces of our country and national economy; mastery of the skills to analyze the main stages of the historical process of forming the natural and economic base of Russia.

The Rationale is due to the need to shape a mature sense of citizenship and patriotism in students, a sense of their belonging to Russian civilization and Russian society, and the perception of their personal development through the prism of the public good and moral-ethical guidelines relevant to a person.

Plan

1. Key features of Russia
2. Stages of formation of the territory of Russia
3. Historical challenges of Russia

Theoretical part. In preparing for the first question, it is important to consider the territory, natural resource potential of Russia, socio-economic processes on the territory of the country, demographic and labor resources, economic ties, and natural-ecological aspects.

The Russian Federation is the largest state in the world by the size of its territory and occupies more than 17.1 million sq. km, which constitutes more than 13% or one-eighth of the land area of the entire world. From north to south, the length of Russia is more than 4 thousand km, from west to east – about 10 thousand km, which determines the variety of climatic belts and natural zones on the territory of the country. There are 11 time zones located on the territory of the Russian Federation, from 4 climatic belts to 16 climatic zones (according to Köppen). The country's relief includes vast plains (about 70% of the entire territory of the country), lowlands, and highlands. High-mountain areas, for example, Mount Elbrus with a height of 5642 meters is the highest point in Russia; in the south of Siberia (Altai with Mount Belukha with a height of 4506 meters) and in the Far East (Klyuchevskaya Sopka on Kamchatka with a height of 4750 meters). Russia is washed by the seas of three oceans and 12 seas. Russia borders 16 countries by land, and has maritime borders with the USA and Japan.

Russia possesses exceptional natural wealth: 1st place in reserves of diamonds, asbestos, natural gas, 1st place in palladium production, export of wheat and mineral fertilizers, the largest freshwater lake by volume of water, Baikal, which stores almost a fifth of the world's reserves of lake drinking water. There are about 20 thousand mineral deposits in Russia. The specific weight of Russia in world reserves of natural resources constitutes: apatites – 64.5%, natural gas – 35.4%, iron – 32%, nickel – 31%, coal – more than 30%, brown coal – 29%, tin – 27%, cobalt – 21%, zinc – 16%, uranium – 14%, oil – 13%, lead – 12%, copper – 11%, etc. Russian oil and gas reserves are of particular importance.

The deposits of the Yamal Peninsula, Western Siberia, and the Volga-Urals oil and gas province stand out. Also, colossal oil and gas reserves have been explored on the shelves of Sakhalin Island and the Kamchatka Peninsula, in Yakutia and Eastern Siberia. Forest reserves of Russia: 79% are located in eastern regions, and in the European part – 21%; more than half of the country's territory is covered by forest. In terms of hydro potential, Russia is second only to China.

The main water artery of the European part of the country is the Volga. The river routes of Russia constitute about 400 thousand kilometers. Characteristic features of Russia:

1. unprecedented territorial length;
2. exceptional natural wealth;
3. federal and ethnic diversity that defines the constitutional novelty of the multinational Russian people;
4. a wide nomenclature of developed national business;

5. technological cross-section and outstanding inventions;
6. natural and cultural codes-archetypes, value symbols of Russia.

In the second question, it is important to emphasize that the territory of Russia is the foundation of the natural-economic potential of our country. In the formation of the territory of Russia, and therefore in the development of its natural-economic resource base, four historical stages can be distinguished:

1. origin and formation of the territorial core of the state;
2. development of territories;
3. territorial stabilization;
4. territorial destruction, multi-directional tendencies.

In the XVI–XVII Centuries, the territory of the country expanded significantly due to the annexation of Siberia:

- The conquest of Siberian lands was akin to the Age of Great Geographical Discoveries for Russian explorers.
- With the abundance of resources in Russia, mineral extraction has always been quite expensive.
- Russia was constantly developing new lands, so the economy developed along an extensive path.
- Now the main export products are energy resources, whereas previously this function was performed by furs and other resources; the extraction of gold and fur attracted enterprising people of Russia.
- An important place in the multiplication of Russia's territories was occupied by the issues of ensuring security and protection.

Such features of the space of our state as its vastness and unevenness of development lead to a significant increase in costs when carrying out economic activity, primarily regarding transport over long distances. However, as economic and transport development of the territory progresses, the effect of negative factors may weaken, and positive ones, on the contrary, may strengthen. Climate change and global warming, according to scientists' forecasts, may not only be negative and, as technologies improve, will expand the zone of effective agricultural production to the north of traditional agricultural regions.

The third question is aimed at studying the features of the trials faced by medieval Rus and Russia during the period of its history and the character of Russian victories as a result of

overcoming the noted challenges. Throughout its more than thousand-year history, Russia has repeatedly faced severe trials that put the very existence of the state on the brink of ruin. In the XIV century, this was the invasion of the Mongols; at the beginning of the XVI century – the invasion of the Poles; at the beginning of the XVIII century – the war with Sweden; in 1812 – the invasion of Napoleon’s troops; in 1853 – 1856 – the Crimean War; in 1941 – 1945 – the Great Patriotic War, etc. However, the unification of all strata of society of Rus and Russia in these terrible periods ultimately always led to the Victory of our country over the next conqueror. In addition to the noted difficulties, which have a discrete character, the development of Russia was repeatedly hindered by problems of an objective-permanent character (climatic difficulties, demographic shocks). For example, the Earth’s climate in the XIV – XIX centuries is characterized by the Little Ice Age (LIA) – a period of global relative cooling. In the history of Russia, a series of cold years is noted in the XVII – XVIII centuries, which led to mass famine. Demographic problems were associated with the results of invasions (campaigns of the Mongols, the Great Patriotic War, etc.), epidemics of plague, cholera, and other diseases (for example, a mass mortality at the beginning of the XIV century), as well as political crises in the country (the revolution of 1917 and the subsequent Civil War, the dissolution of the USSR).

Questions and tasks

1. Where does the unprecedented nature of Russia’s territorial length lie?
2. In terms of reserves of which natural resources does Russia occupy the first place?
3. Describe the features of the severe trials faced by medieval Rus and Russia during the entire period of its history (up to 1991).
4. Describe the character of Russian victories as a result of overcoming difficulties that stood before Rus and Russia during the entire period of its history (up to 1991).
5. Prepare a presentation project on the Outstanding Victory of Russia (up to the student, must not be duplicated in the group)

Plan for the project presentation

Title slide

Characteristics of the historical period.

Characteristics of the causes of tragic events.

Characteristics of the trials that befell the state.

Characteristics of the main actors – participants in the tragic events.

Description of an outstanding victory of Russia.

Characteristics of the consequences of the achieved victory for Russia.

Conclusion

List of used sources and literature.

Identify the positive and negative factors of the presence of natural resources in Russia.

Project work on the topic 'Formation of Russia: the Influence of Factors of Historical Development'

Aim: To determine the influence of various factors (natural-geographical, economic, social, political, cultural) on the formation and development of the Russian state.

Objectives:

- to analyze the influence of natural-geographical conditions of Russia (climate, territories, natural resources) on economic and social development in different periods;
- to determine the key events and processes (for example, the unification of Russian lands, the reforms of Peter I, the Soviet period), to explain how they were influenced by economic, political, cultural, and external factors;
- to compare the influence of internal factors (for example, religion, ethnic composition, social structures) and external factors (wars, trade with the West and the East) on the development of Russia in different historical periods;
- to learn to develop one's thoughts, explain one's conclusions, listen to the opinions of other groups, conduct a discussion, and defend one's point of view.

Expected outcomes:

- to comprehend the significance of Russia's historical experience for understanding its current position;
- to evaluate which factors had the greatest influence on the modern state of Russia and why;
- to be able to build cause-and-effect relationships in history, building a sequence of events and explaining the interdependence of historical factors with modernity;
- to obtain group work skills, presentation skills, and skills of reasoned expression of one's thoughts.

Description

Mechanics of delivering the lesson

Course of the lesson

1. Introductory part (10 minutes). Briefly familiarize students with the main factors that influenced the development of Russia: severe climate, vast territories, multinational composition, feudalism, the role of Orthodoxy, external influences, and wars. Explain the goal of the lesson -

the influence of various factors (natural-geographical, economic, social, political, cultural) on the formation and development of the Russian state.

2. Work in groups – analysis of historical stages (35 minutes). Divide students into groups of 4-5 people. Each group receives a task to analyze a certain period of Russian history through the prism of development factors: Group 1: Ancient Rus and its natural-geographical conditions. Group 2: The Principality of Moscow and the formation of a centralized state. Group 3: The period of Peter I and economic reforms. Group 4: The Soviet period – ideology and social changes. For each group, the teacher prepares in advance cards with facts and questions for discussion, as well as chrestomathy material that can help students in preparation. Examples of questions: What natural conditions influenced the development of the territory? How did the economy and technologies change in this period? How was political power formed and strengthened? How were religion and culture reflected in the life of society? What external challenges (wars, contacts with other countries) played a role? The task of the groups is to prepare a short presentation (5-7 minutes) with the results of the analysis.
3. Presentations and discussion (25 minutes). Each group presents its conclusions. After each presentation, a small discussion takes place with questions from other students and the teacher.
4. Final discussion (10 minutes). Highlight which factors were most significant at different stages of Russia's development. Discuss the interaction of these factors and their influence on the formation of the country's unique path of development.

Materials:

Cards with descriptions of factors. Cards with historical facts and questions. Chrestomathy material. Presentation for recording key points.

Example card for the group **The Principality of Moscow and the formation of a centralized state:**

- Climate: cold winters, large forests and steppes.
- Economy: agriculture, crafts, trade with the East and the West.
- Politics: strengthening the power of the prince, unification of lands.
- Culture: spread of Orthodoxy, the role of the church.
- External factors: raids by nomads, relations with the Golden Horde and neighbors.

Questions for discussion:

- In what way did the severe climate affect the economy and military strategy?

- Why was centralized power necessary?
- How did culture and religion contribute to the unification of the people?

Recommended Literature

Main Literature

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Practical Class 4

Topic. Modern Russian Society

Aim: to develop a comprehensive understanding of the territory, population, ethnic and confessional composition, natural wealth, and cultural diversity of Russia.

Knowledge and skills acquired by the student Through mastering the topic, formed competencies or their parts Through mastering the topic, students acquire: knowledge of the ethnographic and socio-political characteristics of modern Russia; the ability to adequately perceive current social and cultural differences, and to treat historical heritage and cultural traditions respectfully and carefully; mastery of skills to analyze sociological data about Russia.

The Rationale is due to the need to develop ideas about the country's multifaceted and diverse resource potential and its ethno-cultural diversity so that the student understands where they can be in demand as a specialist and how they can help their country.

Plan

1. Ethnic map of modern Russia
2. Key trends in the political, economic, social, and spiritual spheres of life in modern Russian society.
3. Level and quality of life in Russian regions.

Theoretical part.

In preparing for the first question, it is important to characterize the ethnic space of Russia. The national composition of our country is determined by the 2010 All-Russian Population Census and includes more than 190 ethnic groups. By now, the number of Russians has increased by 2.48 million people, thanks to the reunification with Crimea in 2014. The new 2021 All-Russian Census allowed for the conclusion that no significant changes occurred in the ethnic structure of Russian society compared to 2010. The most numerous people is the Russian ethnic group, comprising more than 80%. Besides Russians, the most numerous are: Tatars, Bashkirs, Chuvashs, Chechens, Avars, Armenians, Ukrainians, and Mordvins. Specialists divide the peoples living on the territory of Russia by their native languages. The following language families have been identified: Indo-European, Uralic-Yukaghir, Altaic, North Caucasian, Kartvelian, Afroasiatic, Sino-Tibetan, Chukotko-Kamchatkan, Austroasiatic, Eskimo-Aleut, and the hypothetical Yeniseian. In addition, one people – the Nivkhs – speaks an isolated language. This language, as well as the Ket language, Chukotko-Kamchatkan, and Eskimo-Aleut languages are conventionally grouped into the Paleo-Asiatic group of languages. The most numerous language family in Russia, as in the world as a whole, is the Indo-European family. The historical path of development of the Russian state represents a rare example where not a single one of the peoples was destroyed under the centuries-long rule of the empire. In the second question, drawing upon data from all-Russian sociological research conducted by the IS RAS, VCIOM, and FOM, it is important to carry out an analysis of key trends in spheres significant to Russia: socio-political, socio-economic, socio-demographic, information, and in the sphere of youth policy. Characterizing the economy of Russia, it should be noted that the modern economic complex of Russia has a complex sectoral structure, where the most important sectors are electricity generation, the fuel industry, metallurgy, chemistry, mechanical engineering, the agro-industrial complex (AIC), construction, and transport. Currently, sectors producing goods for the population are actively developing. Outpassing development belongs to the agro-industrial complex, so it is no coincidence that Russia is currently one of the largest exporters of agricultural products in the world. Nevertheless, a number of primary tasks exist in the field of economy today. These are: effective management of natural and labor resources, improvement of regional policy, and overcoming the disproportion of regional

economies. Using current sociological data about Russia, it is important in the third question to carry out an assessment of the quality of life in the federal subjects of the Russian Federation: determine the main trends of the modern socio-economic state of the regions of the RF; assess the quality of life of the population in the subjects of the RF, determine the trend of the level of quality of life in Russian regions, and identify leader regions and outsider regions.

Questions and tasks

1. Referring to the results of the 2010 and 2021 All-Russian Population Censuses, characterize the dynamics of our country's population.
2. Which Russian companies are world leaders in the fields of energy, metallurgy, telecommunication technologies, finance, rail and air transport, and weapons production? Prepare a presentation project about one of these companies.

Plan for the project presentation

1. Title slide
 2. Brief profile (year of foundation, location, company motto, key figures)
 3. History of creation
 4. Trademarks
 5. Company structure
 6. Goals and objectives of the company
 7. Main areas of activity
 8. Company priorities
 9. Projects of the company today
 10. Profit
 11. Role in the economy of Russia
 12. The company as an actor in the global economy
 13. Interesting facts
 14. Conclusion
-
3. Name the main causes of demographic problems in Russia during various periods of its history.
 4. Describe the nature of Russia's successes in foreign policy in the modern period.
 5. List and characterize the features of Russia's economic achievements in the modern period.
 6. Name and characterize outstanding contemporary Russian figures of culture.

Questions for discussion:

1. What main trends were set by the current year in the economic, political, social, and spiritual spheres of life in Russian society? Which of them will remain next year, and which are only gaining momentum?
2. What trends and changes will determine the further development of the country?
3. What kind of society will the Russian society be as it enters the New Year?

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/matherials/3/page_view?page=1
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1. University Library Online <http://biblioclub.ru/>
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Documentaries of the DNA of Russia project and the Russian Knowledge Society

1. DNA of Russia. Central Russia – the Many-Faced Soul of the Power. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-centralnaya-rossiya-mnogolikaya-dusha-derzhavy-3479>.
2. DNA of Russia. The Urals: What Does the Treasury of Our Country Hide?. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-ural-chto-skryvaet-sokrovishnica-nashej-strany-3478>.
3. DNA of Russia. Yakutia. Chukotka. Kamchatka. Electronic resource: https://vk.com/dna_ru_club?z=video-135454514_456245026%2Fa1caf2359e098d7467%2Fpl_wall_-216987708.
4. DNA of Russia. Siberia. Electronic resource: https://vk.com/dna_ru_club.
5. DNA of Russia. The Volga Region. Electronic resource: https://vk.com/dna_ru_club?z=video-135454514_456245164%2Fbbcc047abb0a6b4cdb%2Fpl_wall_-216987708.
6. DNA of Russia. The Russian North. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-russkij-sever-3436.22>
7. DNA of Russia. Khabarovsk, Vladivostok, Sakhalin. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-habarovsk-vladivostok-sahalin-3414>.
8. DNA of Russia. Moscow, So Much in This City.... Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-mos>

Practical Class 5

Topic: Applicability and Alternatives of the Civilizational Approach.

Aim: shaping ideas regarding the main approaches to the interpretation of the category civilization, understanding the specifics of studying history and society within the framework of the civilizational approach.

Knowledge and skills acquired by the student Through mastering the topic (Practical Class), formed competencies or their parts Through mastering the topic, students acquire: knowledge of the main theories of civilization of the XVIII-XXI centuries; the ability to perceive the continuous character of domestic history and the multi-ethnic, civilizational vector of its development; mastery of skills to analyze the development of Russian statehood through the prism of the civilizational approach.

The rationale of the topic (practical class) is manifested through the fact that within the framework of the civilizational approach it is possible to realize modern Russian statehood in a broad cultural-value and historical context.

Plan

1. The civilizational approach in social sciences
2. Civilization and culture
3. Theories of local civilizations
4. Alternatives to the civilizational approach

Theoretical part. The civilizational approach is one of many ways to describe the past and present of the peoples of the Earth. A civilization is not only what it actually is, but also what it wants to seem to be at the given moment, and how it is perceived by neighbors. Thus, Russia perceived itself as European, then Eastern, and sometimes completely as a special unique civilization.

To understand the path of Russia's development, it is important to consider the main categories, concepts, and ideas of various approaches to the development of mankind and the historical development of society. Regarding the first question, the student must know the features of the civilizational approach.

The consideration of humanity and the countries and peoples composing it from the perspective of values, norms, cultures, institutions, and traditions combined into a certain holistic conglomerate forms the core of the civilizational approach. Within this approach, national specificity and world trends are often correlated, universal human values and national-civilizational differences are investigated, and the content, development problems, and relationships between civilizations are considered. The civilizational approach itself helps to see multivariance in history without discarding certain variants as not meeting the criteria of any single culture. It is important to highlight the advantages and disadvantages of the civilizational approach. Proceeding to the study of the second question, the student must reveal the problem of the correlation between the categories of culture and civilization, starting with an analysis of a large number of definitions of these categories.

Particular attention should be paid to the disclosure of this issue in the works of A. Toynbee, O. Spengler, and N. Ya. Danilevsky. In the concepts of N. Ya. Danilevsky and O. Spengler, the concept of culture is foundational. It is culture as a spiritual principle that forms that closed historical integrity which is capable of experiencing and actually experiences an independent life cycle that determines the fate of the people (or peoples) who are the carriers of this culture. There is no single history of mankind. It is formed from a set of cultural-historical types (Danilevsky) or local cultures (Spengler).

Civilization is not outside of culture, but is one of its temporary states that does not exist as an independent formation. According to Danilevsky, civilization is a period of the flourishing of culture, a surge of creative activity, and the realization of the spiritual capabilities of a people in activities within the fields of science, art, and the practical implementation of ideals. The period of civilization of a given cultural-historical type ends when the creative energy of the people runs out and stagnation occurs. On the contrary, Spengler characterizes civilization as a stage of decline and degradation of culture. While he qualifies culture as the living body of the soulfulness, he describes civilization as the mummy of culture. Culture, in his opinion, is born from the landscape, whereas civilization arises from its petrification. A person of culture lives an inner life, while a civilized person lives an outer life, among bodies and facts. The former senses destiny, the latter understands the connection between cause and effect.

People of culture live unconsciously, civilized people live consciously. The counterposition of civilization and culture in literature originated from him. A. Toynbee, unlike Spengler, on the contrary, brings civilization, rather than culture, to the forefront. Culture is the constituting, form-giving principle of civilization. It forms the person of a given civilization, for he acquires his human traits by assimilating language and culture. A civilization represents a socio-cultural entity, a socio-cultural integrity.

Regarding the third question, the student must know that in the theories of local civilizations of N. Ya. Danilevsky, O. Spengler, and A. Toynbee, civilizations are viewed as unique local-historical entities that exist for a long time, have relatively stable spatial boundaries, develop specific forms of economic, socio-political, and spiritual life, and carry out their own individual path of historical development. Within the framework of these theories, culturological, ethno-psychological, religious, and sociological interpretations of local civilizations dominate. N. Ya. Danilevsky saw world history as a set of independent and specific civilizations (cultural-historical types). He outlined the essence of this theory in his work *Russia and Europe*. The philosopher identifies the following cultural-historical types (local civilizations) that coexisted in time or succeeded one another: 1) Egyptian, 2) Chinese, 3) Assyrian-Babylonian, 4) Chaldean, 5) Indian, 6) Iranian, 7) Jewish, 8) Greek, 9) Roman, 10) Neo-Semitic, or Arabian, 11) Romano-

Germanic, or European, to which he added two civilizations of pre-Columbian America destroyed by the Spaniards. Nowadays, he believed, the Russian-Slavic cultural type is entering the world-historical arena, called by its universal mission to reunite humanity. The main points of the theory of local civilizations (closed cultures) of O. Spengler are presented in the book *The Decline of the West*. In his opinion, throughout the entire history of mankind, only 8 cultures have emerged that have gone through a full cycle of natural development: 1) Ancient Egypt (several millennia), 2) Ancient Babylon, 3) Ancient India, 4) Ancient China, 5) Antiquity (Ancient Greece and Ancient Rome), 6) the golden culture of the Middle Ages (Islamic and Byzantine), 7) the culture of the ancient Maya, 8) the culture of Europe (Western Europe since the early Middle Ages and ending with the bourgeois stage). Russian culture is in the stage of origin. A. Toynbee set forth his theory of civilizations in the work *A Study of History*. At the core of his classification of civilizations, two main criteria can be distinguished that remain stable: 1) religion and the form of its organization; 2) the territorial characteristic. In accordance with these criteria, Toynbee identified 37 civilizations, fully investigated 21 (among them: Egyptian, Andean, Chinese, Minoan, Sumerian, Mayan, Indus, Hellenic, Western, Orthodox Christian (in Russia), Far Eastern (in Korea and Japan), Iranian, Arabic, Hindu, Mexican, Yucatecan, and Babylonian) and noted that in the modern world only 5 of them remain: Western, Orthodox-Christian, Islamic, Hindu, and Far Eastern.

Students, getting to know the views of the civilizational approach, should pay attention to such topical themes as the stages of development of human communities, the potential cyclical nature of such development, as well as the problematic attitude of civilizationalism toward the categories of determinism and progress. They should also become acquainted with other later concepts of civilizations by Savitsky and Gumilev (Eurasianism), Tsymbursky (Island Russia), W. McNeill (*The Rise of the West*), and S. Huntington (*The Clash of Civilizations*).

In the fourth question, one should get acquainted with other approaches to the development of society that compete with the civilizational one. The civilizational approach arose in response to the theory of stagewise development popular in the 19th century, which considers civilization as a single process of progressive development of mankind. The formational approach considers successive stages in the development of humanity – formations. In fact, this is an explanation of the linear development of human history stage by stage, or, in this case, formation by formation. The change of formations, according to the proponents of this approach, is determined by the change of socio-economic relations depending on a specific mode of production. Proponents identify successively replacing formations: primitive communal, slave-owning, feudal, and capitalist. The formational approach relied on the teachings of the German philosopher K. Marx, who spoke about the establishment of the communist formation after capitalism. A disadvantage

of the formational approach can be considered the fact that many processes of cultural and spiritual life are viewed in a simplified manner, the causes of the uneven and unique development of individual peoples are not identified, and little attention is paid to the role of personality in history. One should also get acquainted with other competing scientific paradigms – nationalism (E. Gellner, B. Anderson, V. Tishkov, A. Miller) and social constructionism (P. Berger, T. Luckmann, E. Pain).

Questions and tasks

1. Identify the advantages and disadvantages of the civilizational approach to the study of history and society.
2. On what aspects of culture does A. Toynbee's theory concentrate, and how is this reflected in his understanding of civilization?
3. Justify why in O. Spengler's teaching civilization is the final stage of culture's development? In connection with this, explain the title of his book *The Decline of the West*.
4. In which civilizational theories are the concepts of culture and civilization viewed as inseparable, and in which theories, on the contrary, are they counterposed? Proponent of which theories are you? Substantiate your opinion.
5. Fill out the table *Typology of Civilizations*:

According to N. Ya. Danilevsky	According to O. Spengler	According to A. Toynbee	According to S. Huntington

6. Offer a scheme depicting the cycles of culture development by O. Spengler.
7. How do modern civilizationalists understand civilizations and their role in world history (W. McNeill – *The Rise of the West* and S. Huntington – *The Clash of Civilizations*)?
8. Name and reveal the essence of scientific paradigms competing with the civilizational approach (theories of nationalism – E. Gellner, B. Anderson, V. Tishkov, A. Miller; social constructionism – P. Berger, T. Luckmann, E. Pain).
9. Watch the film from the cycle of video clips of patriotic content presented by the Russian Knowledge Society within the framework of the DNA of Russia project – *State-Civilization*. <https://znanierussia.ru/library/video/dnk-rossii-gosudarstvo-civilizaciya-3416?collection=dnk-rossii&from=cinema> How do you understand the phrase by Jeffrey Sachs, an American economist and advisor to the President of Russia B. Yeltsin from 1991 to 1994: We cut open the patient's chest, and it turned out that he had a different, unknown anatomy to us?
10. Prepare for a role-playing game on the Universal World Civilization topic or a World of 'Civilizations'?

Aim: shaping ideas concerning the main approaches to the interpretation of the **CIVILIZATION** category, understanding the specifics of studying history and society within the framework of universalist and civilizational approaches.

Expected outcomes: students' realization of Russia's mission as a guarantor of the existence of a multipolar world in which each civilization develops according to its own laws and exerts an influence on world development.

Description

Concept of the game. Preparation for the game involves dividing into two groups that argumentatively defend opposite points of view on the problem.

The first point of view: proponents of the universalist approach – a model of modern development represented by the Western civilization, which is progressive and technologically most developed in their view. They proceed from the premise that globalization represents a new era in human history in which the borders of national states become conditional; they state the formation of a single global market, asserting that globalization carries the denationalization of the world economy through the formation and development of transnational production, trade, and financial networks. Key for the proponents of this point of view are either the conclusions of neoliberals about the triumph of individuality and market mechanisms over the power and hegemony of the state, or Marxist ideas about the oppressive spread of world capitalism.

The second point of view: proponents of the civilizational approach – do not agree with the ideas of a common and single history of mankind; put under serious doubt the existence of a global culture and global civilization; believe that various civilizations (cultural-historical types) simultaneously exist in human history, each of which develops according to its own laws. At the core of their position lie the works of N. Ya. Danilevsky, A. Toynbee, O. Spengler, S. Huntington, and others regarding civilization as a unit of historical development bounded in space and enclosing within itself religion, culture, and the state.

Roles

A) proponents of the universalist approach

B) proponents of the civilizational approach

Scenario

The task consists of 4 steps: Step 1. Setting the task and defining roles in groups (for example, moderator, encyclopedist, analyst, protocol keeper, etc.); Step 2. Work in expert groups. Participants perform the task: reveal the key concepts of the approaches: globalization, universal human civilization, local civilization, state-civilization; determine the object in relation to which a particular approach is carried out – country, people, society, etc.; present general schemes and general outlines of world history among proponents of these approaches. Determine the role of the

East, the West, and Russia in world history. Step 3. Presentation and justification of the advantages of their approach and the disadvantages of the opposite one. Step 4. Discussion and summarizing.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
2. Foundations of Russian Statehood: educational and methodical complex in the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Publishing House Delo RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
3. Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/materials/14>
4. Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow : Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf
5. Yukhno A. S. Foundations of Russian Statehood: educational and methodical manual / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

Additional Literature

1. Danilevsky N. Ya. Russia and Europe / N. Ya. Danilevsky. – Moscow: Urait Publishing House, 2025. – 453 p. (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/562234>
2. Jessop B. The State: Past, Present, Future. – M.: Publishing House Delo RANEPa, 2019. – 504 p.
3. History of Russian Philosophy / under the general ed. of M. A. Maslin. – M.: INFRA-M, 2018. – 640 p.

4. Leontiev K. N. Byzantism and Slavdom. – M.: Direct-Media, 2014. – 170 p.
5. Megatrends: Main Trajectories of the Evolution of the World Order in the XXI Century: textbook / under the ed. of T. A. Shakleina, A. A. Baykov. – 3rd ed., corrected, supplemented and revised. – M.: Aspect Press Publishing House, 2025. – 520 p.
6. Nikonov V. A. Russian Matrix. – M.: Russkoye Slovo, 2014. – 991 p.
7. Nikonov V. A. Russian Civilization. – M.: Prosveshcheniye, 2021. – 256 p.
8. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. History of Russia. – M.: Prospekt, 2021. – 680 p.
9. Perevezentsev S. V. Russian History: from ancient times to the beginning of the XXI century. – M.: Akademichesky Proekt, 2018. – 571 p.
10. Russian Society: Architectonics of Civilizational Development: [monograph] / R. G. Braslavsky, V. V. Galindabaeva [et al.]; resp. ed. V. V. Kozlovsky; FCTAS RAS. – M.; St. Petersburg: FCTAS RAS, 2021. – 340 p.
11. Russia as a State-Civilization: Highest Goals and Alternatives of Development: collective monograph based on the materials of the Jubilee International Panarin Readings, dedicated to the 75th anniversary of the birth of A. S. Panarin / resp. ed.: V. N. Rastorguev; sci. ed.: A. V. Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.
12. Soloviev A. I. Adoption and Execution of State Decisions. M.: Aspect Press, 2024. – 423 p.
13. Toynbee A. J. A Study of History. – Moscow: Progress, 1991. – 736 p.
14. Fadeev V. A. Transfiguration of Humanism. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. The Clash of Civilizations – M.: AST, 2023. – 640 p.
16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (Based on Research and Approbation Materials) // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.
17. Tsymbursky V. L. Island Russia: Geopolitical and Chronopolitical Works, 1993–2006. – Moscow: ROSSPEN, 2007. – 544 p.
18. Shestopal E. B. Them and Us. Images of Russia and the World in the Mind of Russian Citizens. – M.: ROSSPEN, 2021. – 423 p.
19. Shurtakov K. P. Worldview and Methods of its Formation: Conceptual and Philosophical Analysis. – Kazan: Kazan University Publishing House, 1989. – 212 p.

20. Spengler O. The Decline of the West / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.
2. Strategy of the State National Policy of the Russian Federation for the Period up to 2036.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from the screen.
2. Scientific and Educational Portal Great Russian Encyclopedia Electronic resource: <https://bigenc.ru/>.
3. Website of the Russian Knowledge Society. Electronic resource: <https://znanierussia.ru/>.
4. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from the screen.
5. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from the screen.
6. Political Regional Studies. Laboratory of Regional Political Studies of the HSE University. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Practical Class 6

Topic: Classical and Modern Versions of the Civilizational Approach.

Aim: To develop ideas about Russia as a state-civilization as a civilization.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of ideas about civilizations and Russia's place among them depending on the historical context;
- the ability to perceive the continuous character of domestic history and the multiethnic, civilizational vector of its development;
- skills to analyze the development of Russia as a state-civilization.

Rationale: Examining classical and modern versions of the civilizational approach makes it possible to develop an understanding of the civilizational vector of development of modern Russian statehood.

Plan

1. Classics of the civilizational approach: N. Ya. Danilevsky, O. Spengler, A. Toynbee.
2. Modern concepts of the civilizational approach: S. Huntington, A. S. Panarin, A. G. Dugin, J. McNeill, and others.
3. Analysis of the concepts of civilization and culture in the works of representatives of the civilizational approach.

Theoretical Part

Regarding the first question, the student must know the concepts of N. Ya. Danilevsky, O. Spengler, and A. Toynbee, who deny the existence of a single history of mankind and recognize only separate, unrelated closed civilizations. Danilevsky puts forward the idea that history does not represent a linear sequence of events and ideas, and also divides humanity into three main groups:

1. Positive agents of history: the creators of great civilizations or cultural-historical types;
2. Negative agents of history: groups of people who did not create great civilizations but, acting as the scourges of God, delivered the *coup de grâce* to declining civilizations;
3. Ethnographic material: people and tribes whose creative potential was, for some reason, arrested at an early stage of development.

N. Ya. Danilevsky emphasizes that only a relatively small number of peoples or tribes proved capable of creating great civilizations. His list of cultural-historical types includes the Egyptian, Assyro-Babylonian-Phoenician-Chaldean (or Ancient Semitic), Chinese, Indian, Iranian, Hebrew, Greek, Roman, Neo-Semitic (or Arabic), and Romano-Germanic (or European) types. The scholar defines the following laws of their evolution:

1. The society must possess a common language or a group of closely related languages;
2. The society must be politically independent;

3. Although the fundamental principles of a civilization of one historical-cultural type cannot be transferred to representatives of another historical-cultural type, certain elements of one civilization can be transferred to another;
4. Ethnographic diversity is beneficial for the prosperity of a civilization;
5. The life career of a civilization is similar to the life cycle of perennial plants, whose growth period lasts indefinitely, but the blooming and fruiting period is relatively short and exhausts them once and for all.

When studying the second issue, it is important to pay attention to how modern proponents of the civilizational approach understand the concept of civilization. For A. G. Dugin, civilizations are broad and stable geographical and cultural zones united by roughly common spiritual, value, stylistic, psychological attitudes and historical experience. Most often (but not necessarily), these zones coincide with the boundaries of world religions. Such a civilization may include several states, and there are cases where the borders of civilizations cut through individual states, dividing them into parts.

From V. L. Tsymbursky's perspective, peoples act as the core of a civilization when creating states. S. V. Khatuntsev categorizes civilizations based on a territorial criterion. A civilization is a geocultural community that emerged and functions within the framework of several geographical individuals—developmental loci (*mestorazvitiya*) – existing on our planet. A. S. Panarin sought to bring a different understanding of civilization than many others. For him, it is not an isolated cultural-historical type opposed to other worlds, but something global. A true civilization must be global rather than local, offering a universal project for other cultures.

When considering the third question, students should draw upon the primary characteristic features of a civilization and the typical traits of a state-civilization (outward orientation, naturalness of emergence and development, value stability, political influence, long history, and the capacity for dynamic adaptation to various conditions of international relations and world politics) to identify the characteristic features of the Russian state.

Questions and Tasks

1. Identify the historical cycles that determined the civilizational development of Russia.
2. What characteristic traits of Russia as a state-civilization can be distinguished?
3. How did the understanding of civilizations and Russia's place among them change depending on the historical context?
4. Group Work:
 - Work in expert groups: Each group studies and prepares a presentation on one author (N. Ya. Danilevsky, O. Spengler, A. Toynbee, S. Huntington, etc.).

- Presentation and discussion: Highlighting the key criteria used to identify civilizations, their dynamics, and their view of Russia.
- Collective completion of a Chronological Timeline: Plotting the theories on a timeline indicating the historical context of their creation.
- Discussion: The relevance of each author's ideas for explaining contemporary world processes.

Methodological Guidelines for the teacher: offer the groups excerpts from primary source texts. Help them highlight the main points. Focus the discussion on the predictive potential of the theories.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
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2. Jessop B. *The State: Past, Present, Future*. – M.: Publishing House Delo RANEPa, 2019. – 504 p.
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11. *Russia as a State-Civilization: Highest Goals and Alternatives of Development: collective monograph based on the materials of the Jubilee International Panarin Readings, dedicated to the 75th anniversary of the birth of A. S. Panarin* / resp. ed.: V. N. Rastorguev; sci. ed.: A. V. Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.
12. Soloviev A. I. *Adoption and Execution of State Decisions*. M.: Aspect Press, 2024. – 423 p.
13. Toynbee A. J. *A Study of History*. – Moscow: Progress, 1991. – 736 p.
14. Fadeev V. A. *Transfiguration of Humanism*. – Moscow: RSUH, 2022. – 198 p.
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16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. *Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (Based on Research and Approbation Materials)* // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.

17. Tsymbursky V. L. *Island Russia: Geopolitical and Chronopolitical Works, 1993–2006*. – Moscow: ROSSPEN, 2007. – 544 p.
18. Shestopal E. B. *Them and Us. Images of Russia and the World in the Mind of Russian Citizens*. – M.: ROSSPEN, 2021. – 423 p.
19. Shurtakov K. P. *Worldview and Methods of its Formation: Conceptual and Philosophical Analysis*. – Kazan: Kazan University Publishing House, 1989. – 212 p.
20. Spengler O. *The Decline of the West* / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.
2. Decree of the President of the Russian Federation dated March 31, 2023, # 229 On Approval of the Concept of the Foreign Policy of the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from the screen.
2. Scientific and Educational Portal Great Russian Encyclopedia Electronic resource: <https://bigenc.ru/>.
3. Website of the Russian Knowledge Society. Electronic resource: <https://znanierussia.ru/>.
4. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from the screen.
5. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from the screen.
6. Political Regional Studies. Laboratory of Regional Political Studies of the HSE University. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Practical Class 7

Topic: Russian Civilization in the History of Domestic Thought

Aim: To examine the main philosophical concepts regarding the understanding of Russian civilization.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the main concepts of Russian civilization in the history of domestic philosophy;
- ability to compare approaches to Russian civilization within the context of the existing philosophical tradition and modern geopolitical challenges;
- skills to analyze classical and modern interpretations of Russian civilization.

Rationale: Determined by the need to clarify Russia's civilizational status under conditions where Russia is officially recognized as a state-civilization, as well as amid the contemporary geopolitical crisis, which possesses distinct civilizational features.

Plan

1. Traditions of civilizational discourse in Russia.
2. Russian civilization in the academic discourse of Eurasians and Neo-Eurasians.
3. Russia as a frontier civilization.

Theoretical Part

When preparing for the first question, one must start from the fact that civilizational discourse in Russia has a solid background rooted in the debate between Slavophiles and Westernizers. For nearly two centuries, lively discussions have continued regarding the definition of Russia's place in the world and its civilizational status. Over this period, the main conceptual positions have generally formed. They are updated not so much by the appearance of fundamentally new theoretical ideas (inventing something completely new here is practically impossible), but rather by the dynamics of world development, in which Russia is deeply interwoven and which therefore exerts a significant influence on the actualization and reinterpretation of various approaches to defining Russia's civilizational status. In this sense, it is advisable not only to consider the key conceptual frameworks that delineate one civilizational

image of Russia or another, but also to compare them with the challenges and threats facing the Russian Federation in the modern world.

The idea of recognizing a distinct Russian civilization is equally characteristic of both liberally minded thinkers and the conservative part of the Russian socio-humanitarian community. The former, however, use this idea in a negative sense—to explain the total historical failure of the liberal project in Russia. In their view, the transition to a democratic state under the rule of law remains a utopia precisely because of the Russian society's ineradicable commitment to authoritarian foundations that are patriarchal and even archaic by nature. Thinkers of a conservative bent consider Russia's uniqueness as a specific socio-cultural and civilizational entity to be a factor of development, a necessary condition for the very existence of Russia as Russia.

In the second question, it is important to emphasize that the starting point for most thinkers who have reflected and continue to reflect on Russia from a civilizational standpoint is the specificity of its geopolitical position in the world. This trend manifests with the greatest clarity in the conceptual frameworks of Eurasians and Neo-Eurasians. They understand Russian civilization as Eurasia, which represents a kind of independent continent. One of the most prominent theorists of Eurasianism, P. Savitsky, identifying the axial area with the Eurasian continent, finds in it the center of world geopolitics, and therefore, the center of world history. Relying on H. Mackinder's Heartland theory, P. Savitsky predicted that Russia would attain the status of a great power purely by virtue of its geographical position.

Neo-Eurasians assert that Russia's historical mission has always been and will continue to be linked to the political, cultural, and economic construction of the territory designated today as the post-Soviet space. In geopolitical terminology, this space is Eurasian. The geopolitical status of Russian civilization imposes very definite obligations upon it in relation to the controlled (sometimes potentially) space. Thus, the well-known representative of Neo-Eurasianism A. Panarin notes that Russia cannot ignore either its own geopolitical tradition or the system of external expectations directed toward it (negatively or positively) as the holder of the heartland.

At the same time, the sharp change in Russia's civilizational and geopolitical status following the collapse of the Soviet Union actualized another, no less important side of Eurasian ideology. Instead of global universalist ambitions identifying Russia with the entire Eurasian continent, thinkers began to speak of the uniqueness and locality of Russian civilization, limiting its claims to the Eurasian space understood in its narrow sense, and sometimes completely identifying it with Russian state borders. This metamorphosis is explicated in the understanding of Russia as a specific socio-cultural and civilizational system that has its own special path of development. Thus, in Eurasianism and Neo-Eurasianism, Russia's civilizational status ultimately emerges as a unique cultural-civilizational system with its own distinct path of development. Such

a theoretical construct perfectly matches the actually emerging multipolarity of the world order, where, along with the West, new centers of world influence are actively forming and gaining strength, and Russia is fully capable of becoming one of these new centers.

In the third question, it is important to focus attention on the fact that based on Russia's middle location between the civilizational worlds of the West and the East, Europe and Asia, a number of interpretations of Russia's civilizational status arose that can be characterized as frontier (*pogranichnye*). A number of authors (G. Florovsky, A. Men, V. Pantin) believe that it is impossible to separate the Western and Eastern traits whose combination and interaction are naturally and organically inherent to Russia. A. S. Panarin pointed to the intermediate position of Russian civilization as the cause of both its strength and its weakness.

The antinomic and contradictory nature of Russia as a socio-cultural and civilizational system stands as one of its most essential fundamental characteristics. This contradictoriness is caused by the chronic uncertainty of Russia's civilizational status, which does not belong entirely to any of the existing civilizational worlds and at the same time contains features and signs of many of them. Such socio-cultural and civilizational suspendedness is largely a consequence of Russia's objective frontier location between East and West. It is obvious that when analyzing the antinomic nature of Russian culture and the entire system of social life of the Russian state over significant stretches of historical development, the importance of the geographical frontier factor finds increasing confirmation.

The peculiarities of Russia's socio-cultural and civilizational development and its intermediate, inter-civilizational position allow a number of researchers to view Russia as a frontier civilization. The most prominent of these researchers and the main theorist behind understanding Russia as a frontier civilization is Ya. Shemyakin. Comparing Russia primarily with the civilizations of Latin America and identifying their common relationship with the West, Ya. Shemyakin notes that due to the duality of their civilizational status, they belong to marginal cultures. Such cultures, in his opinion, simultaneously belong to the West (as its periphery) and represent something qualitatively different compared to the Faustian civilization.

Generally speaking, authors holding similar views note that the frontier nature of Russian civilization is determined not so much by socio-cultural parameters and characteristics as by the specificity of its geographical position. In this sense, Russia was initially doomed to a frontier status, to middleness, both figuratively and literally. Geographical frontier status formed a socio-cultural and civilizational frontier status; the location between West and East predetermined civilizational quests precisely in these directions; the vastness of the territory and the early manifestation of specificity in socio-cultural development made it possible to interpret Russia as a unique and self-sufficient civilizational system. Virtually all the main interpretations of Russia's

civilizational status are listed here, and they all, in one way or another, genealogically originate from Russia's placement on the geographical map of world history.

Questions and Tasks

1. Turning to the views of liberal and conservative authors who wrote about Russian civilization, characterize the differences in their approaches.
2. Characterize the Eurasian concept of Russian civilization. What did the Neo-Eurasians bring new to the understanding of the Russian socio-cultural and civilizational system, and for what reasons?
3. Fill out the table **Modern Civilizational Discourse in Russia**:

Units of Discourse	Understanding in Political Discourse	Understanding in Academic Scientific Discourse
State-Civilization		
Civilizational Identity		
Special Path		
Cultural Code		

4. Describe the main features of Russia as a frontier civilization. Evaluate the interaction of geographical and socio-cultural components of the frontier civilization concept.
5. Substantiate how the modern geopolitical crisis affects the development trends and content of the academic discourse on Russian civilization.
6. Prepare a creative project: **Formula of Russia's National Idea**

- Aim: To reflect upon Russia's mission, its role, and its purpose within the framework of group creative projects.
- Expected outcomes: Presentation by the project participants of an image of the country's future, based on knowledge of the present and past path of development of the Russian state-civilization.

Project Tasks:

Planning Phase (Design Stage): Designing your own formula for Russia's national idea.

The formula of the national idea must define the following parameters in accordance with its functions:

First, the awareness of one's civilizational identity. The national idea is asserted as a synonym for the patriotic idea and is fixed in mass psychology.

Second, the explanation of the purpose and meaning of existence of the Russian state-civilization.

Third, the construction of one's national ideal, binding together the past, present, and future of Russian civilization. Fulfilling a goal-setting function, the national ideal determines a model for viewing world integrity and points out the direction and goal of movement, in accordance with which the future of the civilizational community is developed.

Concluding stage: Presentation of your formula of the national idea; joint discussion; project evaluation.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
2. Foundations of Russian Statehood: educational and methodical complex in the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Publishing House Delo RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
3. Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/materials/14>
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3. History of Russian Philosophy / under the general ed. of M. A. Maslin. – M.: INFRA-M, 2018. – 640 p.
4. Leontiev K. N. Byzantism and Slavdom. – M.: Direct-Media, 2014. – 170 p.
5. Megatrends: Main Trajectories of the Evolution of the World Order in the XXI Century: textbook / under the ed. of T. A. Shakleina, A. A. Baykov. – 3rd ed., corrected, supplemented and revised. – M.: Aspect Press Publishing House, 2025. – 520 p.
6. Nikonov V. A. Russian Matrix. – M.: Russkoye Slovo, 2014. – 991 p.
7. Nikonov V. A. Russian Civilization. – M.: Prosveshcheniye, 2021. – 256 p.
8. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. History of Russia. – M.: Prospekt, 2021. – 680 p.
9. Perevezentsev S. V. Russian History: from ancient times to the beginning of the XXI century. – M.: Akademicheskyy Proekt, 2018. – 571 p.
10. Russian Society: Architectonics of Civilizational Development: [monograph] / R. G. Braslavsky, V. V. Galindabaeva [et al.]; resp. ed. V. V. Kozlovsky; FCTAS RAS. – M.; St. Petersburg: FCTAS RAS, 2021. – 340 p.
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1. Constitution of the Russian Federation.

Internet Resources

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3. Scientific and Educational Portal Great Russian Encyclopedia Electronic resource: <https://bigenc.ru/>.
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5. Website of the All-Russian Public Organization Russian Geographical Society. Electronic resource: Russian Geographical Society | (rgo.ru).
6. Website of the Russian Knowledge Society. Electronic resource: <https://znanierussia.ru/>.
7. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from the screen.
8. Website of the Assembly of Peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. Title from the screen.
9. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from the screen.
10. Political Regional Studies. Laboratory of Regional Political Studies of the HSE University. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

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2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Practical Class 8

Topic: Russian Civilizational Identity at the Contemporary Stage.

Aim: Delineating the category of Russian civilizational identity.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the problem of Russian civilizational identity in political and scientific discourses;
- ability to determine Russia's place in modern strategic projects and civilizational concepts;
- skills to analyze socio-humanitarian scientific thought and the political process in order to identify the problem of Russian civilizational identity.

Rationale: Determined by the necessity of defining the place of Russian civilization in the modern world, upon which the civilizational self-awareness of an individual largely depends.

Plan

1. The problem of Russian civilizational identity in political discourse.
2. The theme of civilizational identity in the Strategy of the State National Policy of the Russian Federation for the Period up to 2036.
3. The problem of civilizational identity in modern Russian socio-humanitarian science.

Theoretical Part

Here the student is to note that in modern Russian political discourse, the terms **Russian civilization** and **Russian civilizational identity** are among the most frequently used. The idea of Russian identity is currently an official trend that diverse political and public movements, as well as individual figures, strive to align with. At the same time, the semantic content of the concept Russian civilizational identity requires clarification.

In political discourse, the category of Russian civilizational identity is most often understood in its geopolitical aspect. Russian politicians view identity as a foundation for both the consolidation of Russian society itself and the integration of the entire post-Soviet space. While they believe the consolidation of the Russian populace must occur on spiritual grounds, integration is viewed as an exclusively economic phenomenon. For instance, the Eurasian Union is presented

not as a restoration of the Soviet regime or the Russian Empire, but as an attractive field for investors; integration processes are dictated by the times and do not constitute an attempt at isolation from the world. However, the CIS countries in the past formed a single space—not only economic and political, but also largely cultural—which gives grounds to speak of the existence of a Eurasian civilization that could eventually become one of the poles of the emerging multipolar world. Naturally, this will occur only if the emerging entity conceptualizes itself politically, rather than solely economically.

In recent years, efforts have been made in Russia to develop a civic political nation from the numerous peoples and ethnic groups residing on its territory. Had this endeavor succeeded, Russia would have turned into a nation-state built on the model of European states. However, to serve as a major regional or even global actor, Russia needs to develop a civilizational idea rooted in religion and culture, which in turn determine geopolitics, geostrategy, politics, and economics.

During his presidency, D. A. Medvedev set tasks for forming a civic identity, stating that it is important to ensure that everyone feels themselves to be, first and foremost, a citizen of Russia, and only then Russian, Tatar, Jewish, or Kabardian. He declared the following: “A significant portion of the people living in the Caucasus need full integration into Russian society. We need to move toward creating a full-fledged Russian identity that would encompass all our peoples. If we cannot create it, the fate of our country will be very grim.”

Vladimir Putin, in his article ***Russia: The National Issue***, explicitly set the task of shaping a civilizational identity, in which he perceived the essence of a great country:

Civilizational identity is based on preserving the Russian cultural dominant, the carrier of which is not only ethnic Russians, but all carriers of such identity regardless of nationality.

Nowadays, there is no doubt remaining that Russia is a state-civilization.

When approaching the second question, the student must carefully study the Strategy of the State National Policy of the Russian Federation for the Period up to 2036, paying special attention to the issues of civilizational identity. As a doctrinal document, the Strategy presupposes the formulation and resolution of many pressing issues:

- Maintaining the integrity and state sovereignty of the RF, and improving federalism as a form of state structure and a principle of the territorial-political organization of state power;
- Sustaining the uniqueness of the polyethnic and multicultural Russian ethnosphere, and increasing the efficiency of managing ethnocultural processes;
- Ensuring the full-blooded development of ethnic groups and nationalities, as well as the effective functioning of the individual within the system of interethnic relations;
- Preventing interethnic confrontation, preempting ethnopolitical conflicts, ensuring their effective resolution, and carrying out post-conflict reconstruction;

- Strengthening all-Russian traditional values and the Russian civic identity as the identity of the Russian civic polyethnic nation;
- Optimizing the relationship and competition between the all-Russian, regional civic, and actual ethnic identities;
- Confirming humanistic principles, tolerance, and a peacebuilding ideological and worldview framework in opposition to aggression, nationalism, and xenophobia.

Conceptually, the Strategy relies on the fundamental idea of Russia as a nation-state and, simultaneously, a state-civilization. It emphasized innovative resources for reinforcing Russian civic identity and became a key conceptual document influencing the entire system of socio-political relations.

The Strategy also points out crisis phenomena that hinder the strengthening of Russian civic identity. These primarily include:

- The erosion of traditional moral values of the peoples of the RF;
- The persistence of manifestations of discrimination against citizens of various nationalities in law enforcement practice;
- The spread of negative stereotypes regarding certain peoples.

Special emphasis is placed on the problem of the insufficiency of educational and cultural-enlightenment measures aimed at forming Russian civic identity, nurturing a culture of interethnic society, studying the history and traditions of the peoples of Russia, and their experience of solidarity in strengthening the state and defending the common Fatherland.

The problem of unity within Russian society is driven primarily by historical, socio-economic, and socio-political determinants, and is also brought to life by the conditions of reforming and modernizing Russian society. Amid changing ideological paradigms and the collapse of former social structures, the issue of national unity and the consolidation of civic identity takes center stage in the informational, communicative, and educational spheres.

3. The Problem of Civilizational Identity in Modern Russian Socio-Humanitarian Science

The student must know the main tenets of the following modern concepts of Russian civilizational identity:

1. The Globalist Concept (A. A. Zinoviev and others);
2. The National-Civilizational Concept (M. F. Antonov, D. M. Balashov, E. V. Volodin, L. M. Leonov, I. R. Shafarevich, and others);
3. The Geopolitical Concept (A. A. Kara-Murza, S. B. Lavrov, N. N. Moiseev, A. S. Panarin, and others);
4. The Concept of a Multi-layered Russian Civilizational Identity (S. V. Kortunov, V. I. Pantin, and others).

The multi-layered concept is of greatest interest. Proponents like S. V. Kortunov note that Russia's identity resembles a layer cake, where none of the layers have been entirely rejected by Russian civilization. These layers (or dimensions of identity) include:

- Orthodox (religious);
- Communist (ideological);
- Liberal (axiological);
- Eurasian (geopolitical or territorial);
- Cultural (European);
- National (ethnic);
- Imperial;
- Technological (modernizing).

The author notes that while trying to define itself at the beginning of the 21st century, Russia makes several simultaneous choices between:

1. Integration into European civilization vs. the desire to preserve its own distinct Russian civilization;
2. An empire vs. a nation-state;
3. Relative isolation vs. full openness;
4. Economic and political liberalism vs. the values of a paternalistic state;
5. Individualism vs. collectivism (sobornost);
6. A mobilization-based vs. an innovative type of development (modernization);
7. Building a political nation (citizens of the RF or Russians) vs. an imperial nation.

I. V. Kondakov expresses disagreement with this concept, noting that the concept of civilizational identity implicitly includes various shades of ethno-national, confessional, and socio-cultural identities, but cannot be reduced to them—either individually or in their entirety.

In modern socio-humanitarian knowledge, a number of scholars merge the national and civilizational identities of Russia. For example, when analyzing modern Russia, I. S. Semenenko employs the concept of national-civilizational identity. In her view, such an identity presupposes maintaining a broad consensus regarding the model of social development, agreement on the need for self-standing (samostoyanie) as a unique social and cultural community, and civic loyalty and tolerance in the public sphere.

Currently, the view that modern Russia does not form its own distinct civilization is quite widespread. Many see the reason for this in the fact that historically, the country remained a territory of not one, but many civilizations: Orthodox-Slavic, Islamic, Caucasian, etc. However, it is more logical to understand Russia as a unified polyethnic civilization bound together by a

Russian cultural core—an idea that became foundational in President V. V. Putin's article **Russia: The National Issue**.

An analysis of the concepts of Russia's civilizational identity in relation to the historically regular stages and tragic events of its history leads to the following conclusion:

Russian civilizational identity is the identification of an individual, social group, or ethnic group(s) with Russia as a unique, original socio-cultural entity distinct from the West and East. It possesses geopolitical agency, an integrative and peacebuilding messianic idea, exhibits characteristics such as multi-layeredness, multi-dimensionality, and dynamism, and is based on a commitment to collectivist values and attitudes.

The mythologeme of a special path and an orientation toward state mechanisms of social regulation are structurally embedded in the Russian civilizational model of development.

Questions and Tasks

1. Outline the vectors of Russia's civilizational development in modern political discourse.
2. Based on a comparative analysis of the main provisions of the Strategy of the State National Policy of the RF for the Period up to 2036 and the Concept of the State National Policy of the RF for the Period up to 2025, identify the trends in the development of the national policy of the RF in the late 20th and early 21st centuries.
3. What evaluations did the Strategy of the State National Policy of the RF for the Period up to 2036 receive in the expert community and the media? (Each student finds and analyzes at least one media publication or a speech by a well-known Russian politician, or a scientific publication).
4. What accompanying administrative decisions and measures at the federal level were implemented following the adoption of the Strategy of the State National Policy of the RF for the Period up to 2036?
5. Reveal the structure of Russian civilizational identity.
6. According to many domestic thinkers, how is the multi-layered nature of Russia's civilizational identity manifested?
7. (Duplicate assignment from original text regarding media/expert evaluations).
8. Watch a video from the patriotic series presented by the Russian Knowledge Society within the framework of the DNA of Russia project – The Russian World (<https://znanierussia.ru/library/video/dnk-rossii-russkij-mir-3467?collection=dnk-rossii&from=cinema>). How do you understand the phrase from the film: The Russian World is multiethnic... The Russian World is multi-confessional?
9. Prepare presentation projects about Russian civilization and its features at different stages of historical development.

Topics for Presentations:

1. The idea of Holy Rus, the Russian Idea, the National Idea.
2. A retrospective of the concept of the Russian World.
3. Events of the Russian World.
4. Russian culture as a symbol of the Russian World.
5. Victories of the Russian Army as a symbol of national greatness.
6. The Russian language as a symbol of the Russian World.

Structure of the Creative Projects:

1. Title slide.
2. Project plan.
3. Introduction.
4. Content of the analyzed topic using photographic and video materials, official data, schemes, charts, etc.
5. Conclusion.
6. References / Literature used.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
2. Foundations of Russian Statehood: educational and methodical complex in the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Publishing House Delo RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
3. Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/materials/14>
4. Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow :

Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

5. Yukhno A. S. Foundations of Russian Statehood: educational and methodical manual / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

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1. Danilevsky N. Ya. Russia and Europe / N. Ya. Danilevsky. – Moscow: Urait Publishing House, 2025. – 453 p. (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/562234>
2. Jessop B. The State: Past, Present, Future. – M.: Publishing House Delo RANEPa, 2019. – 504 p.
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11. Russia as a State-Civilization: Highest Goals and Alternatives of Development: collective monograph based on the materials of the Jubilee International Panarin Readings, dedicated to the 75th anniversary of the birth of A. S. Panarin / resp. ed.: V. N. Rastorguev; sci. ed.: A. V. Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.
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13. Toynbee A. J. A Study of History. – Moscow: Progress, 1991. – 736 p.

14. Fadeev V. A. Transfiguration of Humanism. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. The Clash of Civilizations – M.: AST, 2023. – 640 p.
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17. Tsymbursky V. L. Island Russia: Geopolitical and Chronopolitical Works, 1993–2006. – Moscow: ROSSPEN, 2007. – 544 p.
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Regulatory Documents

1. Constitution of the Russian Federation.
2. Strategy of the State National Policy of the RF for the Period up to 2036.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from the screen.
2. Scientific and Educational Portal Great Russian Encyclopedia Electronic resource: <https://bigenc.ru/>.
3. Website of the Russian Knowledge Society. Electronic resource: <https://znanierussia.ru/>.
4. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from the screen.
5. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from the screen.
6. Political Regional Studies. Laboratory of Regional Political Studies of the HSE University. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)

3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Practical Class 9

Topic: Outstanding Personalities (Heroes) of Russian History.

Aim: To examine the contribution to the country's fate made by outstanding figures in the field of politics and state administration, figures of culture and art, researchers and pioneers from the world of science, and heroes of the Fatherland in order to foster patriotism, pride in one's country, and to preserve historical memory of them among the youth.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of outstanding figures and heroes of their country, their feats, and their achievements;
- ability to determine their contribution to the fate of the country;
- skills in shaping a positive image that can serve as an ideal for youth.

Rationale: implies strengthening of patriotic feelings and a sense of pride in one's compatriots, drawing youngsters' attention to contemporary heroes, while emphasizing unconditionally the significance of the feats of heroes of the past.

Plan

1. Outstanding characters in the field of politics and state administration.
2. Figures of culture and art.
3. Outstanding figures of culture of the North Caucasus. Outstanding scientists and enlighteners of the North-Caucasus region.
4. Heroes of the Great Patriotic War and contemporary heroes of Russia (regional aspect).

Theoretical Part

When preparing for the first question, it is important to note the significance of outstanding state and military figures who exerted an enormous influence on the development of our state.

Vladimir the Baptizer entered history as the prince who baptized Rus. Undeniably, the prince's actions were progressive. It is difficult to imagine the hardships Vladimir had to face when adopting a faith completely alien to Rus at the time.

Dmitry Donskoy, Grand Duke of Moscow and Prince of Vladimir. He received his moniker (Donskoy) after the victory in the Battle of Kulikovo. He entered Russian history not only as a fair and competent ruler, but also as a magnificent military commander. He influenced the formation of the Principality of Moscow. The white-stone Moscow Kremlin was built during his reign.

Ivan III, the wisest statesman of Rus and the Gatherer of the Russian Lands. The result of his reign was the unification of Russian lands around Moscow and the creation of a single state. Through his efforts, the final liberation of Rus from the Horde was achieved. A code of laws was also adopted, and highly important reforms regarding land ownership were carried out.

Ivan the Terrible, the first crowned Tsar of All Rus. He became famous for military and judicial reforms. The Tsar entered history as the conqueror of Siberia, and the Kazan and Astrakhan khanates.

Peter I was not called the Great in vain. In official Russian historiography, Peter is customarily considered one of the most outstanding statesmen. The main merits of Peter are considered to be the radical change of the social structure and the state, and the founding of the city of St. Petersburg.

Alexander I's actions were undoubtedly aimed at strengthening solid monarchical power. However, we cannot deny his significance in the victory of the Patriotic War of 1812, upon which the fate of Russia directly depended.

Alexander II played an important role in the history of Russia. During his reign, many reforms of the state were produced. Under Alexander II, serfdom was abolished, and military and educational reforms were carried out.

Vladimir Lenin's views and works can be treated in different ways, but no one will doubt the massive footprint he left in world history. The role of Lenin is a remarkable demonstration of a personality in historical events. Lenin was able to become the leader of the revolution and implement his long-developed plan because he was not a typical Russian intellectual. In him, the traits of a Russian intellectual were combined with the traits of the Russian people who gathered and built the Russian state.

Joseph Stalin's importance in the history of Russia is difficult to overestimate. The system of state administration built by the party under Stalin's leadership won the Second World War. It was precisely that domestic policy that nurtured the heroism and self-sacrifice of the people.

While the top leaders of the state provided political guidance for the country, the implementation of specific projects—whether economic growth, the resolution of foreign policy

tasks, or ensuring domestic stability and legality—was carried out by officials responsible for a given branch of state administration. Many achievements in our country's history are connected with the names of such people. A good example of a figure who combined the professionalism of an engineer and the political activity of a revolutionary is G. M. Krzhizhanovsky, who developed the famous GOELRO plan, which became a vital component of socialist industrialization.

While the merits of statesmen are well visible to both contemporaries and historians, the work of ordinary laborers is less noticeable. Meanwhile, in resolving practical issues, great is the credit of both scientists and resourceful individuals who not only suggested unexpected ideas but also achieved their implementation. Examples of such people include Ivan Vyrodkov and the hydraulic engineer Mikhail Serdyukov.

Figures of Culture and Art

When preparing for the second question, it is important to turn to the number of heroes of Russia who belong to figures of culture. Great are the services to the Church and Russian culture of Venerable Sergius of Radonezh and Metropolitan Filaret.

A special role in culture is played by people who create at the intersection of different fields of activity. For example, the writers A. P. Chekhov, V. V. Veresaev, and M. A. Bulgakov were physicians by profession. Meanwhile, the fruits of the engineering and literary creativity of N. G. Garin-Mikhailovsky probably hold equal value.

Heroism presupposes self-sacrifice. Mortal danger can meet a hero at a critical moment, or it can lie in wait for a long time. Exploring uncharted lands and seas in Arctic latitudes represents a daily risk over weeks, months, or even years. An example of such a feat is the expeditions in the seas of the Arctic Ocean, in which the Laptev brothers participated. Another example of a long-term feat is the dedication of the helicopter pad chief Sergey Sotnikov.

Outstanding Figures of Culture, Science, and Enlightenment of the North Caucasus

When preparing for the third question, it must be noted that the main value and pride of the North Caucasus are the people who made their contribution to various areas of social development at different historical stages of the development of Russian civilization.

Aleksandr Solzhenitsyn, a native of Kislovodsk, was a great Russian writer, publicist, poet, and public and political figure who lived and worked in the USSR, Switzerland, the USA, and Russia. He was a laureate of the Nobel Prize in Literature, which he received in 1970 for the ethical force with which he has pursued the indispensable traditions of Russian literature.

Rasul Gamzatov was originally from the aul of Tsada in the Khunzakhsky district of Dagestan. He was a famous Avar poet, writer, publicist, and political figure. People's Poet of the Dagestan ASSR, Hero of Socialist Labor, and Laureate of the Lenin and Stalin Prizes. Over the years of his creative work, Rasul Gamzatovich Gamzatov wrote hundreds of beautiful works and

became one of the most famous poets of the Caucasus. He was awarded the Order of St. Andrew the Apostle the First-Called for his outstanding contribution to the development of domestic literature and active public work.

Kosta Khetagurov was an Ossetian poet, playwright, publicist, ethnographer, painter, and public figure. He was the founder of Ossetian literature. Kosta Khetagurov is considered the founder of the literary Ossetian language. His works were written in the Iron dialect of the Ossetian language. In 1899, he released the poetry collection *The Ossetian Lyre*, in which, among other things, poems for children in the Ossetian language were published for the first time. K. L. Khetagurov also wrote extensively in Russian and collaborated with many newspapers in the North Caucasus.

Amir Dzhabrailovich Amaev made a weighty contribution to Russian science. He was born in 1921 in the village of Unchukatl in Dagestan. Doctor of Technical Sciences, Professor A. D. Amaev worked in solid-state physics and radiation reactor materials science. He became the founder of a new scientific direction—research into the radiation embrittlement of nuclear reactor vessels. In 1963, Amaev was awarded the Lenin Prize in the field of creating reactor installations for nuclear power plants, nuclear-powered ships, submarines, and surface ships. He authored more than 1,000 scientific works. Amir Dzhabrailovich Amaev worked at the Kurchatov Institute for 67 years. During this time, he became a laureate of the Lenin Prize of the USSR and the Prize of the Council of Ministers of the USSR. He was awarded the Order of the Red Banner of Labor, and the medals For Labor Distinction and For Valiant Labor. Amir Dzhabrailovich Amaev was a participant in the Great Patriotic War, awarded the Order of the Patriotic War, 2nd class, and the medals For Courage and For the Victory over Germany in the Great Patriotic War of 1941–1945.

Grigory Prozritelev (1849–1933) was a local historian and enlightener of the 19th and early 20th centuries. He was born in Stavropol into the family of a service nobleman and an official of the city administration. He graduated from the Faculty of Law of Moscow University. As a tutor for the family of General N. Svechin, he made trips across Europe for several years. Returning from abroad, G. Prozritelev began active official, public, and local history work. As a sworn attorney of the regional court, he handled the cases of the indigenous population (inorodtsev). During official trips, he became acquainted with the culture and lifestyle of the population of the North Caucasus. In 1884, on his initiative, the first private newspaper in the Caucasus, *Severny Kavkaz* (North Caucasus), was opened, where K. Khetagurov later worked alongside him. Gradually, G. Prozritelev's interests focused on local history and the preservation of historical and cultural heritage. In 1903, he raised the question of the need to create a local history museum in Stavropol, which was established by the provincial statistical committee on February 24, 1905. Soon, Prozritelev was elected chairman of the Stavropol Learned Archival Commission; under his

editorship, 8 issues of the Proceedings of the Stavropol Learned Commission and 11 volumes of Collections of Information about the North Caucasus were published. In 1924, the 75-year-old Grigory Nikolaevich led the excavations of a Scythian burial mound near Stavropol, carried out protective measures at archaeological sites, studied archives, and planned ethnographic and folklore research in villages and stanitsas. For long decades his name was forgotten. Only in 1989 did the revival of G. Prozritelev's memory begin, and a monument was installed on his grave at the Uspenskoye Cemetery. G. Prozritelev was awarded the title of Honorary Citizen of the City of Stavropol, and the Stavropol State Historical-Cultural and Natural-Landscape Museum-Reserve was named after him.

Heroes of the Great Patriotic War and Contemporary Heroes of Russia (Regional Aspect)

It is important to know the fellow heroes of different historical eras. For this, attention must be updated toward contemporary heroes of Russia, while unconditionally emphasizing the significance of the feats and achievements of the past.

Sergey Zyuzin, Hero of the Soviet Union, sailor, and commander of a division of patrol boats. He was born on September 17, 1911, in the city of Georgievsk. With the outbreak of the war, Zyuzin secured a transfer from the headquarters to a combat ship. From September 1941, he was an assistant commander of the destroyer Uritsky. He escorted the famous Arctic convoys of the Western allies of the USSR heading to Murmansk and Arkhangelsk. From September 1942, he served as chief of staff of a submarine chaser division. On October 18, Guards Captain 3rd Rank Zyuzin carried out a troop landing—already on the very border with Norway. On November 5, 1944, Sergey Zyuzin was awarded the title of Hero of the Soviet Union for courage and heroism. In 1944–1945, he was also awarded the Orders of the Patriotic War, 1st class, the Order of Nakhimov, 2nd class, the medal For Battle Merit, and a Norwegian award—the Liberty Cross of King Haakon VII.

Magomed Nurbagandov, a hero of modern Russia. He was born in the Dagestani village of Sergokala on January 9, 1985. In 2002, the future hero graduated with a gold medal from the lyceum in his native village, and in 2007, he graduated with honors from the law faculty of Dagestan State University. This was followed by service in the private security organs of the Directorate of the Federal National Guard Service (Rosgvardiya) of Russia for the Republic of Dagestan in the city of Kaspiysk. In an unequal battle with militants, he behaved courageously and stood up for the defense of the citizens of his country. Upon learning that he was a police officer, the militants executed him. Before his death, they began filming him on camera and wanted him to call on his fellow police officers to leave the service. Instead, Nurbagandov pronounced a phrase that became an unspoken motto for all security forces in Russia: Work, brothers (Работайте,

братья). For the fact that he did not give up until the end, President Vladimir Putin posthumously awarded him the title of Hero of Russia.

Questions and Tasks

1. Who is a hero? Define the criteria for choosing a hero. Substantiate your answer.
2. Who is an outstanding figure?
3. Which heroes of the USSR do you know? Tell about their feats.
4. What contemporary heroes of Russia are known to you?
5. Name outstanding personalities from different fields in your region. What made them famous? Evaluate their contribution to the development of the country.
6. Prepare a presentation project on the topic In Memory of a Feat. This project can be group or individual (dedicated to heroes after whom the streets of your city are named). It would be relevant to prepare a project on the appearance of new streets in your city or village that bear the names of contemporary heroes of Russia.

Proposed Plan for the Presentation Project:

1. Title slide.
2. Biography of the hero.
3. Description of the feat.
4. Significance of the hero's feat for your region and the country as a whole.
5. How historical memory of the hero is preserved in your region.

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
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Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.

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Internet Resources

1. Scientific and Educational Portal Great Russian Encyclopedia Electronic resource: <https://bigenc.ru/>.
2. Website of the Russian Knowledge Society. Electronic resource: <https://znanierussia.ru/>.
3. <http://podvignaroda.ru/?#tab=navHome> – Feat of the People in the Great Patriotic War of 1941-1945.
4. <https://pamyat-naroda.ru/> - Memory of the People 1941-1945.
5. <https://gwar.mil.ru/heroes/> - 1914-1918 In Memory of the Heroes of the Great War.
6. <http://stavkrai.ru> – Stavropol Krai.
7. <https://spec.tass.ru/geroipobedy/stavropol-region> – Heroes of the North Caucasus on the Fronts of the Great Patriotic War.
8. Decree of the President of the Russian Federation of December 24, 2014, # 808 On Approval of the Foundations of the State Cultural Policy Electronic resource: <http://kremlin.ru/acts/bank/39208>.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. Self-sacrifice for the Sake of People Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-samopozhertvovanie-radi-lyudej-3480>
2. DNA of Russia. The Russian World Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-russkij-mir-3467>
3. DNA of Russia. Cancel Culture as a Mechanism of Struggle Against Russia Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>
4. DNA of Russia. The Struggle Against Nazism Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-borba-s-nacizmom-3373>

Practical Class 10

Topic: Values as a Factor of Social Development.

Aim: To develop students' understanding of the relationship between the value systems of Russian society and the political processes occurring in modern Russia.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the value principles of Russian civilization, of threats and challenges to the value foundations of modern politics, and response measures to them;
- ability to determine key value challenges and analyze their impact on the transformation of society, power, and the state;
- skills in argumentation and substantiation of one's own value and political stance.

Rationale: relies on the need to develop the student's ability to objectively analyze incoming socio-political information and to develop independent and consistent judgments.

Questions for Discussion

1. Value principles of Russian civilization.
2. Challenges of modernity and political identity.
3. Responses of Russian society to external and internal value challenges of modern politics.

Theoretical Part

Answering the first question involves addressing the following concepts: values, political, moral, civic values, and ideology.

The issue of values is one of the oldest in the social sciences and humanities. Against the background of an unprecedented acceleration in the pace of scientific and technological development, virtualization, radical transformation of the geopolitical system, and the aggravation of economic, environmental, demographic, and cultural development problems on a global scale, the questions of the value foundations of these processes come to the forefront. In modern culture, the topic of values is the subject of research interests in philosophy, sociology, psychology, and political science.

Within political science analysis, values are studied in the context of their distribution and potential to influence the political structure of different societies. Here, a basic dichotomous model stands out: universal vs. cultural-civilizational/national, which defines the global or local character of values. Universal values are unified absolute principles upon which the construction of a universal world order is carried out, according to the paradigm of universalism. These include values such as peace, security, human rights, order, and freedom, which signify the ideal of harmonious human coexistence and have substantive expression in various international documents.

Political values as ideals of the social structure of each specific civilization are viewed as cultural-civilizational, possess a local character, and form the axiological foundations for the identification of large cultural-civilizational communities. The political values of each state are called national values. They can be expressed in the form of a national idea or state ideology, and substantively embodied in state constitutions, other documents (strategies, doctrines, decrees), speeches of national leaders, traditions, and customary law. It is important to note that the local values of individual states, nations, and civilizations do not reject universal values in principle. On the contrary, universal values acquire specific content within each concrete historical and cultural context of a local community's development.

To answer the second question, it is important to identify key value challenges and describe their impact on the transformation of society, power, and the state. Turning to the value foundations of political processes becomes justified in situations of social life transformation, when a value reset takes place. In its searches, the post-Soviet world turns once again to national

origins, traditions, historical experience, and the ideals and values approved within national culture.

The Western-style consumer society dominant in the world today—which was previously viewed as a prospect, and its ideals and values presented as a model to emulate—is no longer seen in public opinion as the only possible model. The problems arising from the implementation of the value systems of such a society are becoming increasingly obvious. The universality of this development model for modernity is being questioned, and evidence of its historical limitations is appearing. The world is perceived as multipolar, featuring a vast value diversity that increases over time. Values that alter life meanings under the influence of social life act as catalysts for change on the path to a new world order. Constantly emerging new risks and challenges motivate a reset of values, which undergo testing within the depths of national culture before becoming ideals to emulate.

In conditions where national-state problems are aggravated in the context of global geopolitical processes, it becomes crucial to examine value differences between societies and conduct comparative studies of socio-political values. One cause of the current crisis is the problem of identity—the awareness of the value of belonging to a certain social group. A person's self-determination within the state and society is linked to political identity.

Political identity is a stable psychological interconnectedness between a person and a specific socio-political community, based on shared meanings, values, symbols, and orientations of social perception and behavior. The forms of political identity are civic identity and national-state identity. The meaningful foundation of political identity is composed of political values, which possess integration potential for uniting citizens into a political community. The purposeful formation and maintenance of political identity take place within identity politics, the subjects of which are the state and other participants in the political process (e.g., public organizations, public figures, the media). Identity politics utilizes the tools and practices of educational, cultural, informational, symbolic, and historical policy.

To answer the third question, it is important to clarify the possible responses of Russian society to the external and internal value challenges of modern politics. It should be outlined which social structures and institutions are called upon and able to provide a worthy response to value challenges in modern politics, and what forms these responses might take. What role can the family, personal socialization, educational organizations, and public institutions play in this? Attention should be paid to spheres of activity of state and political structures such as the socialization and political socialization of citizens; symbolic and cultural policy; the policy of memory and historical policy; and national policy and identity politics.

It should be noted that modern policy regarding state decision-making and the implementation of management processes is experiencing another surge of attention toward the value, cultural, and essentially ideological components. At the same time, the concept of ideology is evaluated ambiguously and is often rejected within the expert and scientific communities, even though it is extremely difficult to imagine that state authorities will ignore the cultural and value aspects of the political process. On the contrary, the sphere of public values, identity, and worldview is almost everywhere the object of large-scale and sometimes radical state intervention.

The turn of official structures toward value, cultural, and national policy also has a constructive character. Such an approach is not limited merely to introducing a state ideology as a dogmatic code of formally adopted norms. The symbolic space of modern politics has been and remains largely determined precisely by state discourse centered around the category of the state and statehood. For this very reason, state institutions remain a significant element (environment) for the political socialization of the individual and serve as a key source of easily accessible and understandable information for all age groups without exception, and, in the realities of post-Soviet politics, also the most familiar, traditional source.

Furthermore, renouncing ideology without providing any equivalent construct in return can lead to the loss of the cultural-value core of social life and a worldview vacuum, which may be filled with content that is radical and dangerous for society. The current state of the political process in Russia and the practical tasks facing the country and society necessitate a fundamental turn toward studying the worldview, cultural-value, and identification foundations of the multinational Russian people.

Questions and Tasks

1. What is a value, and what types of values can you name?
2. What ethical (moral) values exist?
3. What is the difference between a value and a virtue?
4. What is the difference between moral and political values?
5. Why do you think the problem of values, which is one of the oldest in the social sciences and humanities, does not have a definitive solution and continues to maintain a controversial character?
6. What is political identity? In what forms is political identity represented?
7. What civic virtues can you name?
8. Should the state protect any values? How can it do so?
9. What values does the modern Russian state protect?

Business Game: **Traditional Values of Russian Civilization**

Aims and objectives

Aim: To develop students' understanding of the role of traditional Russian values in the development of society and the state; to develop the ability to analyze values as a social and political factor; to foster respect for the cultural and historical heritage of Russia.

Objectives

- To gain an understanding of the content of traditional Russian values (patriotism, justice, solidarity, collectivism, respect for the family and the older generation, spirituality, etc.);
- To demonstrate through game mechanics how values influence decision-making in politics, economics, and the social sphere.

Expected outcomes

- Students will be able to explain the content of key traditional values of Russian society;
- Students will understand how values manifest in various spheres—from the family to state policy;
- Students will gain experience in modeling practical decisions based on value guidelines.

Description

- Format: Business game in groups.
- Time: 90 minutes.

1. Introductory remarks by the teacher (10 min):

A brief outline of the traditional values of Russian civilization: patriotism, justice, collectivism and solidarity, respect for family and the continuity of generations, spirituality and morality, service to the Fatherland, and respect for labor, culture, and history.

The essence of the business game is explained: students will model solutions to domestic Russian problems based on these values.

2. Forming teams and distributing roles (5 min): Division into 3-4 teams. Within each team, roles are distributed: state (officials, politicians), society (representatives of youth, NGOs, civic initiatives), experts (scientists, journalists, cultural figures), and business (entrepreneurs, investors).

3. Receiving cases (5 min): The task is to propose a solution based on traditional values.

4. Working on cases (20 min): Teams discuss the problem, formulate value priorities, and prepare a solution.

5. Presentation of projects (30 min): Each team presents its solution (5–7 minutes). The others ask clarifying questions.

6. Discussion and summarizing (20 min): Comparison of the presented solutions.

General discussion: which values manifested most vividly?

Conclusion by the teacher: emphasis on the fact that traditional values are a practical resource for the country's development.

Examples of Cases

1. Demographic Crisis: Declining birth rate, aging population. How can traditional values of family and continuity help?
2. Social Inequality: The gap between rich and poor regions. What is the role of justice and solidarity in solving the problem?
3. Digitalization and Youth: Threats of individual atomization, identity crisis. How can the values of spirituality and collectivism serve as a support for society?
4. Environmental Challenges: Environmental pollution. How can the values of responsibility and respect for labor be engaged?
5. Crisis of Trust in Institutions: Citizens' distrust of authority and justice. What is the role of justice and patriotism in strengthening trust?

Sample Questions for Discussion

- Which values are most in demand today for the development of Russian society?
- Can traditional values be modernized while preserving their essence?
- In which spheres (family, politics, culture, economics) do values manifest most vividly?
- Which values are capable of uniting Russian society in the face of modern challenges?
- How can the substitution of traditional values with pseudo-values be avoided?

Game Outcome: Students see that traditional values are not abstract categories, but real tools that can be used to search for solutions to current problems.

Recommended Literature

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19. Shurtakov K. P. Worldview and Methods of its Formation: Conceptual and Philosophical Analysis. – Kazan: Kazan University Publishing House, 1989. – 212 p.
20. Spengler O. The Decline of the West / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Internet Resources

1. <http://kremlin.ru/> – President of Russia
2. <http://gov.ru/> – Government Authorities Server of Russia
3. <http://www.elibrary.ru/> – Scientific Electronic Library eLIBRARY
4. <http://www.biblioclub.ru> – University Library Online
5. <http://biblio-online.ru/> – ELS Biblio-online.ru
6. <http://stavkray.ru/> – Stavropol Krai

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. Russia in the World and the Modern World System Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-rossiya-v-mire-i-sovremennaya-mirosistema-3461>
2. DNA of Russia. The New Digital Reality: Opportunities and Risks Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-novaya-cifrovaya-realnost-vozmozhnosti-i-riski-3403>
3. DNA of Russia. Cancel Culture as a Mechanism of Struggle Against Russia Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>
4. DNA of Russia. Sovereignty as a Universal Value Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-suverenitet-kak-universalnaya-cennost-3569>

Practical Class 11

Topic: A Systems Model of the Civic Worldview

Aim: To develop students' understanding of the systemic nature of the civic worldview as a combination of knowledge, beliefs, values, and norms; to develop the ability to analyze and model elements of the civic worldview in the context of social development; to foster an active civic stance and responsibility.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

knowledge of the system of worldview, its structure, and functions;

ability to develop their own worldview position;

skills in argumentation and critical analysis based on philosophical and worldview concepts within the paradigm of traditional values.

Rationale: relies on the need to develop a systemic understanding of worldview in students, the ability to critically analyze the surrounding reality, and the development of a stable life position.

Questions for Discussion

1. A systems approach to understanding worldview. The structure and functions of worldview.
2. The phenomenon of public consciousness.
3. Worldview traditions as a factor of socio-cultural continuity.

Theoretical Part

When answering the first question, it is important to take into account the fact that worldview, within the framework of a systems approach, is viewed as an organic system and possesses a set of features inherent to any system. An important feature of organic systems is complexity and heterogeneity; a system always consists of several component parts connected with each other in some way (the component parts of a system are most often called elements, sometimes components). An even more important feature should be considered the integrity of the system, which means that its main parts are perceived from the outside not as disconnected, but as a single whole, linked more or less organically.

The character and organization of links and relationships between elements, as well as the actual composition of these elements, represent the structure of the system. Finally, a system is characterized by functionality, as a result of which each element performs a strictly defined role. During the rational-theoretical comprehension of worldview, insurmountable difficulties arise in defining the concept, leading to various, often contradictory definitions. The reason for the multiplicity of understandings of this phenomenon lies in the fact that the subject attempting to comprehend it is limited in the process of cognition, which bears a fundamentally axiomatic character.

As a working definition, the following can be proposed:

Worldview is a system of views, beliefs, ideals, and principles that determine the relationship of a subject to the surrounding world, to society, to oneself, as well as the practical activity of a human being.

The subjects of a worldview can be any individual person, as well as social or professional groups, ethnic or religious associations, classes, and society as a whole.

Depending on the principle underlying the classification, one can distinguish:

- Daily and theoretical worldviews;
- Mythological, religious, philosophical, scientific, and mundane worldviews;
- Worldviews of polytheism, pantheism, deism, atheism, etc.

The main functions of a worldview include cognitive, axiological, and practical functions. The components of a worldview are knowledge, values, norms, action programs, etc. When building a systems model of a public worldview, it is important to proceed from finding its key elements. An approach utilizing a five-element structure of worldview proves heuristic. The criteria for identifying the key elements of such a structure are the specific relationships toward the individual, family, society, state, and country formed among members of a specific society.

When answering the second question, it is important to note that since personalities, as creators of history, are not limited by the boundaries of their own lives but continue their activity at the level of ideas and spiritual-material heritage, any specific community can perform the functions of a subject of historical development only as long as continuity is preserved in its public consciousness. This continuity is impossible without the normal functioning of the mechanism of traditions and without the transfer of accumulated socio-cultural experience from generation to generation.

Public consciousness is the aggregate product of the spiritual activity of society, reflecting social being in the form of a spiritual-practical mastery of social reality and the surrounding world. Public consciousness bears a supra-individual character, conditioning the thinking and behavior of individual personalities; it can be characterized as a public mind that develops and functions according to its own laws. Public consciousness is a collection of beliefs, norms, values, and knowledge that dominate in a specific society and influence the thinking and behavior of its members. It is formed under the influence of cultural, historical, social, political, and other factors. Public consciousness represents a subjective-objective phenomenon—on the one hand, changeable and subject to the influence of many factors, and on the other hand, preserving the most important worldview constants in its structure, thereby maintaining continuity in socio-historical time. Language, mentality, ideology, and, in particular, worldview traditions contribute most to preserving the continuity of a community.

When answering the third question, it is important to define worldview traditions based on the provided definition of the concept of worldview compared with the concept of tradition.

Worldview traditions should include those elements of social and cultural heritage transmitted from generation to generation that directly relate to the formation of an individual's ideas about:

- the origin of the world and man;
- their essential foundations;
- existential goals, both personal and public;
- values acceptable for fulfilling one's meaningful life purpose.

All four designated positions relate directly to personal consciousness, which, however, is never formed in individualistic isolation. Instead, it presupposes the assimilation and interpretation of collective representations carried out through both the independent creative work of the individual to comprehend traditional socio-cultural material passed down from generation to generation, and the unconscious impact of thought and action stereotypes stable in specific communities, which are fixed in the public mentality.

Therefore, the relationship between public consciousness and the worldview traditions entrenched in it is obvious, just as it is clear that worldview traditions are always concrete—meaning they definitely belong to a certain society existing in socio-historical time. This does not exclude similarities among many worldview traditions of different peoples, since they are ultimately formed—though anonymously, through the development of public consciousness—by a human being, a personality whose essential characteristics remain unchanged across space and time.

Questions and Tasks

1. Name the features of a system.
2. Why is it impossible to develop a single definition for the phenomenon of worldview?
3. What types of worldview can be distinguished?
4. Name the significant differences between the concepts of *mirooshchushcheniye* (world-feeling), *miroponimaniye* (world-understanding), and *mirovospriyatiye* (world-perception).
5. Substantiate the subjective-objective nature of the phenomenon of public consciousness.
6. How do mentality and language help ensure the continuity of public self-consciousness in socio-historical time?
7. Reveal the specifics of the worldview traditions of modern Russian society.
8. What determines the relative stability of public consciousness?
9. How do you understand the thesis: continuity of public consciousness is necessary to preserve socio-cultural identity?
10. Prepare Group Projects

Stages and Timeline

1. Introductory remarks by the teacher (10 min): Overview of the systems model of the civic worldview and its significance.
2. Forming teams (5 min): 3–4 teams; each team receives a model with a set of components of the civic worldview (values, knowledge, norms, activity).
3. Developing an initiative (20 min): Teams create a project aimed at developing the civic worldview using the received components.

4. Presentation of projects (20 min): Defense of ideas before the group (3–5 minutes per team).
5. Discussion (25 min): Discussion of the proposed projects, identifying strengths and weaknesses, and discussing the system-based nature of the approach.
6. Summarizing (10 min): Joint analysis, highlighting the most comprehensive and effective project.

Examples of Civic Worldview Components

- Value orientations (active position, responsibility, patriotism).
- Knowledge about one's rights and duties.
- Beliefs in the importance of participating in the life of civil society.
- Norms of behavior observed in society (law-abidingness, humanism, religious tolerance).
- Active position (volunteering, participating in elections, public initiatives).

Examples of Tasks and Cases

- Develop a program for a school or university civic activity club based on a systems approach to the development of the civic worldview.
- Devise an event to increase the legal literacy of youth using legislative materials.
- Create a concept for a public movement, educational, or cultural events that stimulate compliance with norms and civic responsibility.
- Propose a digital platform for discussing and exchanging civic experience.

Questions for Discussion

1. Which components of the civic worldview play a key role in forming an active citizen?
2. How are knowledge, values, and behavior interconnected in the system of the civic worldview?
3. How important is a system-based approach in developing a civic position to solve social problems?
4. How can educational institutions contribute to the development of a systemic civic worldview?
5. What difficulties may arise when forming a holistic civic worldview among youth?

Project Evaluation Criteria

- Comprehensiveness and systemic nature of the approach to developing the civic worldview.
- Practical significance and feasibility of the project.

- Creativity and originality of the proposed solutions.
- Impact of the project on increasing civic activity and responsibility.
- Argumentation and persuasiveness of the presentation.

Recommended Literature

Main Literature

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19. Shurtakov K. P. Worldview and Methods of its Formation: Conceptual and Philosophical Analysis. – Kazan: Kazan University Publishing House, 1989. – 212 p.

20. Spengler O. The Decline of the West / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Internet Resources

1. <http://kremlin.ru/> – President of Russia
2. <http://gov.ru/> – Government Authorities Server of Russia
3. <http://www.elibrary.ru/> – Scientific Electronic Library eLIBRARY
4. <http://www.biblioclub.ru> – University Library Online
5. <http://biblio-online.ru/> – ELS Biblio-online.ru
6. <http://stavkrai.ru/> – Stavropol Krai

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. University Library Online <http://biblioclub.ru/>
2. Electronic Library System IPRbooks <http://www.iprbookshop.ru/>

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. Russia in the World and the Modern World System Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-rossiya-v-mire-i-sovremennaya-mirosistema-3461>
2. DNA of Russia. The New Digital Reality: Opportunities and Risks Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-novaya-cifrovaya-realnost-vozmozhnosti-i-riski-3403>
3. DNA of Russia. Cancel Culture as a Mechanism of Struggle Against Russia Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>
4. DNA of Russia. Sovereignty as a Universal Value Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-suverenitet-kak-universalnaya-cennost-3569>

Practical Class 12

Topic: Foundations of the Constitutional System

Aim: To develop ideas regarding the essence, features, and organization of political power, its constitutional framework in the Russian Federation, and current problems of the Russian political process.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the essence and features of political power, the basic principles of its organization in the Russian Federation, and the specifics of the state as a political institution;
- ability to identify and explain the features of the federal and republican nature of the organization of political power in the Russian Federation; to identify the essential features of Russian federalism;
- skills in analyzing the constitutional structure of the Russian Federation; working with scientific literature and legal acts.

Rationale: relies on the need to develop knowledge and ideas about the modern organization of political power in Russia and the mechanisms of its implementation in the conditions of constant changes and challenges in the modern world.

Plan

1. The concept of power, legitimacy, and the state as a political institution.
2. The modern state-political organization of Russian society.
3. Constitutional principles of the Russian state.
4. Multiethnicity as the foundation of the federal structure of Russia.

Theoretical Part

When preparing for the first question, it is important to understand the essence and content of the concepts power, political power, legitimacy, crisis of legitimacy, and domination. It should be taken into account that political power represents a special phenomenon, and its function—the realization of the interests of ruling social groups—is closely linked with the function of preserving social integrity and the function of regulating social relations. Particular attention should be paid to legitimacy as a key concept in the theory of power and power relations, which includes legal, philosophical, and psychological components. To develop ideas about the essence of the process of power legitimization, it is important to study Max Weber's theory of legitimacy and the concepts that complement it, in particular, the theory of D. Held. Political power finds its most complete embodiment in forms of state organization, which is why the state can be viewed not

only as a formal-legal and social institution, but also as the most important political institution, the core of society's political system and political regime.

The embodiment of the political function of the state is closely connected with concrete historical conditions. This must be taken into account when studying the second question. The fundamental characteristics of the state-political organization of Russia are the republican and federal nature of its statehood, which is dictated not only by modern conditions but also by the geopolitical and ethnic characteristics of our country. The formation and development of the republican form of government and the federal state structure also rely on the complex experience of Soviet statehood, within the framework of which there was a significant gap between the forms declared in the Constitutions and those existing in practice. It is important to explain the reasons behind the formation of the specifics of the Soviet model and show its influence, in particular, on modern Russian federalism.

When considering the state-political organization of Russia, it is also necessary to take into account the goals proclaimed in the current Constitution regarding the building of a rule-of-law and social state. The theoretical analysis of these concepts will make it possible to understand the current tasks of developing democratic principles in Russian society. It is important to highlight the conditions that contribute to this development: the further formation of the institutions and relations of civil society, and the expansion of the political participation of citizens through, among other things, various types of state and national projects.

It was precisely the orientation toward general democratic approaches to legal regulation that made it possible to consolidate the federal national-state structure of Russia in the 1993 Constitution. Working through the third question, it should be clearly understood that the current Constitution attributes the principle of federalism to the foundations of the country's constitutional system (Preamble, Art. 1). One should also take into account the complex and contradictory nature of Russian federalism, which relies on the preceding historical traditions of the imperial structure and the ambiguous Soviet experience.

The national (ethnic) factor has exerted and continues to exert a significant influence on the federal structure of the modern Russian state—it was formed in the context of rising national consciousness and the activation of regional elites and ethnic movements. This ultimately led to the preservation of horizontal asymmetry among the subjects of the federation and difficulties in creating uniform elements within the federal system. The impact of the national principle on the Russian model of federal structure is not only historically conditioned but also legally consolidated by the current Constitution, which proclaims the multiethnic people of Russia as the source of power.

To develop an understanding of the history of the formation of the Russian Federation, study the article by A.A. Skachkova, The History of the Formation of the Federal Structure in Russia (Skachkova, A.A. History of the Formation of the Federal Structure in Russia / A.A. Skachkova. – Text: direct // Young Scientist. – 2022. - # 3 (398). – P. 358-360. - URL: <https://moluch.ru/archive/398/88000/> (date of access: 03.05.2023).

The student is also to have an idea of the existing scientific debate on this issue, as well as modern trends in the development of Russian federalism—the creation of federal districts, changes in the formation of the Upper Chamber of the Russian parliament, the consolidation of regions around the federal center for the purpose of implementing national projects, and the division of spheres of responsibility between levels of power.

Questions and Tasks

1. Disclose the content of the following concepts: power, political power, legitimacy, crisis of legitimacy, and domination. Characterize the mandatory features of political power: supremacy, publicity, monocentricity, poly-resource capability, and the legal use of violence. What is domination from Max Weber's point of view? When do power and domination become identical concepts?
2. Characterizing state power, J. Wiatr wrote: ...State power represents the highest, most complete expression of political power—it is political power in its most developed form. Which features of state power, in your opinion, are defining for such a characterization?
3. List the sanctions imposed legally and fixed in Constitutions that are provided for non-compliance with the principle of limiting political power. In what other ways can the governed protect themselves from the illegal actions of the governors?
4. Construct a diagram titled State-Political Organization of Russian Society, arranging and characterizing the following elements:
 - Form of governing
 - Form of state structure
 - Political regime
 - Initial conditions of formation
 - Legislative framework
5. Study Chapter 3 of the Basic Law of the Russian Federation, dedicated to the federal structure. Write down the principles of federalism.

Analyze the articles of the Constitution dedicated to the structural principles of the organization of the Russian State: Art. 11, Art. 65, Art. 66, Art. 77.

Analyze the articles of the Constitution focused on the functional principles of the Russian State arrangement: Art. 11, Art. 71-73, Art. 85, Part 3 of Art. 125.

Highlight the signs of federalism reflected in these articles.

6. What were the grounds for the relationship between the Federation and individual subjects built from 1992 to 2002 and after 2002? What is the fundamental difference between these models, and what caused the changes that occurred?

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/matherials/3/page_view?page=1
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3. Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/matherials/14>
4. Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow : Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf
5. Yukhno A. S. Foundations of Russian Statehood: educational and methodical manual / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

Additional Literature

1. Danilevsky N. Ya. Russia and Europe / N. Ya. Danilevsky. – Moscow: Urait Publishing House, 2025. – 453 p. (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/562234>

2. Jessop B. The State: Past, Present, Future. – M.: Publishing House Delo RANEPa, 2019. – 504 p.
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7. Nikonov V. A. Russian Civilization. – M.: Prosveshcheniye, 2021. – 256 p.
8. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. History of Russia. – M.: Prospekt, 2021. – 680 p.
9. Perevezentsev S. V. Russian History: from ancient times to the beginning of the XXI century. – M.: Akademicheskyy Proekt, 2018. – 571 p.
10. Russian Society: Architectonics of Civilizational Development: [monograph] / R. G. Braslavsky, V. V. Galindabaeva [et al.]; resp. ed. V. V. Kozlovsky; FCTAS RAS. – M.; St. Petersburg: FCTAS RAS, 2021. – 340 p.
11. Russia as a State-Civilization: Highest Goals and Alternatives of Development: collective monograph based on the materials of the Jubilee International Panarin Readings, dedicated to the 75th anniversary of the birth of A. S. Panarin / resp. ed.: V. N. Rastorguev; sci. ed.: A. V. Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.
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13. Toynbee A. J. A Study of History. – Moscow: Progress, 1991. – 736 p.
14. Fadeev V. A. Transfiguration of Humanism. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. The Clash of Civilizations – M.: AST, 2023. – 640 p.
16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (Based on Research and Approbation Materials) // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.
17. Tsymbursky V. L. Island Russia: Geopolitical and Chronopolitical Works, 1993–2006. – Moscow: ROSSPEN, 2007. – 544 p.
18. Shestopal E. B. Them and Us. Images of Russia and the World in the Mind of Russian Citizens. – M.: ROSSPEN, 2021. – 423 p.

19. Shurtakov K. P. Worldview and Methods of its Formation: Conceptual and Philosophical Analysis. – Kazan: Kazan University Publishing House, 1989. – 212 p.
20. Spengler O. The Decline of the West / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>
2. Website of the Institute of Sociology RAS. Access mode: <http://www.isras.ru/>, free
3. Political Regional Studies. Laboratory for Regional Political Studies HSE. Access mode: <http://www.regional-science.ru/>, free

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. The Bedrock of the Nation: The Russian Constitution and State Principles <https://znanierussia.ru/library/video/dnk-rossii-konstituciya-3463>
2. DNA of Russia. Symbols of Russia <https://znanierussia.ru/library/video/dnk-rossii-simvoly-rossii-3484>

Practical Class 13

Topic: Branches and Levels of Power.

Aim: To develop concepts about the current state of the state system of Russia, structures of public power, their history, and their modern condition.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the essence of the principle of separation of powers, its theoretical justification, and practical implementation;
- ability to highlight and characterize the features and historical prerequisites for the formation of the branches and levels of power in the Russian Federation;
- skills in analyzing the vertical level of the organization of state power (federal, regional, municipal) and the specifics of relationships between the legislative, executive, and judicial authorities.

Rationale: relies on the need to develop concepts about the place and role of the Russian State and its institutions in the conditions of globalization and new socio-political challenges.

Plan

1. The principle of separation of powers as the foundation of democracy.
2. The institutional dimension of Russian statehood.
3. The institution of the presidency as a key element of the country's state organization.

Theoretical Part

When studying the first question of the topic, it is important to understand the essence and content of the principle of separation of powers as the bedrock of the constitutional system, and to examine the history of its formation in both theoretical and practical terms. In Russia, this principle is consolidated in Article 10 of the current Constitution and has a real embodiment in the functional separation of power authorities horizontally (legislative, executive, and judicial branches) and vertically (federal, regional, and municipal levels). At the same time, the existence of the constitutional principle of separation of powers in Russia presupposes the unity of power by its source—the multiethnic people of Russia—as well as a system of measures for interaction between the branches and levels of power that ensure unity of goal-setting and the achievement of the goals of the country's social development.

The idea of the necessity of the separation of powers was first proposed by the English Enlightenment thinker J. Locke; the principle of mutual limitation of the governors' power (power

checks power) was developed in greater detail by the French philosopher Ch.-L. Montesquieu. At the modern stage, the principle of separation of powers represents a system of interconnected elements that ensure the functioning of state power. In modern Russia, this principle has a relatively recent history; its implementation is complicated by significant changes in the statuses of subjects and the principles of building the federation compared to the Soviet period. Furthermore, it should be remembered that the separation of powers in the RF is consolidated in the Constitution not only at the federal level, but also for the organization of power within its subjects.

When examining the second issue, it is important not only to characterize the institutional embodiment of the separation of powers—the parliament, the government, and the judicial system—but also to trace the history of the evolution of these institutions in Russia. Russian representation developed along a special path, demonstrating models distinct from Western practice, which resulted from the concrete historical conditions of the existence of power and society. Using knowledge of Russian history, one should characterize the essence and specific activities of the Zemsky Sobors; the zemstvo self-government of the second half of the 19th – early 20th centuries; the Soviets of Workers' Deputies; and the Russian parliament of 1906–1917. To characterize the executive branch of power at the modern stage, one should also turn to historical examples—the system of prikazy (orders), kollegii (colleges), ministries, and narkomats (commissariats), paying attention to the specifics of their relationships with the monarch and the legislative branch of power.

When studying the third question, it is important, first of all, to understand not only the legal characteristics of the institution of the presidency, but to examine the national-historical features and traditions of its formation within the political system of Russian society. Special attention must be paid to the paternalistic traditions of Russian political culture and the tendencies toward the personification of power. In addition, the main legal approaches to the interpretation of the institution of the presidency should be taken into account, while highlighting the main features inherent to this institution within the framework of any national political system.

Questions and Tasks

1. Describe each of the elements of the system of separation of powers in modern Russia. Find the articles in the current Constitution that ensure the functioning of this element:

- Democracy (rule of the people), ensuring the unity of public power by its source;
- Functional separation of the branches of power and their independence within the limits of their authorities;
- The system of checks and balances;
- Federalism.

2. Fill in the table, distributing the listed powers of the branches of power and the President of the RF:

Federation Council	State Duma	President of the RF	Judicial Bodies	Government of the RF

Powers: adoption of federal laws; approval of Presidential Decrees on the introduction of martial law and states of emergency; exercising control over the rule-making of authorities; the question of confidence in the government and hearing its reports; appointment to the positions of the Chairman and judges of the Constitutional and Supreme Courts; deciding questions regarding the compliance of acts of state power with the Constitution and federal laws; the right of veto over the action of federal laws; impeachment (removal) of the President of the RF from office; consent to the appointment of the Prime Minister; judicial protection of human and civil rights and freedoms; appointment of the Prosecutor General; putting forward an impeachment against the President; guarantee of the Constitution; approval of federal laws; ensuring the coordinated functioning and interaction of bodies of state power.

3. Analyze the provisions of the Constitution of the RF relating to the presidency institution, and fill in the table, characterizing its powers in various spheres:

Powers of the President in the military-political sphere	Powers of the President in the sphere of domestic policy	Powers of the President in the sphere of international relations and foreign policy	Position of the President in relation to other branches of power	Procedure for removing the President from office

4. The legal community to this day debates how legislative and executive powers should correlate, as well as what role judicial bodies should play in the mechanism of state power. Having divided into two groups, build models of the consequences of the dominance of the legislative power over the executive and the executive over the legislative. Provide historical examples.

5. For the first time in the history of the Russian State, an attempt to apply the principle of separation of powers in the mechanism of state power in Russia was undertaken by M.M. Speransky. Prepare a presentation project on the topic: The Concept of Separation of Powers in the Projects of M.M. Speransky.

Project Presentation Plan:

1. Title slide
2. Socio-economic and socio-political development of Russia in the first quarter of the 19th century

3. Specifics of state management in Russia in the first quarter of the 19th century
4. The personality of M.M. Speransky
5. The content of M.M. Speransky's projects
6. Features of the principle of separation of powers in Russia from M.M. Speransky's point of view
7. Reasons for the non-realization of M.M. Speransky's projects
8. M.M. Speransky's reform in the context of modernization attempts in the first quarter of the 19th century

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
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3. Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/materials/14>
4. Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow : Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf
5. Yukhno A. S. Foundations of Russian Statehood: educational and methodical manual / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

Additional Literature

1. Danilevsky N. Ya. Russia and Europe / N. Ya. Danilevsky. – Moscow: Urait Publishing House, 2025. – 453 p. (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/562234>
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Regulatory Documents

1. Constitution of the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from screen.
2. Website of the Institute of Sociology RAS. Access mode: <http://www.isras.ru/>, free. Title from screen.
3. Political Regional Studies. Laboratory for Regional Political Studies HSE. Access mode: <http://www.regional-science.ru/>, free. Title from screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
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3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

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1. ELS University Library Online
2. ELS Znanium
3. ELS Urait

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

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Practical Class 14

Topic: Strategic Planning in the Russian Federation. National Projects and State Programs.

Aim: To develop a comprehensive understanding of the strategic planning system in the RF, and the role of national projects and state programs in realizing the strategic goals of the state.

Knowledge and Skills Acquired by the Student. Through mastering the topic (Practical Class), students acquire:

- knowledge of the strategic priorities of Russia for the near future;
- ability to determine priority tasks, directions, and technologies for the implementation of projects;
- skills in analyzing the implementation of national projects.

Rationale: relies on the necessity to study and apply an integrated approach to solving strategic tasks for the development of Russia and its regions.

Plan

1. Overview of state decisions related to the development of the strategic planning system in Russia: history and modernity.
2. Overview of the most important strategic planning documents of the RF and related decisions regarding national development goals, priorities, and programs.
3. State programs and national projects of the RF in their correlation with value orientations.

Theoretical Part

Regarding the first question, it is important to have an understanding of two periods of strategic planning in Russia—the Soviet and the modern. In most literary sources, the late 1960s and early 1970s are considered the period when strategic thinking emerged. Soviet planning began with sectoral annual plans, and in December 1920, at an expanded meeting of the GOELRO Commission, the first long-term plan for the development of the country's economy adopted and implemented in Russia after the revolution was approved—the State Plan for the Electrification of Russia. Subsequently, five-year plans took the main place in long-term planning.

The history of the formation of strategic planning in modern Russia begins precisely from the moment the modern Russian state was established, that is, from December 25, 1991. This first stage can rather be called the stage of regional planning. The fact is that at this time, the federal authorities were engaged in stabilizing statehood as such. Starting from 1994, federal programs

for the development of individual territories began to be implemented in the regions; for example, a federal program for the development of the Kuril Islands was developed for the Sakhalin Oblast. Later, federal programs appeared for the development of entire regions: the Republic of Sakha (in 1995) and Bashkortostan (in 1996).

By the beginning of the 2000s, the functions of planning in Russia were assigned to the Ministry of Economic Development and Trade. One can speak of strategic planning in the full sense of the word in domestic constitutional practice only from the mid-2000s, when priority national projects began to be developed and implemented, with budget funds serving as their resource base. Conventionally, this stage of the development of strategic planning in Russia can be called the project stage. For the first time, the term national project was publicly voiced in the annual Presidential Address to the Federal Assembly by Vladimir Putin on April 25, 2005, and as early as September 5, he announced the start of the implementation of priority national projects in the country. V.V. Putin pointed out that focus should be placed on areas such as healthcare, education, and housing, as it is these areas that determine the standard of living of citizens and the social well-being of society. In accordance with these areas, three priority national projects were developed and launched: Health, Education, and Housing.

A major stage in the evolution of strategic planning for the development of the domestic economy and ensuring the national security of Russia was the signing by V.V. Putin on November 17, 2008, of Order# 1662-r, which approved the Concept of Long-Term Socio-Economic Development of the Russian Federation for the Period up to 2020. On May 12, 2009, D.A. Medvedev simultaneously signed two decrees: # 536 On Strategic Planning in the Russian Federation (the document was not published) and # 537 On the National Security Strategy of the Russian Federation until 2020. The latter repealed the previously effective Concept of National Security of the Russian Federation—the first strategic planning document in the field of ensuring Russia's national security. According to the approved documents, strategic planning is the definition of the main directions, methods, and means of achieving the strategic goals of the sustainable development of Russia and ensuring its national security, carried out through the development of concepts, doctrines, strategies, programs, and projects (plans). The coordination of strategic planning is carried out by the Security Council of the Russian Federation.

On May 7, 2012, the day of his third inauguration, President of Russia V.V. Putin signed 11 decrees (# 596-606), which contained a total of 218 instructions to the Government of the Russian Federation to improve the economy, healthcare, education, demography, science, foreign policy, the system of state administration, the armed forces, and so on, with execution deadlines up to 2018–2020. In journalism, and subsequently in business practice, this series of presidential decrees received the name May Decrees. This event can certainly be viewed as the next stage in

the development of strategic planning in Russia, which can conditionally be called the stage of the May Decrees.

When working on the second question, it is important to know that the key event in the development of the modern strategic planning system in the sphere of socio-economic development of the Russian Federation was the adoption of the Federal Law On Strategic Planning in the Russian Federation. This act established, at the legislative level, the legal foundations of strategic planning in the Russian Federation, the mechanisms for coordinating state strategic management and budget policy, and the powers and procedures for interaction between federal executive bodies, state authorities of the subjects of the Russian Federation, and public, scientific, and other organizations in the field of strategic planning. The Federal Law establishes a matrix structure for the system of strategic planning documents, providing for their distribution:

- By the macroeconomic attribute—documents developed in the sphere of socio-economic development and in the sphere of ensuring national security;
- By the administrative attribute—documents developed at the federal, sectoral, regional, and municipal levels;
- By the technological attribute—documents developed within the framework of forecasting, goal-setting, programming, and planning.

The third question involves the analysis of the key national projects of Russia. Starting from 2025, the implementation of new national projects calculated for the period up to 2030 began in the country. These projects develop and complement the previous ones that operated on the initiative of the President of the RF from 2019 to 2024. National projects are designed to contribute to the achievement of the national development goals of the RF. Some of these goals include:

- Preservation of the population, strengthening health and increasing the well-being of people, supporting the family;
- Realization of the potential of each individual, development of their talents, and the upbringing of a patriotic and socially responsible personality;
- A comfortable and safe environment for living;
- Environmental well-being;
- A sustainable and dynamic economy;
- Technological leadership;
- Digital transformation of state and municipal administration, the economy, and the social sphere.

Questions and Tasks

1. Compile a glossary on the topic.
2. Determine which national projects of Russia are being implemented in your region.
3. Prepare a case study on the implementation of a specific national project of Russia and determine what life prospects it opens up for people who want to work for the benefit of society and the country.

Project Case Plan:

- Main goal of the project and its general characteristics
- Innovative potential of the project
- Technologies used to implement the project
- Planned results
- Implementation in the region (at the choice of the student)

Recommended Literature

Main Literature

1. Foundations of Russian Statehood: textbook / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
2. Foundations of Russian Statehood: educational and methodical complex in the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Publishing House Delo RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
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4. Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow : Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

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14. Fadeev V. A. Transfiguration of Humanism. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. The Clash of Civilizations – M.: AST, 2023. – 640 p.

16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (Based on Research and Approbation Materials) // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.
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20. Spengler O. The Decline of the West / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.
2. Federal Law On Strategic Planning in the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from screen.
2. Website of the State Duma Committee on Nationalities Affairs. Access mode: <http://www.komitet2-4.km.duma.gov.ru/>, free. Title from screen.
3. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from screen.
4. Website of the Assembly of peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. Title from screen.
5. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from screen.
6. Website of the Institute of Sociology RAS. Access mode: <http://www.isras.ru/>, free. Title from screen.
7. Political Regional Studies. Laboratory for Regional Political Studies HSE. Access mode: <http://www.regional-science.ru/>, free. Title from screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)

3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. Globalization: Chronicles of a Tearing World Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-globalizaciya-hroniki-razryvayushegosya-mira-3565?collection=dnk-rossii&from=cinema&page=1>
2. DNA of Russia. Crisis - A Time of Opportunities Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-krizis-vremya-vozmozhnostej-3566?collection=dnk-rossii&from=cinema&page=1>
3. DNA of Russia. Foundations of State Policy Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-osnovy-gosudarstvennoj-politiki-3526?collection=dnk-rossii&from=cinema&page=1>
4. DNA of Russia. History: The Key to Understanding the Present and Creating the Future Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-istoriya-klyuch-k-soznaniyu-nastoyashego-i-sozdaniyu-3494?collection=dnk-rossii&from=cinema&page=1>
5. DNA of Russia. Great Reformers Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-velikie-reformatory-3492?collection=dnk-rossii&from=cinema&page=1>
6. DNA of Russia. New Digital Reality: Opportunities and Risks Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-novaya-cifrovaya-realnost-vozmozhnosti-i-riski-3403?collection=dnk-rossii&from=cinema&page=1>

Practical Class 15

Topic: Civic Participation in the Development of the Country.

Aim: To develop ideas about the ways to realize civic interests and human needs; the history and contemporary state of the institutions and relations of civil society in Russia.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the essence and characteristics of civic participation and civil society; the theoretical justification for their formation in public and political practice;
- ability to identify the historical and socio-cultural prerequisites for the formation of various forms of civic participation and civil society institutions in modern Russia;
- skills in analyzing various forms of civic participation; working with legislative acts and scientific literature.

Rationale: Determined by the need to develop ideas about various forms of civic participation and civil society institutions in order to expand the civic activity of modern Russian youth.

Plan

1. The concept and varieties of civic participation.
2. Participation in elections as a civic duty; issues of organizing referendums and all-Russian votings.
3. Law-making initiative and appeals to authorities.
4. Public hearings and public discussions as forms of direct participation in the exercise of management.

Theoretical Part

When considering the first question, it should be remembered that it is the individual and their activity that act as the sources of public and political phenomena and processes, giving them meaning and specific forms. The recognition of an ordinary citizen as the most important subject of politics requires taking into account their civic needs and creating institutions and norms for their realization. It is important to analyze the legal acts that ensure a citizen's participation in public and political life—the Universal Declaration of Human Rights, adopted by the UN General Assembly on December 10, 1948 (Articles 18, 19, 20, 21), as well as the Constitution of the RF (Chapter 2, Articles 29, 30, 32).

The process of becoming an active citizen manifests itself in the mastery of various roles—such as a leader and participant of a public-political movement, a voter, a party member, a demonstrator, a volunteer, etc. Civic participation, therefore, is closely linked to the realization of specific interests and has a motivated character. It must be distinguished from political participation. At the same time, it does not belong solely to the non-political sphere, since its purpose is to influence the authorities and their decisions. Civic participation is characterized by a greater variety of forms and technologies, as it is less bound by legal and institutional constraints than political participation. In this regard, the tasks of civic participation are quite extensive: attracting attention to certain problems; aggregating the interests of citizens; forming

communication channels between authorities and civil society; civic control; functioning as a negotiating platform, etc. Civic participation ensures the reproduction of the basic norms and values of civil society, its structures and institutions, as well as civic identity. The interaction of these phenomena should be kept in mind when studying the second question.

In the second question, it is important to reveal the essence and features of the implementation of the constitutional right of citizens to participate in elections and referendums in Russia, and also to examine promising trends in the development of the electoral legislation of the RF.

As far as the third issue is concerned, it is important to know the procedure for implementing a law-making initiative and the types of appeals.

Law-making initiative is a form of public participation in the legislative process, in which citizens or their groups submit proposals for the adoption of new normative legal acts, or for the amendment or repeal of existing ones. A group of citizens that has collected the required number of signatures can propose a draft of a new law or amendments to existing acts. The implementation procedure may include the following stages:

1. *Formulating the idea* – citizens formulate their proposals and demands regarding a specific draft normative act;
2. *Collecting signatures* – in order for the proposal to be considered, it is important to collect a certain number of signatures in support of the initiative (the number of signatures is usually established by the legislation of the constituent entity of the RF);
3. *Submitting the initiative* – the prepared draft with the signatures is transferred to the relevant local government body;
4. *Reviewing the initiative* – local government bodies are obliged to consider the submitted proposal and make a decision on its further fate (this can be either the adoption of the proposed draft or its rejection with a justification of the reasons).

An appeal is the submission of individual and collective petitions to state bodies, local government bodies, or officials. Some types of appeals include:

- *Proposal* – a recommendation by a citizen aimed at improving laws and other normative legal acts, or the activities of state bodies and local government bodies;
- *Statement* – a citizen's request for assistance in the realization of their constitutional rights and freedoms or the constitutional rights and freedoms of others, or a report of violations of laws and other normative legal acts, or shortcomings in the work of state bodies, local government bodies, and officials;
- *Complaint* – a report of a violation of laws and other normative legal acts, or shortcomings in the work of state bodies, local government bodies, and officials.

When addressing the fourth question, it is important to know that public discussions and hearings are forms of public control aimed at attracting broad public attention to current and complex socially significant issues (including education) that affect the interests of citizens.

- Public hearings are a type of citizen participation form in the exercise of municipal administration, ensuring the possibility of taking into account the opinion of the population of a municipality when resolving local issues.
- The difference between the institution of public discussion and public hearings is that it primarily assumes an asynchronous/remote (online) format of discussion (sending one's opinion via the information and telecommunication network Internet), while the institution of public hearings presupposes the direct physical presence of individuals wishing to take part in the discussion at a specific location, representing a form of in-person participation of the population in managing the affairs of the local community.

Questions and Tasks

1. Offer a description for the main types of civic participation according to the following criteria:

Types of Civic Participation	Legislative Framework	Causes of Occurrence	Specific Forms of Manifestation
Electoral activity			
Volunteering and voluntary movement			
Protest activity			
Electronic (digital) activity			

Complete the suggested types of civic participation with your own examples.

2. List and characterize the types of mass actions recorded in the Constitution (Article 31). What other forms of mass actions in the conditions of the information society can be cited? What are their advantages and disadvantages?
3. Characterize such a form of civic participation as the involvement of civic observers in an election campaign. What goals does it pursue, and how does it differ from the participation of political party representatives in an election campaign?
4. Debate on the issue of **Electronic forms of civic participation: opportunities and prospects**

These debates are recommended to be based on the format developed by the British philosopher Karl Popper:

- A topic (resolution) is chosen within the framework of the general problem;

- Two teams of three speakers each are formed. The position taken by the teams (affirmative or negative) is not chosen by them, but is assigned or determined by drawing lots;
- Teams are given time for preparation (10-15 minutes);
- The speech of each speaker is strictly regulated (3-5 minutes);
- The speeches of the speakers alternate: the first speaker of the affirmative position – the first speaker of the negative position; the second speaker of the affirmative position – the second speaker of the negative position, and so on;
- The moderator (preferably from among invited experts or the instructor) summarizes the results of the debate and evaluates the discussion based on the following criteria:
 - ability to develop a point of view;
 - quality of the arguments and counterarguments presented, and their substantive consistency;
 - speed of response to the arguments of the opposing side;
 - culture of conducting a discussion;
 - ability to work in a team;
 - compliance with the time limit.

Materials for the debate on the problem Electronic forms of civic participation: opportunities and prospects:

Resolution 1. Electronic forms provide accessibility and openness of information on a problem and create the necessary base for its resolution.

- *Resolution 2.* Electronic forms are capable of forming a huge audience and involving it in civic participation.
- *Resolution 3.* Electronic forms of civic participation correspond to innovative models of interpersonal and collective relationships formed within the information society.
- *Resolution 4.* Electronic forms of civic participation are capable of articulating problems that are outside the sphere of attention of the state and influencing their solution.

Materials for the negative position:

- lack of material and technical base and necessary competencies among a part of the population to work with information resources;
- the possibility of manipulating public opinion on the Internet;
- lacking reliability of data and the impossibility of verifying it in practice.

Recommended Literature

Main Literature

1. *Foundations of Russian Statehood: textbook* / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
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Regulatory Documents

21. Constitution of the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from screen.
2. Website of the Institute of Sociology RAS. Access mode: <http://www.isras.ru/>, free. Title from screen.
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Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

Documentary Films of the DNA of Russia Project and the Russian Knowledge Society

1. DNA of Russia. The Bedrock of the Nation: The Russian Constitution and Principles of the State <https://znanierussia.ru/library/video/dnk-rossii-konstituciya-3463>
2. DNA of Russia. Symbols of Russia <https://znanierussia.ru/library/video/dnk-rossii-simvoly-rossii-3484>

Practical Class 16

Topic: Russia and Global Challenges.

Aim: To develop an understanding among students regarding the key global challenges significant to Russia, and to build critical thinking and the ability to evaluate the priority of problems.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the list of global challenges (climate change, energy, resource scarcity, digitalization, inequality, political instability, etc.);
- ability to determine which challenges are of paramount importance for the country in the coming decades;
- skills in analyzing the impact of global challenges on the national interests of Russia.

Rationale: relies on the need to present the key problems of the modern world relevant to the Russian Federation; to characterize possible changes, the implementation of which—along with maintaining the value principles inherent in Russian society—will allow the country to successfully overcome current and future trials.

Plan

1. Defining the concepts of challenges, risks, and hyper-challenges. Typology of challenges.
2. Challenges and risks in the technological sphere (technological and digital divide, problems of technological and digital sovereignty, cybersecurity).
3. Climate challenges: interaction between human and nature.
4. Resources as key challenges to the existence of Russian statehood.

Theoretical Part

When preparing for the first question, the student must understand the concepts of challenges, risks, etc. In the interpretation of the Russian researcher S.B. Pereslegin, a challenge is always addressed to someone—there is a recipient of the challenge. A global challenge is addressed to all people, but not to every single individual. A hyper-challenge is addressed to all people and to each specific individual; a hyper-challenge cannot be ignored. A local challenge is addressed to a certain, more or less precisely defined group of people: the middle class, the Russian Federation, European civilization, etc.

The presence of a challenge means that a certain factor (or group of factors) has appeared or become urgent, which is incompatible with the inertial scenario of the recipient's development. In other words, with the appearance of this factor, things will no longer be as before. It will be different. Therefore, a challenge always demands a response.

Awareness of the seriousness of a challenge combined with the absence of an adequate response to it is perceived as a social crisis.

- *Normal crisis* – both elites and the masses perceive the situation as a crisis and try to find a way out.
- *Crisis of trust* – elites perceive the situation as a crisis, but the masses are indifferent to it.

- *Crisis of management* – the masses perceive the situation as a crisis, but the elites are indifferent to it.
- *Catastrophic crisis* – it is ignored by both the masses and the elites.

No one denies the existence of a world crisis anymore, but disputes continue regarding its scale. There are two points of view on the nature of the crisis: the Western view (US and UK think tanks) claims that the crisis is systemic, in which the strongest survives at the expense of the conquered resources of the loser. The Russian point of view is that this is a phase crisis, in which the strongest suffers.

Among global problems of a natural character, it is worth noting climate and environmental problems (anthropogenic climate change, on which professionals have long reached a stable consensus), shortages of fresh water and affordable food, as well as energy deficits. The role of Russia in solving all these issues is very significant, and the Russian version of proposals and initiatives to solve existing problems can be of an alternative nature.

When answering the second question, it is important to highlight global problems of a technogenic nature: non-obvious scenarios for the development of digital technologies and, in particular, artificial intelligence, the digital divide and network feudalism, surveillance capitalism, and an oversaturated information space. At the same time, it should be understood that they are well known to modern generations of students and carry obvious political and even planetary significance.

Attention should be focused on the fact that Russian actors have achieved success in the field of high technologies and digital technologies no less than most European states, lagging behind, probably, only the United States, China, and a number of smaller Asian countries (such as Japan and South Korea). Introducing leading national enterprises and companies will serve as an educational element to build an understanding of Russia's significant role in responding to modern technogenic challenges.

In the third question, it must be emphasized that the average temperature of the Earth's surface is indeed currently rising. This process is of a natural character. One can argue whether the industrial activity of man has some minor influence on it or no influence at all. A transition to cyclical cooling is probable in the middle of the XXII century, but cooling may start earlier, even before the end of the XXI century. In the period of the 2020s–2040s, a local cooling is highly probable, caused by a local (around 10 years) disruption in the mechanism of thermohaline circulation. Such a disruption will lead to famine.

A climate optimum leads to an increase in water evaporation from the surface of the oceans. This results, firstly, in increased humidification, and secondly, in an increased instability of the atmosphere. The latter means the formation of zones of cyclonic activity and an increase in the

intensity of catastrophic atmospheric processes—leading to a rise in hurricanes, the appearance of tornadoes, etc. Inductively, this can provoke an increase in volcanic activity.

When preparing for the fourth question, it is important to define the concept of a resource. Resource challenges are always taken very seriously, but in reality, they almost never lead to major crises (exceptions include the depletion of flints in the late Mesolithic, but even there this circumstance played a secondary role). Any resource can always be found, replaced by another, or entirely removed from economic activity. Nevertheless, resource challenges attract significant attention.

The following can currently be identified as critical resource challenges:

- Scarcity of land (*oligocleria*);
- Expensive metals (the Bronze Age collapse);
- Expensive energy carriers (since the 2000s, with a possible exacerbation in the 2030s);
- Conflict minerals (exacerbating from the 2020s onward).

Questions and Tasks

1. Offer a description of possible ways to overcome technological backwardness.
2. Rank the external and internal challenges/threats to Russia.
3. Modern problems of climate change: reality or myth?
4. Outline the main trends of technological, climate, and resource policies and challenges for Russia.
5. Methods, tools, and technologies for the preservation, reproduction, and conscious use of national resources.
6. What personal contribution to solving the problems caused by challenges and threats could you make through your future professional activity?
7. What is the role of the state as the main tool for confronting challenges to humanity?
8. What is Russia's potential for solving the global problems of human civilization?
9. What do you see as the specificity of your region in responding to local challenges?
10. In what ways can your personal contribution to solving the problems of human civilization be expressed?

11. Preparation for a Group Discussion

Format: Academic discussion with elements of debate.

Time: 90 minutes.

Stages:

Introductory remarks by the instructor (10 min) – brief introduction to the topic, explanation of the rules.

Work in small groups (15 min) – each group receives a block of global problems and prepares arguments.

Presentation of positions (20 min) – groups voice their argumentation (3–4 minutes each).

Discussion (30 min) – students ask each other questions, engage in polemics, and argue.

Voting and summarizing (15 min) – collective determination of priority challenges for Russia.

Examples of Discussion Questions

- Which global challenges most acutely affect the future of Russia?
- What poses a greater threat to Russia: climate change or technological backwardness?
- Can Russia use its natural resources as a tool to respond to global challenges?
- What are the risks of the digital divide for Russian society?
- In what way does political instability in the world reflect on the national security of Russia?
- Should Russia be an initiator of global solutions or focus on internal problems?

Expected outcomes:

- Students will be able to name and characterize the main global challenges.
- They will form an understanding of the relationship between global and national interests.
- They will learn to prioritize problems, while considering socio-economic and geopolitical factors.
- They will gain practical experience participating in a structured academic discussion.
- They will formulate their own reasoned position on the role of Russia in solving global problems.

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Regulatory Documents

1. Constitution of the Russian Federation.

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7. Political Regional Studies. Laboratory for Regional Political Studies HSE. Access mode: <http://www.regional-science.ru/>, free. Title from screen.

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2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

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1. DNA of Russia. Garbage Planet. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-planeta-musora-3469>.
2. DNA of Russia. New Digital Reality: Opportunities and Risks. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-novaya-cifrovaya-realnost-vozmozhnosti-i-riski-3403>.
3. DNA of Russia. Cancel Culture as a Mechanism of Struggle Against Russia. Electronic resource: <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>.

Practical Class 17

Topic: Internal Challenges to Social Development.

Aim: To develop a comprehensive understanding among students regarding the key internal problems and challenges facing modern Russian society, and to teach them to analyze socio-economic and political processes within the context of state stability.

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the contradictions and challenges of social development and response measures to them;
- ability to analyze social realities and build their own civic engagement;
- skills in analyzing the theory of the concept of contradictions and conflicts based on philosophical theories.

Rationale: relies on the need to develop the student's capacity for critical thinking and the evaluation of incoming socio-political information, and to develop an independent and consistent judgment.

Discussion Questions

1. Internal challenges and contradictions in the social system.
2. Types of contradictions and challenges.
3. Responses of Russian society to internal challenges of social development.

Theoretical Part

Answering the first question involves addressing the following concepts: contradiction, challenge, social system, stability, justice, and mission. The study of this issue should lead, on one hand, to an analysis of modern realities and possible internal challenges, and on the other hand, to the potential role of the students themselves in responding to such challenges. In the context of global changes in the world community, new threats and challenges to national security arise, which actualizes the study of the designated problems in socio-political and scientific circles. National security implies not only the protection of national interests, but also the creation of the necessary conditions for the development of the individual, society, and the state.

To answer the second question, it is important to define the key internal challenges. For this purpose, it is important to examine the essence of the concepts of contradiction and challenge. Social contradictions and conflicts can be classified depending on the nature of the social contradictions of which they are a part. A distinction is made between social conflicts that are

internal and external, main and non-main (secondary), primary and non-primary, antagonistic and non-antagonistic. Obviously, these conflicts will differ among different social subjects: individuals, social communities, social institutions, and social organizations. For historical analysis, it is important to turn to the understanding of contradiction within the context of the foundation of development in the dialectics of G. Hegel. To reveal the essence of internal challenges, one should study A. Toynbee's concept in the interpretation of the challenge-response law in the development of civilization.

To answer the third question, it is important to identify and specify the challenges in the economic, political, and social spheres of social development.

- The first challenge is the intensification of global competition, covering not only traditional markets for goods, capital, technologies, and labor, but also national management systems, support for innovation, and human potential development.
- The second challenge is the expected new wave of technological changes, which enhances the role of innovation in socio-economic development and reduces the influence of many traditional growth factors.
- The third challenge is the increasing role of human capital as the main factor of economic development. The level of competitiveness of a modern innovative economy is determined to a large extent by the quality of professional personnel, the level of their socialization, and their capacity for cooperation.
- The fourth challenge is the exhaustion of the potential of the export-raw material model of economic development.

It is important to consider the role of various social institutions of civil society as a possible potential for overcoming contradictions to achieve a stable society and strengthen the consolidation of civic identity.

Questions and Tasks

1. What is a contradiction, and what types of contradictions can you name?
2. What does society represent as a system?
3. What is the difference between a challenge and a contradiction?
4. What is the difference between social and political contradictions?
5. How are moral and political contradictions interconnected?
6. What types of internal challenges characterize Russian society?
7. What are the ways to resolve internal challenges and contradictions?
8. Preparation for a Business Game

Business Game Definition: the joint activity of a group of students and a teacher under the teacher's guidance, aimed at solving educational and professionally-oriented tasks through the game-based modeling of a real problem situation. It allows for the evaluation of the ability to analyze and solve typical professional tasks.

Prior to the game, students are divided into groups; each receives a role and becomes familiar with the rules of the game and the assignment. Clear instructions are provided for each player. To prepare for the business game, students are provided with a list of basic and additional literature, and primary sources in the form of legislative acts. Before conducting the game directly, it is important to hold a consultation with each group of participants regarding the structure of their presentation, conducting research, and presenting materials. Each player must have an appropriate badge showing their job title and the ministry or media outlet they represent.

This game simulates an open meeting of government members regarding the effectiveness of social reforms in Russia. This meeting is attended not only by ministers and their deputies, but also by the mass media, who represent the interests of society and must convey the results of the open discussion to them afterward in the form of a student newspaper.

Each group shall begin its presentation by defining the sphere of social development it represents and its significance.

Topics for Mini-Research:

1. Ministry of Social Welfare and Healthcare
 - a) Social support for orphaned children;
 - b) Personnel policy in the healthcare sector;
 - c) Forms of support for motherhood and childhood.
2. Ministry of Science and Higher Education
 - a) Youth policy;
 - b) Reform of professional education;
 - c) Development of physical culture and sports.
3. Ministry of Regional Development
 - a) State mortgage lending;
 - b) The certificate as a form of solving the housing issue for military personnel.

Presentation Structure

- Competence of the ministry.
- Main regulatory legal acts governing this sphere.
- Main directions of the reform.
- *In the educational sphere*, it is important to speak about the National Project Education.

- *In the sphere of housing policy*, discuss mortgage lending and support for young families through various housing programs.
- *In the healthcare sphere*, the main directions and activities of the national project should also be disclosed.

The basis of each ministry's presentation is a mini-research project on one of the proposed topics. The list of topics is specific to each ministry. The job description developed for each group of participants outlines the main questions to be disclosed within the chosen topic.

Groups representing ministries must structure their presentations from the standpoint of state bodies. Their goal is to convince society of the effectiveness of the ongoing reforms, emphasizing the positive dynamics of the changes taking place. At the same time, government members must objectively evaluate their own activities and the activities of their colleagues. Therefore, reasoned criticism is permitted, including from other ministries. When noting problems in the researched sphere, government members must not only state the fact but also propose solutions to these problems.

The mass media and representatives of the public prepare a presentation on social problems in the spheres of education, healthcare, and housing provision. It is recommended to start the presentation with a characterization of the concept of a social state. Statistical data should be provided and a citizen poll should be conducted; thus, the group's position will be not only reasoned but also convincing. Examination of foreign experience in forming the social policy of a state is also possible.

To prepare, participants of an individual subgroup should immediately distribute powers and the order of presentations.

Recommended Literature

Main Literature

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2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

Practical Class 18

Topic: Images of Russia's Future.

Aim: To develop an understanding among students regarding various scenarios for the future of Russia and to demonstrate that the realization of a specific scenario depends on both internal factors (consolidation of the state and society) and external factors (model of the world order).

Knowledge and Skills Acquired by the Student. Through mastering the topic, students acquire:

- knowledge of the images of Russia's future;
- ability to determine, with reasoned arguments, which of the possible images of the future is the most optimal for Russia;
- skills in argumentation and critical analysis based on social theory and data from the socio-humanitarian sciences.

Rationale: relies on the importance of constructing positive images of the future capable of orienting the Russian state and society toward the search for the most optimal trajectories of cultural-civilizational and socio-economic development under the conditions of fluid modernity.

Discussion Questions

1. Multipolarity of the world order as a basic image of the future.
2. The alternative nature of world development as a condition for constructing images of Russia's future.
3. Images of Russia's future in scientific discourse.

Theoretical Part

When preparing for the first question, it should be borne in mind that the failed global dominance of the West turned into a sharp competitive struggle among the world's cultural-civilizational systems for defining the trajectories of world development and for the priority of their own values, ideas, and principles. The images of the future, which prior to this had been painted almost exclusively by the majestic brush of the West, suddenly acquired an unprecedented diversity. The alternative nature of historical evolution became so obvious that it is no longer possible to overlook it from the perspective of philosophical-scientific analysis.

A civilizational scenario of the future assuming the onset of the Era of Asia has emerged as one of the most realistic. The potential shift of the center of world history from the West to the East means not only the final debunking of the myth of the West's historical destiny (a myth that, by the way, was largely composed by the West itself), but also the bankruptcy of linear concepts of history. These linear concepts were founded on the idea of the fundamental unity of historical existence and the predetermination of the historical fates of countries and peoples.

The actual development of history points to the heuristic value of the principles of the civilizational approach, with its central idea of a multiplicity of civilizations and the poly-variability of their potential formation. The unpredetermined nature of the historical future—its openness from the standpoint of the possibility of implementing a wide variety of futurological projects—implies competition between civilizational scenarios, in which the world of the XXI century appears before us in ever new variations. In order not to turn out to be a supporting actor in the scenarios of other cultural-civilizational systems, the Russian civilization needs to propose its own project of global civilizational development, its own vision of the future world.

When answering the second question, it should be noted that the alternative nature of civilizational transformation trajectories on a global scale emerged immediately after the collapse of the USSR. Following F. Fukuyama's concept of the end of history (mainly formulated during the final years of the USSR's existence), which predicted a total victory for liberal values and a liberal worldview based on Hegelian-Kojevian methodology, a more balanced and less detached concept emerged: S. Huntington's clash of civilizations.

Around the problematic field of these concepts, and during their critical reflection by the scientific community, key directions of research discourse took shape that remain relevant to this

day. Globalization or regionalization, unipolarity or multipolarity, conflict or dialogue of cultures and civilizations, West or East, modernity (post-modernity) or traditionality—these are the antinomies that dissect the world, making it unstable and unpredictable, and around which civilizational scenarios of the future are built.

In this context, the development of Russia, like the development of any other state, depends not so much on internal impulses and stimuli as on the global conjuncture. One can fully agree with the opinion of V.S. Stepin that the problem of civilizational choice facing Russia connects with a broader and more complex field of problems related to the possible paths of development of human civilization.

Discussion of the third question requires an understanding that the vast majority of Russia's development options in the XXI century presented in scientific literature correspond to the key trends in the formation of the modern world.

- V.S. Martyanov sees future Russia as a peripheral part of the world-system, the formation of which was written about by I. Wallerstein.
- K.S. Gadzhiev envisions Russia as a full-fledged part of a polycentric world order, which appears to him as the most probable civilizational scenario of the future.
- V.M. Mezhuiev and G.S. Pomerants define Russia's fate in the current century within the context of global competition between the conflict and dialogue of cultures.
- To V.I. Tolstykh, the future of civilization and, accordingly, the future of Russia, presents itself in the optimistic image of a dialogue of cultures.
- Conversely, A.I. Selivanov paints a pessimistic scenario, bringing the confrontation of civilizations to the fore as the main feature of the coming era and predicting an uncompromising struggle for resources for Russia.
- D.V. Trenin sees Russia's future between China and America, while A.S. Panarin links Russian civilizational prospects with India.
- O.E. Bessonova predicts that in the future, the development of Russia and the West will coincide within the space of an integral formation.
- Finally, E.D. Yakhnin, discussing the nationwide idea of Russia in a global context, endows Russia with a mission for the moral salvation of all humanity.

Naturally, the views cited here do not exhaust the entire spectrum of ideas about the future of world civilization and Russia as its integral part; they merely illustrate the main streams of research thought associated with the search for optimal civilizational scenarios of the future and the optimal trajectories of Russia's development within these scenarios.

Questions and Tasks

1. Compare the unipolar and multipolar models of the world order. For what reason does Russia act as a consistent supporter of the second model?
2. Evaluate the significance of cultural and historical heritage in constructing images of Russia's future.
3. Is the consolidation of Russian society possible without the presence of an image of the desired future?
4. Fill out the table Images of Russia's Future:

Components of the Image of Russia's Future	In a Unipolar World	In a Multipolar World
Place in the world		
Mission		
Degree of regional influence		
Degree of global influence		

5. Explicate the images of the future found in Russian heritage. Which one (or ones) can be used when constructing the image of the future of modern Russia?
 6. Prepare Project Presentations
- Title: Scenario Modeling
- Method/Lesson Name: Scenario Modeling
 - Aim: To develop an understanding among students regarding various scenarios for the future of Russia through the prism of values, challenges, and national priorities.

Tasks of the Lesson:

- Introduce students to the concepts of Russia's future (Great Russia, Comfortable Russia, Just Russia, Modern Russia, Russia – a Land of Opportunities).
- Organize group work on project presentations reflecting the vision of the country's future through the prism of current internal challenges.
- Provide a discussion platform for comparing and analyzing the proposed images of the future.
- Shape students' skills in making reasoned presentations of strategic ideas.

1. Performance Mechanics

- Time: 90 minutes
- Introductory remarks by the instructor (10 min):

- Briefly outline the five main images of Russia's future:
 - *Great Russia* (leadership and power),
 - *Comfortable Russia* (high quality of life),
 - *Just Russia* (equality and social protection),
 - *Modern Russia* (technology, innovations),
 - *Russia – a Land of Opportunities* (democracy, self-realization).
- Explain the mechanics of scenario modeling: work in groups, scenario development, presentation, and discussion.

2. Formation of teams (5 min):

- a. 3–4 teams of 4–6 students each.
- b. Each group is assigned one image of the future and an internal Russian problem/challenge.

3. Development of scenarios (25 min):

- a. Each team receives a task: develop a scenario for Russia's development up to 2035 based on their assigned image of the future and the chosen problem.
- b. *Scenario Format*: Internal challenge (problem), Key goals and values, Ways to solve it, Possible risks, Final image of the future.

4. Presentation of scenarios (30 min):

- a. Each team presents its scenario (5–7 minutes).
- b. The rest of the students ask clarifying questions.

5. Discussion and conclusion (20 min):

- a. Collective comparison of scenarios: which solutions look the most realistic and attractive.
- b. The instructor summarizes the results, highlighting the strengths of each model and pointing out common values and differences.

Expected outcomes:

- Students will be able to list and characterize the key images of Russia's future.
- They will learn to compare images of the future with specific internal challenges (demography, economy, technology, culture, ecology, etc.).
- They will gain practical experience in designing and publicly defending ideas.
- They will form skills in strategic analysis and searching for solutions for social development.
- They will be capable of proposing their own models of Russia's future, relying on traditional values and modern challenges.

Recommended Literature

Main Literature

1. *Foundations of Russian Statehood: textbook* / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Publishing House Delo RANEPa, 2024. – 448 p. (Library of DNA of Russia). https://russiadnk.ru/materials/3/page_view?page=1
2. *Foundations of Russian Statehood: educational and methodical complex in the discipline for educational organizations of higher education* / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Publishing House Delo RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
3. *Foundations of Russian Statehood: a textbook for students of natural sciences and engineering-technical specialties* / Project head A. A. Larionov (Hieromonk Rodion), sci. ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' coll.: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023 – 260 p. <https://russiadnk.ru/materials/14>
4. *Foundations of Russian Statehood: a textbook for students studying socio-humanitarian sciences* / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; under the ed. of S. V. Perevezentsev. – Moscow : Publishing House Delo RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf
5. Yukhno A. S. *Foundations of Russian Statehood: educational and methodical manual* / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

Additional Literature

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2. Jessop B. *The State: Past, Present, Future*. – M.: Publishing House Delo RANEPa, 2019. – 504 p.
3. *History of Russian Philosophy* / under the general ed. of M. A. Maslin. – M.: INFRA-M, 2018. – 640 p.
4. Leontiev K. N. *Byzantism and Slavdom*. – M.: Direct-Media, 2014. – 170 p.

5. *Megatrends: Main Trajectories of the Evolution of the World Order in the XXI Century: textbook* / under the ed. of T. A. Shakleina, A. A. Baykov. – 3rd ed., corrected, supplemented and revised. – M.: Aspect Press Publishing House, 2025. – 520 p.
6. Nikonov V. A. *Russian Matrix*. – M.: Russkoye Slovo, 2014. – 991 p.
7. Nikonov V. A. *Russian Civilization*. – M.: Prosveshcheniye, 2021. – 256 p.
8. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. *History of Russia*. – M.: Prospekt, 2021. – 680 p.
9. Perevezentsev S. V. *Russian History: from ancient times to the beginning of the XXI century*. – M.: Akademichesky Proekt, 2018. – 571 p.
10. *Russian Society: Architectonics of Civilizational Development: [monograph]* / R. G. Braslavsky, V. V. Galindabaeva [et al.]; resp. ed. V. V. Kozlovsky; FCTAS RAS. – M.; St. Petersburg: FCTAS RAS, 2021. – 340 p.
11. *Russia as a State-Civilization: Highest Goals and Alternatives of Development: collective monograph based on the materials of the Jubilee International Panarin Readings, dedicated to the 75th anniversary of the birth of A. S. Panarin* / resp. ed.: V. N. Rastorguev; sci. ed.: A. V. Nikandrov / Russian Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Moscow State University named after M. V. Lomonosov, Philos. – Moscow: Heritage Institute, 2016. – 400 p.
12. Soloviev A. I. *Adoption and Execution of State Decisions*. M.: Aspect Press, 2024. – 423 p.
13. Toynbee A. J. *A Study of History*. – Moscow: Progress, 1991. – 736 p.
14. Fadeev V. A. *Transfiguration of Humanism*. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. *The Clash of Civilizations* – M.: AST, 2023. – 640 p.
16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. *Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (Based on Research and Approbation Materials)* // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.
17. Tsymbursky V. L. *Island Russia: Geopolitical and Chronopolitical Works, 1993–2006*. – Moscow: ROSSPEN, 2007. – 544 p.
18. Shestopal E. B. *Them and Us. Images of Russia and the World in the Mind of Russian Citizens*. – M.: ROSSPEN, 2021. – 423 p.
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20. Spengler O. *The Decline of the West* / O. Spengler: translator A. A. Frankovsky. – Moscow: Urait Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Urait Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.

Internet Resources

1. Website of the Russian President. Access mode: <http://kremlin.ru/>. Title from screen.
2. Website of the State Duma Committee on Nationalities Affairs. Access mode: <http://www.komitet2-4.km.duma.gov.ru/>, free. Title from screen.
3. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from screen.
4. Website of the Assembly of peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. Title from screen.
5. Website of the Institute of Ethnology and Anthropology RAS. Access mode: <http://iea-ras.ru/>, free. Title from screen.
6. Website of the Institute of Sociology RAS. Access mode: <http://www.isras.ru/>, free. Title from screen.
7. Political Regional Studies. Laboratory for Regional Political Studies HSE. Access mode: <http://www.regional-science.ru/>, free. Title from screen.

Information Reference Systems

1. Databases of INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System Russia (uisrussia.msu.ru)

Electronic Library Systems

1. ELS University Library Online
2. ELS Znanium

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**

**Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY**

**Methodological Guidelines
for Students' Independent Work in
FOUNDATIONS OF RUSSIAN STATEHOOD
for all specialties and fields of study of the university profile**

**Stavropol
2026**

Contents

Introduction

1. General Description of Independent Work
2. Schedule for Independent Work
3. Continuous Performance Assessment and Interim Evaluation
4. Methodological Guidelines for Studying Theoretical Material
5. Methodological Guidelines by Types of Work
6. List of Literature Recommended for Students' Independent Work

INTRODUCTION

The **Foundations of Russian Statehood** discipline belongs to the mandatory part of Block 1 Disciplines (modules).

The aim here is to develop a system of knowledge, skills, and competencies among students, as well as values, rules, and norms of behavior associated with the awareness of belonging to Russian society, the development of a sense of patriotism and citizenship, and the formation of a spiritual, moral, and cultural foundation of a developed and whole personality who understands the specifics of the historical path of the Russian state, the uniqueness of its political organization, and the alignment of individual dignity and success with the social progress and political stability of their Motherland.

Objectives include:

- To present the history of Russia in its continuous civilizational dimension, reflecting its most significant features, principles, and current guidelines;
- To reveal the value-behavioral content of the sense of citizenship and patriotism, which is inseparable from developed critical thinking, free personal development, and the capacity for independent judgment regarding the current political and cultural context;
- To examine the fundamental achievements, inventions, discoveries, and accomplishments associated with the development of the Russian land and Russian civilization, presenting them in a current and meaningful perspective that fosters pride and a sense of belonging to one's culture and people in a citizen;
- To present the key meanings, ethical, and worldview doctrines that have developed within Russian civilization and reflect its multinational, multi-confessional, and solidary (communal) character;
- To consider the features of the modern political organization of Russian society, the causal nature and specifics of its current transformation, the value provision of traditional institutional

solutions, and the special poly-variability of relations between the Russian state and society in the federal dimension;

- To investigate the most likely external and internal challenges currently facing Russian civilization and its statehood, outlining key scenarios for its future development;
- To outline the fundamental value principles (constants) of Russian civilization (unity of diversity, sovereignty (strength and trust), accord and cooperation, love and responsibility, creation and development), as well as the interconnected value orientations of Russian civilizational development (such as stability, mission, responsibility, and justice).

In this regard, the purpose of the methodological recommendations for independent work is to consolidate the theoretical material studied by students and to help them acquire practical skills. Along with the methodological guidelines for practical works, independent work helps to assimilate the theoretical material and contributes to a better mastery of the subject.

A total of **18 hours** is allocated for the independent work of full-time students.

1. GENERAL DESCRIPTION OF INDEPENDENT WORK

The aim of mastering the discipline is to shape a system of knowledge, skills, and competencies among students, as well as values, rules, and norms of behavior associated with the awareness of belonging to Russian society, the development of a sense of patriotism and citizenship, and the formation of a spiritual, moral, and cultural foundation of a developed and whole personality who understands the specifics of the historical path of the Russian state, the uniqueness of its political organization, and the alignment of individual dignity and success with the social progress and political stability of their Motherland.

Students' independent work (SIW) represents one of the significant forms of the educational process, which contributes to the formation of a creative personality of a future specialist capable of self-development, self-education, and innovative activity.

A student's independent work promotes the development of the ability to learn, forms a student's capacity for self-development, the creative application of acquired knowledge, and methods of adaptation to professional activity in the modern world.

Students' independent work is an activity associated with nurturing the thinking of a future professional, any type of class that creates conditions for the emergence of independent thought and cognitive activity. It is the sum total of all independent activities of students both inside the classroom and outside it, in contact with the instructor and in their absence.

Independent work is implemented:

- Directly in the process of classroom sessions—at lectures, practical (seminar) sessions;

- In contact with the instructor outside the framework of the schedule—at consultations on educational issues, during creative works, during the elimination of academic backlogs, when performing individual assignments, etc.;
- In the library, at home, in the dormitory, or at the department when a student performs educational and creative tasks.

Students' independent work can be carried out both inside the classroom and outside it, though it is mostly an extracurricular activity of the student. For active mastery of knowledge in the process of classroom work, not only an understanding of the educational material is required, but also its creative perception.

The main types of independent work and knowledge control include:

- **A set of multi-level tasks and assignments:** Individual resolution of reproductive, reconstructive, and creative assignments, allowing the assessment and diagnosis of the level of learning, skills, and abilities of students on the topics of the discipline. The procedure for conducting this form of student educational activity includes the written execution of assignments of three levels and their defense during a practical session. When checking the assignment, the completeness and independence of execution, as well as the originality of the solution, are evaluated.
- **Outline of a topic (Basic Summary):** A written text in which the content of the main source of information is briefly and consistently set forth. To take notes means to bring information gathered from the original into a certain order. The process is based on the systematization of what has been read or heard. Records can be made both in the form of exact excerpts and quotes, and in the form of a free presentation of the meaning. This type of independent work is aimed at forming concepts about conflicts.
- **Creative project:** A creative project may include drawings, audio and video recordings, and various texts, i.e., different types of information, for the processing of which it is important to learn how to work with new software products. For the successful implementation of the project, it is important to pay attention to the choice of the topic and to the goals that are solved by the students independently.
- **Interview (Vetting / Oral Examination):** A means of control organized as a special conversation between the instructor and the student on topics related to the discipline being studied, designed to clarify the scope of knowledge of the student on a specific section, topic, problem, etc.
- **Business game:** Joint activity of a group of students and a pedagogical worker under the guidance of the pedagogical worker aimed at solving educational and professionally oriented tasks

through game modeling of a real problem situation. It allows the assessment of the ability to analyze and solve typical professional tasks.

- **Seminar-discussion:** A form of educational activity that allows including students in the process of discussing a controversial issue or problem and assessing their ability to argue their own point of view, implying a comprehensive discussion of any issue, problem, or comparison of information, ideas, opinions, and proposals.
- **Round table:** Consideration of a problem in the interconnection of its individual aspects. This requires students not only to prepare more thoroughly but also to master the skills of conducting a discussion, arguing their own point of view, as well as having a sufficiently high level of tolerance. The tasks of the round table are to generalize this experience and to develop the ability to highlight the most important aspects of a problem without breaking away from its general context.

Continuous assessment is done through individual and group consultations, interviews, and in the process of analysis and self-analysis of independent work.

2. SCHEDULE FOR INDEPENDENT WORK

Types and content of student independent work; forms of control and submission deadlines

Technological map of student independent work

Codes of competencies & Indicators	Type of Students' Activity	Final product of independent work	Means & Technology for Assessment	Hours, incl.		
				SIW	Face-to-face with the teacher	Total
Semester 1						
UC-5	Preparation for a practical class	Summary / Notes	Interview	4	0.5	4.5
UC-5	Preparing a creative project	Creative project	Presentation of the creative project	3	0.5	3.5
UC-5	Independent study of respective educational, research, reference literature, and Internet resources	Summary / Notes	Interview	9	1	10
Total for the Semester 1				16	2	18
Total				16	2	18

*Note: required instructions for practical sessions are reflected in the **Methodological Guidelines for Practical Works in the Foundations of Russian Statehood Discipline for Students of All Fields of University Profile** [Electronic resource], 2026.*

3. CONTINUOUS PERFORMANCE ASSESSMENT AND INTERIM EVALUATION

Continuous Performance Assessment

- Control of the quality and timing of studying lecture topics is performed in accordance with the academic schedule. It is compiled in the form of text note-taking (summarizing).
- Control of the quality and timing of performing practical assignments is carried out in accordance with the academic schedule. It is formatted in accordance with the assignment.
- Control of the quality of the defense of individual assignments is carried out in accordance with the academic schedule. It is formatted in accordance with the assignment.
- *Rating evaluation of student knowledge:* Not implied.

Interim Evaluation

- Interim evaluation is conducted in the form of a **graded pass/fail test (differentiated credit)**.
- The test procedure as a separate control event is not conducted; the evaluation of the student's knowledge occurs based on the results of continuous assessment.
- The credit is awarded based on the results of work during the semester, provided that all control points stipulated by the continuous assessment of academic performance have been passed.
- For the credit with a grade, an evaluation according to the 5-point system is used.

Assignments for Independent Work

Questions for Colloquiums and Interviews

Topic 1.1.1. Official Symbols of Russia

1. Histories of the key state symbols of Russia.
2. Significance of the state symbols of Russia.
3. Symbols of the constituent entities of the Russian Federation.

Topic 1.1.2. Informal Symbols of Russia

1. Natural symbols of Russia.
2. Cultural symbols of Russia.
3. Informal symbols of the constituent entities of the Russian Federation.

Topic 1.2.1. Factors of Historical Development

1. Key features of Russia.
2. Stages of the formation of Russia's territory.
3. Historical challenges of Russia.

Topic 1.2.2. Modern Russian Society

1. Ethnic map of modern Russia.
2. Key trends in politics, economy, social, and spiritual spheres of life of modern Russian society.
3. Level and quality of life in Russian regions.

Topic 2.1.1. Applicability and Alternatives of the Civilizational Approach

1. The civilizational approach in social sciences.
2. Advantages and disadvantages of the civilizational approach.
3. Civilization and culture: commonalities and differences.
4. Features of a civilization.
5. Theories of local civilizations.
6. Alternatives to the civilizational approach.

Topic 2.1.2. Classical and Modern Versions of the Civilizational Approach

1. Classics of the civilizational approach: N.Ya. Danilevsky, O. Spengler, A. Toynbee.
2. Modern concepts of the civilizational approach: S. Huntington, A.S. Panarin, A.G. Dugin, J. McNeill, etc.
3. Analysis of the concepts of civilization and culture in the works of representatives of the civilizational approach.

Topic 2.2.1. Russian Civilization in the History of Domestic Thought

1. Traditions of civilizational discourse in Russia.
2. Russian civilization in the academic discourse of Eurasians and Neo-Eurasians.
3. Russia as a frontier civilization.

Topic 2.2.2. Russian Civilizational Identity at the Present Stage

1. The problem of Russian civilizational identity in political discourse.

2. The theme of civilizational identity in the Strategy of the State National Policy of the RF for the Period up to 2036.
3. The problem of civilizational identity in modern Russian socio-humanitarian science.
4. Modern concepts of Russian civilizational identity: globalist (A.A. Zinoviev et al.); national-civilizational (M.F. Antonov, D.M. Balashov, E.V. Volodin, L.M. Leonov, I.R. Shafarevich et al.); geopolitical (A.A. Kara-Murza, S.B. Lavrov, N.N. Moiseev, A.S. Panarin et al.); concept of multi-layered Russian civilizational identity (S.V. Kortunov, V.I. Pantin et al.).
5. Key ideas in V.V. Putin's article **Russia: The National Question**.
6. The Russian World (Russkiy Mir) and Russian civilization.

Topic 3.1.1. The Concept of Worldview in Social Sciences

1. Worldview in modern concepts and theories.
2. Features of modern public opinion and public consciousness in Russia.
3. Value challenges of modern Russian society.

Topic 3.1.2. Outstanding Personalities (Heroes) of Russian History

1. Outstanding figures in the field of politics and public administration.
2. Figures of culture and art.
3. Outstanding figures of culture of the North Caucasus. Outstanding scientists and enlighteners of the North Caucasus region.
4. Heroes of the Great Patriotic War and modern heroes of Russia (regional aspect).

Topic 3.2.1. Values as a Factor of Social Development

1. Value principles of Russian civilization.
2. Value foundations of modern politics.
3. Responses of Russian society to external and internal value challenges of modern politics.

Topic 3.2.2. System Model of the Civic Worldview

1. Name the features of a system.
2. Why is it impossible to develop a single definition of the worldview phenomenon?
3. What types of worldview can be distinguished?
4. Name the significant differences between the concepts of world-feeling, world-understanding, and world-perception.
5. Substantiate the subjective-objective nature of the phenomenon of public consciousness.

6. How do mentality and language contribute to ensuring the continuity of public self-consciousness in socio-historical time?
7. Disclose the specifics of the worldview traditions of modern Russian society.
8. What determines the relative stability of public consciousness?
9. How do you understand the thesis: continuity of public consciousness is necessary for the preservation of socio-cultural identity?

Topic 4.1.1. Foundations of the Constitutional System

1. What is federalization, and what are the reasons for this process? Characterize the stages of federalization in Russia.
2. Characterize the constitutional principles of Russian federalism.
3. What is a political regime? What are its varieties and the main criteria for its determination?
4. Characterize the features of a mixed republic. Why did this specific model turn out to be in demand in Russia?
5. What are the features of political power and the functions it performs?

Topic 4.1.2. Branches and Levels of Power

1. What is a system of checks and balances? Why is it considered a qualifying feature of the democratic foundations of a state's structure?
2. How is the emergence of the idea of separation of powers interconnected with a new interpretation of the state? What specific historical conditions influenced the formation of this principle?
3. List and characterize the elements of the system of separation of powers.
4. Characterize the main stages of the formation of Russian representative bodies. What was their uniqueness?
5. What is the institution of the presidency? What rights and powers are guaranteed to the President of the RF by the current Constitution?

Topic 4.2.1. Strategic Planning in the Russian Federation. National Projects and State Programs

1. Civic participation in the development of the strategy for socio-economic development of a region.
2. Characterize the stages of strategic planning in Russia from 2005 to 2018.
3. Characterize the strategic priorities of Russia in the field of technological development.
4. Provide examples of state and national projects of the RF in the social sphere.

Topic 4.2.2. Civic Participation in the Development of the Country

1. Why is civic participation a more dynamic and flexible form of resolving social problems than traditional representative democracy? Substantiate your point of view.
2. Why is civic participation one of the conditions for the existence of a democratic political regime? How does it affect the formation of the qualities of an active citizen and civic identity?
3. What is the specificity of the relationship between the state and civil society in the modern world and, in particular, in Russia? Can it be argued that the basic principles of these relations have changed since the emergence and theoretical conceptualization of civil society?
4. Why is the implementation of the principles of civil society possible only on the basis of a state governed by the rule of law?
5. List the socio-economic and legal foundations on which classical ideas of civil society were based.

Topic 5.1.1. Russia in the System of World Politics and International Relations

1. Place of Russia in world politics and international relations.
2. Global trends and their impact on Russia.
3. The Foreign Policy Concept of the RF.

Topic 5.1.2. Russia and Global Challenges

1. Definition of the concepts challenges, risks, super-challenges. Typology of challenges.
2. Challenges and risks in the technological sphere (technological and digital divide, problems of technological and digital sovereignty, cybersecurity).
3. Climate challenges: interaction between human and nature.
4. Resources as key challenges to the existence of Russian statehood.

Topic 5.2.1. Internal Challenges to Social Development

1. Internal challenges and contradictions in the social system.
2. Types of contradictions and challenges.
3. Responses of Russian society to internal challenges of social development.

Topic 5.2.2. Images of the Future of Russia

1. Historical experience of constructing images of the future and the possibilities of its application at the present stage of development of the Russian state.
2. Internal and external factors in the formation of images of the future.

3. Images of Russia's future in the context of the concept of historical optimism.
4. Communist utopia as a negative experience of future goal-setting.
5. Forecasting challenges and threats as a way of forming a successful future.

Topics for Creative (Presentation) Projects

1. **Creative Project # 1.** Russian Companies – Global Leaders in the Fields of Energy, Metallurgy, Telecommunication Technologies, Finance, Railway and Air Transport, and Weapons Production (one company at the choice of the student).
2. **Creative Project # 2.** Nature Reserves, National Parks, and Specially Protected Natural Areas (SPNAs) of the Russian Federation (one reserve, park, or SPNA at the choice of the student).
3. **Creative Project # 3.** The Contribution of a Region to the Common Culture of Russia (a region at the choice of the student).
4. **Creative Project # 4.** The Role of Personality in the Formation of Russia's Territory and Resource Development (a personality at the choice of the student).
5. **Creative Project # 5.** Causes and Characteristics of Our Victory in the War... (a war at the choice of the student).
6. **Creative Project # 6.** Causes of Russia's Demographic Problems.
7. **Creative Project # 7.** Causes and Characteristics of the USSR's Victory in the Battle of... during the Great Patriotic War (a battle at the choice of the student).
8. **Creative Project # 8.** Characterization of Russia's Foreign Policy Successes in the Modern Period.
9. **Creative Project # 9.** Characterization of the Specifics of Russia's Economic Achievements in the Modern Period.
10. **Creative Project # 10.** My Family During the Years of the Great Patriotic War.
11. **Creative Project # 11.** The Combat Path Using the Example of My Compatriot (Fellow Countryman).
12. **Creative Project # 12.** The Contribution of My People to the Great Patriotic War.
13. **Creative Project # 13.** The Role of My Region in the Victory in the Great Patriotic War.
14. **Creative Project # 14.** My Compatriots – Heroes of the XXI Century.
15. **Creative Project # 15.** A Retrospective of the Concepts of Culture and Civilization: Stages in the Formation of the Correlation Between Civilization and Culture.
16. **Creative Project # 16.** Formational and Civilizational Approaches to the Study of History and Society: Specifics, Advantages, and Disadvantages.
17. **Creative Project # 17.** Key Dates and Outstanding Personalities Who Influenced the Path of Development of Russian Statehood: The First Cycle of Russian History – from the

Christianization of Rus under the Grand Prince of Kiev Vladimir the Saint (988) to the Destruction of Kiev by the Tatar-Mongols in 1240.

18. **Creative Project # 18.** Key Dates and Outstanding Personalities Who Influenced the Path of Development of Russian Statehood: The Second Cycle of Russian History – from the Battle of Kulikovo (1380) to the Termination of the Rurik Dynasty and the Accession of Boris Godunov to the Moscow Throne (1598).

19. **Creative Project # 19.** Key Dates and Outstanding Personalities Who Influenced the Path of Development of Russian Statehood: The Third Cycle of Russian History – the Election of Mikhail Romanov to the Tsardom in 1613 to the Abdication of Emperor Nicholas II Romanov in 1917.

20. **Creative Project # 20.** Key Dates and Outstanding Personalities Who Influenced the Path of Development of Russian Statehood: From the Revolutionary Events of the Early XX Century to the Modern Era.

21. **Creative Project # 21.** Formation of Modern Civilizational Discourse in Russia.

22. **Creative Project # 22.** A Comparative Analysis of the Views of Eurasians and Neo-Eurasians on Russian Culture and Civilization.

23. **Creative Project # 23.** The Image of Russia as a Frontier Civilization: Visual and Intellectual Sources.

24. **Creative Project # 24.** Events of the Russian World.

25. **Creative Project # 25.** Victories of the Russian Army – a Symbol of National Greatness.

26. **Creative Project # 26.** Russian Culture – a Symbol of the Russian World.

27. **Creative Project # 27.** The Russian Language – a Symbol of the Russian World.

28. **Creative Project # 28.** Values as a Social Ideal.

29. **Creative Project # 29.** Identity Politics in the Consolidation of Traditional Values.

30. **Creative Project # 30.** Freedom and Truth (Justice) as Basic Russian Traditional Values.

31. **Creative Project # 31.** Modifications of Public Consciousness in Russian History.

32. **Creative Project # 32.** Specifics of the Formation of an Ethnic Mentality.

33. **Creative Project # 33.** The Dialectics of Traditions and Innovations in the Socio-Historical Process.

34. **Creative Project # 34.** Integrative Civilizational Values.

35. **Creative Project # 35.** Models of the Civilizational Existence of Man in Russia.

36. **Creative Project # 36.** Politicization of Civilizational Values.

37. **Creative Project # 37.** Consumer Society and the Values of Russian Civilization.

38. **Creative Project # 38.** The Philosophical Foundation of Russian Statehood.

39. **Creative Project # 39.** Historical Experience in the Formation of the State Ideology of Russia.
40. **Creative Project # 40.** Human Freedom as the Freedom of the People, Self-Sacrifice in the Name of Freedom.
41. **Creative Project # 41.** Problems and Trends in the Development of Federal Relations in Russia (1993–2023).
42. **Creative Project # 42.** Models of Federalism in Theory and Political Practice: A Comparative Analysis.
43. **Creative Project # 43.** The Idea of the Welfare State in European Socio-Political Thought.
44. **Creative Project # 44.** Practices of Partnership Between Public Authority Structures and Civil Society.
45. **Creative Project # 45.** Weberian and Marxist Concepts of Political Power: A Comparative Analysis.
46. **Creative Project # 46.** The Institution of the Presidency in World Political Practice.
47. **Creative Project # 47.** A Comparative Analysis of the Russian and Western Representative Systems (Zemsky Sobors and Western European Parliaments).
48. **Creative Project # 48.** The Phenomenon of the Soviets of Workers' Deputies as Organs of Popular Self-Government.
49. **Creative Project # 49.** The System of Checks and Balances in Russian and American Political Practice: A Comparative Analysis.
50. **Creative Project # 50.** The Justification of the Separation of Powers in Russian Religious-Philosophical Thought (V.S. Soloviev's *The Justification of the Good: Essays on Moral Philosophy*; L.A. Tikhomirov's *Monarchical Statehood*).
51. **Creative Project # 51.** The Russian World as a Civilizational Project: Main Parameters and Specifics of Political Positioning.
52. **Creative Project # 52.** Forms of Civic Participation in the Context of the Information Society.
53. **Creative Project # 53.** Volunteering as a Form of Civic Participation: Origins and Features.
54. **Creative Project # 54.** Correlation of the Concepts Civic Participation, Social Partnership, and Intersectoral Interaction.
55. **Creative Project # 55.** The State-Paternalistic Model of Civil Society: Problems and Prospects.
56. **Creative Project # 56.** Participatory Activity and Its Significance in Modern Socio-Political Practice.

- 57. **Creative Project # 57.** Modern Global Challenges in the Sphere of Culture.
- 58. **Creative Project # 58.** Modern Global Challenges in the Sphere of Economics.
- 59. **Creative Project # 59.** Global Digitalization as a Challenge to Humanity.
- 60. **Creative Project # 60.** Digitalization as a Challenge for the Development of Russia.
- 61. **Creative Project # 61.** Environmental Threats as a Challenge for the Development of Russia.
- 62. **Creative Project # 62.** Consumer Society as a Threat to the Traditional Spiritual and Moral Orientations of Russian Civilization.
- 63. **Creative Project # 63.** Presentation of Advanced Domestic Enterprises and Companies as an Important Educational Element Regarding Russia's Significant Role in Responding to Modern Technogenic Challenges.
- 64. **Creative Project # 64.** The Geopolitical Configuration of the System of World Parasitism and Russia's Role in Overcoming It.
- 65. **Creative Project # 65.** The Formation of a Multipolar Model of the World Order in the Context of Constructing Images of Russia's Future.
- 66. **Creative Project # 66.** Images of Russia's Future: Between Postmodernism and Traditionalism.
- 67. **Creative Project # 67.** Russia's Role in the Conflict and Dialogue of World Cultures of the Future.

Structure of Creative Projects

Slide 1 – Project topic;

Slide 2 – Project structure;

Slides 3–4 – Relevance of the problem;

Slides 5–6 – Basic concepts;

Slides 7–11 – Content of the analyzed topic using photographic and video materials, official data, schemes, diagrams, etc.;

Slides 12–13 – Examples, interesting facts;

Slide 14 – Main conclusions;

Slide 15 – Information about the authors.

Topics for Reports / Short Messages

1. Biographies of compatriots by whose labor the spaces of Russia were developed and the national economy was advanced (at the choice of the student).
2. Motives behind the actions of pioneers, inventors, scientific figures, and production leaders: the idea of service (at the choice of the student).
3. Main scientific approaches to the study of a region.
4. Approaches to the definition of a region; types of regions; region and regionalism.
5. Factors of regionalism; the ethnic factor of regionalism.
6. Administrative-territorial division of Russia: history and modernity.
7. The influence of regional characteristics on the professions of residents (oil worker, grain grower, farmer, metallurgist).
8. Unusual natural objects, the main river (lake, mountain, etc.) of your region.
9. Animals and plants of your region listed in the Red Book.
10. Characterization of Russian victories as a result of overcoming difficulties faced by Russia and Russia throughout the entire period of its history (up to 1991).
11. Characterization of the main causes of demographic problems in Russia during various periods of its history.
12. Characterization of Russia's successes in foreign policy and the economy in the modern period.
13. Characterization of the achievements of outstanding contemporary Russian cultural figures.
14. Heroes of Russia and their exploits.
15. Heroes of the Fatherland – defenders of the Russian land.
16. Conscience, dignity, and honor as ethical categories.
17. Courage and heroism of compatriots (fellow countryman) during the years of the Great Patriotic War.
18. Service to the Fatherland as the meaning of Russian patriotism.
19. N.Ya. Danilevsky's doctrine of cultural-historical types.
20. Oswald Spengler's theory of local civilizations.
21. Arnold Toynbee's theory of local civilizations.
22. K. Marx's formational theory.
23. P. Savitsky's concept of cultural-historical types.
24. Lev Gumilyov's concept of ethnogenesis.
25. V. Tsymbursky's concept of Island Russia.
26. W. McNeill's concept of The Rise of the West.

27. S. Huntington's concept of The Clash of Civilizations.
28. Theories of nationalism (E. Gellner, B. Anderson, V. Tishkov, A. Miller).
29. Theories of social constructionism (P. Berger, T. Luckmann, E. Pain).
30. The Christianization of Rus as a factor in the development of Russian civilization.
31. Features of the democratic political culture of Novgorod and Pskov.
32. The process of unifying Russian lands into a Russian state as a transition to an imperial-civilizational project.
33. The state policy of Peter the Great as a factor in the self-preservation of Russian civilization.
34. Soviet realities of the development of Russian civilization.
35. The Russian Federation: new realities and new challenges.
36. Main scientific approaches to the study of Russian civilization.
37. India as a civilizational guideline for Russia in the concept of A.S. Panarin.
38. Images of Russia in Western civilizational science (A. Toynbee, S. Huntington).
39. Ya.G. Shemyakin's concept of a frontier civilization.
40. Russia as East-West in the teachings of N.A. Berdyaev.
41. The continuous struggle for unity and the defense of the Fatherland in Ancient Rus.
42. The ideologeme Moscow – the Third Rome.
43. The Russian national idea: main approaches to understanding in historical-philosophical thought.
44. The concept of the Russian World.
45. Russia and Europe – an eternal question of Russian social-philosophical thought.
46. Patriotism of the Russian people as a feature of the historical path during the Patriotic War of 1812.
47. Development of the messianic idea in Russian thought.
48. The mission of the Soviet Union and Russia in saving the world from fascism.
49. The problem of values in modern science.
50. Basic Russian traditional values.
51. Faith and worldview.
52. Types of worldviews.
53. Public mentality: a set of a posteriori properties or/and a priori qualities?
54. The educational process and the continuity of worldview traditions.
55. The structure of public consciousness.
56. Traditional values of Russian civilization.
57. Ideology and its functions.

58. Basic factors of Russian statehood: Individual (Man), Family, Society, State, Country.
59. The concept of the separation of powers in the works of John Locke.
60. Symbols of power.
61. The nomenklatura system of recruiting political elites and its consequences.
62. T. Hobbes' normative-legal approach to the category of political institution.
63. The problem of the state in Hegel's philosophical system.
64. M. Weber's views on the state.
65. Main strategic planning documents in Russia (analysis of one document at the choice of the student).
66. Political and civic participation: the problem of correlation.
67. Ideas of civil society in the works of Aristotle.
68. Prospects for the development of civil society in modern Russia.
69. Artificial intelligence – challenge or opportunity.
70. Demographic problems in the modern world: society aging; birth rate growth; overpopulation.
71. Ways to solve modern global problems.
72. Russia's role in solving global problems.
73. State policy of Russia on preserving spiritual and cultural heritage.
74. Preservation and strengthening of traditional Russian spiritual and moral values as a condition for national security.
75. Demographic problems in modern Russia.
76. Development of the welfare state as a condition for Russia's national security.
77. Challenges and threats to the development of Russia in the National Security Strategy of the Russian Federation (2021).
78. Ensuring sovereignty as a crucial challenge to the Russian state.
79. Main scientific approaches to understanding the future of Russia.
80. Futurological projects of the West and the East.
81. Images of Russia's future in Western social science.
82. Historiosophical tradition on the destination of Russia in world history.
83. Images of Russia's future in Russian classical literature.

Creative Assignments

Assignment 1. Compose a potential tourism itinerary for youth (Why I want to see Baikal, Kamchatka, Sakhalin, Altai, the North Caucasus, Seliger, Rybinsk, etc.).

Assignment 2. Analyze the socio-economic development of a region (of your choice) according to the following sections:

1. Analysis of the general development level of the region.
2. Analysis (assessment) of the natural resource potential.
3. Analysis of the state of the environment and the causes of its pollution.
4. Analysis and assessment of the level of social and economic development, including an assessment of demographic and immigration processes.
5. The problem of labor resource utilization, level, and quality of life.
6. Assessment of the achieved level of economic development of the region.
7. Assessment of export potential, interregional, and foreign economic relations.
8. Assessment of the financial situation.
9. Analysis of the development of small and medium-sized businesses in the region.

Assignment 3. Identify the environmental problems of your region and the participation (existing experience and potential role) of youth (personal contribution) in solving them.

Assignment 4. Carry out a comparative analysis of the socio-economic development of Russia by periods (the 1990s; the 2000s; the modern period). Note the difficulties and achievements.

Assignment 5. Carry out an analysis of the achievements of the USSR during the Soviet period.

Assignment 6. Carry out an analysis of the sporting achievements of Russia in the modern period.

Assignment 7. Prepare a presentation on the topic Heroes of Our Time. It is proposed to present 20 relevant slides on this topic with bright, memorable illustrations within 40–60 seconds.

- *Approximate topic of the slides:* Heroes are not born, heroes are made in times of trial; Poems are composed about exploits; Heroes live in our memory!
- Discussion and summarizing.

Assignment 8. Choose your hero, a personality who has personally impressed you, and argue your choice.

Assignment 9. Topic: Heroes Among Us. Gather information about residents of your city or village who died while performing tasks during the special military operation.

Assignment 10. Analyze military themes in the works of domestic artists, sculptors, writers, and directors.

Assignment 11. Using Russia as an example, try to identify the alternation scheme of the five socio-economic formations distinguished in the formational approach to the history of societal development. What conclusions can be drawn from this methodology of historical process research?

Assignment 12. Compare the theories of local civilizations of N.Ya. Danilevsky, O. Spengler, and A. Toynbee:

Author of the theory	Theory Name	Typology criteria	Number of civilizations identified	Example of civilizations

Assignment 13. Identify and analyze the diversity of forms of citizen participation in the state governance of the Russian Federation. What other directions for the development of democracy (popular rule) in our country would you like to propose?

Assignment 14. Conduct a comparative analysis of the main characteristics:

Typical signs of civilization	Typical features of the Russian state

Assignment 15. Prepare a presentation on Russian Civilization in Academic Discourse according to the following outline:

1. Title slide.
2. Perceptions of Russia as a state-civilization.
3. Concepts of Russian civilization in domestic science.
4. Concepts of Russian civilization in foreign science.
5. Comparative analysis of domestic and foreign approaches to understanding Russian civilization.
6. Conclusions.

Assignment 16. Carry out an analysis of the academic discourse on Russian civilization according to the following sections:

1. Specifics of the academic discourse on civilization.
2. Genesis of perceptions of Russian civilization in the domestic socio-philosophical tradition.
3. Socio-cultural features of Russia in the discussion between Westernizers and Slavophiles.
4. Geopolitical prerequisites of the civilizational discourse on Russia in the teachings of Eurasians.
5. Russia as a Eurasian civilization in the works of Neo-Eurasians.
6. Features of foreign civilizational discourse.
7. Classics of the civilizational approach (A. Toynbee, O. Spengler, S. Huntington) on Russian civilization and its relations with the West.
8. Frontier concepts of Russian civilization.
9. Russian civilization in the modern geopolitical crisis.
10. The place and mission of Russian civilization in the emerging multipolar world.

Assignment 17. Disclose the inner meaning of the Russian civilizational idea according to the following parameters:

1. A thousand-year history.
2. Traditional spiritual and moral values.
3. Cultural heritage.
4. Cultural (civilizational) code.
5. Ethno-cultural diversity.

Assignment 18. Analyze the various interpretations of the concept Russian World (Russkiy Mir), determine its chronological and spatial boundaries, as well as its ethnic and confessional composition.

Assignment 19. Conduct a comparative analysis of the concepts:

Concept	Meaning
Holy Rus	
Russian Idea	
National Idea	
Your version of a nationwide idea for Russia	

Assignment 20. Define and compare traditional and modernist values.

Assignment 21. Compare modern scientific approaches to the study of values:

Value	Philosophy	Political Science	Sociology	Psychology

Assignment 22. Based on the five-element structure of worldview (the relationship of the individual to the person, family, society, state, and country), identify specific traditional worldview values inherent to representatives of Russian culture.

Assignment 23. Relying on the philosophical definitions of *quality* as an inherent feature of any object and *property* as its acquired, changing characteristic, substantiate the place and role of educational and upbringing activities in the processes of forming an ethnic/meta-ethnic mentality.

Assignment 24. Build a word cloud using the resources <http://www.tagxedo.com/>, <http://www.wordle.net/>, or облакослов.рф to highlight the values of Russian civilization. Determine the key words that characterize the basic spiritual and moral values of Russian civilization, its value core.

Assignment 25. Dividing into three subgroups, characterize the specifics of parliamentary, presidential, and mixed republics. As an example, consider the states with the most clearly represented types of such republics – the FRG (parliamentary republic); the USA (presidential republic); the Russian Federation (mixed republic). Characterize these options of republics according to the following parameters:

- History of formation;
- Socio-cultural conditions of formation;
- Features of parliamentary and presidential elections;
- Functions of the parliament;
- Specifics of government formation;
- Ownership of executive power;
- Place and role of the head of state.

Assignment 26. Consider the administrative-territorial structure of Imperial Russia (the period from the late 18th century to 1917), the USSR, and modern Russia. Conduct a comparative analysis, identifying the common and distinctive features of each model. Provide answers to the following questions:

- Can continuity in the administrative-territorial structure of Russia be traced across the specified historical periods, and what does it consist of?
- Characterize the ethnic composition and settlement of peoples in the indicated historical periods. Have similar features been preserved?
- Compare the formal, declared form of the territorial organization of the state with its embodiment in concrete socio-political practice. Draw conclusions.
- Characterize the specifics of the form of government in each historical period. Did it affect the territorial structure of the state?

Assignment 27. Characterize the amendments to the Constitution of the Russian Federation adopted in July 2020 and fill out the table:

Content of the amendment	Prerequisites for adoption	Changes in the socio-political structure associated with the amendment	Historical significance of the amendment

Assignment 28. Prove that the role of the President within a mixed republic is particularly significant. Describe the specifics of the interaction of the President of the RF with the parliament and the government. Construct a diagram that characterizes the system of checks and balances within a mixed republic. Define the system of checks and balances.

Assignment 29. After analyzing Federal Law# 172-FZ of June 28, 2014, On Strategic Planning in the Russian Federation, determine the principles, tasks, as well as the circle of participants in such planning and their powers.

Assignment 30. Organizing by subgroups, present your variants of a volunteer movement aimed at articulating civic initiatives or demands. Characterize your movement according to the following parameters:

- Sphere of activity (assistance to socially vulnerable segments of the population, search operations; restoration of historical and cultural monuments; environmental movement; support for participants in the special military operation, etc.);
- Legislative basis of the movement;
- Format of work (information provision; material support; organization of leisure activities; solving economic and household problems; restoration of historical heritage; solving environmental problems, etc.);
- Interaction with government bodies and local self-government;
- Frequency of work.
- *Question:* By what criteria can the activity of your subgroup be considered civic participation? Justify your answer by characterizing the tasks set.

Assignment 31. Imagine a situation where you are an election observer. Prove that this type of activity constitutes civic, rather than political, participation. Characterize the legislative framework of your activity, the scope of your rights and powers, the restrictions imposed on your activity, the specifics of relations with representatives of political parties during elections, the chairperson of the election commission, and the voters. What are your goals and tasks?

Assignment 32. Read carefully the quotes reflecting various interpretations of globalization, its essence, and its role in social development. Choose one quote that is the most correct (in your view) and argue your choice.

Quotes:

1. Global politics is both multipolar and polycivilizational; modern modernization is separate from 'westernization' – the spread of Western ideals and norms leads neither to the emergence of a universal civilization nor to the westernization of non-Western societies. The relative influence of the West is declining, and non-Western civilizations are reaffirming the value of their cultures. A world order based on civilizations is emerging (Samuel Huntington).
2. New information technologies integrate the world into global networks. Computer-mediated communication has generated a vast array of virtual communities. But we observe worldwide an increasing distance between globalization and identity, between the network and the 'Self.' Social action and politics are being built around primary identities, either rooted in history and geography or newly constructed in an anxious search for meaning and spirituality (Manuel Castells).
3. Globalization means politicization. Whichever substantive aspect the rhetoric of globalization points to (jobs, production, goods and services, financial flows, information, lifestyles), in each case the political consequences brought to life by the mechanisms of globalization are striking: the institutions of industrial society, previously seemingly completely closed to politics, can 'crack open' and open up to political intervention (Ulrich Beck).
4. Just as globalism is the antithesis of patriotism, the transnational corporation is the antithesis of tradition. With its adaptability and amorality, the corporation does not and cannot have 'roots.' With efficiency as its primary principle of operation, it does not need an 'attachment' to a specific nation or state. The 'global capitalist' and the true conservative are the Cain and Abel of our time (Patrick Buchanan).
5. The prospect of a coordinated global political order emerging is obvious. Growing interdependence at the global level expands the range of situations where similar interests are shared by all states. It seems improbable that any form of world government will be able to emerge in the foreseeable future. But the trend toward globalization at this level is quite distinct (Anthony Giddens).
6. Globalization in its current form has not succeeded. It does not contribute to the stability of the world economy. It is questionable from an environmental point of view. Some see a simple way out – to bury globalization. But this is unfeasible and undesirable. Globalization has nurtured an active global civil society that fights for the strengthening of democracy and social justice. The problem is not with globalization, but with the way it is implemented. We cannot turn the wheel of globalization back – we will have to live with it (Joseph Stiglitz).
7. I insist on the fallacy of the view that globalization is anti-human. Globalization already has a 'human face,' and we can make it even more attractive. The 'inhuman face' belongs by no means to globalization, but to developing economies with their insufficiently developed markets

and institutions – economic and civil. Globalization only highlights and brings to the surface ‘ugly’ distortions, rather than being their cause (Jagdish Bhagwati).

8. Globalization divides no less than it unites; it divides by uniting – rifts occur for the same reasons as the intensification of the uniformity of the world. What appears to be globalization for some turns out to be localization for others; for some, it is a harbinger of new freedom, for others, an unexpected and cruel blow of fate. These two closely interrelated processes lead to a sharp differentiation in the conditions of existence of the population of entire countries and regions (Zygmunt Bauman).

9. Both globalism and anti-globalism have both positive and negative sides. And the bright or bleak future of our planet will by no means be determined solely by the acceleration or deceleration of the process of globalization (William Gay).

10. Globalization will bring particular benefits to the poor and disadvantaged: people will benefit tremendously from the free movement of goods, and foreign investments will lead to the creation of new jobs and production optimization. The unimpeded movement of information flows across state borders allows us to move forward along the path of democratic reforms and economic liberalization (Johan Norberg).

Assignment 33. Which challenges and problems, in your opinion, are the most acute and relevant for modern Russia? Justify your choice.

Assignment 34. Along with the declared American dream and Chinese dream, there is obviously a Russian dream as well. How would you define its content?

Assignment 35. The reassessment of the Westernizer vector of development of Russian society in the 1990s led to the definition of a package of traditional, civilizationally identical spiritual and moral values as the value platform of Russian statehood. The goal of Russia with the adoption of this foundation turned out to be the building of a future consistent with them. What kind of future do you imagine? Create its image.

Assignment 36. Characterize the possible changes whose implementation – along with maintaining the value principles inherent to Russian society – will allow the country to successfully overcome current and future trials.

Assignment 37. To understand the significant role of the Russian Federation in countering the forces of chaos that seek to establish a new world order on its basis, try to theoretically envision a scenario of world development in the event of the destruction of Russia – as a state-civilization – and calculate what the consequences of this destruction would be for the entire world.

Assignment 38. Compose a presentation on the topic Images of Russia’s Future according to the following outline:

1. Title slide.
2. Images of the future as a subject of the social construction of reality.
3. Images of Russia's future in domestic science.
4. Images of Russia's future in foreign science.
5. Comparative analysis of domestic and foreign approaches to understanding the future of Russia.
6. Conclusions.

Assignment 39. Carry out an analysis of the problem of images of Russia's future according to the following sections:

1. Specifics of futurological knowledge in modern science.
2. Genesis of perceptions of the future of Russian civilization in the domestic socio-philosophical tradition.
3. Images of Russia's future in the discussion between Westernizers and Slavophiles.
4. Geopolitical factors in forecasting Russia's future.
5. Soviet experience in creating images of the future.
6. Modern domestic concepts of images of Russia's future.

Assignment 40. Disclose the historical significance of the images of Russia's future according to the following parameters:

1. Russia's mission in the world of the future.
2. Russian traditional spiritual and moral values in the world of the future.
3. Russia's cultural heritage in the world of the future.
4. Russia's cultural (civilizational) code in the world of the future.
5. Russia's ethno-cultural diversity in the world of the future.

5. METHODOLOGICAL GUIDELINES BY TYPES OF WORK

Outline of a Topic (Basic Summary)

A basic summary of a topic is an expanded visual construction of the theme, containing rules, formulas, definitions, graphs, unit symbols, and keywords arranged in a specific order.

An outline (from the Latin *conspectus* – review) is a written text in which the content of the main source of information is briefly and consistently set forth. To take notes means to bring information gathered from the original into a certain order. The process is based on the systematization of what has been read or heard. Records can be made both in the form of exact excerpts and quotes, and in the form of a free presentation of the meaning. The manner of writing an outline, as a rule, is close to the style of the primary source.

If an outline is compiled correctly, it should reflect the logic and semantic connection of the recorded information. It can easily be used after a certain period of time, as well as provided for use to someone else, since reading correctly recorded data will never cause difficulties. A smart outline helps to perceive information of almost any complexity, previously giving it a understandable form.

In the process of studying or when solving a problem, the most important and necessary points are highlighted from the total volume of information, thus simplifying the mastery of the material. In well-made records, specialized terminology can be easily found, clearly explained, and distinctly highlighted for memorizing the meanings of various words. Using outlined information, it is easier to create meaningful creative or scientific works, various essays, and articles.

Types of Outlines

It is important to be able to distinguish between outlines and correctly use the category that best suits the work being performed.

- **Plan-outline:** This type of exposition on paper is created on the basis of a pre-compiled plan of the material and consists of a certain number of points (with headings) and sub-points. In the process of taking notes, each heading is disclosed—supplemented with a short text, ultimately resulting in a well-structured plan-outline. This option is most suitable for urgent preparation for a public speech or seminar. Naturally, the more consistent the plan is (its points should reveal the content as much as possible), the more coherent and full-fledged your report will be. Experts recommend filling a plan-outline with notes indicating all the sources you use, as over time it is difficult to reconstruct them from memory.
- **Schematic plan:** This variation of an outline looks like this: all points of the plan are presented in the form of interrogative sentences to which an answer must be given. While studying the material, you make short notes (2–3 sentences) under each question point. Such an outline reflects the structure and internal relationship of all information and contributes to a good assimilation of information.
- **Textual outline:** This form of exposition is more saturated than others and is compiled from excerpts and quotes from the source itself. A plan can easily be attached to a textual outline, or it can be filled with various theses and terms. It is best suited for those who study science or literature, where quotes from authors are always important. However, compiling such an outline is not easy. One must be able to correctly separate the most significant quotes in such a way that they ultimately provide an understanding of the material as a whole.
- **Thematic outline:** This method of recording information differs significantly from others. Its essence lies in covering a specific issue, using not one source, but several. The content of each

material is not reflected, as this is not the goal. A thematic outline helps better than others to analyze a given topic, reveal the questions posed, and study them from different angles. However, be prepared for the fact that you will have to process a lot of literature for the completeness and integrity of the picture; only in this case will the presentation possess all its advantages.

- **Free outline:** This type of outline is intended for those who know how to use several methods of working with material at once. It can contain anything—excerpts, quotes, a plan, and many theses. You will need the ability to quickly and concisely express your own thoughts and work with a plan and author's quotes. It is believed that such a recording of information is the most holistic and full-weight.

Technique of Compiling an Outline

- It is important to review the material, identify the features of the text, its character, and understand whether it is complex or contains unfamiliar terms.
- Read the text again and thoroughly analyze it. Such work with the material will make it possible to separate the main from the secondary, divide information into component parts, and arrange it in the right order.
- Designate the main thoughts of the text, which are called theses. They can be written down in any way—as quotes (in case it is important to convey the author's thought) or in one's own way.

Rules for Outlining Lectures

When taking notes during lectures, it is recommended to adhere to the following basic rules:

- Do not start recording material from the first words of the instructor; first, it is important to listen to the thought to the end and try to understand it.
- You should start writing at the moment when the instructor, finishing the presentation of one thought, begins to comment on it.
- Separate parts must be highlighted in the outline. It is important to demarcate headings, subheadings, and conclusions, separating one topic from another. Highlighting can be done by underlining or using another color (just do not turn the text into motley pictures). It is recommended to make indents to indicate paragraphs and plan items, blank lines to separate one thought from another, and numbering. If definitions, formulas, rules, and laws in the text can be made more noticeable, they are enclosed in a frame.
- Records should be created using accepted conventional designations. When taking notes, it is absolutely necessary to use a variety of signs (they are called signal signs). These can be pointers and directional arrows, exclamation and question marks, combinations of PS (postscript)

and NB (note well / pay attention). For example, the word consequently can be designated by a mathematical arrow $\rightarrow$. When your own set of signs is developed, creating an outline and later studying it will be easier and faster.

- Do not forget about abbreviations (shortened words), equal and unequal signs, greater than and less than signs.
- Abbreviations are of great benefit for creating a correct outline. However, experts believe that abbreviations of the type д-ть (to think) and the like should not be used, since subsequently a large amount of time is spent on decoding, and reading an outline should not be interrupted by extraneous actions and reflections. It is best to develop your own system of abbreviations and use them to designate the same words in all records (and nothing else). For example, the abbreviation г-ть will always and everywhere be the word to speak, and the capital letter P will be the word work.
- Undeniably, foreign words will help organize a good outline. The most applicable among them are English words. For example, the abbreviated ok successfully designates the words excellent, wonderful, or good.
- Complex and long arguments must be avoided.
- When taking notes, it is better to use declarative sentences and avoid independent questions. Questions are appropriate in the margins of the outline.
- Do not try to record the material word for word; in doing so, the main thought is often lost, and moreover, such a record is difficult to maintain. Secondary words, without which the main thought is not lost, must be discarded.
- If incomprehensible terms are encountered in a lecture, you can leave a space and clarify their meaning with the instructor after class.
- Having studied all the details of correct note-taking, you can learn not only to work easily and effectively at lectures or courses, but also to do it with pleasure. It is a great pleasure to know those truths that previously seemed inaccessible.

When checking the assignment, the following are evaluated:

- Knowledge of the material;
- Ability to clearly and logically express one's thoughts and approach the resolution of the main issues of the topic creatively;
- Independence of thinking.

Creative Project

A creative project is a form of control aimed at testing the information and communication competencies of the student.

It is an independent research work in which the author reveals the essence of the problem under study, provides various points of view, as well as their own views on it. The content of the project must be logical; the presentation of the material must be of a problem-thematic nature; an independent author's position must be traceable in the text.

The project stimulates the disclosure of the student's research potential, the capacity for creative search, cooperation, self-disclosure, and the manifestation of capabilities.

The author of the project must demonstrate the level of worldview and general cultural competence achieved, i.e., demonstrate knowledge about the real world, about the connections, dependencies, and problems existing in it, about leading worldview theories, the ability to show evaluative knowledge, study theoretical works, use various research methods, and apply various techniques of creative activity.

Structure of a Creative Project

The project must consist of the following parts: introduction, first part (referative), second part (research), and conclusion.

- **Introduction:** This is the statement of the problem, justification of the Rationale, and determination of the goal and tasks of the research.
- **First part:** This reflects the degree to which the problem has been developed in socio-humanitarian knowledge and a conclusion on what remained outside the scope of these studies.
- **Second part:** This is the student's own research and the justification of their point of view on the analyzed problem.
- **Conclusion:** These are the conclusions reached by the student as a result of studying the state of the issue and conducting their own research.

At the end of the project, a list of used literature must be presented (at least 5 sources). The volume of the work is **1 printed sheet (24 pages of typewritten text)**. The time allocated for the defense of the project is **10 minutes**, and the time for discussing the project is **5 minutes**. The presentation and defense of the project must be accompanied by a multimedia presentation.

When evaluating the project, the volume of work performed, the competence of the student in the chosen field, independence in approaches, judgments, and conclusions, as well as a creative approach to solving the problem, culture of formatting, and literacy are taken into account.

The goal of executing a creative project is to develop skills for the critical analysis of texts by scientists specializing in the project topic, both classics and modern scientist-thinkers,

expressing one's attitude toward the points of view set forth in them on the main problems, and the ability to apply the acquired knowledge to pose and solve research tasks related to the students' study of a particular area of knowledge.

This form of educational activity includes:

- Familiarization of the student with the project topics;
- Selection and analysis of literature on the project topic;
- Creation of a multimedia presentation of the project;
- Preparation for delivering a report on the project topic in class;
- Delivering the report on the project topic;
- Evaluation of the content of the presentation by students and the instructor.

Project topics enable students to independently carry out an expanded analysis of a problem using scientific and other literature on the topic, and to draw conclusions that generalize both scientific views and the author's position on the problem. The basic level is aimed at presenting existing scientific research on the project topic.

To prepare for this assessment event, it is important to analyze the proposed project topic, select literature, think through the content, and format the project.

When checking the assignment, the following are evaluated:

- Correspondence of the content to the project topic;
- Compliance with the requirements for the structure of the report and volume;
- Independence of execution;
- Validity, clarity, and conciseness of the answer on the project topic;
- The level of mastery of the topic and presentation of the material—the correctness (appropriateness and sufficiency) of the information used;
- Scientific character and independence of the oral and written presentation of the project.

When preparing a thematic presentation, it should be noted that there are requirements for the creation and presentation of slides. Slides in a presentation should be simple and contain **no more than 7 lines of text** in each. Overloading with text makes the slides difficult to read, especially for those sitting far away; this causes disappointment and antipathy toward the speaker or their presentation among people.

1. Requirements for Text:

- Do not write at length;
- Break textual information across slides;
- Use headings and subheadings;
- To increase readability, use formatting, lists, and font selection.

2. Requirements for the Background: It is recommended to use the following color combinations:

- Blue on white;
- Black on yellow;
- Green on white;
- Black on white;
- White on blue;
- Green on red;
- Red on yellow;
- Red on white;
- Orange on black;
- Black on red;
- Orange on white;
- Red on green.

3. Requirements for Illustrations:

- The more abstract the material, the more effective the illustration.
- What can be depicted is better not described in words.
- Depict what is difficult or impossible to describe in words.
- Use animation as one of the effective means of attracting and managing user attention.
- Use video information that allows demonstrating information dynamically in real time, which is unavailable in traditional learning.
- Remember that video information requires large computational resources and significant expenses for delivery and image reproduction.

4. Requirements for Sound:

- An excess of sound is unacceptable, as it can irritate the student.
- The best result is achieved when using short voiced texts that reinforce the key points of the course.
- The simultaneous presence of voice accompaniment and readable text on the screen, as a rule, is perceived negatively. Most students read text much faster than the narrator speaks, which quickly begins to irritate them.
- The presence of long texts that are read by a narrator non-verbatim, with various variations, greatly distracts the student from the actual topic of study to the search for inconsistencies, which is extremely harmful to the learning process.

- The use of texts spoken in the first or second person significantly contributes to the involvement of the student in the process.
- If it is possible to use virtual characters (agents) in the course who are capable of communicating with the student in the first person, the efficiency of perceiving the topic increases significantly.

Criteria for Evaluating a Presentation

- **Content criterion:** Correct choice of topic, knowledge of the subject and free command of the text, improvisation, speech etiquette.
- **Logical criterion:** Well-structured logical-compositional construction of speech, evidence, reasoning.
- **Speech criterion:** Use of linguistic (metaphors, phraseological units, proverbs, sayings, etc.) and non-linguistic (posture, manners, etc.) means of expressiveness; phonetic organization of speech, correctness of stress, clear diction, logical stresses, etc.
- **Psychological criterion:** Interaction with the audience (direct and feedback loops), knowledge and consideration of the laws of speech perception, use of various techniques for attracting and activating attention.
- **Criterion of compliance with design and ergonomic requirements for a computer presentation:** Requirements for the first and last slides are met, a justified sequence of slides and information on slides is traceable, a necessary and sufficient amount of photographic and video materials is present, features of the perception of graphic (illustrative) information are taken into account, a correct combination of background and graphics is used, the design of the presentation does not contradict its content, competent correlation of oral presentation and computer accompaniment is maintained, and the general impression of the multimedia presentation is positive.

Interview

An interview represents an individual conversation with each student on the proposed questions, followed by an evaluation of their preparation. The purpose of this form of class is to exercise continuous assessment of knowledge on the topic. The tasks of the interview include acquiring the skill of working with sources and literature; the ability to competently compile outlines and use them; and identifying various points of view on a problem and the degree of its development in scientific literature. The interview presupposes compulsory note-taking of a text

or section of a monograph at the choice of the student, as well as the study of all proposed literature on the topic.

Report / Short Speech

The preparation and delivery of a report is an important part of a student's independent work. Each student must deliver a report once during the period of studying the discipline. Topics of reports are distributed by the instructor leading the practical sessions at the beginning of the semester, taking into account the profile of the specialty and the interests of the students. Students may propose their own topics.

The optimal duration of an oral presentation is **7–8 minutes**, and the optimal volume of the report text is **8–10 pages**. In this case, the entire text should not be read out; it is important to highlight the most important, nodal problems and focus attention on them.

Since the topics of reports vary, it is difficult to develop uniform guidelines for their writing. Pay attention, however, to the following:

- The preparation of a report should be carried out predominantly on the basis of scientific rather than educational literature; when selecting literature, use the list of literature for the course program Foundations of Russian Statehood, as well as the catalogs of the university and regional scientific libraries.
- Try to bring a search/exploratory element into the preparation of the report; attract additional literature not specified in the educational materials of the department, formulate and argue your own position, and bring forward new facts. Only a problem-oriented report can receive the highest grade.

Requirements for Formatting a Report

- The report must be formatted using a computer and a printer on one side of A4 paper size through **1.5 line spacing**. The font color must be black, and the height of letters, numbers, and other characters must be no less than 1.8 mm (**Times New Roman font, 14 pt.**).
- The text should be printed observing the following page margin sizes: **top and bottom – 20 mm, left – 30 mm, right – 10 mm**.
- The paragraph indent must be identical throughout the text and amount to **1.27 cm**. Text alignment must be **justified**.
- It is permitted to use computer capabilities to accentuate attention on certain terms and formulas by applying bold type, italics, and underlining. Word hyphenation is unacceptable.

- A period at the end of a heading is not placed. If a heading consists of two sentences, they are separated by a period. Underlining a heading is not allowed.
- The distance between the headings of a section or subsection and the subsequent text, as well as the distance between headings and the preceding text, must be equal to **15 mm (2 blank lines)**.
- The title of each chapter and paragraph in the text of the work can be written in a larger font or bold font than the rest of the text. Each chapter begins on a new page; paragraphs (subsections) are located one after another.
- In the text of the report, it is recommended to use a new line more frequently, separating a finished thought into an independent paragraph. Enumerations encountered in the text of the report must be formatted in the form of a bulleted or numbered list.
- All pages must be numbered. Sheet numbering must be continuous. The sheet number is indicated in Arabic numerals. Sheet numbering begins from the third sheet (after the table of contents) and ends with the last one. On the third sheet, the number 3 is placed. The page number is not placed on the title page. Page numbers are placed in the center of the bottom part of the sheet without a period. The list of used literature and appendices are included in the general numbering of sheets.
- Figures and tables located on separate sheets are included in the general numbering of sheets and are placed, if possible, immediately following the sheets on which references to these tables or illustrations are given. Tables and illustrations are numbered sequentially with Arabic numerals in a continuous numbering system. It is permitted to number figures and tables within a section. In this case, the number of the table (figure) consists of the section number and the serial number of the table, separated by a period.

Formatting the References (Literature)

Each source must contain the following mandatory fields:

- Surname and initials of the author;
- Title;
- Publisher;
- Place of publication;
- Year of publication;
- Pages.

Appendices are placed at the end of the work. References must be given to all appendices in the text. Each appendix should begin on a new page, indicating the word Appendix and its number at the top center of the page. The appendix must have a title, which is recorded symmetrically relative to the text from a capital letter as a separate line.

6. LIST OF LITERATURE RECOMMENDED FOR STUDENTS' INDEPENDENT WORK

Main Literature

1. *Foundations of Russian Statehood: textbook* / A. D. Kharichev, A. V. Polosin, A. V. Selezneva. – Moscow: Delo Publishing House RANEPa, 2024. – 448 p. (DNA of Russia Library). https://russiadnk.ru/materials/3/page_view?page=1
2. *Foundations of Russian Statehood: educational and methodical complex on the discipline for higher education organizations* / V. M. Marasanova, V. E. Bagdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. – Moscow: Delo Publishing House RANEPa, 2023. – 272 p. <https://russiadnk.ru/materials/335>
3. *Foundations of Russian Statehood: textbook for students of natural science and engineering-technical specialties* / Project leader A. A. Larionov (Hieromonk Rodion), scientific ed. P. Yu. Uvarov, ed. O. A. Chagadaeva / Authors' collective: A. P. Shevyrev, V. V. Lapin, S. V. Rogachev, A. V. Tutorsky, P. Yu. Uvarov, A. A. Larionov (Hieromonk Rodion), V. S. Eremin, N. Yu. Pivovarov, O. A. Efremov, E. A. Makovetsky, E. A. Ovchinnikova, D. A. Andreev, V. V. Bulatov, O. A. Chagadaeva. – M.: National Research Nuclear University MEPhI; Klio Publishing House, 2023. – 260 p. <https://russiadnk.ru/materials/14>
4. *Foundations of Russian Statehood: textbook for students studying socio-humanitarian sciences* / T. V. Evgenieva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. – Moscow: Delo Publishing House RANEPa, 2023. – 550 p. https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf
5. Yukhno A. S. *Foundations of Russian Statehood: educational and methodical manual* / A. S. Yukhno. – Moscow: Delo, 2023. – 116 p. <https://www.iprbookshop.ru/139798.html>

Additional Literature

1. Danilevsky N. Ya. *Russia and Europe* / N. Ya. Danilevsky. – Moscow: Yurayt Publishing House, 2025. – 453 p. (Anthology of Thought). Text: electronic // Yurayt Educational Platform [website]. – URL: <https://urait.ru/bcode/562234>

2. Jessop B. *The State: Past, Present, Future*. – M.: Delo Publishing House RANEPa, 2019. – 504 p.
3. *History of Russian Philosophy* / under the general editorship of M. A. Maslin. – M.: INFRA-M, 2018. – 640 p.
4. Leontiev K. N. *Byzantinism and Slavdom*. – M.: Direct-Media, 2014. – 170 p.
5. *Megatrends: Main Trajectories of the Evolution of the World Order in the XXI Century: textbook* / edited by T. A. Shakleina, A. A. Baykov. – 3rd ed., corrected, supplemented, and revised. – M.: Aspect Press Publishing House, 2025. – 520 p.
6. Nikonov V. A. *The Russian Matrix*. – M.: Russkoe Slovo, 2014. – 991 p.
7. Nikonov V. A. *Russian Civilization*. – M.: Prosveshchenie, 2021. – 256 p.
8. Orlov A. S., Georgieva N. G., Georgiev V. A., Sivokhina I. A. *History of Russia*. – M.: Prospekt, 2021. – 680 p.
9. Perevezentsev S. V. *Russian History: from ancient times to the beginning of the XXI century*. – M.: Academic Project, 2018. – 571 p.
10. *Russian Society: Architectonics of Civilizational Development: [monograph]* / R. G. Braslavsky, V. V. Galindabaeva [et al.]; executive editor V. V. Kozlovsky; FNISC RAS. – M.; St. Petersburg: FNISC RAS, 2021. – 340 p.
11. *Russia as a State-Civilization: Higher Goals and Development Alternatives: collective monograph based on the materials of the Jubilee International Panarin Readings dedicated to the 75th anniversary of the birth of A. S. Panarin* / executive editor: V. N. Rastorguev; scientific editor: A. V. Nikandrov / Russian Scientific Research Institute of Cultural and Natural Heritage named after D. S. Likhachev (Heritage Institute); Lomonosov Moscow State University, Faculty of Philosophy. – Moscow: Heritage Institute, 2016. – 400 p.
12. Soloviev A. I. *Adoption and Execution of Governmental Decisions*. M.: Aspect Press, 2024. – 423 p.
13. Toynbee A. J. *A Study of History*. – Moscow: Progress, 1991. – 736 p.
14. Fadeev V. A. *The Transfiguration of Humanism*. – Moscow: RSUH, 2022. – 198 p.
15. Huntington S. *The Clash of Civilizations*. – M.: AST, 2023. – 640 p.
16. Kharichev A. D., Shutov A. Yu., Polosin A. V., Sokolova E. N. *Perception of Basic Values, Factors and Structures of Socio-Historical Development of Russia (based on research and approbation materials)* // Journal of Political Studies. – 2022. – Vol. 6, # 3. – P. 9-19.
17. Tsymbursky V. L. *Island Russia: Geopolitical and Chronopolitical Works, 1993–2006*. – Moscow: ROSSPEN, 2007. – 544 p.
18. Shestopal E. B. *They and We. Images of Russia and the World in the Consciousness of Russian Citizens*. – M.: ROSSPEN, 2021. – 423 p.

19. Shurtakov K. P. *Worldview and Methods of its Formation: a conceptual and philosophical analysis*. – Kazan: Kazan University Publishing House, 1989. – 212 p.
20. Spengler O. *The Decline of the West* / O. Spengler: translator A. A. Frankovsky. – Moscow: Yurayt Publishing House, 2025. – 237 p. – (Anthology of Thought). Text: electronic // Yurayt Educational Platform [website]. – URL: <https://urait.ru/bcode/564017>

Regulatory Documents

1. Constitution of the Russian Federation.
2. Strategy of the State National Policy of the Russian Federation for the Period up to 2036.

Internet Resources

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>, free. – Title from the screen.
2. Website of the State Duma Committee on Nationality Affairs. Access mode: <http://www.komitet2-4.km.duma.gov.ru/>, free. – Title from the screen.
3. Website of the Federal Agency for Nationality Affairs. Access mode: <http://government.ru>, free. – Title from the screen.
4. Website of the Assembly of peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. – Title from the screen.
5. Website of the Institute of Ethnology and Anthropology of the RAS. Access mode: <http://iea-ras.ru/>, free. – Title from the screen.
6. Website of the Institute of Sociology of the RAS. Access mode: <http://www.isras.ru/>, free. – Title from the screen.
7. Political Regional Studies. Laboratory for Regional Political Studies of the HSE University. Access mode: <http://www.regional-science.ru/>, free. – Title from the screen.

Information Reference Systems

1. Databases of the INION RAS (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU (<http://www.elibrary.ru>)
3. Information System Single Window of Access to Educational Resources (<http://window.edu.ru/>)
4. University Information System RUSSIA (uisrussia.msu.ru)

Electronic Library Systems

1. Electronic Library System (ELS) University Library Online.
2. ELS Znanium.