

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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Methodological guidelines
for the completion of practical work
by discipline
Fundamentals of Russian Statehood
for students in the field of study

11.03.02 Infocommunication technologies and communication systems, (profile)
"Intelligent data processing in infocommunication systems and networks"

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INTRODUCTION

The course "Fundamentals of Russian Statehood" is a mandatory course in the educational program for all university majors and programs. Its study contributes to a systematic and timely response to current challenges in the educational and social policies of the Russian state by creating the necessary conditions for students' self-determination and socialization based on generally accepted values and norms of behavior, as well as by instilling in them a strong sense of citizenship and patriotism.

The objective of mastering this discipline is to develop in students a system of knowledge, skills, and competencies, as well as values, rules, and norms of behavior associated with an awareness of belonging to Russian society, the development of a sense of patriotism and civic responsibility, the formation of the spiritual, moral, and cultural foundation of a developed and integrated personality, aware of the particularities of the historical path of the Russian state, the originality of its political organization, and the combination of individual dignity and success with social progress and political stability of their homeland.

Objectives for mastering the discipline:

Achieving the set goals requires solving a number of problems.

- 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 personality and the ability to independently judge 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, to present them in a relevant and meaningful perspective that fosters in citizens pride and involvement in their culture and their people;
- to present the key meanings, ethical and ideological doctrines that have developed within Russian civilization and reflect its multinational, multi-confessional and solidarity (community) character;
- to consider the features of the modern political organization of Russian society, the causal nature and specificity of its current transformation, the value support of traditional institutional decisions and the special polyvariance of the relationship between the Russian state and society in the federal dimension;
- to explore the most likely external and internal challenges facing Russian civilization and its statehood at the present time, and to identify key scenarios for its future development;
- to identify the fundamental value principles (constants) of Russian civilization (unity of diversity, sovereignty (strength and trust), harmony 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).

The place of the discipline in the structure of the educational program.

This course belongs to Block 1. "Disciplines (Modules)" of the compulsory course. It is completed in the first semester.

As a result of mastering the topics and sections of the discipline, work in practical classes, students should develop the following competencies: UK-5

As a result of mastering the discipline, the student must:

- to understand modern Russian statehood and the current political structure of the country in a broad cultural, value and historical context, to perceive the continuous nature of Russian history and the multinational, civilizational vector of its development;

- to perceive and share a mature sense of civic responsibility and patriotism, to feel one's belonging to Russian civilization and Russian society, to perceive one's personal development through the prism of the public good and moral guidelines relevant to the individual;
- participate in the formation and improvement of the political system of their homeland, accept and share responsibility for what is happening in the country, recognize the importance of their civic participation and the prospects for their self-realization in socio-political life;
- develop the skill of critical thinking and independent judgment, which allows you to improve your academic and research competencies even in relation to resonant and suggestive problems and challenges;
- develop the ability to carefully, objectively and comprehensively analyze incoming socio-political information, the ability to check various opinions, positions and statements for reliability, consistency and conventionality;
- improve your personal and mass communication skills, develop the ability to compromise and dialogue, and respectfully accept the national, religious, cultural and ideological characteristics of different peoples and communities;
- confidently possess key information about the political structure of their country, their region and their locality, and develop competencies for conscious historical perception and political analysis;
- to develop the ability to aggregate and articulate an active civic and political position, to develop a value-based skill of involvement in public life and caring involvement (empathy) in the key problems of one's community and one's homeland

The guidelines serve as an informational and practical source.

PRACTICAL CLASSES

Practical lesson No. 1.

Lesson Topic: Russia: Geographic Factors and Natural Resources

Objective: to form a holistic understanding of the territory, population, ethnic and religious composition, natural resources, and cultural diversity of Russia

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the natural, geographical and socio-political characteristics of modern Russia;

the ability to identify Russia's natural resource potential and the names of compatriots whose labor developed the spaces of our country and the national economy;

possession of skills in analyzing the main stages of the historical process of formation of the natural and economic base of Russia.

The relevance of the topic is determined by the need to develop an understanding of the multifaceted and diverse natural resource potential of the country, its ethnocultural diversity, so that the student can understand where he can be in demand as a specialist and how he can help his country.

Plan

1. Geographical factors and natural resources of Russia
2. Stages of formation of the territory of Russia
3. Ethnic map of Russia

Theoretical section. In preparation for the first question, it is necessary to consider Russia's territory, natural resource potential, socioeconomic processes within the country, demographic and labor resources, economic ties, and natural and environmental aspects.

The Russian Federation is the largest country in the world by territory, occupying over 17.1 million square kilometers, which is more than 13%, or one-eighth, of the world's land area. Russia stretches over 4,000 kilometers from north to south, and approximately 10,000 kilometers from west to east, resulting in a diverse range of climatic zones and natural zones within the country. The Russian Federation spans 11 time zones, ranging from four climate zones to 16 climate zones (according to Köppen). The country's topography includes vast plains (approximately 70% of the country's total area), lowlands, and mid-mountain areas. High-altitude regions include Mount Elbrus (5,642 meters), the highest point in Russia; the Altai Mountains, including Mount Belukha (4,506 meters); and the Far East (Klyuchevskaya Sopka in Kamchatka (4,750 meters). Russia is washed by the seas of three oceans and 12 seas. Russia shares land borders with 16 countries and maritime borders with the United States and Japan.

The Ural Mountains and the Ural River roughly divide our country into two parts – European and Asian. 23% of Russia's territory is in the European part. The westernmost point of Russia is the Normeln border post in the Kaliningrad region. The easternmost point of Russia on the mainland is Cape Dezhnev. The southernmost point of Russia is in southern Dagestan. The northernmost point is Cape Chelyuskin on the Taymyr Peninsula. The coldest inhabited place in Russia is the village of Oymyakon in Yakutia, with a record temperature of 71.2 degrees Celsius.

Russia has exceptional natural resources: 1st place in diamond, asbestos, and natural gas reserves, 1st place in palladium mining, wheat and mineral fertilizer exports, and the largest freshwater lake by volume, Baikal, which holds almost a fifth of the world's lake drinking water. Russia has about 20,000 mineral deposits. Russia's share of the world's natural resource reserves is as follows: apatite - 64.5%, natural gas - 35.4%, iron - 32%, nickel - 31%, hard coal - over 30%, brown coal - 29%, tin - 27%, cobalt - 21%, zinc - 16%, uranium - 14%, oil - 13%, lead - 12%, copper 11%, etc. Russia's oil and gas reserves are of particular importance. The Yamal Peninsula, Western Siberia, and the Volga-Ural oil and gas province are prominent. Colossal oil and gas reserves have also been discovered offshore Sakhalin Island and the Kamchatka Peninsula, in

Yakutia, and Eastern Siberia. Russia's forest reserves: 79% are located in the eastern regions, and 21% in the European part; forests cover more than half of the country. In terms of hydroelectric potential, Russia is second only to China. The main waterway of the European part of the country is the Volga. Russia's river routes cover approximately 400,000 kilometers.

When characterizing the Russian economy, it should be noted that Russia's modern economic complex has a complex industry structure, with the most important sectors being electric power, fuel, metallurgy, chemicals, mechanical engineering, agriculture, construction, and transportation. Industries producing consumer goods are currently experiencing rapid growth. The agro-industrial complex is experiencing rapid development, so it's no coincidence that Russia is currently one of the largest exporters of agricultural products in the world. Nevertheless, a number of priority economic challenges remain. These include: effective management of natural and labor resources, improving regional policy, and overcoming regional economic imbalances.

The second question requires defining the characteristics and basis of our country's natural and economic potential.

Characteristic features of Russia:

- 1) unprecedented territorial extent;
- 2) exceptional natural wealth;
- 3) federal and ethnic diversity, which determines the constitutional novelty of the multinational Russian people;
- 4) a wide range of developed national businesses;
- 5) technological cross-section and outstanding inventions;
- 6) natural and cultural codes-archetypes, value symbols of Russia.

Russia's territory is the foundation of our country's natural and economic potential. Four historical stages can be distinguished in the formation of Russia's territory, and therefore in the development of its natural and economic resource base:

- 1) the emergence and formation of the territorial core of the state;
- 2) development of territories;
- 3) territorial stabilization;
- 4) territorial destruction, multidirectional tendencies.

In the 16th–17th centuries, the country's territory increased significantly thanks to the annexation of Siberia:

- The conquest of Siberian lands was akin to the Great Geographical Discoveries for Russian explorers.
- Despite Russia's abundance of resources, mining has always been quite expensive.
- Russia was constantly developing new lands, so the economy developed along an extensive path.
- Energy is now the country's primary export product, but furs and other resources once served this function; gold and fur mining attracted enterprising Russians.
- Issues of ensuring security and protection occupied an important place in the expansion of Russia's territories.

The vastness and uneven development of our country's territory significantly increase the costs of economic activity, particularly for long-distance transportation. However, as economic and transport development progresses, the negative factors may diminish, while the positive ones, on the contrary, intensify. Climate change and global warming, according to scientists, may not only have negative effects, but, as technology improves, will expand the zone of efficient agricultural production north of traditional farming regions.

The third question asks about Russia's ethnic landscape. The national composition of our country was determined by the 2010 All-Russian Population Census and includes more than 190 ethnic groups. The Russian population has increased by 2.48 million people, thanks to the reunification with Crimea in 2014. The new 2021 All-Russian Census concluded that the ethnic structure of Russian society has not changed significantly since 2010. The Russian ethnic group is the most numerous, accounting for over 80%. Besides Russians, the most numerous are: Tatars, Bashkirs, Chuvash, Chechens, Avars, Armenians, Ukrainians, and Mordvins. Experts classify the peoples living in Russia by their native languages. The following language families have been identified: Indo-European, Uralic-Yukaghir, Altaic, North Caucasian,

Kartvelian, Afro-Asiatic, Sino-Tibetan, Chukchi-Kamchatkan, Austro-Asiatic, Eskimo-Aleut, and a hypothetical Yeniseian. In addition, one people—the Nivkh—speaks an isolated language. This language, along with the Ket, Chukchi-Kamchatkan, and Eskimo-Aleut languages, are conventionally grouped into the Paleo-Asiatic language group. The largest language family in Russia, as in the world, is Indo-European.

Article 68 of the Russian Constitution emphasizes: "The state language of the Russian Federation throughout its territory is Russian as the language of the state-forming people, part of the multinational union of equal peoples of the Russian Federation." State programs for the preservation and development of national languages serve as an important means of state support.

The list of living languages of Russia as of 2022 includes 155 languages. Not a single language of the peoples included in Russia has disappeared. On the contrary, many peoples have acquired their own written languages. The historical development of the Russian state represents a rare example where, under the centuries-long rule of the empire, not a single people was destroyed.

Questions and tasks

1. What makes Russia's territorial extent unprecedented?
2. In terms of reserves of which natural resources does Russia rank first?
3. What was Russia's ranking among the world's grain exporters from 2016 to 2023, and what are the forecasts for the future?
4. Which Russian companies are global leaders in energy, metallurgy, telecommunications, finance, rail and air transport, and arms production? Prepare a presentation project about one of these companies.

Project presentation plan

1. Title slide
 2. Brief information (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. The company's projects today
 10. Profit
 11. Role in the Russian economy
 12. The company as an actor in the global economy
 13. Interesting facts
 14. Conclusion
5. Referring to the results of the 2010 and 2021 All-Russian Population Censuses, describe the population dynamics of our country.
 6. Identify the positive and negative factors of the availability of natural resources in Russia.
 7. Prepare a presentation project on the topic "Nature reserves, national parks, and specially protected natural areas (SPNA) of the Russian Federation" (one of the student's choice).

Project presentation plan

- 1) Title slide
- 2) General characteristics (location, area, landscape, etc.)
- 3) History and purpose of creation
- 4) Natural objects on the territory of the reserve
- 5) Species of birds and wild mammals
- 6) Plant species
- 7) The main attraction of the reserve
- 8) Scientific research conducted in the reserve

- 9) The role of the reserve in the preservation and restoration of populations of animals, plants, and unique landscapes.
- 10) Conclusion

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

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4. Timoshina T.M. Economic history of Russia. – M.: Yustitsinform, 2022. – 432 p.

5. Turovsky R.F. Political regional studies. – M.: GU-HSE, 2008. – 788 p.

6. Federalism: a textbook / S. E. Zaslavsky, V. I. Kovalenko, E. E. Kochetkov, O. V. Morozov / edited by V. I. Kovalenko, O. V. Morozov. - M.: Publishing house of Moscow University (MSU), 2016. - 492 p.

Further reading

1. Auzan A.A., Nikishina E.N. Sociocultural Economics: How Culture Influences the Economy, and the Economy Influences Culture. – Moscow: Faculty of Economics, Lomonosov Moscow State University, 2021. – 200 p.

2. McNeil, W. In Pursuit of Power: Technology, Armed Force, and Society in the 11th–20th Centuries. Moscow: Territory of the Future, 2008. – 456 p.

3. Tsymbursky V. L. Island Russia: geopolitical and chronopolitical works, 1993–2006. – M.: ROSSPEN, 2007. – 543 p.

Regulatory documents

1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>. Title from the screen.

2. Ministry of Economic Development of the Russian Federation: official website. Electronic resource: <https://www.economy.gov.ru/?ysclid=lezs0qvfz870244546>.

3. Scientific and educational portal "Great Russian Encyclopedia" Electronic resource: <https://bigenc.ru/>.

4. Russian sites on the UNESCO World Heritage List. Electronic resource: <http://unesco.ru/unescorussia/sites/?ysclid=lgto9esh0966881525>.

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 the Peoples of Russia. Access mode: <http://xn--80aaadglflchnmbxga3u.xn--plai/>, free. Title from the screen.
9. Website of the Institute of Ethnology and Anthropology of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.
10. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems

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

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. "The DNA of Russia. Central Russia – the multifaceted soul of the state." *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-centralnaya-rossiya-mnogolikaya-dusha-derzhavy-3479>.
2. "DNA of Russia. The Urals: What Does Our Country's Treasury Conceal?" *Online 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." *Online resource:* https://vk.com/dna_ru_club.
5. "DNA of Russia. Volga Region." *Electronic resource:* https://vk.com/dna_ru_club?z=video-135454514_456245164%2Fbbcc047abb0a6b4cdb%2Fpl_wall_-216987708.
6. "DNA of Russia. Russian North." *Online 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. "The DNA of Russia. Moscow, how much in this city..." *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-moskva-kak-mnogo-v-etom-gorode-3378>.

Practical lesson No. 2

Lesson Topic: Diversity of Russian Regions

Objective: to examine fundamental achievements, inventions, discoveries and accomplishments associated with the development of Russian civilization in a regional perspective

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

knowledge of natural resource potential, historical heritage, cultural traditions, problems and prospects of both their region and other regions of Russia;

the ability to determine the contribution of both one's own region and others to the development of Russian civilization and, conversely, the significance for the region of integration into the Russian civilizational space;

Possession of skills in analyzing the conditions and prerequisites for interethnic harmony in modern Russian society.

The relevance of the topic is determined by the need to develop ideas about the uniqueness and unity of Russia's diversity, about the country's multifaceted and diverse potential, so that students can understand where they can be in demand as a specialist and how they can help their country.

Plan

1. Administrative-territorial division of the Russian Federation
2. Objective and characteristic data about the regions of Russia, their geography, resources, and economy.
3. North Caucasus: current situation, opportunities and prospects.

Theoretical section. In preparation for the first question, it is necessary to study the administrative-territorial division of the Russian Federation – a crucial component of the country's territorial organization, which underlies the system of state authorities, local governments, and public associations. Russia's current administrative-territorial structure is conditioned by the country's size and the diversity of economic, geographic, demographic, natural, and national conditions in each constituent entity of the federation. As of 2023, the Russian Federation comprises 89 regions, united into 8 federal districts. The Russian Federation includes 24 republics, 9 territories, 4 autonomous okrugs, 1 autonomous oblast, 3 federal cities, and 48 oblasts. A republic (state) has its own constitution and legislation. A territory, region, federal city, autonomous oblast, and autonomous okrug each have its own charter and legislation. Federal districts were created in 2000. As of 2023, there are 8 federal districts in the Russian Federation: the Central Federal District (18 constituent entities of the Russian Federation, centered in Moscow), the Northwestern Federal District (11 constituent entities, centered in St. Petersburg), the Southern Federal District (8 constituent entities, centered in Rostov-on-Don), the North Caucasian Federal District (7 constituent entities, centered in Pyatigorsk), the Volga Federal District (14 constituent entities, centered in Nizhny Novgorod), the Ural Federal District (6 constituent entities, centered in Yekaterinburg), the Siberian Federal District (10 constituent entities, centered in Novosibirsk), and the Far Eastern Federal District (11 constituent entities, centered in Vladivostok).

In the second question, it is important to characterize, using accompanying multimedia materials, the mining regions of Siberia (the Khanty-Mansi and Yamalo-Nenets Autonomous Okrugs), the Russian Black Earth Region (Belgorod, Voronezh), the northern ports (Murmansk, Arkhangelsk), the industrial centers of the Urals (Yekaterinburg, Chelyabinsk), and the tourist-rich southern Russia. It is important not only to discuss the role of these economic clusters but also to present the material in a national context, outlining the interconnectedness of various industries, cities, and regions. Particular attention should be paid to the achievements, discoveries, and accomplishments associated with each region of Russia (at the student's choice) and its prominent representatives. The ethnic and religious structure of the region should be characterized, using data from the most recent All-Russian Census. The most ethnically complex region of Russia is the North Caucasus, whose ethnographic appearance, in its main features, took shape in the early Middle Ages and has survived to this day largely unchanged. Currently, the North Caucasus (17.8 million people) is the most densely populated southern province (50 people per square kilometer), although this figure is lower than the population density of European Russia (119 people per square kilometer). One of the most important characteristics of this border region, which significantly impacts all aspects of life, is the multinational nature of the population. Currently, approximately

120 ethnic groups live in the North Caucasus, of which more than 50 are autochthonous (native, aboriginal) peoples. The Republic of Dagestan alone is home to 36 ethnic groups, speaking more than 70 dialects. The main participants in interethnic interaction in the North Caucasus region are the peoples of the Indo-European (Iranian, Slavic (East Slavic subgroup), Greek, Indo-Aryan, Armenian, Germanic groups), North Caucasian (Adyghe-Abkhaz and Nakh-Dagestani groups) and Altaic (Turkic branch) language families.

The third question asks to characterize the North Caucasus in the context of Russian statehood and national policy. Particular attention should be paid to current geopolitical challenges facing Russia in the North Caucasus. Present the North Caucasus region as a strategically important element of global geopolitics and geopolitical competition. Disclose the relationship between geopolitical factors and domestic political factors. The Caucasus's strategic position stems from its position as the main crossroads between Asia and Europe, linking the two continents and controlling transit routes from China to Europe. The Caucasus is a source of strategically important natural and energy resources, including oil and gas. At the same time, located at the junction of Europe and Asia, the North Caucasus provides a convenient springboard for expansion into the Middle East, as well as into the basins of the Caspian, Black, and Mediterranean Seas. Its importance has further increased in the era of globalization and growing global interaction. The strategic significance of the North Caucasus as a link between Europe and Central Asia is determined by its favorable geopolitical location and its role in ensuring the military-political stability and security of the Russian state, serving as a natural military and defensive line.

Questions and tasks

1. Using the data on ethnicities from the 2010 and 2020 All-Russian Population Censuses presented on the Rosstat website, describe the ethnic structure of the North Caucasus. How has it changed over the past 10 years?

2. Describe the territorial division of labor in Russia. Determine the influence of regional characteristics on the professions of residents (oil worker, grain grower, farmer, metallurgist).

3. Complete the table "Strategic priorities of the federal districts of the Russian Federation":

Federal District	Strategy	Priority

4. Prepare a presentation project on the topic *“Characteristics of a subject (region) of the Russian Federation”* (at the student’s choice, should not be repeated in the group)

Project presentation plan

- 1) Title slide
- 2) Administrative-territorial division
- 3) Symbols with description
- 4) History of formation
- 5) Names of pioneers, inventors, scientists, and production leaders
- 6) Economic and geographical position. The influence of the economic and geographical zone on development.
- 7) Natural Resources and Their Use. Assessment of Natural Resource Potential for Industrial and Agricultural Development
- 8) Characteristics of the population, labor resources

- 9) General characteristics of the economy. Factors influencing the pace of economic development.
- 10) Main industrial complexes and branches
- 11) Agriculture
- 12) Development of the transport complex. Assessment of the situation in relation to transport routes
- 13) External economic relations (export, import)
- 14) Education, science
- 15) Attractions (cultural, natural)
- 16) Problems
- 17) Prospects
- 18) Conclusion

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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Further reading

1. Auzan A.A., Nikishina E.N. Sociocultural Economics: How Culture Influences the Economy, and the Economy Influences Culture. – Moscow: Faculty of Economics, Lomonosov Moscow State University, 2021. – 200 p.

2. McNeil, W. In Pursuit of Power: Technology, Armed Force, and Society in the 11th–20th Centuries. Moscow: Territory of the Future, 2008. – 456 p.

3. Tsymbursky V. L. Island Russia: geopolitical and chronopolitical works, 1993–2006. – M.: ROSSPEN, 2007. – 543 p.

Regulatory documents

1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to

Internet resources

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>. Title from the screen.
2. Ministry of Economic Development of the Russian Federation: official website. Electronic resource: <https://www.economy.gov.ru/?ysclid=lezs0qvz870244546>.
3. Scientific and educational portal "Great Russian Encyclopedia" Electronic resource: <https://bigenc.ru/>.
4. Russian sites on the UNESCO World Heritage List. Electronic resource: <http://unesco.ru/unescorussia/sites/?ysclid=lgtqo9esh0966881525>.
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 the Peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. Title from the screen.
9. Website of the Institute of Ethnology and Anthropology of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.
10. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems

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

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1. "The DNA of Russia. Central Russia – the multifaceted soul of the state." *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-centralnaya-rossiya-mnogolikaya-dusha-derzhavy-3479>.
2. "DNA of Russia. The Urals: What Does Our Country's Treasury Conceal?" *Online resource:* <https://znanierussia.ru/library/video/dnk-rossii-ural-chto-skryvaet-sokrovishnica-nashej-strany-3478>.
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Practical lesson No. 3

Lesson Topic: Russia's Trials and Victories

Objective: To examine Russia's key trials and victories, reflected in its modern history.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the specifics of the external and internal challenges that have faced Rus' and Russia throughout its history and that are facing Russian civilization and its statehood at the present time, and the Great Victories of the Russian state as the results of severe trials;

the ability to adequately perceive current social and cultural differences, and to respectfully and carefully treat historical heritage and cultural traditions;

possession of a developed sense of civic responsibility and patriotism, and skills of independent critical thinking.

The relevance of the topic is determined by the need to develop in students a mature sense of civic responsibility and patriotism, a sense of belonging to Russian civilization and Russian society, and a perception of their personal development through the prism of the public good and relevant moral guidelines.

Plan

1. Trials and victories of medieval Rus' and Russia (before 1991)
2. External and internal challenges facing Russia in the modern period (including in the North Caucasus).
3. Political and economic victories of Russia in the modern period (including in the North Caucasus).

Theoretical part. In preparation for the first question, it is necessary to study the characteristics of the severe trials faced by medieval Rus' and Russia during the period of their history (before 1991) and the nature of Russian victories as a result of overcoming the aforementioned challenges. Throughout its more than a thousand-year history, Russia has repeatedly faced the most severe trials, which put the very existence of the state on the brink of destruction. In the 14th century, this was the Mongol invasion; at the beginning of the 16th century, the Polish invasion; at the beginning of the 18th 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 unity of all strata of Rus' and Russia's society during these terrible periods ultimately always led to the victory of our country over the next conqueror. In addition to the intermittent difficulties noted above, Russia's development has been repeatedly hampered by objectively permanent problems (climatic difficulties, demographic shocks). For example, the Earth's climate from the 14th to the 19th centuries was characterized by the Little Ice Age (LIA)—a period [of global relative cooling](#). Russia's history is marked by a series of cold years in the 17th and 18th centuries, leading to mass famine. Demographic problems were associated with the results of invasions (the Mongol campaigns, the Great Patriotic War, etc.), epidemics of plague, cholera and other diseases (for example, the mass death at the beginning of the 14th century), as well as political crises in the country (the revolution of 1917 and the subsequent Civil War, the collapse of the USSR).

The second question asks about the challenges Russia faced in the 1990s and 2000s. Following the collapse of the Soviet Union, Russia entered an economic crisis: defaults, inflation, and attempts to save the economy through "shock therapy" led to the devaluation of many people's savings and a critical economic situation. Unemployment spread, corruption and banditry grew, class stratification accelerated in the country, the tragic events in Chechnya, and Russia's influence in the world declined. However, by the late 1990s, the first signs of the country emerging from the

economic crisis appeared. In 1998, amidst default and the fall of the ruble, the country's leadership (Prime Minister Yevgeny Primakov and Finance Minister Yury Maslyukov) assumed responsibility and implemented a series of economic measures that led the country out of the crisis within six months. In the 2000s, Political and economic problems persisted (the fight against terrorists in the North Caucasus, the Five-Day War between Georgia and South Ossetia). In the second half of 2008, Russia began to feel the effects of the global economic crisis (rising prices, the depreciation of the ruble), but by the end of the following year, its active phase had been overcome. In the late 2000s, relations with the United States and European countries deteriorated. Due to the imposition of sanctions by several European countries, the United States, and Canada in response to the annexation of Crimea in 2014, Russia experienced a slowdown in economic development. Ukraine's failure to implement the Minsk agreements forced Russia to launch a special military operation for the "demilitarization and denazification of Ukraine." An objective difficulty in Russia's development is the observed demographic difficulties (the consequences of losses in the Great Patriotic War, the decline in the birth rate during the crisis of the 1990s, the pandemic, etc.).

The third question examines Russia's political and economic victories in the modern period. The election of Vladimir Putin as President of Russia in 2000 opened a new stage in the country's socio-economic and socio-political development. In the early 2000s, many of the crises characteristic of the 1990s were overcome, the structure of state power was strengthened, a successful counter-terrorism operation was carried out in Chechnya, the active phase of which ended in 2001, the omnipotence of the oligarchs was limited, and Russia's international authority was restored. Among the main areas of domestic policy in 2000-2008, the following can be highlighted: building an effective vertical of state power; creating seven federal districts headed by presidential representatives; reform of the Federation Council; administrative reform; creating conditions for the development of small and medium-sized businesses; beginning of the implementation of long-term National Projects; reform of the social sphere. The change of leadership in 2000, the overcoming of the economic crisis, and the consolidation of Russian society contributed to Russia's return to its status as a great world power, responsible for maintaining global security, in the 2000s. It became a full member of the G8 of economically developed countries, basing its foreign policy on national interests. Russia joined the influential international organizations SCO and BRICS. Russia's territory expanded. In 2014, Crimea was annexed. As a result of military action, almost the entire territory of the Luhansk Republic, significant parts of the Donetsk Republic, and the Kherson and Zaporizhzhia Oblasts were liberated (they were incorporated into Russia). The economy continues to develop steadily. Using accompanying and multimedia materials, it's worth noting the following: successes in import substitution, mineral extraction, agricultural development, and a wide range of developed entrepreneurship. Construction is advancing at a tremendous pace: urban microdistricts, skyscraper blocks, roads, bridges, the subway, and more. Cultural development is also on the rise. Contemporary Russian art is characterized by genre and stylistic diversity. Russia brilliantly hosted the Winter Olympics and the FIFA World Cup. Particular attention should be paid to the achievements, discoveries, and accomplishments associated with each region of Russia (at the student's discretion).

Questions and tasks

1. Describe the features of the severe trials that medieval Rus' and Russia faced throughout its history (up to 1991).
2. Describe the nature of Russian victories as a result of overcoming the difficulties that Russia and Rus faced throughout its history (until 1991).
3. Name the main reasons for demographic problems in Russia in different 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 cultural figures.

7. Prepare a presentation project on the topic “Russia’s Outstanding Victory” (at the student’s choice, should not be repeated in the group)

Project presentation plan

Title slide

Characteristics of the historical period.

Characteristics of the causes of tragic events.

Characteristics of the trials faced by the state

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

Description of Russia's outstanding victory.

Characteristics of the consequences of the achieved victory for Russia.

Conclusion

List of used sources and literature.

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

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5. Turovsky R.F. Political regional studies. – M.: GU-HSE, 2008. – 788 p.

6. Federalism: a textbook / S. E. Zaslavsky, V. I. Kovalenko, E. E. Kochetkov, O. V. Morozov / edited by V. I. Kovalenko, O. V. Morozov. - M.: Publishing house of Moscow University (MSU), 2016. - 492 p.

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2. Ministry of Economic Development of the Russian Federation: official website. Electronic resource: <https://www.economy.gov.ru/?ysclid=lezs0qvz870244546>.
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4. Russian sites on the UNESCO World Heritage List. Electronic resource: <http://unesco.ru/unescorussia/sites/?ysclid=lgtqo9esh0966881525>.
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 the Peoples of Russia. Access mode: <http://xn--80aaadglf1chnmbxga3u.xn--p1ai/>, free. Title from the screen.
9. Website of the Institute of Ethnology and Anthropology of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.
10. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

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

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5. "DNA of Russia. Volga Region." *Electronic resource:* https://vk.com/dna_ru_club?z=video-135454514_456245164%2Fbbcc047abb0a6b4cdb%2Fpl_wall_-216987708.
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8. "The DNA of Russia. Moscow, how much in this city..." *Electronic resource:*
<https://znanierussia.ru/library/video/dnk-rossii-mos>

Practical lesson No. 4

Lesson Topic: Heroes of the Country, Heroes of the People

Objective: To examine the contribution to the country's destiny of outstanding figures in the fields of politics and public administration, cultural and artistic figures, researchers and discoverers from the world of science, and heroes of the Fatherland, in order to foster patriotism, pride in one's country, and preserve the historical memory of them among young people.

Knowledge and skills acquired by a student as a result of mastering a topic (practical lesson), formed competencies or parts thereof

As a result of mastering the topic, students acquire:

knowledge of outstanding figures and heroes their country, their exploits and achievements;
the ability to determine their contribution to the fate of the country;
possession of skills in forming a positive image that can serve as an ideal for young people;

The relevance of the topic (practical lesson) is associated with strengthening patriotic feelings, a sense of pride in one's compatriots, drawing the attention of young people to modern heroes, but with an unconditional emphasis on the significance of the exploits of heroes of past years.

Plan

1. Outstanding figures in the field of politics and public administration
2. Cultural and artistic figures
3. Outstanding cultural figures of the North Caucasus. Outstanding scientists and educators of the North Caucasus region. Heroes of the Great Patriotic War and modern heroes of Russia (regional aspect)

Theoretical section. In preparation for the first question, it is necessary to note the significance of outstanding statesmen and military figures who have had a tremendous influence on the development of our country.

Vladimir the Baptist went down in history as the prince who brought Christianity to Rus'. Undoubtedly, the prince's actions were progressive. It's hard to imagine the difficulties Vladimir faced in converting Rus' to a completely alien faith.

Grand Duke of Moscow and Prince of Vladimir. He received his nickname (Donskoy) after his victory in the Battle of Kulikovo. He went down in Russian history not only as a just and competent ruler, but also as a brilliant military leader. He influenced the formation of the Moscow Principality. During his reign, the white-stone Moscow Kremlin was built.

Ivan III was the most intelligent statesman of Rus' and the "Consolidator of the Russian Land." His reign resulted in the unification of Russian lands around Moscow and the creation of a single state. His efforts ultimately led to the liberation of Rus' from the Horde. He also adopted a code of laws and implemented crucial reforms regarding land ownership.

Ivan the Terrible. The first crowned Tsar of all Rus'. He became famous for his military and judicial reforms. The Tsar went down in history as the conqueror of Siberia and the Kazan and Astrakhan principalities.

Peter I was not nicknamed the Great for nothing. Official Russian historiography considers him one of the most outstanding statesmen. Peter's main achievements are considered to be the

radical transformation of social order and government, and the founding of the city of St. Petersburg.

Alexander I's actions were undoubtedly aimed at strengthening the monarchy's stronghold. But we cannot deny his importance in the victory of the Great Patriotic War (1812), which directly determined the fate of Russia.

Alexander II played a significant role in Russian history. During his reign, many government reforms were implemented. Under Alexander II, serfdom was abolished, military reform was implemented, and education reform was introduced.

Vladimir Lenin's views and works may be viewed differently, but no one will doubt the enormous impact he left on world history. Lenin's role is a remarkable demonstration of his personality in historical events. Lenin was able to become the leader of the revolution and implement his long-developed plan precisely because he was not a typical Russian intellectual. He combined the traits of a Russian intellectual with those of the Russian people who assembled and built the Russian state.

It's difficult to overestimate the importance of I.V. Stalin in Russian history. The system of state governance built by the party under Stalin's leadership won World War II. It was precisely that domestic policy that nurtured the heroism and dedication of the people.

But while the country's top officials provided political leadership, the implementation of specific projects—whether economic growth, foreign policy, or domestic stability and the rule of law—was carried out by officials responsible for various branches of government. Many achievements in our country's history are associated with the names of such individuals. A good example of someone who combined the professionalism of an engineer with the political activism of a revolutionary is G.M. Krzhizhanovsky, who developed the famous GOELRO plan, which became a crucial component of socialist industrialization.

While the achievements of statesmen are clearly visible to both contemporaries and historians, the work of ordinary workers is less noticeable. Meanwhile, in addressing practical issues, great credit is due to both scientists and resourceful individuals who not only proposed unexpected ideas but also saw them through to implementation. Ivan Vyrodkov and hydraulic engineer Mikhail Serdyukov are examples of such individuals.

In preparing for the second question, it's necessary to consider the number of heroes of Russia, including cultural figures. St. Sergius of Radonezh and Metropolitan Philaret made great contributions to the Church and Russian culture. Those who worked at the intersection of different fields play a special role in culture. For example, the writers A.P. Chekhov, V.V. Veresaev, and M.A. Bulgakov were all doctors by profession. The fruits of N.G. Garin-Mikhailovsky's engineering and literary work are perhaps equally significant. Heroism presupposes self-sacrifice. Mortal danger can confront a hero at a critical moment, or it can lie in wait for a long time. Exploring uncharted lands and seas in the Arctic latitudes is a daily risk that lasts for weeks, months, and even years. The expeditions to the seas of the Arctic Ocean, in which the Laptev brothers participated, serve as an example of such a feat. Another example of a long-term feat is the heroism of the head of the helipad, Sergei Sotnikov.

In preparing for the third question, it is necessary to note that the main value and pride of the North Caucasus are the people who have contributed to various areas of social development at different historical stages of the development of Russian civilization.

Speaking of outstanding cultural figures, it's necessary to mention Alexander Solzhenitsyn, a Kislovodsk native. He 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 awarded the Nobel

Prize in Literature in 1970 "for the moral strength with which he has pursued the indisputable traditions of Russian literature."

Rasul Gamzatovich Gamzatov is also worth mentioning among the renowned cultural figures of the North Caucasus. He hailed from the village of Tsada in the Khunzakh District of Dagestan. He was a renowned Avar poet, writer, publicist, and political figure. He was also a People's Poet of the Dagestan ASSR, a Hero of Socialist Labor, and a laureate of the Lenin and Stalin Prizes. Over the course of his career, Rasul Gamzatovich Gamzatov wrote hundreds of wonderful works and became one of the most renowned poets of the Caucasus. He was awarded the Order of St. Andrew the First-Called for his outstanding contribution to the development of Russian literature and his active public service.

Another prominent cultural figure in the North Caucasus region was Kosta Khetagurov. He was an Ossetian poet, playwright, publicist, ethnographer, artist, and public figure. He was also the founder of Ossetian literature. He is considered the founder of the literary Ossetian language. His works were written in the Iron dialect of Ossetian. In 1899, he published a poetry collection, "Ossetian Lyre," which, among other things, included the first children's poems published in Ossetian. K. L. Khetagurov also wrote extensively in Russian and contributed to many newspapers in the North Caucasus.

It is necessary to note the significant contribution of our fellow countryman to Russian science. Amir Dzhabrailovich Amaev. He was born in 1921 in the village of Unchukatl in Dagestan. Doctor of Technical Sciences, Professor A.D. Amaev studied solid-state physics and radiation reactor materials science. He became the founder of a new scientific field – research into the radiation embrittlement of nuclear reactor vessels. In 1963, Amaev was awarded the Lenin Prize for his work in the field of reactor systems for nuclear power plants, nuclear-powered ships, submarines, and surface ships. He is the author of over 1,000 scientific papers. Amir Dzhabrailovich Amaev worked at the Kurchatov Institute for 67 years. During this time, he was awarded the USSR Lenin Prize and the USSR Council of Ministers Prize. He was awarded the Order of the Red Banner of Labor and the medals "For Distinguished Labor" and "For Valiant Labor." Amir Dzhabrailovich Amaev fought in World War II. He was awarded the Order of the Patriotic War, 2nd class, and the medals "For Courage" and "For Victory over Germany in the Great Patriotic War of 1941–1945."

I would also like to highlight the achievements of another outstanding figure in our region: Grigory Prozoritelev (1849–1933), a local historian and educator of the 19th and early 20th centuries. He was born in Stavropol to a family of service gentry and a city government official. He graduated from the law faculty of Moscow University. As a tutor for the family of General N. Svechin, he traveled throughout Europe for several years. Upon returning from abroad, Prozoritelev began active work in his official capacity, publicly, and in local history. As an attorney for the district court, he handled cases involving "foreigners." During his official travels, he became acquainted with the culture and everyday life of the people of the North Caucasus. In 1884, on his initiative, the first private newspaper in the Caucasus, "Northern Caucasus," was founded, where K. Khetagurov later worked alongside him. Gradually, Grigory Prozritelev's interests focused on local history and the preservation of historical and cultural heritage. In 1903, he raised the need to establish a local history museum in Stavropol, which was established by the provincial statistical committee on February 24, 1905. Soon after, Prozritelev was elected chairman of the Stavropol Scientific Archival Commission. Under his editorship, eight issues of the "Proceedings of the Stavropol Scientific Commission" and 11 volumes of "Collections of Information on the North Caucasus" were published. In 1924, 75-year-old Grigory Nikolaevich

directed excavations of a Scythian burial mound near Stavropol, carried out conservation measures at archaeological sites, studied archives, and planned ethnographic and folklore research in villages and stanitsas. For many decades, his name was forgotten. It was only in 1989 that the memory of G. Prozoritelev began to be revived, and a monument was erected at his grave in the Uspensky Cemetery. G. Prozoritelev was awarded the title of Honorary Citizen of Stavropol, and the Stavropol Museum of Local History was named after him.

It's also essential to recognize the heroes of our country from different historical eras. This requires renewed attention to Russia's contemporary heroes, while certainly emphasizing the significance of the heroic deeds and achievements of the past.

Sergei Zyuzin, Hero of the Soviet Union, sailor and patrol boat division commander. He was born on September 17, 1911, in Georgievsk. At the outbreak of war, Zyuzin secured a transfer from the staff to a warship. From September 1941, he served as assistant commander of the destroyer Uritsky. He escorted the famous Arctic convoys of the USSR's Western allies, which were en route to Murmansk and Arkhangelsk. From September 1942, he served as chief of staff of a submarine destroyer division. On October 18, Guards Captain Third Rank Zyuzin led the landing of troops—right on the border with Norway. On November 5, 1944, Sergei Zyuzin was awarded the title Hero of the Soviet Union for his courage and heroism. In 1944–1945, He was also awarded the Order of the Patriotic War, 1st class, the Order of Nakhimov, 2nd class, the Medal for Military Merit, and the Norwegian award, the King Haakon VII Cross of Liberty.

When speaking of modern Russian heroes, it's necessary to note the heroic deed of Magomed Nurbagandov. He was born in the Dagestani village of Sergokala on January 9, 1985. In 2002, the future hero graduated with honors from the lyceum in his native village, and in 2007, from the law faculty of Dagestan State University with honors. He then served in the non-departmental security forces of the Federal Security Service of the Russian Federation for the Republic of Dagestan in the city of Kaspiysk. In an unequal battle with militants, he acted courageously, standing up for the citizens of his country. Upon learning he was a police officer, the militants executed him. Before their death, they began filming him, hoping he would urge his fellow police officers to resign. Instead, Nurbagandov uttered a phrase that has become the unofficial motto of all security forces in Russia: "Work, brothers." For not giving up completely, President Vladimir Putin posthumously awarded him the title Hero of Russia.

Questions and tasks

1. Who is a "hero?" Define the criteria for choosing a hero. Justify your answer.
2. Who is an outstanding figure?
3. Which heroes of the USSR do you know? Tell us about their heroic deeds.
4. What modern Russian heroes do you know?
5. Name outstanding individuals from different areas of your region. What made them famous? Evaluate their contribution to the country's development.
6. Prepare a presentation project on the theme "In Memory of Heroism." This project can be a group or individual project (dedicated to the heroes named after the streets in your city). It would be relevant to prepare a project about the creation of new streets in your city or village named after modern Russian heroes.

Proposed project presentation plan

1. Title slide
2. Biography of the hero

3. Description of the feat.
4. The significance of the hero's feat for your region and the country as a whole
5. How is the historical memory of the hero preserved in your region?

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

https://delo.ranepa.ru/wp-content/uploads/2023/07/org_yaroslavl_itog-29-iyulya_all.pdf

2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

https://delo.ranepa.ru/wp-content/uploads/2023/07/osnovy-gosudarstvennosti_press.pdf

3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

4. Orlov A.S., Georgieva N.G., Georgiev V.A., Sivokhina I.A. History of Russia. M.: "Prospekt", 2023.

5. Perevezentsev S. V. Russian history: from ancient times to the beginning of the 21st century. - M.: Akademichesky proekt, 2018.

6. Perevezentsev S.V. Russian religious and philosophical thought of the 10th-17th centuries (Main ideas and development trends). Moscow: Prometheus. 1999.

7. Russian society: the architectonics of civilizational development / R.G. Braslavsky, V.V. Galindabaeva, N.I. Karbainov [et al.]. – Moscow; St. Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021

8. Soloviev A.I. Adoption and implementation of government decisions. Moscow: Aspect Press, 2017

9. Schreiber, V.K. On the worldview, its structure and relations with philosophy // Bulletin of Perm University. Philosophy. Psychology. Sociology. - 2018. - No. 2 (34). - P. 191-202.

Further reading

1. Malakhov V.S. Nationalism as a political ideology. Moscow: KDU, 2005.

2. Perevezentsev S. V. Russian history: from ancient times to the beginning of the 21st century. – M.: Academic project, 2018.

3. Perevezentsev S.V. Russian religious and philosophical thought of the 10th-17th centuries (Main ideas and development trends). Moscow: Prometheus. 1999.

4. Polosin A.V. Step forward: the problem of worldview in modern Russia // Bulletin of Moscow University. Series 12. Political sciences. 2022. No. 3. pp. 7-23.

5. Russian society: the architectonics of civilizational development / R.G. Braslavsky, V.V. Galindabaeva, N.I. Karbainov [et al.]. – Moscow; St. Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021

6. Selezneva A.V. Russian youth: a political and psychological portrait against the backdrop of the era. Moscow: "Akvilon", 2022.

7. Kharichev A.D., Shutov A.Yu., Polosin A.V., Sokolova E.N. Perception of basic values, factors and structures of the socio-historical development of Russia (based on research and testing) // Journal of Political Studies. - 2022. - Vol. 6, No. 3. - P. 9-19.
8. Shestopal E.B. They and We. Images of both Russia and the World in the Consciousness of Russian Citizens. Moscow: ROSSPEN, 2021.
9. Shestopal E.B. Political Psychology. M, 2022.
10. Shirinyants A.A. Russian Guardian. Moscow: "Russian World", 2008.

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> – The People's Feat 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/> - 114-1918 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, No. 808 “ On Approval of the Fundamentals of State Cultural Policy.” Electronic resource: <http://kremlin.ru/acts/bank/39208>

Information reference systems:

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 "University Library Online",
2. Electronic Library System " [Znanium](http://znanium.ru) ".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. "The 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. Russian World" *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-russkij-mir-3467>
3. "DNA of Russia. Cancel Culture as a Mechanism for Fighting Russia" (*Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-kultura-otmeny-kak-mehanizm-borby-protiv-rossii-3402>)
4. "The DNA of Russia. The Fight Against Nazism" *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-borba-s-nacizmom-3373>

Practical lesson No. 5

Topic of the lesson: Applicability and alternatives to the civilizational approach

Objective: to develop an understanding of the main approaches to interpreting the category of “civilization”, and to understand the specifics the study of history and society within the framework of a civilizational approach.

Knowledge and skills acquired by a student as a result of mastering a topic (practical lesson), formed competencies or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the main theories of civilization of the 18th-21st centuries;

the ability to perceive the continuous nature of national history and the multinational, civilizational vector of its development;

Possession of skills in analyzing the development of Russian statehood through the prism of a civilizational approach.

The relevance of the topic (practical lesson) is expressed in the fact that within the framework of the civilizational approach, it is possible to understand modern Russian statehood in a broad cultural, value and historical context.

Plan

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

Theoretical section. 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 presents itself as and how its neighbors perceive it. For example, Russia has perceived itself as European, then Eastern, and even as a unique civilization. To understand Russia's development path, it is necessary to examine the main categories, concepts, and concepts of various approaches to human development and the historical development of society.

For the first question, the student should be familiar with the characteristics of the civilizational approach. The civilizational approach, which examines humanity and its constituent countries and peoples in terms of values, norms, cultures, institutions, and traditions, united into a holistic conglomerate, forms the basis of the civilizational approach. This approach often correlates national specificities with global trends, explores universal values and national-civilizational differences, and examines the content, developmental challenges, and relationships between civilizations.

The civilizational approach itself helps us see the polyvariability in history, without discarding certain variants as not meeting the criteria of any one culture.

It is necessary to highlight the advantages and disadvantages of the civilizational approach.

In approaching the second question, the student must explore the relationship between the categories of "culture" and "civilization," beginning with an analysis of a large number of definitions of these categories. Particular attention should be paid to the treatment of this issue in the works of A. Toynbee, O. Spengler, and N. Ya. Danilevsky. The concept of "culture" is fundamental to the concepts of N. Ya. Danilevsky and O. Spengler. It is culture, as a spiritual principle, that forms a closed historical entity capable of experiencing, and indeed does experience, an independent life cycle that determines the fate of the people (or peoples) who bear this culture. There is no single history of humanity. It consists of a combination of cultural-historical types (Danilevsky) or local cultures (Spengler). Civilization is not independent of culture, but rather one of its temporary states, not existing as an independent entity. For Danilevsky, civilization is a period of cultural flourishing, a surge of creative activity, the revelation of a people's spiritual potential in science, art, and the practical realization of ideals. A period of civilization of a given cultural-historical type ends when the people's creative energy dries up and stagnation sets in. Conversely, Spengler characterizes civilization as a stage of decline, the degradation of culture. While he qualifies culture as a "living body of spirituality," he defines civilization as "the mummy of culture." Culture, in his view, is born from the landscape, while civilization emerges from its ossification. A cultured person lives an inner life, while a civilized person lives an outer life, amidst bodies and "facts." The former senses destiny, the latter understands the connection between cause and effect. Cultured people live unconsciously, while civilized people live consciously. This is the origin of the literary contrast between civilization and culture.

A. Toynbee, unlike Spengler, emphasizes civilization rather than culture. Culture is the constitutive, formative principle of civilization. It shapes the individual within a given civilization, for they acquire their human characteristics by assimilating language and culture. Civilization is a sociocultural formation, a sociocultural entity.

Regarding the third question, the student should know that the theories of local civilizations by N. Ya. Danilevsky, O. Spengler, and A. Toynbee view civilizations as unique local historical entities that exist over long periods of time, have relatively stable spatial boundaries, develop specific forms of economic, sociopolitical, and spiritual life, and pursue their own individual path of historical development. Within these theories, cultural, ethnopsychological, religious, and sociological interpretations of local civilizations predominate.

N. Ya. Danilevsky saw world history as a collection of independent and specific civilizations (cultural-historical types). He outlined the essence of this theory in his work "Russia and Europe." The philosopher identified the following cultural-historical types (local civilizations) that coexisted over time and succeeded one another: 1) Egyptian, 2) Chinese, 3) Assyro-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 Spanish. Now, he believed, a Russian-Slavic cultural type is entering the world-historical arena, called upon by its universal mission to reunite humanity.

The main provisions of the theory of local civilizations ("closed cultures") by O. Spengler are presented in the book "The Decline of the West." According to him, in 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 from the early Middle Ages and ending with the bourgeois stage). Russian culture is in its infancy.

A. Toynbee outlined his theory of civilizations in his work, *A Study of History*. His classification of civilizations is based on two main criteria that remain stable: 1) religion and its form of organization; 2) territoriality. In accordance with these criteria, Toynbee identified 37 civilizations, studied 21 of them (including: Egyptian, Andean, Chinese, Minoan, Sumerian, Mayan, Indus, Hellenic, Western, Orthodox Christian (in Russia), Far Eastern (in Korea and Japan), Iranian, Arab, Hindu, Mexican, Yucatan, and Babylonian), and noted that only 5 of them remain in the modern world: Western, Orthodox Christian, Islamic, Hindu, and Far Eastern.

Students familiarizing themselves with the views of the civilizational approach should pay attention to such relevant topics as the stages of development of human societies, the potential cyclicity of such development, and civilizationalism's problematic relationship to the categories of determinism and progress. They should also become familiar with other later concepts of civilizations, such as 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 become familiar with other approaches to the development of society that compete with the civilizational one.

The civilizational approach arose in response to the stage-by-stage theory of development, popular in the 19th century, which views civilization as a single process of progressive human development.

The formational approach examines successive stages in human development—formations. Essentially, it explains the linear development of human history, stage by stage, or, in this case, formation by formation. Proponents of this approach believe that the succession of formations is determined by shifts in socioeconomic relations, depending on the specific mode of production. Sequentially succeeding formations are distinguished: primitive communal, slave, feudal, and capitalist. The formational approach is based on the teachings of the German philosopher Karl Marx, who spoke of the emergence of a communist formation after capitalism. A drawback of the formational approach is that many cultural and spiritual processes 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 the individual in history.

It is also worth getting 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. What aspects of culture does A. Toynbee's theory focus on, and how does this affect his understanding of civilization?
3. Explain why, in Oswald Spengler's teachings, civilization is the final stage of cultural development. In this regard, explain the title of his book, "The Decline of the West."
4. Which civilizational theories consider the concepts of "culture" and "civilization" to be inseparable, while which theories, conversely, contrast them? Which theories do you support? Please justify your opinion.
5. Fill in the table "Typology of civilizations":

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

6. Schematically depict the cycles of cultural development according to O. Spengler.
7. How do modern civilizationists understand civilizations and their role in world history (W. McNeil - "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 a film from a series of patriotic videos presented by the Russian society Znanie as part 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 Russian President Boris Yeltsin from 1991 to 1994: "We opened the patient's chest, and it turned out that he had a different, unknown anatomy"?

10. Prepare for the group discussion "Formation or Civilization?"

For this type of lesson, students are divided into three groups: 1) proponents of the formational approach; 2) proponents of the civilizational approach; 3) experts. Based on preliminary preparation, participants complete the task. The discussion concludes with a presentation of the results and a group discussion.

The expected result is to identify the advantages and disadvantages of the formational and civilizational approaches to history

Scenario plan

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 complete the following task: Explain the key concepts of the "formation" and "civilization" approaches; identify the object to which each approach is applied—"country," "people," "society," etc.; and present general frameworks and outlines of world history as espoused by proponents of these approaches. Discuss the role of the East, West, and Russia in world history.

Step 3. Presentation and justification of the advantages of your approach and the disadvantages of the opposite one.

Step 4. Discussion and summing up.

Recommended reading

About the main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

https://delo.ranepa.ru/wp-content/uploads/2023/07/org_yaroslavl_itog-29-iyulya_all.pdf

2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

Further reading

1. Danilevsky N. Ya. Russia and Europe. - M.: "Kniga", 1991. - 576 p.
2. McNeil, W. In Pursuit of Power: Technology, Armed Force, and Society in the 11th–20th Centuries. Moscow: Territory of the Future, 2008. – 456 p.
3. Ponomarev M. V., Smirnova S. Yu. Modern and contemporary history of the countries of Europe and America: Textbook for students of higher educational institutions: In 3 parts. - M.: Humanitarian publishing center VLADOS, 2000. - V. 1. - 288 p.
4. Tishkov V.A. Nation of Nations: On Approaches to Understanding Russia. Moscow: IEA RAS, 2023 – 69 p. ISBN 978-5-4211-0299-1 <https://doi.org/10.33876/978-5-4211-0299-1/2023-12/1-69>.
5. Tsymbursky V. L. Island Russia: geopolitical and chronopolitical works, 1993–2006. – M.: ROSSPEN, 2007. – 543 p.

Regulatory documents

1. Constitution of the Russian Federation.
2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources

1. Website of the President of the Russian Federation. 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://znaniyerussia.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 of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.
6. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 lesson No. 6

Lesson Topic: Russian Civilization in Historical Dynamics

Objective: to form ideas about Russian statehood as a civilization.

Knowledge and skills acquired by a student as a result of mastering a topic (practical lesson), formed competencies or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the stages of historical development of Russia in the context of world history and cultural traditions of the world;

the ability to perceive the continuous nature of national history and the multinational, civilizational vector of its development;

possession of skills in analyzing the development of Russian statehood as a state-civilization.

The relevance of the topic (practical lesson) is expressed in the fact that the consideration of Russian statehood in a historical context allows us to form an understanding of the civilizational vector of development of modern Russian statehood.

Plan

1. Nation-state, state-nation and state-civilization: general and specific
2. Features of the civilizational development of Russia: the history of the multinational (supranational) nature of society, the transition from an imperial organization to a federal one, inter-civilizational dialogue outside Russia (and within it)
3. Democracy: Russian Historical Experience
4. The main features of Russian civilization

Theoretical part.

State formation is a lengthy process that has followed different paths among different peoples of the world. Throughout history, various types of state formations have emerged. To understand the development of the Russian state-civilization, it is necessary to examine several key definitions: nation-state, nation-state, and state-civilization.

For the first question, the student must know the characteristics of the “national state,” “nation-state,” and “civilization-state,” the characteristic features of these models, identify which of these models are common in which countries, and determine the attitude of the Russian Federation to the models of government under consideration.

When examining the second question, it's important to note that there's no consensus on when Russian civilization began. The first mentions of Russian statehood date back to 862. Some place its beginnings in the period of coexistence of fourteen East Slavic tribes, while others place it in the Christianization of Rus' (988). Russian Eurasianists pointed to the Mongol conquest as a turning point, and A. Toynbee also wrote about this. Regardless, one can speak of unique "building blocks" from which Russian civilization was formed.

Andrei Borisovich Zubov (born 1952), a Russian historian, orientalist, religious scholar, political scientist, philosopher, and public, church, and political figure, identifies three historical cycles in past Russian history, with more or less prolonged periods of turmoil between them. Precise historical dates are highly tentative.

The first cycle of Russian history begins with the baptism of Rus under the Grand Prince of Kiev Vladimir the Saint (988) and ends with the destruction of Kyiv by the Tatar-Mongols in 1240.

The second lasts from the Battle of Kulikovo (1380) until the end of the Rurik dynasty and the accession of Boris Godunov to the Moscow throne (1598).

The third begins with the election of Mikhail Romanov to the throne in 1613 and ends with the abdication of Emperor Nicholas II Romanov in 1917.

The revolutionary events of the early 20th century, which preceded the emergence of the Soviet state, changed the previously unified cultural space of society and the individual.

Today, "Russia is both a nation and a civilization, and the Russian people are a nation of nations."

Throughout historical time in Russia, the ancient traditions of popular sovereignty continued to retain their significance: elections, the responsibility of elected "best people" to the people who elected them.

For the third question, the student should know what the Veche is, the Veche system of the Russian lands, Zemsky Sobors, and the "Zemsky Power".

Beginning in the late 1540s, Zemsky Sobors (assemblies of the land) began to be convened in Russia, another uniquely Russian form of interaction between the tsar and the structures of zemsky self-government. From then on, Zemsky Sobors became organs of class representation under the central government of the Russian state, and they remained so until the end of the 17th century.

During the so-called Europeanization of the 18th century, the traditional system of zemstvo self-government was abolished. Beginning in 1708, by decree of Tsar Peter I Alekseevich, provincial reform began in the cities: magistrates were created, led by burgomasters—city leaders—elected exclusively by merchants. Noble self-government, established in 1785, played a significant role in the governance of the Russian Empire. The so-called Great Reforms of Emperor Alexander II Nikolaevich, implemented in the second half of the 19th century, gave new impetus to the development of local self-government. During the 1864 zemstvo reform, all-estate zemstvos were established in rural areas as bodies of local self-government. In 1870, the zemstvo reform was complemented by urban reform, establishing all-estate city self-government. In accordance with the "City Regulations," elected all-class city councils were established in all Russian cities. Voters were now eligible to vote, provided they were Russian subjects, at least 25 years old, had resided in the city for at least two years, and paid city taxes.

The system of popular, primarily local ("zemstvo"), self-government never became a full-fledged partner of the central autocratic power. On the contrary, the tsarist government downplayed the importance of the zemstvos in every way possible. As a result, the zemstvos became the centers of the formation of the liberal opposition, which was clearly evident in the events of the First Russian Revolution of 1905–1907.

Responding to popular demands voiced in the spring and summer of 1905, Emperor Nicholas II APPROVED BYd the law convening the State Duma on August 6, 1905. In the Manifesto of October 17, 1905, he granted political freedoms to the people of Russia ("inviolability of the person, freedom of conscience, speech, assembly, and association"), granted legislative powers to the State Duma, and expanded electoral rights to the people. In April 1906, the "Fundamental State Laws of the Russian Empire" were adopted, transforming Russia's political system. Thus, the State Duma and State Council became a unique form of bicameral parliament, although they were subject to certain limitations in their activities.

At the beginning of the 20th century, the traditional idea of popular sovereignty regained its relevance in Russia. During the February revolutionary events of 1917, the Soviets were revived

and, alongside the Provisional Government, almost immediately became the second center of power in the country.

The modern Russian political system was formed in the 1990s under the strong influence of liberal ideology, and so it was intended to embody a liberal understanding of the principles of democracy. These principles formed the foundation of the 1993 Constitution of the Russian Federation. The first article of Chapter 1, "Fundamentals of the Constitutional System," states: "The Russian Federation—Russia—is a democratic federal state governed by the rule of law with a republican form of government." Thus, this characteristic is fundamental to Russia's political system, as Chapter 1 of the Constitution cannot be amended through ordinary parliamentary procedure (if such a need arises, another mechanism is provided—the convening of a Constitutional Assembly).

Article 3 of the Constitution defines:

“1. The bearer of sovereignty and the sole source of power in the Russian Federation is its multinational people.

2. The people exercise their power directly, as well as through state authorities and local government bodies.

3. The highest direct expression of the power of the people is the referendum and free elections.”

These characteristics guarantee a diversity of citizen participation in public administration.

When considering the fourth question, it is necessary, based on the main characteristic features of civilization, the inherent features of a “state-civilization” (outward orientation, naturalness of origin and development, value stability, political influence, long history, the possibility of dynamic adaptation to different conditions of international relations and world politics), to identify the characteristic features of the Russian state.

Questions and tasks

1. Define the concepts of “national state”, “nation-state” and “civilization-state”.
2. Highlight the historical cycles that determined the civilizational development of Russia.
3. What is democracy? How has democracy manifested itself in the history of Russian statehood?
4. What were the features of the veche system of the Russian land in the 10th–13th centuries?
5. Analyze the evolution of local self-government in the Russian Empire.
6. How was the principle of popular sovereignty manifested during the Soviet era?
7. What areas of development of democracy in the modern Russian Federation do you consider most relevant?
8. What characteristic features of Russia as a state-civilization can be identified?
9. Watch a film from a series of patriotic videos presented by the Russian society Znanie as part of the DNA of Russia project – “History: The Key to Understanding the Present and Creating the Future.”

<https://znanierussia.ru/library/video/dnk-rossii-istoriya-klyuch-k-osoznaniyu-nastoyashego-i-sozdaniyu-3494?collection=dnk-rossii&from=cinema>

How do you understand the line from the film, "History is the science of the past. But it can also explain what's happening in the present and even foretell the future"?

10. Prepare for the debate “**Is Russia a nation-state or a civilization-state?**”

For this type of lesson, students are divided into three groups: 1) proponents of the "Russia as a civilization-state" position; 2) proponents of the "Russia as a nation-state" position; 3) experts. Based on preliminary preparation, participants complete the assignment. The discussion concludes with a presentation of the results and a group discussion.

The expected result is to identify the model of state development of Russia through historical retrospective.

Scenario plan

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 complete the task: reveal the key concepts of "national state", "nation-state", "state-civilization", identify the characteristic features of these models, and determine the features of the Russian Federation in the considered models of state structure.

Step 3. Presentation and justification of the merits of your position.

Step 4. Discussion and summing up.

Recommended reading

About the main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

https://delo.ranepa.ru/wp-content/uploads/2023/07/org_yaroslav1_itog-29-iyulya_all.pdf

2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

https://delo.ranepa.ru/wp-content/uploads/2023/07/osnovy-gosudarstvennosti_press.pdf

3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

Further reading

1. Dugin A.G. Fundamentals of Geopolitics. The Geopolitical Future of Russia. Moscow: Arktogetya, 1997. 608 p.

2. Zubov, A. B. Cycles of Russian History / A. B. Zubov // Questions of Philosophy: scientific and theoretical journal / Russian Academy of Sciences. Institute of Philosophy. - Moscow. 2005. No. 3. P. 161-166.

3. Putin V.V. Russia: the national question. Website of the Chairman of the Government of the Russian Federation V.V. Putin. [Electronic resource] // URL: <http://premier.gov.ru/events/news/17831/> Date of visit 01/30/2018.

4. Tishkov V.A. Nation of Nations: On Approaches to Understanding Russia. Moscow: IEA RAS, 2023 – 69 p. ISBN 978-5-4211-0299-1 <https://doi.org/10.33876/978-5-4211-0299-1/2023-12/1-69>. Tishkov V.A. Nation of Nations: On Approaches to Understanding Russia. Moscow: IEA RAS, 2023 – 69 p. ISBN 978-5-4211-0299-1 <https://doi.org/10.33876/978-5-4211-0299-1/2023-12/1-69>.

Regulatory documents

1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to 2025

3. Decree of the President of the Russian Federation of March 31, 2023 No. 229 "On approval of the Foreign Policy Concept of the Russian Federation".

Internet resources

1. Website of the President of the Russian Federation. 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 of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.
6. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 lesson No. 7.

Lesson Topic: Russian Civilization in Academic Discourse

Objective: to examine the main scientific approaches to understanding Russian civilization

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the basic concepts of Russian civilization in domestic academic discourse;

the ability to compare approaches to Russian civilization in the context of the existing academic tradition and modern geopolitical challenges;

possession of skills in analyzing classical and modern interpretations of Russian civilization.

The relevance of the topic is determined by the need to clarify the civilizational status of Russia in the context of the official recognition of Russia as a state-civilization, as well as the current geopolitical crisis, which has prominent civilizational characteristics.

Plan

1. Traditions of civilizational discourse in Russia.
2. Russian civilization in the academic discourse of Eurasianists and neo-Eurasianists.
3. Russia as a "border" civilization.

Theoretical section. In preparing for the first question, it is necessary to consider the fact that civilizational discourse in Russia has a very solid background, originating from the debate between the Slavophiles and Westernizers. For nearly two centuries, lively debates have been ongoing regarding Russia's place in the world and its civilizational status. Over this period, fundamental conceptual positions have generally been formed, updated not so much by the emergence of new theoretical ideas (inventing anything fundamentally new here is practically impossible) as by the dynamics of global development, in which Russia is very closely intertwined

and which therefore has a significant impact on the updating and reinterpretation of various approaches to defining Russia's civilizational status. In this sense, it is appropriate not only to examine the key conceptual frameworks that outline a particular civilizational image of Russia but also to compare them with the challenges and threats facing the Russian Federation in the modern world. The idea of recognizing Russian civilization is equally characteristic of both liberal-minded thinkers and the conservative portion of the Russian social and 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 governed by the rule of law remains a utopia precisely because of Russian society's ineradicable adherence to patriarchal and even archaic authoritarian foundations. Conservative thinkers consider Russia's uniqueness as a specific sociocultural and civilizational entity a developmental factor, a necessary condition for Russia's very existence as Russia.

In the second question, it's important to emphasize that the starting point for most thinkers who have discussed and continue to discuss Russia from a civilizational perspective is the particularities of its geopolitical location in the world. This tendency manifests itself most clearly in the conceptual constructs of Eurasianists and neo-Eurasianists. They understand Russian civilization as Eurasia, which constitutes a kind of independent continent. One of the most prominent theorists of Eurasianism, P. Savitsky, identifying the "pivot area" with the "Eurasian" continent, "finds in it the center of world geopolitics, and therefore the center of world history." Drawing on Mackinder's "Heartland" theory, Savitsky predicted that Russia would attain great power status solely due to its geographical position. Neo-Eurasianists argue that Russia's historical mission has always been, and will continue to be, linked to the political, cultural, and economic construction of the territory today referred to as the "post-Soviet space." In geopolitical terminology, this space is Eurasian. The geopolitical status of Russian civilization imposes very specific obligations on it in relation to the space it controls (sometimes potentially). Thus, the well-known neo-Eurasianist A. Panarin notes that Russia "cannot ignore either its own geopolitical tradition or the system of external expectations directed at it (negatively or positively) as the holder of the Heartland." At the same time, the dramatic shift in Russia's civilizational and geopolitical status following the collapse of the Soviet Union brought to the fore another, no less important aspect of Eurasian ideology. Instead of global, universalist ambitions equating Russia with the Eurasian continent, people began to speak of the unique and local nature of Russian civilization, limiting its aspirations to the Eurasian space, understood in its narrow sense, and sometimes even identifying it with Russia's state borders. This metamorphosis is explicated in the understanding of Russia as a specific sociocultural and civilizational system with its own unique development path. Thus, Eurasianism and neo-Eurasianism ultimately define Russia's civilizational status as a unique cultural and civilizational system with its own unique development path. This theoretical construct is perfectly in line with the emerging multipolarity in the global order, where, in addition to the West, new centers of global influence are actively forming and gaining strength, and Russia is quite capable of becoming one of these new centers.

The third question requires focusing on the fact that, based on Russia's "middle" location between the civilizational worlds of the West and East, Europe and Asia, a number of interpretations of Russia's civilizational status have emerged that can be characterized as "borderline." A number of authors (G. Florovsky, A. Men, V. Pantin) believe that it is impossible to separate Western and Eastern features, the combination and interaction of which is 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 antinomy and contradiction of Russia as a sociocultural and civilizational system is one of its most important fundamental characteristics. This contradiction is due to the chronic uncertainty of Russia's civilizational status, which does not fully belong to any of the existing civilizational worlds and at the same time contains the features and characteristics of many of them. This sociocultural and civilizational "suspendedness" is largely a consequence of Russia's objective border location between East and West. Clearly, when analyzing the antinomy of Russian culture and the entire system of social

activity of the Russian state over significant periods of historical development, the importance of the geographic borderland factor is increasingly confirmed. The peculiarities of Russia's sociocultural and civilizational development, its intermediate, intercivilizational position, allow a number of researchers to regard Russia as a "border" civilization. The most prominent of these researchers and the leading theorist of understanding Russia as a "border" civilization is Yakov Shemyakin. Comparing Russia primarily with the civilizations of Latin America and identifying their general relationship with the West, Yakov Shemyakin notes that, due to the duality of their civilizational status, they are classified as "marginal" cultures. Such cultures, in his opinion, simultaneously belong to the West (as its periphery) and represent something qualitatively different from the "Faustian" civilization. In general, authors holding similar views note that the "borderline" of Russian civilization is determined not so much by sociocultural parameters and characteristics as by the specificity of its geographic location. In this sense, Russia was from the very beginning doomed to a "borderland," to a "middle ground," not only figuratively but literally. Geographical "borderline" shaped its sociocultural and civilizational "borderline." Its location between West and East predetermined civilizational quests in precisely these directions. The vastness of its territory and the early specificity of its sociocultural development allowed Russia to be interpreted as a unique and self-sufficient civilizational system. This listing contains virtually all the main interpretations of Russia's civilizational status, and all of them, in one way or another, derive genealogically from Russia's location 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. Describe the Eurasian concept of Russian civilization. What new insights and why did neo-Eurasianists bring to the understanding of the Russian sociocultural and civilizational system?
3. Fill in the table "Modern civilizational discourse in Russia":

Units of discourse	Understanding in political discourse	Understanding in academic scientific discourse
State-civilization		
Civilizational identity		
A special path		
Cultural code		

4. Describe the main characteristics of Russia as a "border" civilization. Assess the interaction of the geographic and sociocultural components of the concept of a "border" civilization.

5. Explain how the current geopolitical crisis influences the development trends and content of academic discourse on Russian civilization.

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V.

Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

4. Russian civilization: in search of a new identity / Ed. B.V. Aksyumov. - Stavropol: Publishing house of North Caucasus Federal University, 2014. - 200 p. - ISBN 978-5-91628-183-5

Further reading

1. Kozin N.G. Universalist project of civilizational identity of Russia // Philosophy and Society. 2008. No. 4. P. 71-89.

2. Shemyakin Ya.G. Dynamics of perception of the image of Russia in the Western civilizational consciousness // Social Sciences and Modernity. 2009. No. 2. P. 5-22.

3. Tsymbursky V. L. Island Russia: geopolitical and chronopolitical works, 1993–2006. – M.: ROSSPEN, 2007. – 543 p.

Regulatory documents

1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>. Title from the screen.

2. Ministry of Economic Development of the Russian Federation: official website. Electronic resource: <https://www.economy.gov.ru/?ysclid=lezs0qvfvz870244546>.

3. Scientific and educational portal "Great Russian Encyclopedia" Electronic resource: <https://bigenc.ru/>.

4. Russian sites on the UNESCO World Heritage List. Electronic resource: <http://unesco.ru/unescorussia/sites/?ysclid=lgtqo9esh0966881525>.

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: <http://znanierrussia.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 the Peoples of Russia. Access mode: <http://xn--80aaadglflchnmbxga3u.xn--p1ai/>, free. Title from the screen.

9. Website of the Institute of Ethnology and Anthropology of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. Headline from the screen.

10. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)

2. eLIBRARY.RU ([http:// www.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 lesson No. 8.

Topic of the lesson: Russian civilizational identity in the modern era

Objective: to clarify the category of "Russian civilizational identity"

Knowledge and skills acquired by a student as a result of mastering a topic (practical lesson), developing competencies or parts thereof.

As a result of mastering the topic, students acquire:

knowledge of the problem of Russian civilizational identity in political and scientific discourses;

the ability to determine Russia's place in modern strategic projects and civilizational concepts;

mastery of the skills of analyzing social and humanitarian scientific thought and the political process in order to identify the problem of Russian civilizational identity

The relevance of the topic (practical lesson) is determined by the need to determine the place of Russian civilization in the modern world, on which the civilizational self-awareness of the 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 2025.
3. The problem of civilizational identity in modern Russian social and humanitarian science.

Theoretical section. For the first question, the student should note that in contemporary Russian political discourse, the concepts of "Russian civilization" and "Russian civilizational identity" are among the most frequently used. The topic of Russian identity is currently an official trend, embraced by a wide variety of political and social movements and individuals. However, the semantic content of the concept of "Russian civilizational identity" requires clarification. In political discourse, the category of "Russian civilizational identity" is most often understood in geopolitical terms. Russian politicians view identity as the basis for the consolidation of both Russian society itself and the integration of the entire post-Soviet space. While the consolidation of Russian society, in their view, must be realized on a spiritual basis, integration is a purely economic phenomenon. Thus, the Eurasian Union is not a restoration of the Soviet regime or the Russian Empire, but an "attractive field for investors." Integration processes are dictated by the times and are not an attempt at "isolation from the world." However, the CIS countries in the past constituted a unified space not only economically and politically, but also, in many ways, culturally, giving grounds to speak of the existence of a Eurasian civilization, which could eventually become one of the poles of the emerging multipolar world. Naturally, this will happen if the emerging entity understands itself politically, and not just economically.

In recent years, Russia has attempted to form a "civil political nation" from the numerous peoples and ethnic groups living within its territory. If this endeavor were successful, Russia would become a nation-state modeled on European states. However, to be a major regional and even global actor, Russia must develop a civilizational idea, the foundation of which is religion and culture, which in turn determine geopolitics, geostrategy, politics, and economics. As President, D.A. Medvedev set the goal of shaping civic identity: it was necessary to ensure that everyone felt, first and foremost, a citizen of Russia, and only then – a Russian, Tatar, Jew, or Kabardian. "A significant portion of the people living in the Caucasus require full integration into Russian society," he stated. "We must move toward creating a fully-fledged Russian identity that would encompass all our peoples. If we fail to create it, then the fate of our country will be very sad." In

his article "Russia: The National Question," V.V. Putin set the goal of developing a civilizational identity, which he saw as the essence of a great country: "Civilizational identity is based on the preservation of the Russian cultural dominant, the bearer of which is not only ethnic Russians but all bearers of such an identity, regardless of nationality." Today, there is no doubt that Russia is a civilizational state.

When approaching the second question, students should carefully study the Strategy for the State National Policy of the Russian Federation through 2025, with a particular focus on issues of civilizational identity. As a doctrinal document, the strategy presupposes the formulation and resolution of many pressing issues:

- preserving the integrity and state sovereignty of the Russian Federation, improving federalism as a form of government and the principle of territorial-political organization of state power;
- maintaining the uniqueness of the multiethnic and multicultural Russian ethnosphere, increasing the efficiency of managing ethnocultural processes;
- ensuring the full development of ethnic groups and ethnic groups, as well as the effective functioning of the individual in the system of interethnic relations;
- prevention of interethnic confrontation, prevention of ethnopolitical conflicts, their effective resolution and post-conflict reconstruction;
- strengthening of all-Russian traditional values and Russian civil identity as the identity of the Russian civil multi-ethnic nation;
- optimization of relations and competition between Russian, regional civil and ethnic identities;
- affirmation of humanistic principles, tolerance, and a peacekeeping ideological and worldview complex in opposition to aggression, nationalism, and xenophobia.

Conceptually, the Strategy is based on the fundamental idea of Russia as a nation-state and, at the same time, a civilization-state. The Strategy emphasized innovative resources for strengthening Russian civic identity and became a crucial conceptual document influencing the entire system of socio-political relations. The Strategy also identified crisis factors hindering the strengthening of Russian civic identity. These include, first and foremost: the erosion of traditional moral values among the peoples of the Russian Federation; the persistence of discrimination against citizens of different ethnicities in law enforcement; and the spread of negative stereotypes about certain peoples. Particularly highlighted is the problem of "insufficient educational and cultural measures to shape Russian civic identity, foster a culture of interethnic society, study 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 the unity of Russian society is primarily determined by natural-historical, socio-economic, and socio-political determinants, and is also necessitated by the conditions of reform and modernization of Russian society. In the context of changing ideological and ideological paradigms, the disintegration of previous social structures and political systems, the issue of the unity of the Russian nation and the strengthening of Russian civic identity is emerging on the agenda of the information, communication, and educational space.

The Strategy defines five goals: a) strengthening the all-Russian civic consciousness and spiritual community of the multinational people of the Russian Federation (the Russian nation); b) preserving and developing the ethnocultural diversity of the peoples of Russia; c) harmonizing national and interethnic (interethnic) relations; d) ensuring equality of human and civil rights and freedoms regardless of race, nationality, language, religious affiliation, and other circumstances; d) successful social and cultural adaptation and integration of migrants. These two goals—the formation of the Russian nation and the integration of migrants—have never before been articulated in similar documents. The Strategy also highlights the quality of the educational process. Without effective educational and upbringing influence on young people, it will be impossible to achieve "strengthening the pan-Russian civic consciousness and spiritual community of the multinational people of the Russian

Federation (the Russian nation)." Without developing in young people a solid and adequate knowledge of the history of Russian peoples and Russian statehood, it will be impossible to ensure "the preservation and development of the ethnocultural diversity of the peoples of Russia" and "the harmonization of national and interethnic (interethnic) relations."

Addressing the third question, the student should know the main provisions of the following modern concepts of Russian civilizational identity: 1) globalist (A.A. Zinoviev et al.), 2) national-civilizational (M.F. Antonov, D.M. Balashov, E.V. Volodin, L.M. Leonov, I.R. Shafarevich et al.); 3) geopolitical (A.A. Kara-Murza, S.B. Lavrov, N.N. Moiseev, A.S. Panarin et al.); the concept of a multi-layered Russian civilizational identity (S.V. Kortunov, V.I. Pantin et al.). The last one is of the greatest interest. Supporters of the concept of a multi-layered civilizational identity of Russia, for example S.V. Kortunov, note that it represents a kind of "layer cake", none of the layers of which is completely rejected by Russian civilization. These are such layers (they are also dimensions of identity) as: Orthodox (religious); communist (ideological); liberal (axiological); Eurasian (geopolitical, or territorial); cultural (European); national (ethnic); imperial; technological (modernization). At the same time, trying to determine itself at the beginning of the 21st century, Russia, as the author notes, makes several choices at once between: 1) integration into European civilization and the desire to preserve its own original Russian civilization; 2) empire and nation state; 3) relative isolation and complete openness; 4) economic and political liberalism and the values of a paternalistic state; 5) individualism and collectivism (conciliarity); 6) mobilization and innovative type of development (modernization); 7) building a political ("citizens of the Russian Federation", or "Russians") and imperial nation .

I.V. Kondakov expresses his disagreement with this concept, noting that "the concept of civilizational identity implicitly includes various shades of ethnonational, religious, and sociocultural identities, but cannot be reduced to them – either individually or collectively.

In contemporary social and humanitarian scholarship, a number of scholars combine Russia's national and civilizational identities. For example, I.S. Semenenko applies the concept of national-civilizational identity to contemporary Russia. Such an identity, she argues, presupposes a broad consensus on the model of social development, agreement on the need for "independence" as a unique social and cultural community, civic loyalty, and tolerance in the public sphere.

It is currently widely believed that modern Russia does not constitute its own civilization. Many see this as due to the fact that historically, our country has been home to not just one, but many civilizations: Orthodox Slavic, Islamic, Caucasian, and others. However, it is more logical to understand Russia as a single, multi-ethnic civilization, held together by a Russian cultural core, and this idea became the core of Russian President Vladimir Putin's article "Russia: The National Question."

An analysis of concepts of Russia's civilizational identity in relation to the historically logical stages and tragic events of its history leads us to the following conclusion. Russian civilizational identity is the identification of an individual, social group, or ethnic group(s) with Russia as a unique, distinctive sociocultural entity, distinct from the West and the East, possessing geopolitical agency and an integrative, peacemaking, and messianic idea characterized by such distinctive features as multilayeredness, multifacetedness, and dynamism, based on a commitment to collectivist values and principles. The Russian civilizational development model is embedded in the mythologem of a "special path" and a focus on state mechanisms of social regulation.

Questions and tasks

1. Identify 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 Russian Federation for the period up to 2025 and the Concept of the State National Policy of the Russian Federation (1996), identify trends in the development of the national policy of the Russian Federation in the late 20th - early 21st centuries.

3. What assessments has the Strategy for the State National Policy of the Russian Federation for the period up to 2025 received from the expert community and the media?

4. What accompanying management decisions and measures at the federal level were implemented following the adoption of the Strategy for the State National Policy of the Russian Federation for the period up to 2025?

5. Reveal the structure of Russian civilizational identity.

6. In what ways, according to many Russian thinkers, is the multi-layered nature of Russia's civilizational identity manifested?

7. What assessments has the Strategy for State National Policy of the Russian Federation for the period up to 2025 received in the expert community and in the media (each finds and analyzes at least one media publication or speech by a famous Russian politician; academic publication).

8. Watch a film from a series of patriotic videos presented by the Russian society Znanie as part of the DNA of Russia – Russian World project.

<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 multinational... The Russian world is multi-confessional”?

9. Prepare presentation projects about Russian civilization and its characteristics at different stages of historical development.

Presentation topics:

1. The idea of Holy Rus', the Russian idea, the National idea.
2. Retrospective of the "Russian World" concept
3. Events of the Russian world.
4. Russian culture is a symbol of the Russian world.
5. The victories of the Russian army are a symbol of national greatness.
6. The Russian language is a symbol of the Russian world.

Structure of creative projects:

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

Recommended reading

About the main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E.

Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8
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Electronic library systems

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

Practical lesson No. 9.

Topic of the lesson: Value challenges in modern politics

Objective: to develop in students an understanding of the relationship between the value systems of Russian society and the political processes taking place in modern Russia.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof.

As a result of mastering the topic, students acquire:

knowledge of political values, threats and challenges to the value foundations of modern politics and measures to respond to them;

the ability to identify key value challenges and analyze their impact on the transformation of society, government, and the state;

possession of skills in argumentation and justification of one's own value and political position.

The relevance of the topic is determined by the need to develop in the student the ability to objectively analyze incoming socio-political information, and to develop independent and consistent judgments.

Questions for discussion

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

Theoretical part

The answer to the first question involves referring to the following concepts: “values”, “political”, “moral”, “civic” values, “ideology”.

The problem of values is one of the oldest in the social sciences and humanities. Against the backdrop of unprecedented acceleration in scientific and technological development, virtualization, the radical transformation of the geopolitical system, and the exacerbation of economic, environmental, demographic, and cultural development challenges on a global scale, questions about the value foundations of these processes are coming to the forefront. In contemporary culture, the topic of values is a subject of research interest in philosophy, sociology, psychology, and political science.

Within the framework of political science analysis, values are studied in the context of their distribution and potential influence on the political structure of different societies. Here, a basic dichotomous model of "universal vs. cultural-civilizational/national" is distinguished, determining the global or local nature of values. *Universal values are unified, absolute principles upon which a universal world order is built, according to the paradigm of universalism*. These include values such as peace, security, human rights, order, and freedom, which denote the ideal of harmonious coexistence between people and are substantively expressed in various international documents. Political values, as ideals of the social structure of each specific civilization, are considered cultural-civilizational, are local in nature, and form the axiological foundations for identifying large cultural-civilizational communities. The political values of each state are called *national*. They can be expressed as a national idea or state ideology, and concretely embodied in state constitutions, other documents (strategies, doctrines, decrees), and speeches by national leaders, as well as in traditions and customary law. It is important to note that the local values of individual states, nations, and civilizations do not negate universal values in principle. On the contrary, universal values acquire specific content in each specific historical and cultural context of the development of a local community.

To answer the second question, it is necessary to identify key value challenges and describe their impact on the transformation of society, government, and the state. Addressing the value foundations of political processes becomes justified in a situation of social transformation, when a value reset is taking place. In its search for new meaning, the post-Soviet world is once again turning to national roots, traditions, historical experience, and the ideals and values tested in national culture. The Western-style consumer society, dominant in the world today, previously viewed as a promising future, its ideals and values presented as role models, is no longer seen in public opinion as the only possible model. The problems arising in implementing the value systems of such a society are becoming increasingly apparent. The universality of this development model for the modern world is being questioned, and evidence of its historical limitations is emerging. The world is perceived as multipolar, with a great diversity of values, which is increasing over time. Values that alter life's meaning under the influence of social life emerge as catalysts for change on the path to a new world order. Constantly emerging risks and challenges motivate a

reset of values, which are tested within the depths of national culture and only then become ideals for emulation.

In the context of the exacerbation of national and state problems in the context of global geopolitical processes, it is important to consider value differences between societies and conduct a comparative study of socio-political values. One of the causes of the current crisis is the problem of identity, the awareness of the value of belonging to a particular social group. A person's self-determination in the state and society is linked to political identity. *Political identity* is a stable psychological connection between an individual and a particular socio-political community, based on shared meanings, values, symbols, and attitudes of social perception and behavior. Forms of political identity include civic and national-state identities. The semantic foundation of political identity is formed by political values, which possess the integrative potential to unite citizens into a political community. The targeted formation and maintenance of political identity occurs within the framework of *identity politics*, whose subjects are the state and other participants in the political process (e.g., public organizations, public figures, and the media). Identity politics utilizes the tools and practices of educational, cultural, informational, symbolic, and historical policies.

To answer the third question, it is necessary to clarify the possible responses of Russian society to the external and internal value challenges of contemporary politics. It is necessary to identify which social structures and institutions are called upon and can provide an adequate response to the value challenges of contemporary politics and in what form these responses might take. What role can the family, individual socialization, educational organizations, and public institutions play in this? It is necessary to address such areas of activity of state and political structures as the socialization and political socialization of citizens; symbolic and cultural policy; memory policy and historical policy; national policy and identity policy.

It should be noted that modern policy in the area of public decision-making and management processes is experiencing a renewed focus on values, culture, and, indeed, ideology. At the same time, the concept of ideology is viewed ambiguously and often rejected within the expert and scientific community, although it is extremely difficult to imagine government bodies ignoring the cultural and value-based aspect of the political process. On the contrary, it is precisely the sphere of public values, identity, and worldview that is almost universally the target of large-scale and sometimes radical government intervention.

The official structures' embrace of values, cultural, and national policies also has a constructive nature. This embrace is not limited to the introduction of state ideology as a dogmatic set of formally accepted norms. The symbolic space of contemporary politics has been and remains largely determined by state discourse, centered around the categories of the state and statehood. For this very reason, state institutions remain a significant element (environment) of the political socialization of individuals, serving as a key source of "easily accessible and understandable information" for all age groups without exception, and, in the realities of post-Soviet politics, as the most familiar and traditional source. Furthermore, the rejection of ideology, without providing any equivalent construct in its place, can lead to the loss of the cultural and value core of public life and a worldview vacuum that can be filled with radical and socially dangerous content. The current state of the political process in Russia and the practical challenges facing the country and society necessitate a fundamental shift toward studying the ideological, cultural, value, and identity foundations of the multinational Russian people.

Questions and tasks

1. What is value, what types of values can you name?
2. What are ethical (moral) values?
3. What is the difference between value and virtue?
4. What is the difference between moral and political values?
5. Why do you think the problem of values, one of the oldest in the social and human sciences, does not have a clear solution and continues to be controversial?
6. What is political identity? What forms does political identity take?

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?

Recommended reading

Main literature:

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Practical lesson No. 10.

Lesson Topic: Systems Model of Worldview

Objective: to form in students a holistic understanding of the worldview as a system, to identify the main structural elements of the worldview.

Knowledge, skills and abilities acquired by students as a result of mastering a topic, formed competencies or parts thereof.

As a result of mastering the topic, students acquire:

- knowledge about the worldview system, its structure and functions;
- the ability to formulate one's own ideological position;
- mastery of argumentation and critical analysis skills based on philosophical and ideological concepts within the paradigm of traditional values.

The relevance of the topic is determined by the need to develop in students a systemic understanding of the worldview, the ability to critically analyze the surrounding reality, as well as 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. Ideological traditions as a factor of socio-cultural continuity.

Theoretical part. When answering the **first question**, it's important to consider the fact that the worldview within the systems approach is viewed as an organic system and possesses a set of characteristics common to any system. An important characteristic of organic systems is complexity and heterogeneity; a system always consists of several components that are somehow interconnected (the components of a system are most often called elements, sometimes components). An even more important characteristic is the integrity of the system, meaning that

its main parts are perceived from the outside not as disparate, but as a unified whole, more or less organically connected.

The nature and organization of the connections and relationships between elements, as well as the composition of these elements, constitute the structure of a system. Finally, a system is characterized by functionality, as a result of which each element fulfills a strictly defined role.

In the rational-theoretical understanding of worldview, insurmountable difficulties in defining the concept arise, 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 is fundamentally axiomatic.

As a working definition, the following can be proposed:

A worldview is a system of views, beliefs, ideals, and principles that determine a person's attitude toward the surrounding world, toward society, toward oneself, and toward practical human activity.

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

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

- everyday and theoretical worldview;
- mythological, religious, philosophical, scientific, everyday worldview; - worldview of polytheism, pantheism, deism, atheism, etc.

The main functions of a worldview include cognitive, axiological, and practical. The components of a worldview include knowledge, values, norms, action plans, etc.

When constructing a systemic model of social worldview, it is necessary to identify its key elements. A heuristic approach utilizes **the five-element structure of worldview**. The criteria for identifying the key elements of such a structure are the specific attitudes **toward individuals, family, society, the state, and the country** that members of a particular society develop.

In answering **the second question**, it is important to note that since individuals as creators of history are not limited by the framework of their own lives, and continue their activities at the level of ideas and spiritual and material heritage, any specific community can perform the functions of a subject of historical development only as long as continuity is maintained in its social consciousness, which is impossible without the normal functioning of the mechanism of traditions, without the transfer of accumulated socio-cultural experience from generation to generation.

Public consciousness is the cumulative product of society's spiritual activity, reflecting social existence in the form of a spiritual and practical understanding of social reality and the surrounding world. Public consciousness is supra-individual in nature, determining the thinking and behavior of individuals; it can be characterized as a "social mind" that develops and functions according to its own laws. Public consciousness is the set of beliefs, norms, values, and knowledge that dominate a given society and influence the thinking and behavior of its members. It is shaped by cultural, historical, social, political, and other factors.

Social consciousness is a subjective and objective phenomenon, on the one hand fluid and subject to the influence of numerous factors, while on the other, preserving within its structure the most important ideological constants and thus maintaining continuity across socio-historical time. Language, mentality, ideology, and, especially, ideological traditions contribute most to the preservation of community continuity.

In answering **the third question**, it is necessary to give a definition of worldview traditions based on the given 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 are directly related to the formation of an individual's ideas about:

- a) the origin of the world and man;
- b) their essential foundations;
- c) existential goals, personal and public;

d) values acceptable for the fulfillment of one's meaningful life purpose.

All four of these positions directly relate to personal consciousness, which, however, is never formed in individualistic isolation, but rather presupposes the assimilation and interpretation of collective ideas, carried out through both the individual's independent creative work in comprehending traditional sociocultural material passed down from generation to generation, and the unconscious influence of stereotypes of thought and action, persistent in specific communities and embedded in the social mentality. Therefore, the interconnection between social consciousness and the ideological traditions entrenched within it is obvious, as is the fact that ideological traditions are always concrete, i.e., they invariably relate to a specific society existing in socio-historical time. This does not preclude the similarity of many ideological traditions among different peoples, since they are ultimately shaped—albeit anonymously, through the development of social consciousness—by the individual, the personality, whose essential characteristics are immutable across space and time.

Questions and tasks:

1. Name the features of the system.
2. Why is it impossible to formulate a single definition of the phenomenon of worldview?
3. What types of worldview can be distinguished?
4. Name the significant differences between the concepts of worldview, world understanding, and world perception.
5. Justify the subjective-objective nature of the phenomenon of social consciousness.
6. How do mentality and language contribute to the continuity of social consciousness in socio-historical time?
7. Reveal the specifics of the ideological traditions of modern Russian society.
8. What determines the relative stability of public consciousness?
9. How do you understand the thesis: the continuity of public consciousness is necessary for the preservation of socio-cultural identity?

Recommended reading

Main literature:

1. Fundamentals of Russian Statehood: A Teaching Aid for Higher Education Institutions / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. Moscow: Publishing House "Delo" of RANEPa, 2023. 212 p.: ill. ISBN 978-5-85006-520-1
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Practical lesson No. 11.

Lesson Topic: Values of Russian Civilization

Objective: to develop in students an understanding of the values of Russian civilization, its main features, principles, and guidelines.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof.

As a result of mastering the topic, students acquire:

knowledge of the fundamental value principles of Russian civilization, as well as the promising value guidelines for Russian civilizational development;

the ability to justify one's own position on the formation of value guidelines for Russian civilization;

possession of skills for conscious choice of value orientations and civic position.

The relevance of the topic is determined by the importance of familiarizing students with the special Russian value orientations inherent to the unique Russian civilization.

Questions for discussion

1. The concept of value constants of Russian civilization and their relationship with the systemic model of worldview.

2. Value principles (diversity, sovereignty, harmony, trust, creation) and promising value guidelines for Russian civilizational development (stability, mission, responsibility and justice)

Theoretical part

The answer to the first question involves referring to the following concepts: "civilization", "Russian civilization", "civilizational subject", "value guidelines", "Russian mentality", "culture of self-awareness".

It should be noted that the longevity and stability of the unique Russian state-civilization already gives grounds to assume the existence of common value foundations that met the objective and subjective needs of its constituent parts. Numerous studies in various fields of the social and human sciences—history, sociology, cultural studies, psychology, political science, philosophy, economics, and jurisprudence—allow us to confidently assert the existence of a unique value foundation for the existence and historical development of Russian civilization.

The specificity of the axiological foundations of Russian civilization and the Russian worldview lies not in the formulation of specific themes and problems, but in the methods for resolving these universal and eternal questions—about man, existence, the world, history, etc. The reasons for this unique way of solving universal human issues and a special view of the world in our history are rooted in the specifics of historical, territorial, geographical, climatic, geopolitical, national, religious, and cultural development.

The distinctiveness of Russia's civilizational essence is determined, firstly, by the existence of traditional core values. These were formed during the historical development of our country and, for centuries, have defined the axiological dominants of its existence. These values form the meaning-forming foundations of the Russian worldview and form the foundation of the pan-Russian identity of our people. Secondly, the distinctiveness of Russia's civilizational essence is also determined by the presence of specifically Russian ways of interacting between people and building social relations. These are based on value constants—principles and rules for organizing the functioning of the state and society, reflecting the specific implementation of fundamental traditional Russian values in various historical and socio-political contexts. This means that people's daily lives, as well as real socio-cultural, economic, and political processes in our country, are carried out in accordance with value constants (principles), which include unity in diversity, strength and responsibility, harmony and cooperation, creation and development, love and trust.

To answer the second It should be noted that the Russian worldview and the values of the Russian civilization should be formed on the value framework of the Russian civilization, theoretical concepts of the worldview and the five-element worldview model (the so-called "pentabasis"), which includes "individual - family - society - state - country". These five elements will "reveal" "ideas - symbols - norms - rituals - institutions", which allows us to talk about the Russian worldview and a special perception of the Russian civilization, as well as the main value principles of the Russian civilization - diversity, sovereignty, harmony, trust, creativity. These constants help ensure a consistent interpretation of both historical events and transformations of the current period. Each of the constants includes certain terms: diversity - community, adaptability, stability; harmony - unity, spirituality, goodness; sovereignty - independence, "one's own path", originality; trust - legitimacy, idealism, solidarity; creation – “search for new paths of development”, pioneering, “freedom and will”.

Questions and tasks

1. What are value constants? Do you think the authors of this textbook are correct in their assertion that there is a unique "Russian way" to address life's eternal questions?
2. In modern Russia, it is recognized that the Russian people are civilization-forming and state-building. What, in your opinion, is the civilization-forming role of the Russian people?
3. In your opinion, how fully do the main concepts discussed in this chapter (unity in diversity, strength and responsibility, love and trust, etc.) express the value constants of Russian society?
4. Why do you think the concepts of "love" and "trust" are considered value constants? What role do these concepts play in the life of our society and in the personal lives of our compatriots?
5. Why can we say that value constants as principles for organizing people's lives in the state and society determine the specificity of Russian civilization and the Russian worldview?
6. Name the main sources of destructive influences aimed at eroding Russia's traditional spiritual, moral, and cultural-historical values.
7. What are the specific differences between the value orientations of Russian civilizational development and liberal values?
8. In addition to the promising value guidelines for Russian civilizational development such as stability, mission, responsibility, and justice, what other values would you add? Justify your answer.

Recommended reading

Main literature:

1. Fundamentals of Russian Statehood: A Teaching Aid for Higher Education Institutions / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. Moscow: Publishing House "Delo" of RANEPA, 2023. 212 p.: ill. ISBN 978-5-85006-520-1
https://delo.ranepa.ru/wp-content/uploads/2023/07/org_yaroslavl_itog-29-iyulya_all.pdf
2. Fundamentals of Russian Statehood: A Textbook for Students of Natural Sciences and Engineering and Technical Specialties / author's coll.: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPA, 2023 – 252 p. ISBN 978-5-85006-519-5
https://delo.ranepa.ru/wp-content/uploads/2023/07/osnovy-gosudarstvennosti_press.pdf
3. Fundamentals of Russian Statehood: A Textbook for Students Studying Social Sciences and Humanities / T. V. Evgenyeva, 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 of the Russian Presidential Academy of National Economy and Public Administration, 2023. – 550 p., ill. — ISBN 978-5-85006-521-8
https://delo.ranepa.ru/wp-content/uploads/2023/08/posobie-3_ill.pdf

Further reading:

1. Naumova, E. I. Civilizational Strategies of Modernity: From Geopolitics to Biopolitics. St. Petersburg: Institute of Peace and Conflict Research, 2022.
2. Panarin A. S. Orthodox civilization in the global world. Moscow: Algorithm, 2002.
3. Fadeev V.A. Transformation of Humanism. Moscow: RSUH, 2022. 198 p.
4. Huntington S. Clash of Civilizations – M.: AST, 2022.
5. Kharichev A.D., Shutov A.Yu., Polosin A.V., Sokolova E.N. Perception of basic values, factors and structures of the socio-historical development of Russia (based on research and testing) // Journal of Political Studies. - 2022. - Vol. 6, No. 3. - P. 9-19.
6. Shestopal, E.B. They and We. Images of Russia and the World in the Consciousness of Russian Citizens. Moscow: ROSSPEN, 2021.
7. Shirinyants A.A. Russian Guardian. Moscow: "Russian World", 2008.

Internet resources:

1. <http://kremlin.ru/> – "President of Russia"
2. <http://gov.ru/> – "Server of Russian Government Bodies"
3. <http://www.elibraru.ru/> – Scientific electronic library eLIBRARY
4. <http://www.biblioclub.ru/> – University Library Online
5. <http://biblio-online.ru/> – EBS "Biblio-online.ru"
6. <http://stavkray.ru/> – "Stavropol Krai"

Information reference systems

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

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. DNA of Russia. Constants: spirituality, resilience, community, messianism *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-konstanty-duhovnost-stojkost-obshnost-messianstvo-3626?collection=dnk-rossii&from=cinema&page=1>
2. DNA of Russia. Russian World *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-russkij-mir-3467?collection=dnk-rossii&from=cinema&page=1>
3. DNA of Russia. State-civilization *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-gosudarstvo-civilizaciya-3416?collection=dnk-rossii&from=cinema&page=1>
4. The DNA of Russia. What is Patriotism? *Electronic resource:* <https://znanierussia.ru/library/video/dnk-rossii-cto-takoe-patriotizm-3714?collection=dnk-rossii&from=cinema&page=1>

Topic of the lesson: Authority and legitimacy in constitutional terms

Objective: to develop an understanding of the essence, characteristics and organization of political power, its constitutional design in the Russian Federation and current issues of the Russian political process.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

Knowledge of the essence and characteristics of political power, the basic principles of its organization in the Russian Federation, the specifics of the state as a political institution;

the ability to identify and explain the characteristics of the federal and republican nature of the organization of political power in the Russian Federation; to identify the essential features of Russian federalism;

Possession of skills in analyzing the constitutional structure of the Russian Federation; working with scientific literature and legal acts .

The relevance of the topic is determined by the need to develop knowledge and understanding of the modern organization of political power in Russia and the mechanisms for its implementation in the context 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. Multinationality as the basis of the federal structure of Russia

Theoretical section. In preparation for the first question, it is necessary to understand the essence and content of the concepts of "power," "political power," "legitimacy," "legitimacy crisis," and "domination." It should be noted that political power is a unique phenomenon, and its function—the realization of the interests of ruling social groups—is closely linked to the function of preserving social integrity and 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 an understanding of the essence of the process of power legitimization, it is necessary to familiarize oneself with Max Weber's theory of legitimacy and its complementary concepts, in particular, with the theory of David Held. Political power is most fully embodied in the forms of state organization, and therefore 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 implementation of the state's political function is closely linked to specific historical conditions. This must be taken into account when examining the second question. The fundamental characteristics of Russia's state-political organization 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 draws on the complex experience of Soviet statehood, which saw a significant gap between the forms declared in the Constitution and those existing in practice. It is necessary to explain the reasons for the formation of the specific features of the Soviet model and to demonstrate its influence, in particular, on contemporary Russian federalism. When examining Russia's state-political organization, it is also necessary to consider the goals of building a legal and social state proclaimed in the current Constitution. A theoretical analysis of these concepts will allow us to understand the current challenges of developing democratic principles in Russian society. It is necessary to identify the conditions conducive to this development: the further development of civil society institutions and relations, and the expansion of citizens' political participation, including through various state and national projects.

It was precisely the focus on general democratic approaches to legal regulation that made it possible to affirm the federal national-state structure of Russia in the 1993 Constitution. In examining the third issue, it should be clearly understood that the current Constitution places

the principle of federalism among the foundations of the country's constitutional system (Preamble, Article 1). The complex and contradictory nature of Russian federalism, which draws on the previous historical traditions of the imperial system and the controversial Soviet experience, should also be taken into account. The federal structure of the modern Russian state has been significantly influenced by the national factor—it was formed in the context of growing national consciousness and the activism of regional elites and ethnic movements. This ultimately led to the preservation of horizontal asymmetry among the constituent entities of the federation and the difficulties of creating uniform elements of the federal system. The influence of the national principle on the Russian model of federal structure is not only historically conditioned but also legally enshrined in the current Constitution, which proclaims the multinational Russian people as the source of power. To form an idea about 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. The History of the Formation of the Federal Structure in Russia / A.A. Skachkova. - Text: direct // Young scientist. - 2022. - No. 3 (398). - P. 358-360. - URL: <https://moluch.ru/archive/398/88000/> (date of access: 03.05.2023).

The student should also have an understanding of the existing scholarly debate on this issue, as well as current trends in the development of Russian federalism—the creation of federal districts, changes in the formation of the Upper House of the Russian Parliament, the consolidation of regions around the federal center for the implementation of national projects, and the division of spheres of responsibility between levels of government.

Questions and tasks

1. Explain the following concepts : "*power*," "*political power*," "*legitimacy*," "*crisis of legitimacy*," and "*domination* ." Describe the essential attributes of political power: *supremacy*, *publicity*, *monocentricity*, *polyresources*, and *the legal use of violence*. What is domination according to Max Weber? When do power and domination become synonymous?

2. Characterizing state power, E. Vyatr wrote: “...State power represents the highest, most complete expression of political power – it is political power in its most developed form.” What features of state power, in your opinion, are decisive for such a characterization?

3. List the sanctions imposed legally and enshrined in Constitutions for failure to comply with the principle of limiting political power. What other means can the governed protect themselves from the unlawful actions of their rulers?

4. Construct a diagram of the “*State-political organization of Russian society*” , arranging and characterizing the following elements:

- form of government
- form of government
- 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. List the principles of federalism.

Analyze the articles of the Constitution devoted to *the structural principles* of the organization of the Russian state: Article 11, Article 65, Article 66, Article 77.

Analyze the articles of the Constitution devoted to *the functional principles* of the organization of the Russian state: Art. 11, Art. 71-73, Art. 85, Part 3 of Art. 125.

Highlight the features of federalism reflected in these articles.

6. On what basis were relations between the Federation and individual constituent entities established from 1992 to 2002 and after 2002? What is the fundamental difference between these models, and what caused the changes that occurred?

Recommended reading

Main literature

1. Ledyayev V.G. Power: conceptual analysis // Polis. Political studies. 2000. No. 1. P. 97-113.
2. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023.
3. Orlov A.S., Georgieva N.G., Georgiev V.A., Sivokhina I.A. History of Russia. M.: "Prospekt", 2023.
4. Fundamentals of Russian Statehood: A Textbook for Students of Natural Sciences and Engineering and Technical Specialties / Auth. Collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva. – Moscow: Publishing House "Delo" of RANEPa, 2023.
5. Fundamentals of Russian Statehood: A Textbook for Students Studying Social Sciences and Humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. – Moscow: Publishing House "Delo" RANEPa, 2023
6. Soloviev A.I. Adoption and implementation of government decisions. Moscow: Aspect Press, 2017
7. Federalism: a textbook / S. E. Zaslavsky, V. I. Kovalenko, E. E. Kochetkov, O. V. Morozov / edited by V. I. Kovalenko, O. V. Morozov. Moscow: Moscow University Press (MSU), 2016.

Further reading:

1. Alekseeva T.A. Modern political thought (XX–XXI centuries): Political theory and international relations. Moscow, 2019.
2. Golosov G.V. Comparative Political Science. St. Petersburg: Publishing House of the European University in St. Petersburg, 2022.
3. Jessop B. The State: Past, Present, Future. Moscow: Delo, 2019.
4. Ledyayev V.G. Sociology of Power. Theory and Experience of Empirical Research of Power in Urban Communities. Moscow: HSE, 2012.
5. Nersesyants V.S. History of political and legal doctrines. Moscow, 1997.
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8. Patrushev S.V. Institutional Political Science: Modern Institutionalism and Political Transformation of Russia. Moscow: ISP RAS, 2006.
9. Soloviev A.I. Adoption and implementation of government decisions. Moscow: Aspect Press, 2017
10. Kharkhordin O.V. Basic concepts of Russian politics. Moscow: New Literary Review, 2011.

Regulatory documents:

1. Constitution of the Russian Federation.
2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources:

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>. Title from the screen.

2. Website of the Institute of Sociology of the Russian Academy of Sciences. Access mode: <http://www.isras.ru/>, free. Title from the screen.
3. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems:

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 "University Library Online",
2. Electronic Library System " [Znanium](#) ".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. DNA of Russia. The Nation's Pillar: The Russian Constitution and Principles of 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 lesson No. 13.

Lesson Topic: Levels and Branches of Government

Objective: to develop an understanding of the current state of the Russian state system, public authority structures, their history and current state. **Knowledge and skills acquired by the student as a result of mastering the topic, the competencies or parts thereof being developed.**

As a result of mastering the topic, students acquire:

knowledge of the essence of the principle of separation of powers, its theoretical justification and practical implementation;

the ability to identify and characterize the features and historical prerequisites for the formation of branches and levels of government in the Russian Federation;

possession of skills in analyzing the vertical level of organization of state power (federal, regional, local) and the specifics of the relationship between legislative, executive and judicial powers .

The relevance of the topic is determined by the need to form ideas about the place and role of the Russian state and its institutions in the context of globalization and new socio-political challenges.

Plan

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

Theoretical section. When examining the first question of the topic, it is necessary to understand the essence and content of the principle of separation of powers as the basis of the constitutional system, and to examine the history of its development in theoretical and practical terms. In Russia, this principle is enshrined in Article 10 of the current Constitution and is embodied in the functional division of powers horizontally (legislative, executive, and judicial) 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 at its source—the multinational people of Russia—as well as a system of measures for interaction between the branches and levels of government, ensuring the unity of goal-setting and the

achievement of the country's social development goals. The idea of the need for separation of powers was first proposed by the English educator David Locke; the principle of mutual limitation of the powers of rulers, "power stops power," was developed in more detail by the French philosopher Charles-Louis Montesquieu. Today, the principle of separation of powers represents a system of interconnected elements that ensure the functioning of state authority. In modern Russia, this principle has a relatively recent history, and its implementation is complicated by significant changes in the status of constituent entities and the principles of federal structure compared to the Soviet period. Furthermore, it should be remembered that the separation of powers in the Russian Federation is enshrined in the Constitution not only at the federal level but also for the organization of power in its constituent entities.

In examining the second question, it is necessary not only to characterize the institutional embodiment of the separation of powers—parliament, government, and the judicial system—but also to trace the historical evolution of these institutions in Russia. Russian representation developed along a unique path, demonstrating models distinct from Western practice, which arose from the specific historical conditions of the existence of power and society. Drawing on knowledge of Russian history, it is necessary to characterize the essence and specific activities of the Zemsky Sobors; zemstvo self-government in the second half of the 19th and early 20th centuries; the Soviets of Workers' Deputies; and the Russian parliament of 1906-1917. To characterize the executive branch of government in the present day, it is also necessary to turn to historical examples—the system of orders, boards, ministries, and people's commissariats, paying attention to the specifics of their relationships with the monarch and the legislative branch.

When examining the third question, it is necessary, first and foremost, to understand not only the legal characteristics of the presidency but also to consider the national and historical characteristics and traditions of its development within the political system of Russian society. Particular attention should be paid to the paternalistic traditions of Russian political culture and the tendency toward the personalization of power. Furthermore, it is necessary to consider the main legal approaches to interpreting the presidency, while highlighting the key characteristics inherent to this institution within any national political system.

Questions and tasks

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

- *democracy, ensuring the unity of public authority at its source;*
- *functional separation of branches of government and their independence within the limits of their authority;*
- *system of checks and balances;*
- *federalism.*

2. Complete the table by distributing the listed powers of the branches of government and the President of the Russian Federation:

Federation Council	State Duma	President of the Russian Federation	Judicial authorities	Government of the Russian Federation

Powers: adoption of federal laws; approval of presidential decrees on the introduction of martial law and a state of emergency; control over the rule-making of government bodies; the issue of confidence in the government and hearing its reports; appointment of the chairman and judges of the Constitutional and Supreme Courts; deciding on the compliance of acts of state power with the Constitution and federal laws; the right to veto the effect of federal laws; impeachment of the President of the Russian Federation; consent to the appointment of the Prime Minister; judicial

protection of human and civil rights and freedoms; appointment of the Prosecutor General; impeachment of the President; guarantee of the Constitution; approval of federal laws; ensuring the coordination of the functioning and interaction of government bodies.

3. Analyze the provisions of the Constitution of the Russian Federation related to the institution of the presidency and fill out the table, characterizing its powers in various areas:

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 field of international relations and foreign policy	The position of the President in relation to other branches of government	The procedure for removing the President from office

4. The legal community continues to debate the relationship between the legislative and executive branches, as well as the role of the judiciary in the mechanism of state power. Dividing into two groups, construct models of the consequences of legislative dominance 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 made 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. The specifics of public administration in Russia in the first quarter of the 19th century
4. The personality of M.M. Speransky
5. Contents of M.M. Speransky's projects
6. Features of the principle of separation of powers in Russia from the point of view of M.M. Speransky
7. Reasons for the failure 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 reading

Main literature

1. Ledyayev V.G. Power: conceptual analysis // Polis. Political studies. 2000. No. 1. P. 97-113.
2. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023.
3. Orlov A.S., Georgieva N.G., Georgiev V.A., Sivokhina I.A. History of Russia. M.: "Prospekt", 2023.
4. Fundamentals of Russian Statehood: A Textbook for Students of Natural Sciences and Engineering and Technical Specialties / Auth. Collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin,

N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva. – Moscow: Publishing House "Delo" of RANEPa, 2023.

5. Fundamentals of Russian Statehood: A Textbook for Students Studying Social Sciences and Humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. – Moscow: Publishing House "Delo" RANEPa, 2023

6. Soloviev A.I. Adoption and implementation of government decisions. Moscow: Aspect Press, 2017

7. Federalism: a textbook / S. E. Zaslavsky, V. I. Kovalenko, E. E. Kochetkov, O. V. Morozov / edited by V. I. Kovalenko, O. V. Morozov. Moscow: Moscow University Press (MSU), 2016.

Further reading:

1. Alekseeva T.A. Modern political thought (XX–XXI centuries): Political theory and international relations. Moscow, 2019.

2. Golosov G.V. Comparative Political Science. St. Petersburg: Publishing House of the European University in St. Petersburg, 2022.

3. Jessop B. The State: Past, Present, Future. Moscow: Delo, 2019.

4. Ledyayev V.G. Sociology of Power. Theory and Experience of Empirical Research of Power in Urban Communities. Moscow: HSE, 2012.

5. Nersesyants V.S. History of political and legal doctrines. Moscow, 1997.

6. Jessop B. The State: Past, Present, Future. Moscow: Delo, 2019.

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8. Patrushev S.V. Institutional Political Science: Modern Institutionalism and Political Transformation of Russia. Moscow: ISP RAS, 2006.

9. Soloviev A.I. Adoption and implementation of government decisions. Moscow: Aspect Press, 2017

10. Kharkhordin O.V. Basic concepts of Russian politics. Moscow: New Literary Review, 2011.

Regulatory documents:

1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to 2025

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Information reference systems:

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)

2. eLIBRARY.RU ([http:// www.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 "University Library Online",
2. Electronic Library System " [Znanium](#) ",
3. Electronic Library System "Yurait".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. DNA of Russia. The Nation's Pillar: The Russian Constitution and Principles of 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 lesson No. 14.

Lesson Topic: Planning for the Future: Government Strategies and Civic Participation

Objective: to consider priority programs for the development of Russia at the present stage.

Knowledge and skills acquired by a student as a result of mastering a topic (practical lesson), formed competencies or parts thereof

As a result of mastering the topic, students acquire:

knowledge of Russia's strategic priorities for the near future;

ability to determine priority tasks, directions and technologies for project implementation;

proficiency in project analysis skills.

The relevance of the topic (practical lesson) is determined by the need to study and apply an integrated approach to solving strategic problems for the development of Russia and its regions.

Plan

1. Strategic initiatives for the development of the Russian Federation at the current stage of development
2. Public participation in strategic planning
3. Russia's strategic priorities in technological development. The country's technological sovereignty.
4. State and national projects of the Russian Federation in the social sphere. Digital transformation of the country

Theoretical section. For the first question, please provide a brief description of the 42 strategic development initiatives for Russia APPROVED BY the Russian Government on October 6, 2021, No. 2816-r. These are federal projects that will be implemented until 2030 and will cover various aspects of citizens' lives. Approximately 4.6 trillion rubles from the federal budget and the National Welfare Fund are planned for their implementation, with plans to attract private investment.

When addressing the second question, it's important to consider that public participation in strategic planning is a specific instance of public participation in government decision-making, understood as a continuous, bidirectional process of interaction between the public and the authorities responsible for preparing, adopting, and implementing decisions. The public is defined as one or more individuals or legal entities, as well as their associations, organizations, or groups, with the exception of those who make decisions on a given issue by virtue of their official duties, represent government authorities, or participate in activities under a contract with the client. Public participation enables the achievement of a number of important tasks for authorities, such as diagnosing problems and needs, identifying possible alternative solutions, and assessing the consequences of various alternatives. Furthermore, it achieves goals such as legitimizing the role of the body preparing the draft Strategic Plan and building trust in its activities. Public participation creates the conditions for resolving conflicts within the urban community, finding consensus, and depolarizing interests.

When considering the third issue, it is necessary to analyze the areas for the country's technological breakthrough. Specifically, **unmanned logistics corridors, clean energy (hydrogen and renewables), new nuclear energy, the development of new materials production**, the creation of a fleet, satellites, and port infrastructure for year-round navigation along the Northern Sea Route, the implementation of modern agricultural science advances in independent breeding and genetics, including genomic and post-genomic technologies, and **unmanned aerial cargo delivery**. It is necessary to demonstrate the starting conditions for technological development in various regions of Russia, including the North Caucasus.

The third question involves an analysis of Russia's key national projects in the social sphere. The national project "Education" has created special career guidance platforms that offer information on all promising professions through open lessons; it also supports the creative and artistic industries (architecture, design, fashion, fine and performing arts, music, film and animation, video games, TV, advertising, etc.); and the Pushkin Card, a program to promote cultural events among young people. The national project "Russia – an Attractive Country for Study and Work" (Russian teachers for teaching Russian in the CIS countries, golden visas – a simplified residence permit for foreign investors and their relatives); and the social treasury (all social benefits in a single window, access to them without applications or collecting certificates).

The fourth question should outline the country's priority digitalization development programs: internet access (free access to socially significant services (more than 300); citizen digital profile (expansion of the Unified Identification and Authentication System (UIAS) as the main platform containing legally significant personal information about citizens); online government services; electronic document management; and IT personnel training.

Questions and tasks

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

Project plan:

- the main idea of the project and its general characteristics
- innovative potential of the project
- project implementation technologies
- planned results

4. Come up with your own national or regional project in any area

Recommended reading

Main literature:

1. Fundamentals of Russian Statehood: A Teaching Aid for Higher Education Institutions / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. Moscow: Publishing House "Delo" of RANEPa, 2023. 212 p.: ill. ISBN 978-5-85006-520-1

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2. Fundamentals of Russian Statehood: A Textbook for Students of Natural Sciences and Engineering and Technical Specialties / author's coll.: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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8. Selezneva A.V. Russian Youth: A Political and Psychological Portrait Against the Background of the Era. Moscow: Akvilon, 2022.
9. Yakunin V.I., Bobrovskaya E.V. Ideology and politics. M.: “Prospekt”, 2021.

Regulatory documents:

1. Constitution of the Russian Federation.
2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources:

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>. Title from the screen.
2. Website of the State Duma Committee on Nationalities. Access mode: <http://www.komitet2-4.km.duma.gov.ru/>, free. Title from the screen.
3. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru>, free. Title from the screen.
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6. Website of the Institute of Sociology of the Russian Academy of Sciences. Access mode: <http://www.isras.ru/>, free. Title from the screen.
7. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems:

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 "University Library Online",
2. Electronic Library System " [Znanium](http://znanium.ru) ".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

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Practical lesson No. 15.

Topic of the lesson: Civic participation and civil society in modern Russia

Objective: to develop understanding of ways to realize civil interests and human needs; the history and current state of civil society institutions and relations in Russia.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof

As a result of mastering the topic, students acquire:

knowledge of the essence and characteristics of civic participation and civil society; theoretical justification for their formation in socio-political practice;

the ability to identify historical and socio-cultural prerequisites for the formation of various forms of civic participation and institutions of civil society in modern Russia;

Possession of skills in analyzing various forms of civic participation; working with legislative acts and scientific literature.

The relevance of the topic is determined by the need to form understanding of 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 types of civic participation
2. Civil society: theories and practical implementation
3. Trends and problems of civil society development in modern Russia

Theoretical section. In considering the first question, it should be remembered that it is the individual and their activities that are the sources of socio-political phenomena and processes, giving them meaning and specific forms. Recognizing the ordinary citizen as the most important political actor requires taking their civic needs into account and creating institutions and norms to

realize them. It is necessary to analyze the legal acts that ensure citizen participation in socio-political life – the Universal Declaration of Human Rights, adopted by the UN General Assembly on December 10, 1948 (Articles 18, 19, 20, and 21), as well as the Constitution of the Russian Federation (Chapter 2, Articles 29, 30, and 32).

The process of becoming an active citizen manifests itself in the acquisition of various roles—leader and participant in a socio-political movement, voter, party member, protester, volunteer, etc. Civic participation is thus closely linked to the pursuit of specific interests and is motivated. It must be distinguished from political participation. However, it is not confined to the non-political sphere, as it aims to influence government and its decisions. Civic participation is characterized by a greater diversity of forms and technologies, as it is less bound by legal and institutional restrictions than political participation. Therefore, the objectives of civic participation are quite broad: drawing attention to specific issues; aggregating citizen interests; developing communication channels between government and civil society; citizen control; functioning as a negotiating platform, etc.

Civic participation ensures the reproduction of the fundamental norms and values of civil society, its structures and institutions, and civic identity. The interaction of these phenomena should be kept in mind when examining the second question.

Developing an understanding of the essence and characteristics of civil society should begin with an examination of its theoretical foundations, as presented in the works of D. Locke, T. Hobbes, I. Kant, G.W.F. Hegel, and other scholars. It is necessary to characterize the sociocultural and intellectual preconditions for the formation of civil society and its connection with elements of the sociopolitical and spiritual reality of the modern period—the emergence of a market economy, the concepts of natural law and the social contract, the idea of civic identity, etc. The classical model of civil society is based on an individualistic, atomistic paradigm of sociality, which largely predetermined the specific nature of the relationship between civil society institutions and the state in Europe.

In studying the history of civil society in Russia, it is important to identify the fundamental differences between the initial conditions of Russia and Western Europe and to conduct a comparative analysis of the anthropocentric and sociocentric paradigms of public life within which the institutions and structures of civil society emerged. These initial assumptions determine the state of relations between the state and civil society and the specific functioning of its institutions. For a deeper understanding of this topic, it is also necessary to consider the interpretations of the concepts of "citizen" and "civic consciousness" and to understand the specific place and role of the state in Russia. Contemporary Russian practices of civic participation and the characteristics of civil society institutions and relations cannot be considered outside of their historical context. It is important to remember that the theoretical model of civil society does not translate into socio-political practice without adjustments. Its existence in modern Russia is inextricably linked not only to historical experience but also to the socio-economic and political changes that have occurred under the influence of globalization. The increasing complexity of socio-political reality, the emergence of new institutions, structures and relationships, and the actualization of local solidarities in response to globalist universalism have formed new approaches to the organization of civil society and its relations with the state.

In this regard, the example of the Civic Chamber of the Russian Federation, which is an institution for civil expertise and civil oversight, is illustrative. While fulfilling the functions of a civil society institution, it is formed at the initiative of the President and with the assistance of his representatives. Clearly, in Russia, such forms of civil-public partnership allow for more effective achievement of social development goals. To gain an understanding of the history of the Civic Chamber's development and specific activities, read A.Yu. Sungurov's article, " The Civic Chamber of the Russian Federation: Origin and Stages of Development," available [at https://ons-journal.ru/s086904990017877-6-1](https://ons-journal.ru/s086904990017877-6-1).

Questions and tasks

1. Characterize 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 the volunteer movement			
Protest activity			
Electronic activity			

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

2. List and describe the types of mass protests enshrined in the Constitution (Article 31). What other forms of mass protests can be considered in the information society? What are their advantages and disadvantages?

3. Describe this form of civic participation, the involvement of citizen observers in an election campaign. What are its goals, and how does it differ from the participation of political party representatives in an election campaign?

4. Comment on the words of G.W.F. Hegel: "...in civil society, each individual is an end in himself; all and all others are nothing to him. But without a relationship with others, he cannot fully achieve his goals." ¹How does this statement reflect the key characteristic of civil society—the balance of private and public interests? How does it correspond to the individualistic paradigm of sociality within which the classical model of civil society emerged?

5. How has the specific perception of power in Russia influenced the formation of civil society institutions and its relations with the state? Describe the characteristic features of the Russian perception of political power and examine how they are reflected in the current state of relations between the state and civil society.

Characteristic features of Russian political culture :

- a sacred, rather than institutional, relationship of the individual to power;
- priority of spiritual and moral qualities of the leader;
- personalization in the perception of power;
- the polarity of the individual's perception of power (from social authority to an anarchic anti-ideal);
- underdevelopment of the principle of dialogue in political culture;
- lack of experience of constitutionalism and conventional forms of civil and political activity;
- the historical practice of "granting" rights and freedoms to citizens, etc.

6. Debate on the issue: **"Electronic forms of civic participation: possibilities and prospects"**

It is recommended that these debates be based on the basic format developed by the English scientist K. Popper:

Within the framework of the general problem, a topic (resolution) is selected

¹Hegel, G. Philosophy of Law / G. Hegel; translator B. G. Stolpner. - Moscow: URAYT Publishing House, 2023. - 292 p. - (Anthology of Thought). - ISBN 978-5-534-06348-6. - Text: electronic // URAYT Educational Platform [website]. - URL: <https://urait.ru/bcode/516326> (accessed: 01.12.2023).

- Two teams of three speakers are formed. The positions the teams take ("affirm" or "deny") are not chosen, but are assigned either by choice or by drawing lots.
- Teams are given time to prepare (10-15 minutes)
- The speaker's speech is strictly regulated (3-5 minutes)
- The speakers' speeches alternate: the first speaker takes the "affirmative" position
 - the first speaker takes the "negative" position; the second speaker takes the "affirmative" position
 - the second speaker takes the "negative" position, etc.
- The moderator (preferably one of the invited experts or a teacher) sums up the debate and evaluates the discussion according to the following criteria:
 - ability to formulate a point of view;
 - the quality of the arguments and counterarguments presented, and their substantive consistency;
 - speed of response to the arguments of the opposing side;
 - culture of discussion;
 - ability to work in a team
 - compliance with regulations.

Materials for the debate on the issue of **"Electronic forms of civic participation: opportunities and prospects":**

Resolution 1. Electronic forms ensure the accessibility and openness of information on the problem and create the necessary basis for its resolution.

Resolution 2. Electronic forms have the potential to generate a huge audience and engage them in civic participation.

Resolution 3. Electronic forms of civic participation correspond to innovative models of interpersonal and collective relationships formed within the framework of the information society.

Resolution 4. Electronic forms of civic participation are capable of articulating problems that are outside the state's sphere of attention and influencing their resolution.

Materials for the "denial" position:

- the lack of material and technical resources and the necessary competencies among a portion of the population to work with information resources;
- the ability to manipulate public opinion on the Internet;
- insufficient objectivity of information and the impossibility of verifying it in practice.

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2. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023.
3. Orlov A.S., Georgieva N.G., Georgiev V.A., Sivokhina I.A. History of Russia. M.: "Prospekt", 2023.
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1. Constitution of the Russian Federation.

2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources:

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. Title from the screen.

2. Website of the Institute of Sociology of the Russian Academy of Sciences. Access mode: <http://www.isras.ru/>, free. Title from the screen.

3. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. Title from the screen.

Information reference systems:

1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)

2.eLIBRARY.RU ([http:// www.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 "University Library Online",

2. Electronic Library System " [Znanium](#) ".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

1. DNA of Russia. The Nation's Pillar: The Russian Constitution and Principles of State <https://znanierussia.ru/library/video/dnk-rossii-konstituciya-3463>
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Practical lesson No. 16.

Topic of the lesson: Russia and global challenges

Objective: to form an understanding of current challenges to the existence and development of Russian statehood and possible ways to overcome them.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof.

As a result of mastering the topic, students acquire:

knowledge of the conceptual and categorical apparatus describing the threats and challenges to Russian statehood;

the ability to characterize and evaluate technological, resource and climatic challenges to the development of Russian society;

mastery of argumentation and critical analysis skills based on philosophical theories and data from the social and human sciences.

The relevance of this topic stems from the need to present key issues of the modern world that are relevant to the Russian Federation and to outline potential changes, the implementation of which, along with the maintenance of the values inherent in Russian society, will enable the country to successfully overcome current and future challenges.

Plan

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

Theoretical section. In preparation for the first question, the student should understand the concepts of "challenges," "risks," and others. According to Russian researcher S.B. Pereslegin, a challenge is always addressed to someone—there is an addressee. A global challenge is addressed to all people, but not to every person. A super-challenge is addressed to all people and to every specific person; a super-challenge cannot be ignored. A local challenge is addressed to a specific, 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 (group of factors) has emerged or become relevant, incompatible with the addressee's inertial development scenario. In other words, with the emergence of this factor, things will no longer be "as before." They will be different. Therefore, a challenge always requires a response.

Awareness of the gravity of the challenge and the lack of an adequate response to it is perceived as a social crisis. A "normal crisis"—both the elites and the masses perceive the situation as a crisis and attempt to find a way out. A "crisis of confidence"—elites perceive the situation as a crisis, the masses are indifferent. A "crisis of governance"—the masses perceive the situation as a crisis, the elites are indifferent. A "catastrophic crisis"—is ignored by both the masses and the elites. The existence of a global crisis is no longer denied, but its scale continues to be debated. There are two points of view on the nature of the crisis: the Western (think tanks of the US and

UK) argues that the crisis is systemic, in which the strongest survives by exploiting the resources of the loser. The Russian point of view is that this is a phased crisis, in which the strongest suffers.

Global problems of a "natural" nature include climate and environmental issues (anthropogenic climate change, on which experts have long established a strong consensus), shortages of fresh water and affordable food, and energy shortages. Russia's role in addressing all of these issues is significant, and Russia's proposals and initiatives for addressing existing problems may offer an alternative.

In answering the second question, it is necessary to highlight global technological challenges: the unpredictable development scenarios of digital technologies and, in particular, "artificial intelligence," digital inequality and "network feudalism," "surveillance capitalism," and an oversaturated information space. It should be recognized that these are well known to modern generations of students and have obvious political and even global significance. Emphasis should be placed on the successes that Russian actors have achieved in high technology and digital technologies, no less than most European countries, and likely lagging behind only the United States, China, and a number of smaller Asian countries (such as Japan and South Korea). A presentation of leading national enterprises and companies will serve as an educational element, helping to shape the understanding of Russia's significant role in responding to modern technological challenges.

In the third question, it's important to emphasize that the average surface temperature of the Earth is indeed rising. This process is natural. Whether human industrial activity has a slight or no influence on it is debatable. A transition to cyclical cooling is likely in the mid-22nd century, but cooling could begin even earlier, even before the end of the 21st century. Between 2020 and 2040, a localized cooling event is highly likely, caused by a local (approximately 10-year) disruption of the thermohaline circulation mechanism. Such a disruption would lead to famine.

A climate optimum leads to increased evaporation of water from the ocean surface. This leads, firstly, to increased humidity and, secondly, to increased atmospheric instability. The latter means the formation of cyclonic activity zones and an increase in the intensity of catastrophic atmospheric processes—an increase in hurricanes, tornadoes, etc. This can inductively trigger an increase in volcanism.

In preparing for the fourth question, it's important to define the concept of "resource." Resource challenges are always taken very seriously, but in reality, they almost never lead to serious crises (exceptions include the depletion of flints in the Late Mesolithic, but even there, this played a secondary role). Any resource can always be found, replaced by another, or completely removed from economic activity. Nevertheless, resource challenges deserve attention.

The following can be identified as critical resource challenges at present:

- Lack of land (oligocleria)
- Precious metals (Bronze Age crisis)
- Expensive energy resources (since the 2000s, may worsen in the 2030s)
- Conflict minerals (2020s and beyond, escalating)

Questions and tasks

1. Describe possible ways to overcome the technological gap.
2. Rank external and internal challenges/threats to Russia.
3. Modern climate change issues: reality or myth?
4. Identify the main trends in technological, climate, and resource policy and challenges for Russia.
5. Methods, tools and technologies for the conservation, reproduction and conscious use of national resources.
6. What personal contribution could you make to solving the problems generated by challenges and threats through your future professional activities?
7. What is the role of the state as the main instrument for confronting challenges to humanity?

8. What is Russia's potential for solving the global problems of human civilization?
9. How do you see the specifics of your region in responding to local challenges?
10. How can you personally contribute to solving the problems of human civilization?
11. Preparing for **the Model UN Business Game**

Game concept. Модель Организации Объединенных Наций – это деловая игра, в ходе которой имитируется работа различных структурных подразделений ООН. В ходе заседаний Модели участники выступают в роли делегаций стран-членов ООН и обсуждают вопросы международной проблематики, стоящие на повестке дня.

Roles. Recommendations for selecting participating countries:

- countries from different macro-regions must be represented;
- the participation of “great powers”, leaders of their macro-regions, is undesirable;
- "delegations" from Russia are not allowed, since this gives an initial advantage in preparation, and also taking into account the emotional involvement of the audience),
- at the same time, students should have the opportunity to find a sufficient amount of material to justify the position of the delegation of a particular country.

Expected Outcome: Participants gain theoretical knowledge of argumentation and debate management, as well as develop practical skills in conducting debates according to the rules and participating in organizing similar events in the future. Model UN develops the ability to make informed and consistent decisions, successfully resolve conflicts, think analytically, and work in a team. The results of the business game are of great importance for the student's final assessment.

Step 1: Preliminary Preparation

Setting the task and working in groups. Students are divided into several small groups, the number of groups determined by the number of students and the number of roles.

Stage 2. Group work

Small groups occupy a designated space suitable for group discussion. A speaker, opponents, and experts are identified within the group. The speaker assumes the participants' functions and roles, organizes the group discussion, and formulates the small group's overall opinion. The opponent listens attentively to the positions proposed during the discussion and formulates questions based on the information provided. The expert forms an evaluative judgment on the small group's proposed position and compares it with the positions of other groups.

Each small group discusses the creative task for the allotted time. The goal of this stage is to formulate a group position on the creative task.

Stage 3. Conducting

Group work on the assignment, intergroup discussion, presentation of results, and expert assessment. Each small group's opinions on the creative assignment are heard, taking into account the proposed role. After each opinion, the opponents ask questions, and the authors of the proposed positions respond. Finally, a consensus is formulated, expressing a shared position on the creative assignment.

Stage 4. Analysis and generalization

Conclusions from the game, analysis of results, reflection, evaluation and self-assessment, summary, and recommendations. Experts offer evaluative judgments on the proposed solutions to the proposed creative tasks and conduct a comparative analysis of the proposed solution with the solutions of other small groups. The teacher provides an evaluative judgment on the small groups' work and the creative tasks, taking into account the proposed roles and the effectiveness of the proposed solutions. A vote by all participants is possible, with the right to assign a certain number of points to any team except their own by secret ballot.

Recommended reading

About the main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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2. Fundamentals of Russian Statehood: a textbook for students majoring in natural sciences and engineering and technical specialties / author's collective: A.P. Shevyrev, V.V. Lapin, S.V. Rogachev, A.V. Tutorsky, P.Yu. Uvarov, A.A. Larionov (Hieromonk Rodion), V.S. Bremin, N.Yu. Pivovarov, O.A. Efremov, E.A. Makovetsky, E.A. Ovchinnikova, D.A. Andreev, V.V. Bulatov, O.A. Chagadayeva – Moscow: Publishing House "Delo" RANEPa, 2023 – 252 p. ISBN 978-5-85006-519-5

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3. Fundamentals of Russian Statehood: a textbook for students studying social sciences and humanities / T. V. Evgenyeva, I. I. Kuznetsov, S. V. Perevezentsev, A. V. Selezneva, O. E. Sorokopudova, A. B. Strakhov, A. R. Boronin; edited by S. V. Perevezentsev. - Moscow: Publishing House "Delo" RANEPa, 2023. - 550 p., ill. - ISBN 978-5-85006-521-8

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4. Russian civilization: in search of a new identity / Ed. B.V. Aksyumov. - Stavropol: Publishing house of North Caucasus Federal University, 2014. - 200 p. - ISBN 978-5-91628-183-5

Further reading

1. Alekseeva T.A. Modern political thought (XX–XXI centuries): Political theory and international relations. Moscow, 2019.

2. Polosin A.V. Step forward: the problem of worldview in modern Russia // Bulletin of Moscow University. Series 12. Political sciences. 2022. No. 3. Pp. 7-23.

3. Russian society: the architectonics of civilizational development / R.G. Braslavsky, V.V. Galindabaeva, N.I. Karbainov [et al.]. – Moscow; St. Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021

4. Kharichev A.D., Shutov A.Yu., Polosin A.V., Sokolova E.N. Perception of basic values, factors and structures of the socio-historical development of Russia (based on research and testing) // Journal of Political Studies. 2022. Vol. 6, No. 3. P. 9-19.

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2. Strategy of the state national policy of the Russian Federation for the period up to 2025

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1. INION RAS databases (<http://inion.ru/resources/bazy-dannykh-inion-ran/>)
2. eLIBRARY.RU ([http:// www.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 "University Library Online",
2. Electronic Library System " [Znanium](http://znanium.ru) ".

Documentaries from the DNA of Russia project and the Russian Knowledge Society

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

Practical lesson No. 17.

Topic of the lesson: Internal challenges of social development

Objective: to develop students' understanding of the contradictions and challenges in the context of the current realities of modern Russia.

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof.

As a result of mastering the topic, students acquire:

knowledge of the contradictions and challenges of social development and measures to respond to them;

the ability to analyze social realities and build one's own civic activity;

mastery of the skills of analyzing the theory of the concept of contradictions and conflicts based on philosophical theories.

The relevance of the topic is determined by the need to develop in the student the ability to think critically and evaluate incoming socio-political information, and to develop independent and consistent judgments.

Questions for discussion

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

The answer to **the first question** involves examining the following concepts: "contradiction," "challenge," "social system," "stability," justice, and mission. Studying this question should lead to an analysis of contemporary realities and potential internal challenges, and, conversely, to the potential role of students themselves in responding to such challenges. In the context of global change in the global community, new threats and challenges to national security

are emerging, which is renewing the study of these issues in socio-political and academic circles. National security involves not only protecting national interests but also creating the necessary conditions for the development of the individual, society, and the state.

To answer **the second question**, it is necessary to identify the key internal challenges. To do this, 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 contradiction to which they belong. Social conflicts are classified as internal and external, primary and secondary, major and minor, antagonistic and non-antagonistic. Obviously, these conflicts will differ among different social actors: individuals, social communities, social institutions, and social organizations. For historical analysis, it is important to consider the concept of "contradiction" in the context of Hegel's dialectic as the basis for development. To uncover the essence of internal challenges, it is necessary to study A. Toynbee's conception 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 societal development. The first challenge is intensifying global competition, encompassing not only traditional markets for goods, capital, technology, and labor, but also systems of national governance, innovation support, and human development. The second challenge is the expected new wave of technological change, which is strengthening the role of innovation in socioeconomic development and diminishing the influence of many traditional growth factors. The third challenge is the growing role of human capital as a key driver of economic development. The competitiveness of a modern innovative economy is largely determined by the quality of professional personnel, their level of socialization, and cooperation. The fourth challenge is the exhaustion of the potential of the raw materials-based export 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 for a stable society and strengthening the consolidation of civic identity.

Questions and tasks

1. What is a contradiction, what types of contradictions can you name?
2. What is society 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. Prepare for the business game.

A business game is a collaborative activity between a group of students and a teacher, under the guidance of the teacher, aimed at solving educational and professionally-oriented problems through the game-like simulation of a real-life problem situation. It allows for assessment of the ability to analyze and solve typical professional problems.

Before the game, students are divided into groups, each assigned a role and familiarized with the game rules and assignment. Each player is provided with clear instructions. To prepare for the business game, students are provided with a list of primary and secondary literature, including key sources in the form of legislative acts. Before the game itself, each group of participants must consult on the structure of the presentation, research, and presentation of the material. Each player must wear a badge indicating their position and the ministry or media outlet they represent.

This game simulates an open meeting of government members on the effectiveness of social reform in Russia. This meeting is attended not only by ministers and their deputies, but also

by media outlets representing the interests of society and, following the meeting, expected to convey the results of the open discussion on the idea of a student newspaper.

Each group should begin its presentation by defining the area of social development that it represents and its significance.

Topics of mini-research:

Ministry of Social Development and Health.

- a) social support for orphans;
- b) personnel policy in the healthcare sector;
- c) forms of support for motherhood and childhood.

Ministry of Science and Higher Education

- a) youth policy;
- b) reform of vocational education;
- c) development of physical culture and sports

Ministry of Regional Development

- a) state mortgage lending;
- b) a certificate as a form of solving the housing issue of military personnel

Structure of the speech

- Competence of the Ministry.
- The main regulatory legal acts governing this area.
- The main directions of the reform.
- In the field of education, it is necessary to talk about the National Project "Education".

- In the area of housing policy, on mortgage lending and support for young families through various types of housing programs.

- In the area of healthcare, the main directions and activities of the national project should also be disclosed.

Each ministry's presentation is based on a mini-research paper on one of the proposed topics. Each ministry has its own list of topics. The job description developed for each group of participants describes the key issues to be addressed within the framework of the chosen topic.

Groups representing ministries must present their statements from the perspective of government agencies. Their goal is to convince the public of the effectiveness of the reforms being implemented and to emphasize the positive dynamics of the changes taking place. At the same time, government members must objectively assess their own performance and that of their colleagues. Therefore, reasoned criticism is permitted, including from other ministries. When noting problems in the area under review, government members must not only state the facts but also propose solutions.

Media outlets and members of the public prepare a presentation on social issues in education, healthcare, and housing. It's recommended to begin the presentation by describing the concept of a "welfare state." Statistical data should be cited and a citizen survey conducted, ensuring the group's position is not only well-reasoned but also convincing. International experience in developing state social policy may be considered.

To prepare, members of a separate subgroup should immediately distribute responsibilities and the order of presentation.

Recommended reading

Main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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4. Russian civilization: in search of a new identity / Ed. B.V. Aksyumov. - Stavropol: Publishing house of North Caucasus Federal University, 2014. - 200 p. - ISBN 978-5-91628-183-5

Further reading

1. Alekseeva T.A. Modern political thought (XX–XXI centuries): Political theory and international relations. Moscow, 2019.

2. Polosin A.V. Step forward: the problem of worldview in modern Russia // Bulletin of Moscow University. Series 12. Political sciences. 2022. No. 3. Pp. 7-23.

3. Russian society: the architectonics of civilizational development / R.G. Braslavsky, V.V. Galindabaeva, N.I. Karbainov [et al.]. – Moscow; St. Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021

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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. Electronic Library System "University Library Online",
2. EBS " [Knowledge](#) ".

Practical lesson No. 18.

Lesson topic: Images of Russia's future

Objective: to develop in students an understanding of various scenarios for the future of Russia and to show that the implementation of a specific scenario depends on both internal (consolidation of the state and society) and external factors (model of world order).

Knowledge and skills acquired by a student as a result of mastering a topic, the competencies formed or parts thereof.

As a result of mastering the topic, students acquire:

knowledge about the images of the future of Russia;

the ability to reasonably determine which of the possible images of the future is the most optimal for Russia;

mastery of argumentation and critical analysis skills based on social theory and data from the social sciences and humanities.

The relevance of this topic is determined by the importance of constructing positive images of the future that can guide the Russian state and society in the search for the most optimal trajectories of cultural, civilizational, and socio-economic development in the context of a fluid modern world.

Questions for discussion

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

Theoretical part

In preparing for **the first question**, it should be kept in mind that the West's failed global domination has resulted in a fierce competition among the world's cultural and civilizational systems to determine the trajectories of global development, to assert the priority of their values, ideas, and principles. Visions of the future, previously painted almost exclusively by the "majestic brush of the West," have suddenly acquired unprecedented diversity; the alternative nature of historical evolution has become so obvious that it is no longer possible to ignore it from the perspective of philosophical and scientific analysis. A civilizational scenario for the future has emerged as one of the most realistic, presupposing the advent of the "Age of Asia." The potential shift of the center of world history from West to East signifies not only the final debunking of the myth of the West's historical destiny (a myth that, incidentally, was largely invented by the West itself), but also the bankruptcy of linear concepts of history founded on the idea of the fundamental unity of historical existence and the predetermined historical destinies of countries and peoples. The very actual development of history demonstrates the heuristic nature of the principles of the civilizational approach, with its central idea of the plurality of civilizations and the multivariate nature of their potential development. The uncertainty of the historical future, its openness to the possibility of implementing a wide variety of futurological projects, presupposes competition between civilizational scenarios, in which the world of the 21st century presents itself to us in ever new variations. To avoid becoming a "second- tier actor" in the scenarios of other cultural and

civilizational systems, Russian civilization must propose its own project for global civilizational development, its own vision of the future world.

In answering the **second question**, it should be noted that the alternative trajectories of civilizational transformations on a global scale emerged immediately after the collapse of the USSR. Following F. Fukuyama's concept of the "end of history" (formulated largely in the final years of the USSR), which, relying on Hegelian-Kozhevian methodology, predicted the total victory of liberal values and the liberal worldview in general, S. Huntington's more balanced and less abstract concept of the "clash of civilizations" emerged. Key areas of research discourse emerged around the problematic field of these concepts, through critical reflection by the scientific community, and remain relevant to this day. Globalization or regionalization, unipolarity or multipolarity, conflict or dialogue between cultures and civilizations, West or East, modernity (postmodernity) or traditionalism—these are the antinomies that divide the world, making it unstable and unpredictable, and around which civilizational scenarios for the future are constructed. Russia's development, like that of any other state, depends, in the context of the above, not so much on internal impulses and incentives as on the global situation. One can fully agree with V.S. Stepin's opinion that "the problem of civilizational choice facing Russia is connected to a broader and more complex field of problems associated with the possible paths of development of human civilization."

Discussion of the **third question** involves understanding of the fact that The overwhelming majority of scenarios for Russia's development in the 21st century presented in the scientific literature correspond with key trends in the formation of the modern world. Thus, V.S. Martyanov sees the future Russia as a peripheral part of the world-system, the formation of which was described by I. Wallerstein. K.S. Gadzhiev envisages Russia as a full-fledged part of a polycentric world order, which he sees as the most probable civilizational scenario for the future. V.M. Mezhuiev and G.S. Pomerants define Russia's fate in the current century in the context of global competition between conflict and dialogue of cultures. V.I. Tolstykh presents the future of civilization, and, accordingly, the future of Russia, in an optimistic image of a dialogue of cultures. In contrast, A.I. Selivanov paints a pessimistic scenario, presenting the confrontation of civilizations as the main character of the coming era and predicting an uncompromising struggle for resources for Russia. D.V. Trenin, while A.S. Panarin links Russia's 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 Russia's national idea in a global context, attributes to Russia a mission for the moral salvation of all humanity. Naturally, the perspectives presented here do not exhaust the entire spectrum of ideas about the future of global civilization and Russia as an integral part of it; they merely illustrate the main streams of research related to the search for optimal (within the framework, of course, of a certain paradigm of thought) civilizational scenarios for the future and optimal trajectories of Russia's development within the context of these scenarios.

Questions and tasks

1. Compare the unipolar and multipolar world order models. Why is Russia a consistent supporter of the latter?
2. Assess the importance of cultural and historical heritage in constructing images of Russia's future.
3. Is consolidation of Russian society possible without a vision of the desired future?
4. Fill in the table "Images of the Future of Russia":

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. Explicitly describe the images of the future in Russian heritage. Which of these can be used in constructing an image of the future for modern Russia?

Recommended reading

About the main literature

1. Fundamentals of Russian statehood: a teaching and methodological complex on the discipline for educational organizations of higher education / V. M. Marasanova, V. E. Baghdasaryan, Yu. Yu. Ierusalimsky, L. G. Titova, S. A. Kudrina. - Moscow: Publishing house "Delo" RANEPa, 2023. - 212 p.: ill. - ISBN 978-5-85006-520-1

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GUIDELINES
on organizing independent work
by discipline
Fundamentals of Russian Statehood
for students majoring in 11.03.02 Infocommunication Technologies and
Communication Systems
Profile Intelligent Data Processing in Infocommunication Systems and Networks

Stavropol
2026

CONTENT

Introduction

1. General characteristics of independent work
2. Schedule for completing independent work
3. Control points and types of reporting on them
4. Methodological guidelines for studying theoretical material
5. Guidelines for types of work
6. List of literature recommended for use in students' independent work

INTRODUCTION

The discipline “Fundamentals of Russian Statehood” is a mandatory part of the “Disciplines (Modules)” Block.

The objective of mastering this discipline is to develop in students a system of knowledge, skills, and competencies, as well as values, rules, and norms of behavior associated with an awareness of belonging to Russian society, the development of a sense of patriotism and civic responsibility, the formation of the spiritual, moral, and cultural foundation of a developed and integrated personality, aware of the particularities of the historical path of the Russian state, the originality of its political organization, and the combination of individual dignity and success with social progress and political stability of their homeland.

Objectives of the course "Fundamentals of Russian Statehood":

- 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 personality and the ability to independently judge 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, to present them in a relevant and meaningful perspective that fosters in citizens pride and involvement in their culture and their people;
- to present the key meanings, ethical and ideological doctrines that have developed within Russian civilization and reflect its multinational, multi-confessional and solidarity (community) character;
- to consider the features of the modern political organization of Russian society, the causal nature and specificity of its current transformation, the value support of traditional institutional decisions and the special polyvariance of the relationship between the Russian state and society in the federal dimension;
- to explore the most likely external and internal challenges facing Russian civilization and its statehood at the present time, and to identify key scenarios for its future development;
- to identify the fundamental value principles (constants) of Russian civilization (unity of diversity, sovereignty (strength and trust), harmony 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).

In this regard, the purpose of the methodological recommendations for independent work is to reinforce the students' theoretical material and develop practical skills. Together with the methodological guidelines for practical work, independent work helps them grasp the theoretical material and promotes a better understanding of the subject.

Students are given 18 hours for independent work.

1. GENERAL CHARACTERISTICS OF INDEPENDENT WORK

The objective of mastering this discipline is to develop in students a system of knowledge, skills, and competencies, as well as values, rules, and norms of behavior associated with an awareness of belonging to Russian society, the development of a sense of patriotism and civic responsibility, the formation of the spiritual, moral, and cultural foundation of a developed and integrated personality, aware of the particularities of the historical path of the Russian state, the originality of its political organization, and the combination of individual dignity and success with social progress and political stability of their homeland.

Independent work of students (IWS) is one of the significant forms of the educational process, which contributes to the formation of the creative personality of a future specialist, capable of self-development, self-education, and innovative activity.

Independent student work promotes the development of learning skills, develops the student's abilities for self-development, creative application of acquired knowledge, and methods of adaptation to professional activity in the modern world.

Independent student work is an activity related to cultivating the thinking of future professionals, any type of activity that creates the conditions for the emergence of independent thought and cognitive activity. It encompasses all independent student activities, both in and outside the classroom, with and without the teacher.

Independent work is implemented:

- directly during classroom activities – during lectures, practical (seminar) classes;
- in contact with the teacher outside the schedule - during consultations on academic issues, during creative work, when paying off debts, when completing individual assignments, etc.;
- in the library, at home, in the dormitory, at the department when the student is performing educational and creative tasks.

Students' independent work can take place both in and out of the classroom; it typically involves primarily extracurricular activities. Active acquisition of knowledge during classroom work requires not only an understanding of the course material but also a creative approach to its acquisition.

The main forms of implementing independent work and knowledge control are:

A set of multi-level tasks and assignments – an individual solution Reproductive, reconstructive, and creative tasks allow for the assessment and diagnosis of students' level of learning, skills, and abilities on the topics of the discipline. The procedure for conducting this form of student learning activity includes the written completion of assignments at three levels and their presentation during a practical lesson. When assessing the assignment, the completeness and independence of the task's completion, as well as the originality of the solution, are assessed.

A topic summary is a written text that briefly and sequentially presents the content of the primary source of information. Taking notes means organizing the information gleaned from the original text. The process is based on systematizing what has been read or heard. Notes can be made in the form of precise excerpts, quotes, or freely expressed meanings. This type of independent work is aimed at developing an understanding of conflicts.

Creative Project – A creative project may include drawings, audio and video recordings, and various texts—i.e., different types of information that require learning to work with new software. For successful project implementation, it's important to pay attention to the topic and the goals that students can achieve independently.

An interview is a means of control, organized as a special conversation between a teacher and a student on topics related to the discipline being studied, and designed to determine the extent of the student's knowledge on a specific section, topic, problem, etc.

A business game is a collaborative activity between a group of students and a teacher, under the guidance of the teacher, aimed at solving educational and professionally-oriented problems through the game-like simulation of a real-life problem situation. It allows for assessment of the ability to analyze and solve typical professional problems.

A seminar-discussion is a form of educational activity that allows students to be involved in the process of discussing a controversial issue or problem and to evaluate their ability to argue their own point of view, which involves a comprehensive discussion of any issue, problem, or a comparison of information, ideas, opinions, and proposals.

A round table is a discussion of a problem in its interrelationships. This requires students not only to prepare thoroughly but also to master discussion skills, arguing their own point of view, and exhibiting a high level of tolerance. The purpose of a round table is to synthesize this experience and develop the ability to identify the most important aspects of a problem without losing sight of its overall context.

Current monitoring is carried out through individual and group consultations, interviews, and through analysis and self-analysis of independent work.

2. PLAN - SCHEDULE FOR IMPLEMENTING INDEPENDENT WORK

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

Technological map of independent student work

Technological map of independent student work						
Codes of implemented competencies	Type of student activity	The final product of independent work	Assessment tools and technologies	Volume of hours, including (asters)		
				SRS	Contact work with the teacher	Total
1st semester						
UK-5	Preparation for the practical lesson	Abstract	Interview	24	12	36
UK-5	Preparation of creative project	Creative project	Defense of a creative project	24	12	36
UK-5	Independent study of educational, scientific, reference literature, Internet resources on topics	Abstract	Interview	24	12	36
Total for 1 semester				72	36	108
Total				72	36	108

The necessary instructions for conducting practical classes are reflected in the Methodological Guidelines for Practical Work on the Discipline “Fundamentals of Russian Statehood” for Students of All University Profiles [Electronic Resource], 2025.

3. CHECKPOINTS AND TYPES OF REPORTING ON THEM

Quality control and timelines for lecture topics are assessed in accordance with the academic schedule. This is accomplished through text summaries.

Quality control and deadlines for completing practical assignments are monitored in accordance with the academic schedule. These assignments are documented according to the assignment.

Quality control of individual assignment defenses is carried out in accordance with the academic schedule. It is formatted according to the assignment.

Current control
Student knowledge rating

Item No.	Type of student activity	Completion deadlines	Number of points
1st semester			
1	Practical lesson 5	5 Sundays	25
2	Practical exercise 8	8 Sunday	30
	Total for 1 semester		55

The maximum possible score for the entire ongoing assessment is set at **55**. A current assessment is considered passed if the student receives at least 60% of the maximum score established for that assessment. The rating score assigned to a student for a current assessment completed within the deadlines set in the assessment schedule is determined as follows:

Level of completion of the control task	Rating score (as a percentage of the maximum score for the test task)
Great	100
Good	80
Satisfactory	60
Unsatisfactory	0

Interim assessment

Interim assessment – in the form of **differentiated credit**.

The crediting procedure is not carried out as a separate control event; the assessment of the student's knowledge occurs based on the results of the current control.

The credit is awarded based on the results of work during the semester, upon passing all the checkpoints provided for by the current academic performance monitoring.

When crediting with a grade, a scale is used to convert the rating point for a discipline into a grade on a 5-point system.

*Rating score conversion scale for a discipline
in the assessment on a 5-point scale*

<i>Rating score for the discipline</i>	<i>Rating on a 5-point scale</i>
<i>88 – 100</i>	<i>Great</i>
<i>72 – 87</i>	<i>Fine</i>
<i>53 – 71</i>	<i>Satisfactorily</i>
<i>< 53</i>	<i>Unsatisfactory</i>

Assignments for independent work

Questions for colloquiums, interviews

Topic 1. Russia: Geographical factors and natural resources

1. Territory, natural resource potential of Russia.
2. Socio-economic processes on the territory of the country, demographic and labor resources, economic ties (interstate, regional and intraregional), natural and environmental aspects.
3. The main stages of the historical process of formation of the natural and economic base of Russia.

Topic 2. The diversity of Russian regions

1. Historical and geographical description of Russia.
2. Geography of the population of Russia: historical, economic, political and demographic aspects.

3. Geography of the Russian economy: agriculture, industry, communications, cities.
4. Division into federal districts: features, grounds, challenges.
5. Diversity of regions and locations in Russia.
6. Economic specialization of Russian regions.

Topic 3. Russia's Trials and Victories

1. Features of the severe trials that medieval Rus and Russia faced during the period of its history (before 1991) and the reasons for our victories.
2. Problems of an objectively permanent nature that hindered the development of medieval Rus and Russia (until 1991).
3. The challenges Russia faced in the 1990s to the present day
4. Political and economic victories of Russia in the modern period.

Topic 4. Heroes of the country, heroes of the people.

1. What type of hero does Russia need today?
2. Select one contemporary Russian statesman and political figure, one outstanding figure in science and education, and one cultural figure who meets the criteria of a hero and an outstanding figure. Justify your answer.
3. Why does modern society need heroes? Are you ready to become one?
4. What modern political figures do you know in your region?
5. Evaluate the achievements and contribution of your fellow countrymen to the future development of the country.

Topic 5. Applicability and alternatives of the civilizational approach

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

Topic 6. Russian civilization in historical dynamics

1. Nation-state. Does Russia belong to the nation-state model? Why?
2. Nation-state. Does Russia belong to the nation-state model? Why?
3. State-civilization. Does Russia fit the state-civilization model? Why?
4. Historical cycles of civilizational development of Russia.
5. People's power: Russian historical experience.
6. The main features of Russian civilization.

Topic 7. Russian civilization in academic discourse

1. Civilizational discourse in Russia: history and modernity.
2. Russian civilization in the academic discourse of Eurasians.
3. Russian civilization in the academic discourse of neo-Eurasianists.
4. Traits and characteristics of Russia as a border civilization.
5. Russian civilization in the context of the modern geopolitical crisis.

Topic 8. 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 Russian Federation for the period up to 2025.
3. The problem of civilizational identity in modern Russian social and humanitarian science.

4. Modern concepts of Russian civilizational identity: 1) globalist (A.A. Zinoviev et al.), 2) national-civilizational (M.F. Antonov, D.M. Balashov, E.V. Volodin, L.M. Leonov, I.R. Shafarevich et al.); 3) geopolitical (A.A. Kara-Murza, S.B. Lavrov, N.N. Moiseev, A.S. Panarin et al.); the concept of multi-layered Russian civilizational identity (S.V. Kortunov, V.I. Pantin et al.).

5. Key points of V.V. Putin's article "Russia: the national question".

6. Russian world and Russian civilization.

Topic 9. Value challenges of modern politics

1. Values and their classification.
2. Traditional spiritual and moral values of the Russian state.
3. The policy of "cancellation" of values and its consequences in the modern world.

Topic 10. Systemic model of worldview

1. Name the features of the system.
2. Why is it impossible to formulate a single definition of the phenomenon of worldview?
3. What types of worldview can be distinguished?
4. Name the significant differences between the concepts of worldview, world understanding, and world perception.
5. Justify the subjective-objective nature of the phenomenon of social consciousness.
6. How do mentality and language contribute to the continuity of social consciousness in socio-historical time?
7. Reveal the specifics of the ideological traditions of modern Russian society.
8. What determines the relative stability of public consciousness?
9. How do you understand the thesis: the continuity of public consciousness is necessary for the preservation of socio-cultural identity?

Topic 11. Values of Russian civilization

1. The concept of "Russian civilization" and its values.
2. The value core of Russian civilization.
3. The uniqueness of the civilizational development of Russia as a country-civilization, determined by value constants.

Topic 12. Power and legitimacy in the constitutional dimension

1. What is federalization, and what are the reasons for this process? Describe the stages of federalization in Russia.
2. Describe the constitutional principles of Russian federalism.
3. What is a political regime? What are its types and the main criteria for defining one?
4. Describe the characteristics of a mixed republic. Why did this particular model prove so popular in Russia?
5. What are the characteristics of political power and the functions it performs?

Topic 13. Levels and branches of government

1. What is a system of checks and balances? Why is it considered a defining characteristic of democratic government?
2. How are the emergence of the idea of separation of powers and the new understanding of the state interconnected? What specific historical conditions influenced the formation of this principle?
3. List and describe the elements of the system of separation of powers.
4. Describe the main stages in the formation of Russian representative bodies. What were their distinctive features?

5. What is the institution of the presidency? What rights and powers are guaranteed to the President of the Russian Federation by the current Constitution?

Topic 14. Planning for the Future: Government Strategies and Civic Participation

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

Topic 15. Civic participation and civil society in contemporary Russia

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

Topic 16. Russia and Global Challenges

1. External and internal challenges/threats to Russia.
2. Modern climate change problems: reality or myth?
3. Key trends in technological, climate and resource policy and challenges for Russia.

Topic 17. Internal challenges to social development

1. Key problems of the modern world that are relevant to Russia.
2. Global trends and features of Russia's development.
3. Development projects for Russia that offer the most general parameters for assessing existing threats and challenges.
4. The danger of loss of spiritual and cultural heritage for individuals and society.

Topic 18. Images of Russia's Future

1. Historical experience of constructing images of the future and the possibilities of its application at the current stage of development of the Russian state.
2. Internal and external factors in the formation of images of the future.
3. Images of the future of Russia in the context of the concept of historical optimism.
4. Communist utopia as a negative experience of goal-setting for the future.
5. Forecasting challenges and threats as a way to shape a successful future.

Topics of presentation projects

1. Presentation Project No. 1. "Russian Companies – World Leaders in Energy, Metallurgy, Telecommunications, Finance, Rail and Air Transport, and Arms Production" (one company of the student's choice).
2. Creative project #2. "Nature reserves, national parks, and specially protected natural areas (SPNA) of the Russian Federation" (one nature reserve, park, or SPNA of the

student's choice).

3. Creative project No. 3. The contribution of the region to the general culture of Russia (region of the student's choice).
4. Creative project #4. The role of personality in the formation of Russia's territory and the development of resources (personality of the student's choice).
5. Creative project #5. The reasons and characteristics of our victory in the war... (war of the student's choice).
6. Creative project #6. Causes of Russia's demographic problems.
7. Creative Project #7. Reasons and Features of the USSR's Victory in the Battle of... During the Great Patriotic War (battle of the student's choice)
8. Creative project No. 8. Characteristics of Russia's successes in foreign policy in the modern period.
9. Creative project No. 9. Characteristics of the features of economic achievements of Russia in the modern period.
10. Creative project #10. My family during the Great Patriotic War.
11. Creative project #11. The military path using the example of my fellow countryman.
12. Creative project #12. My people's contribution to the Great Patriotic War.
13. Creative project #13. The role of my region in the victory in WWII.
14. Creative project #14. My fellow countrymen – heroes of the 21st century.
15. Creative Project #15. A retrospective of the concepts of culture and civilization. The stages of the development of the relationship between civilization and culture.
16. Creative project #16. Formational and civilizational approaches to the study of history and society: specifics, advantages, disadvantages.
17. Creative Project #17. Key dates and prominent figures who influenced the development of Russian statehood. The first cycle of Russian history – from the baptism of Rus' under the Grand Prince of Kiev, Vladimir the Saint (988) to the sacking of Kyiv by the Tatars and Mongols in 1240.
18. Creative Project #18. Key dates and prominent figures who influenced the development of Russian statehood. The second cycle of Russian history – from the Battle of Kulikovo (1380) to the end of the Rurik dynasty and the accession of Boris Godunov to the Moscow throne (1598).
19. Creative Project #19. Key dates and prominent figures who influenced the development of Russian statehood. The third cycle of Russian history covers the election of Mikhail Romanov to the throne in 1613 to the abdication of Emperor Nicholas II Romanov in 1917.
20. Creative Project #20. Key dates and prominent figures who influenced the development of Russian statehood. From the revolutionary events of the early 20th century to the present day.
21. Creative project No. 21. Formation of a modern civilizational discourse in Russia.
22. Creative project #22. Comparative analysis of the views of Eurasianists and neo-Eurasianists on Russian culture and civilization.
23. Creative project No. 23. The image of Russia as a border civilization: visual and intellectual sources.
24. Creative project No. 24. Events of the Russian world.
25. Creative project #25. Victories of the Russian army are a symbol of national greatness.
26. Creative project #26. Russian culture – a symbol of the Russian world.
27. Creative project #27. The Russian language is a symbol of the Russian world.
28. Creative project #28. Values as a social ideal.
29. Creative project No. 29. Identity politics in strengthening traditional values.
30. Creative project No. 30. Freedom and truth (justice) as basic Russian traditional

values.

31. Creative project No. 31. Modifications of public consciousness in Russian history.
32. Creative project No. 32. Features of the formation of ethnic mentality.
33. Creative project No. 33. Dialectics of traditions and innovations in the socio-historical process.
34. Creative project No. 34. Integrative civilizational values.
35. Creative project No. 35. Models of human civilizational existence in Russia.
36. Creative project No. 36. Politicization of civilizational values.
37. Creative project No. 37. Consumer society and values of Russian civilization.
38. Creative project No. 38. Philosophical basis of Russian statehood.
39. Creative project No. 39. Historical experience of 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 No. 41. Problems and trends in the development of federal relations in Russia (1993-2023)
42. Creative project No. 42. Models of federalism in theory and political practice: comparative analysis.
43. Creative project No. 43. The idea of a welfare state in European socio-political thought.
44. Creative project No. 44. Practices of partnership between public authorities and civil society.
45. Creative project No. 45. Weberian and Marxist concepts of political power: a comparative analysis.
46. Creative project No. 46. The institute of presidency in world political practice.
47. Creative project No. 47. Comparative analysis of the Russian and Western representative systems (Zemsky Sobors and Western European parliaments).
48. Creative project No. 48. The phenomenon of the Councils of Workers' Deputies as organs of popular self-government
49. Creative project No. 49. The system of checks and balances in Russian and American political practice: a comparative analysis.
50. Creative project #50. Justification of the separation of powers in Russian religious and philosophical thought (V.S. Solovyov "Justification of Good. Moral Philosophy." L.A. Tikhomirov "Monarchist Statehood").
51. Creative project No. 51. "Russian world" as a civilizational project: main parameters and features of political positioning.
52. Creative project No. 52. Forms of civil participation in the context of the information society.
53. Creative project No. 53. Volunteering as a form of civic participation: origins and features.
54. Creative project No. 54. The relationship between the concepts of "civic participation", "social partnership", and "intersectoral interaction".
55. Creative project No. 55. State-paternalistic model of civil society: problems and prospects.
56. Creative project No. 56. Participatory activity and its importance in modern socio-political practice.
57. Creative project No. 57. Global challenges of our time in the sphere of culture.
58. Creative project No. 58. Global challenges of our time in the economic sphere.
59. Creative project #59. Global digitalization as a challenge to humanity.
60. Creative project No. 60. Digitalization as a challenge for Russia's development.
61. Creative project No. 61. Environmental threats as a challenge for Russia's development.

62. Creative project #62. Consumer society as a threat to the traditional spiritual and moral guidelines of Russian civilization.

63. Creative project No. 63. Presentation of leading domestic enterprises and companies as an important educational element about Russia's significant role in responding to modern technological challenges.

64. Creative project No. 64. Geopolitical configuration of the system of global parasitism and Russia's role in overcoming it.

65. Creative project No. 65. Formation of a multipolar model of 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 cultures of the world of the future.

Structure of creative projects

Slide 1 – project topic;

Slide 2 – project structure;

3-4 slides – relevance of the problem;

Slides 5-6 – basic concepts;

Slides 7-11 – content of the analyzed topic using photo and video materials, official data, diagrams, charts, etc.;

Slides 12-13 – examples, interesting facts;

Slide 14 – main conclusions;

Slide 15 – information about the authors.

Message topics

1. Biographies of compatriots whose work helped develop the Russian territory and the national economy (at the student's choice).

2. Motives for the actions of pioneers, inventors, scientists, and leading industrial workers: the idea of service (at the student's choice).

3. Basic scientific approaches to the study of the region.

4. Approaches to defining a region. Types of regions. Region and regionalism.

5. Factors of regionalism. Ethnic factor of regionalism.

6. Administrative-territorial division of Russia: history and modern times.

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 are in the Red Book.

10. Characteristics of Russian victories as a result of overcoming the difficulties that Russia and Rus faced throughout its entire history (until 1991).

11. Characteristics of the main causes of demographic problems in Russia in different periods of its history.

12. Characteristics of Russia's successes in foreign policy and economics in the modern period.

13. Characteristics of the achievements of outstanding Russian cultural figures of our time.

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 fellow countrymen during the Great Patriotic War.

18. Service to the Fatherland as the meaning of Russian patriotism.

19. The doctrine of cultural-historical types by N. Ya. Danilevsky.
20. Oswald Spengler's theory of local civilizations.
21. Arnold Toynbee's theory of local civilizations.
22. Formation theory of K. Marx.
23. The concept of cultural-historical types by P. Savitsky.
24. Lev Gumilyov's concept of ethnogenesis.
25. The concept of "Island Russia" by V. Tsymbursky.
26. W. McNeill's concept of the "rise of the West".
27. S. Huntington's concept of "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. 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 unification of Russian lands into the Russian state as a transition to an imperial-civilizational project.
33. The state policy of Peter I as a factor in the self-preservation of Russian civilization.
34. Soviet realities of the development of Russian civilization.
35. Russian Federation: new realities and new challenges.
36. The main scientific approaches to the study of Russian civilization.
37. India as a civilizational landmark of Russia in the concept of A.S. Panarin.
38. Images of Russia in Western civilizational science (A. Toynbee, S. Huntington).
39. The concept of "border civilization" by Ya.G. Shemyakin.
40. Russia as "East-West" in the teachings of N.A. Berdyaev.
41. The continuous struggle for the unity and protection of the Fatherland in Ancient Rus'.
42. Ideologem "Moscow is the third Rome".
43. Russian national idea: main approaches to understanding in historical and philosophical thought.
44. The concept of the "Russian World".
45. "Russia and Europe" is an eternal question of Russian socio-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. Social mentality: a set of a posteriori properties or/and a priori qualities?
54. The educational process and the continuity of ideological traditions.
55. The structure of public consciousness.
56. Traditional values of Russian civilization.
57. Ideology and its functions.
58. Basic factors of Russian statehood: Man. Family. Society. State. Country.
59. The concept of separation of powers in the works of John Locke.
60. Symbolism of power.
61. The nomenklatura system of recruiting political elites and its consequences.
62. T. Hobbes's normative-legal approach to the category of political institution.
63. The problematic of the state in Hegel's philosophical system.
64. M. Weber's views on the state.
65. Main documents of strategic planning in Russia (analysis of one document of the student's choice).
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 – a challenge or an opportunity.
70. Demographic problems in the modern world: aging society; rising birth rate; overpopulation.
71. Ways to solve global problems of our time.
72. Russia's role in solving global problems.
73. State policy of Russia on the preservation of spiritual and cultural heritage.
74. Preservation and strengthening of traditional Russian spiritual and moral values as a condition of national security.
75. Demographic problems in modern Russia.
76. Development of the social state as a condition of Russia's national security.
77. Challenges and threats to Russia's development in the "National Security Strategy of the Russian Federation" (2021).
78. Ensuring sovereignty as the most important challenge of the Russian state.
79. The main scientific approaches to understanding the future of Russia.
80. Futurological projects of the West and the East.
81. Images of the future of Russia in Western social science.
82. Historiosophical tradition on the purpose of Russia in world history.
83. Images of the future of Russia in Russian classical literature.

Creative tasks

Task 1. Create a promising tourist route for young people (Why I want to see Baikal, Kamchatka, Sakhalin, Altai, the North Caucasus, Seliger, Rybinsk, etc.).

Task 2. Conduct an analysis of the socio-economic development of the region (optional) in the following sections:

1. Analysis of the general level of development of the region.
2. Analysis (assessment) of 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 assessment of demographic and immigration processes.
5. The problem of using labor resources, standard 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 financial position.
9. Analysis of the development of small and medium businesses in the region.

Task 3. Identify the environmental problems of your region and the participation (existing experience and possible role) of young people (personal contribution) in solving them.

Task 4. Conduct a comparative analysis of Russia's socio-economic development by period (1990s; 2000s; modern period). Identify the difficulties and achievements.

Task 5. Analyze the achievements of the USSR during the Soviet period.

Task 6. Analyze Russia's sporting achievements in the modern period.

Task 7. Prepare a presentation on the topic "Heroes of Our Time"

You are asked to present 20 relevant slides on a given topic with bright, memorable illustrations within 40-60 seconds.

Approximate topics of slides

"Heroes are not born, they become heroes in times of trial."
 "They compose poems about their exploits"
 "Heroes live in our memory!"
 Discussion and summing up.

Task 8. Choose your hero, a person who impressed you, and justify your choice.

Task 9. Topic: "Heroes Among Us." Collect information about residents of your city or village who died while carrying out special military operations.

Task 10. Analyze military issues in the works of Russian artists, sculptors, writers, and directors.

Task 11. Using Russia as an example, try to identify the pattern of alternation between the five formations identified in the formational approach to the history of social development. What conclusions can be drawn from this methodology for studying the historical process?

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

The author of the theory	Name of the theory	Typology criteria	Number of civilizations allocated	Example of civilizations
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Task 13. Identify and analyze the diversity of forms of citizen participation in public administration in the Russian Federation. What other directions for the development of popular sovereignty in our country would you suggest?

Task 14. Conduct a comparative analysis of the main characteristics

Characteristic features of civilization	Characteristic features of the Russian state
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Task 15. Prepare a presentation on the topic "Russian Civilization in Academic Discourse" according to the following outline:

1. Title slide.
2. Ideas about 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.

Task 16. Analyze the academic discourse on Russian civilization in the following sections:

- 1) The specificity of academic discourse about civilization.
- 2) The genesis of ideas about Russian civilization in the domestic socio-philosophical tradition.
- 3) Sociocultural characteristics of Russia in the discussion of Westernizers and Slavophiles.
- 4) Geopolitical prerequisites of the civilizational discourse about Russia in the teachings of the Eurasianists.
- 5) Russia as a Eurasian civilization in the works of neo-Eurasianists.
- 6) Features of foreign civilizational discourse.
- 7) Classics of the civilizational approach (A. Toynbee, O. Spengler, S. Huntington) on Russian civilization and its relationship with the West.

- 8) "Borderline" 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.

Task 17. Reveal the inner meaning of the Russian civilizational idea using the following parameters:

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

Task 18. Analyze various interpretations of the concept of the "Russian World", determine its chronological and spatial framework, ethnic and religious composition.

Task 19. Conduct a comparative analysis of the concepts

Concept	Meaning
Holy Rus'	
Russian idea	
National idea	
Your option national idea for Russia.	

Task 20. Define and compare traditional and modernist values.

Task 21. Compare modern scientific approaches to the study of values

Value	Philosophy	Political science	Sociology	Psychology

Task 22. Based on the five-element structure of worldview (the individual's relationship to man, family, society, state, and country), identify specific traditional ideological values characteristic of representatives of Russian culture.

Task 23. Based on philosophical definitions of quality as an integral feature of every thing and property as its acquired, changing characteristic, justify the place and role of educational activities in the processes of forming ethnic/meta-ethnic mentality.

Task 24. Construct a word cloud using the resources <http://www.tagxedo.com/>, <http://www.wordle.net/>, and obloslavslvov.rf to highlight the values of Russian civilization. Identify keywords that characterize the fundamental spiritual and moral values of Russian civilization, its core value system.

Task 25. Dividing into three subgroups, characterize the specific features of parliamentary, presidential, and mixed republics. As examples, consider states with the most prominent examples of these types of republics: Germany (parliamentary republic); the United States (presidential republic); and the Russian Federation (mixed republic). Characterize these republican variants using the following parameters:

- history of formation
- socio-cultural conditions of formation
- features of parliamentary and presidential elections

- functions of parliament
- specifics of government formation
- belonging to the executive power
- the place and role of the head of state.

Task 26. Examine the administrative-territorial structures of Imperial Russia (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. Answer the following questions:

- Is it possible to trace the continuity of the administrative-territorial structure of Russia in the specified historical periods, and what does it consist of?
- Describe the ethnic composition and distribution of peoples during the specified historical periods. Have similarities been preserved?

Compare the formal, declared form of territorial organization of the state and its embodiment in concrete socio-political practice. Draw conclusions.

- Describe the specific form of government in each historical period. Did it influence the territorial structure of the state?

Task 27. Describe the amendments to the Constitution of the Russian Federation adopted in July 2020 and complete the table:

Contents of the amendment	Prerequisites for adoption	Changes in the socio-political system associated with the amendment	Historical significance of the amendment

Task 28. Prove that the role of the President is particularly important within a mixed republic. Describe the specific interactions between the President of the Russian Federation, the parliament, and the government. Construct a diagram that characterizes the system of checks and balances within a mixed republic. Define a system of checks and balances.

Task 29. Having analyzed the Federal Law of June 28, 2014 N 172-FZ "On Strategic Planning in the Russian Federation", determine the principles, objectives, as well as the circle of participants in such planning and their powers.

Task 30. Organize into subgroups and present your volunteer movement plans aimed at articulating civic initiatives or demands. Describe your movement using the following parameters:

- sphere of activity (assistance to socially vulnerable groups of the population, search work; restoration of historical and cultural monuments; environmental movement; support for participants of the SVO, etc.);
- legislative basis of the movement;
- format of work (information; material support; organization of leisure activities; solving household problems; restoration of historical heritage; solving environmental problems, etc.
- interaction with government bodies and local self-government;
- frequency of work;

By what criteria can your subgroup's activities be considered civic participation? Justify your answer by describing the objectives.

Task 31. Imagine that you are an election observer. Prove that this activity is civic, not political, participation. Describe the legal basis for your activities, the scope of your rights and powers, the restrictions imposed on your activities, the specifics of your relationships with representatives of political parties at the elections, the chair of the electoral commission, and voters. What are your goals and objectives?

Task 32. Carefully read the quotes reflecting various interpretations of globalization, its essence, and its role in social development. Select the one quote that you consider most accurate and justify your choice.

Quotes:

1. "Global politics is both multipolar and multicivilizational; contemporary modernization is divorced 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 civilization-based world order is emerging" (Samuel Huntington).

2. "New information technologies are integrating the world into global networks. Computer-mediated communication has given rise to a vast array of virtual communities. But we are witnessing worldwide a growing distance between globalization and identity, between the network and the self. Social action and politics are being constructed around primary identities, either rooted in history and geography or constructed anew in a restless search for meaning and spirituality" (Manuel Castells).

3. "Globalization means politicization. No matter what substantive aspect the rhetoric of globalization points to (jobs, production, goods and services, financial flows, information, lifestyles), in each case the political consequences brought about by the mechanisms of globalization are striking: the institutions of industrial society, previously completely closed to politics, can "crack" and open themselves up to political intervention" (Ulrich Beck).

4. "Just as globalism is the antithesis of patriotism, so the transnational corporation is the antithesis of tradition. With its adaptability and amorality, the corporation has no roots and cannot have them. With efficiency as its fundamental principle, it needs no ties 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 is clear. Growing interdependence at the global level expands the range of situations in which similar interests are shared by all states. It seems unlikely 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 clear" (Anthony Giddens).

6. "Globalization in its current form has failed. It does not contribute to the stability of the world economy. It is ecologically questionable. Some see an easy way out—burying globalization. But this is neither feasible nor desirable. Globalization has fostered a vibrant global civil society that fights for the strengthening of democracy and social justice. The problem is not globalization, but the way it is implemented. We cannot turn back the wheel of globalization—we have to live with it" (Joseph Stiglitz).

7. "I insist that the idea that globalization is inhumane is a fallacy. Globalization already has a 'human face,' and we can make it even more sympathetic." The 'inhuman face' is not inherent to globalization, but to developing economies with their underdeveloped markets and institutions—both economic and civil. Globalization merely highlights and brings to the surface 'ugly' distortions, but is not their cause" (Jagdish Bhagwati).

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

9. "Both globalism and anti-globalism have positive and negative sides. And the bright or dark future of our planet will not be determined solely by the acceleration or deceleration of the process of globalization" (William Gay)

10. "Globalization will be a particular boon for the poor and disadvantaged: people will benefit enormously from the unimpeded movement of goods, and foreign investment will lead to the creation of new jobs and the optimization of production. The unimpeded flow of information across national borders allows for progress on the path of democratic reform and economic liberalization." (Johan Norberg)

Task 33. What challenges and problems, in your opinion, are the most pressing and relevant for modern Russia? Justify your choice.

Task 34. Along with the proclaimed "American Dream" and "Chinese Dream," there is, obviously, also a "Russian Dream." How would you define its content?

Task 35. The rethinking of the Westernizing vector of Russian society's development in the 1990s led to the definition of a set of traditional civilizationally identical spiritual and moral values as the value platform of Russian statehood. With the adoption of this foundation, Russia's goal became the construction of a future consistent with these values. How do you envision this future? Create a picture of it.

Task 36. Describe the possible changes whose implementation—along with maintaining the value principles inherent in Russian society—will enable the country to successfully overcome current and future challenges.

Task 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 imagine a scenario for global development in the event of Russia's demise—as a state-civilization—and calculate the consequences of this demise for the entire world.

Task 38. Create a presentation on the topic "Images of the Future of Russia" using the following outline:

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

Task 39. Analyze the problem of images of the future of Russia in the following sections:

- 1) The specificity of futurological knowledge in modern science.
- 2) The genesis of ideas about the future of Russian civilization in the domestic socio-philosophical tradition.
- 3) Images of the future of Russia in the discussions of Westernizers and Slavophiles.
- 4) Geopolitical factors in forecasting the future of Russia.
- 5) Soviet experience of creating images of the future.
- 6) Modern domestic concepts of images of the future of Russia.

Task 40. Reveal the historical significance of images of Russia's future using 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. Cultural heritage of Russia in the world of the future.
4. Cultural (civilizational) code of Russia in the world of the future.

5. Ethnocultural diversity of Russia in the world of the future.

5. GUIDELINES FOR TYPES OF WORK

A supporting outline of a topic is an expanded visual structure of the topic, containing rules, formulas, definitions, graphs, designations of units of measurement and keywords arranged in a certain way.

A summary (from the Latin *conspectus*, meaning overview) is a written text that briefly and sequentially presents the content of a primary source of information. Taking notes means organizing the information gleaned from the original text. The process is based on systematizing what has been read or heard. Notes can be taken in the form of precise excerpts, quotes, or a free presentation of the meaning. The style of writing a summary is typically close to the style of the original source.

If notes are written correctly, they should reflect the logic and semantic connections of the information being recorded. They can easily be used later and even shared with others, as reading properly recorded information is never difficult. "Smart" notes help you comprehend information of virtually any complexity by first making it understandable.

When studying or solving a problem, identifying the most important and essential information from the general volume of information makes it easier to master the material. Well-written notes make it easy to find specialized terminology, clearly explained and clearly highlighted for easy memorization. Using notes, it's easier to create meaningful creative or academic works, various essays, and articles.

Types of notes

It is necessary to be able to distinguish between notes and correctly use the category that is best suited to the work being done.

A summary plan. This type of paper presentation is created based on a pre-prepared outline of the material and consists of a certain number of points (with headings) and subpoints. As you take notes, each heading is expanded upon and supplemented with a short text, resulting in a coherent summary plan. This type is best suited for urgent preparation for a public speech or seminar. Naturally, the more coherent the plan (its points should fully cover the content), the more coherent and comprehensive your presentation will be. Experts recommend adding notes to your summary plan, listing all the sources you've used, as it's difficult to recall them from memory over time.

Schematic outline. This type of outline looks like this: all plan points are presented as questions that require an answer. As you study the material, you make short notes (2-3 sentences) under each question. This outline reflects the structure and internal relationships of all information and promotes effective information retention.

Textual summary. This form of presentation is richer than others and is composed of excerpts and quotations from the source itself. A textual summary can easily be supplemented with an outline or filled with various points and terms. It is best suited for those studying science or literature, where quotations from authors are always important. However, compiling such a summary is not easy. It requires skill in correctly identifying the most significant quotations so that they ultimately convey a comprehensive understanding of the material.

Thematic summary. This method of recording information differs significantly from others. Its essence lies in covering a specific issue, using not just one source, but several. The content of each material is not reflected, as that is not the purpose. Thematic summary helps analyze a given topic better than other methods, explore the questions posed, and examine them from various angles. However, be prepared to review a significant amount of literature to ensure a complete and coherent picture; only then will the presentation have all its merits.

Free. This type of note-taking is designed for those who are comfortable using several different methods of working with material. It can contain anything—excerpts, quotes, an outline,

and multiple points. You'll need the ability to quickly and concisely express your thoughts, work with an outline, and use author quotes. This type of note-taking is considered the most comprehensive and complete. *Note-taking technique*

- It is necessary to review the material, identify the features of the text, its character, understand whether it is complex, whether it contains unfamiliar terms;
- Read the text again and analyze it thoroughly. This will allow you to separate the important from the unimportant, break the information into its component parts, and arrange it in the desired order.
- Outline the main ideas of the text; these are called thesis statements. They can be written in any way you like—as quotations (if you need to convey the author's point) or in your own way.

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

- Don't start writing down the material from the teacher's first words; you must first listen to his thoughts to the end and try to understand them.
- You should start writing at the moment when the teacher, having finished presenting one thought, begins to comment on it.
- In a summary, individual sections must be clearly identified. Headings, subheadings, and conclusions must be clearly delineated, separating one topic from another. Highlighting can be done by underlining or using a different color (just don't turn the text into a cluttered mess of pictures). It's recommended to use indents to indicate paragraphs and points of the plan, space lines to separate one thought from another, and numbering. If definitions, formulas, rules, and laws in the text can be made more prominent, they should be enclosed in a frame.
- Notes should be created using accepted conventions. When taking notes, it's essential to use a variety of symbols (called signal symbols). These can include pointers and directional arrows, exclamation and question marks, and the combinations "PS" (afterword) and "NB" (note). For example, you could denote the word "therefore" with the mathematical arrow $\Rightarrow$. Once you develop your own set of symbols, creating notes and then studying them will be easier and faster.
- Don't forget about abbreviations (shortcut words), equal and inequality signs, greater than and less than.
- Abbreviations are very helpful for creating effective notes. However, experts advise against using abbreviations like "d-t" (to think) and similar ones, as they take up a significant amount of time later, and reading notes shouldn't be interrupted by other activities or thoughts. It's best to develop your own system of abbreviations and use them to denote the same words (and nothing else) in all your notes. For example, the abbreviation "g-t" will always and everywhere stand for "speak," and the capital "R" will stand for "work."
- Undoubtedly, foreign words can help you organize good notes. The most commonly used are English ones. For example, the abbreviated "ok" successfully denotes the words "excellent," "wonderful," and "good."
- Complex and lengthy reasoning should be avoided.
- When taking notes, it's best to use declarative sentences and avoid independent questions. Questions are appropriate in the margins of your notes.
- Don't try to capture the material verbatim, as this often loses the main idea, and it's difficult to keep track of. Unimportant words should be discarded; without them, the main idea won't be lost.
- If you encounter any unclear terms in a lecture, you can leave some space and then ask the teacher to clarify their meaning after class.
- By mastering all the details of proper note-taking, you can learn not only to work easily and effectively in lectures or courses, but also to enjoy doing so. It's a great pleasure to discover truths that previously seemed inaccessible.

When checking the assignment, the following are assessed:

- mastery of the material;

- the ability to clearly and logically express one's thoughts, and creatively approach solving the main issues of the topic;
- independence of thinking.

A creative project is a form of assessment aimed at testing a student's information and communication skills.

A creative project is an independent research project in which the author explores the essence of the problem under study, presenting various points of view, as well as their own personal perspective. The project's content should be logical; the presentation of the material should be problem-based and thematic; the text should demonstrate the author's independent position.

The project encourages the development of students' research potential, their ability for creative exploration, collaboration, self-discovery, and the realization of opportunities.

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

Structure of a creative project

The project must consist of the following parts: introduction, part one (abstract), part two (research), and conclusion. The introduction states the problem, justifies the relevance of the topic, and defines the purpose and objectives of the research. Part one describes the extent to which the problem has been developed in the social sciences and humanities and draws conclusions about what has not been explored. Part two represents the student's own research, substantiating their perspective on the problem under analysis. The conclusion summarizes the student's findings based on their study of the current state of the issue and their own research. A bibliography (at least five sources) must be provided at the end of the project. The work must be one printed sheet (24 typewritten pages). The time allotted for the project defense is 10 minutes, and the time for discussion is 5 minutes. The presentation and defense must be accompanied by a multimedia presentation.

When evaluating a project, consideration is given to the volume of work completed, the student's competence in the chosen field, independence in approaches, judgments, and conclusions, a creative approach to problem solving, the culture of work presentation, and literacy.

The purpose of the creative project is to develop skills in critical analysis of texts by scholars specializing in the project topic, both classics and contemporary scholars and thinkers, to express one's attitude to the points of view on key issues presented in them, and to be able to apply the acquired knowledge to formulate and solve research problems related to the students' study of a particular field of knowledge.

The procedure for conducting this form of educational activity includes:

- familiarizing 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 a presentation on the project topic in class
- presentation of a report on the project topic
- assessment of the content of the presentation by students and the teacher.

Project topics enable students to independently conduct an extensive analysis of a problem using relevant scientific and other literature, drawing conclusions that summarize both scientific views and the author's position on the issue. The basic level focuses on presenting existing scientific research on the project topic.

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

When checking the assignment, the following are assessed:

- compliance of the content with the project topic

- compliance with the requirements for the report structure and volume
- independence of execution
- validity, clarity, and conciseness of the answer on the topic of the project
- the level of mastery of the topic and presentation of the material - the correctness (relevance and sufficiency) of the information used
- scientific nature and independence of the oral and written presentation of the project.

Thematic presentation for the project

When preparing a topical presentation, remember that there are requirements for creating and presenting slides. Slides in a presentation should be simple and contain no more than seven lines of text each. Text overload makes slides difficult to read, especially for those seated far away. This can lead to frustration and dislike for the speaker or their presentation.

1. Requirements for the text

- don't write long;
- break up text information into slides;
- use headings and subheadings;
- To improve readability, use formatting, lists, and font selection.

2. Background requirements

Recommended to use:

- 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.
- To depict something that 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** to dynamically demonstrate information in real time, which is not possible with traditional learning.
- Please remember that video information requires a lot of computing resources and significant costs for image delivery and playback.

4. Sound requirements

- Excessive sound is unacceptable, as it may irritate the student.
- The best results are achieved by using short voice-over texts that reinforce the key points of the course.
- The simultaneous presence of voice narration and text on the screen is generally perceived negatively. Most students read the text much faster than the narrator speaks, which quickly becomes irritating.
- The presence of long texts, which are read by the announcer incompletely, but with various variations, greatly distracts the student from the actual topic of study by searching for inconsistencies, which is extremely harmful to the learning process.
- The use of texts spoken in the first or second person greatly contributes to the learner's involvement in the process.

- If it is possible to use virtual characters (agents) in a course that are able to “communicate” with the student in the first person, then the effectiveness of understanding the topic increases significantly.

Presentation evaluation criteria

1. Content criterion:

correct choice of topic, knowledge of the subject and fluency in text, improvisation, speech etiquette.

2. Logical criterion:

coherent logical and compositional structure of speech, evidence, argumentation.

3. Speech criterion:

use of language (metaphors, phraseological units, proverbs, sayings, etc.) and non-linguistic (posture, manners, etc.) means of expression; phonetic organization of speech, correct stress, clear diction, logical stress, etc.

4. Psychological criterion:

interaction with the audience (direct and feedback), knowledge and consideration of laws speech perception, the use of various techniques to attract and activate attention.

5. Criteria for compliance with design and ergonomic requirements for computer presentations:

the requirements for the first and last slides are met, it is traceable

a well-reasoned sequence of slides and information on the slides, necessary and

a sufficient amount of photo and video materials, taking into account the peculiarities of perception

graphic (illustrative) information, correct combination of background and graphics, design

the presentation does not contradict its content, a competent correlation of the oral presentation

and computer support, the overall impression of the multimedia presentation.

The interview is an individual discussion with each student on the assigned questions, followed by an assessment of their preparation. The purpose of this type of lesson is to continuously assess students' knowledge of the topic. The interview's objectives include developing skills in working with sources and literature; developing the ability to competently take and use notes; and identifying different perspectives on the issue and its level of development in the scientific literature. The interview requires students to take notes on a text or section of a monograph of their choice, as well as review all available literature on the topic.

Presentation . Preparing and delivering a presentation is an important part of a student's independent work. Each student is required to present a presentation once during the course. Presentation topics are assigned by the instructor leading the practical classes at the beginning of the semester, taking into account the students' specialization and interests. Students may suggest their own topics.

The optimal length of an oral presentation is 7-8 minutes, and the optimal length of the text is 8-10 pages. In this case, the entire text should not be read out loud; it is necessary to highlight the most important, key issues and focus on them.

Since the subject matter of messages varies, it's difficult to develop uniform guidelines for their writing. However, please note the following:

- The preparation of the report should be based primarily on scientific, rather than educational, literature; when selecting literature, use the list of references for the course "Fundamentals of Russian Civilization," as well as the catalogs of the university and regional scientific libraries;

- Try to incorporate a research element into your presentation; draw on additional literature not included in the department's course materials, formulate and substantiate your position, and present new facts. Only a problematic presentation can receive the highest grade.

Requirements for message formatting

The message must be formatted using a computer and printer on one side of A4 paper, with a line spacing of one and a half. The font color must be black, the height of letters, numbers and other characters must be at least 1.8 (Times New Roman font, 14 pt.). The text must be typed with the following margins: top and bottom - 20 mm, left - 30 mm, right - 10 mm. The paragraph indentation must be the same throughout the text and amount to 1.27 cm. The text must be justified. It is allowed to use computer capabilities to emphasize certain terms and formulas, using bold, italics, and underlining. Word hyphenation is not allowed. A period is not placed at the end of a heading. If a heading consists of two sentences, they are separated by a period. Underlining the heading is not allowed. The distance between the headings of a section, subsection and the following text, as well as the distance between the headings and the previous text, must be equal to 15 mm (2 spaces).

The title of each chapter and section in the text of the work can be written in a larger, bolder font than the rest of the text. Each chapter begins on a new page, and paragraphs (subsections) are arranged one after the other.

It's recommended to use indentation in the body of the message more frequently, highlighting complete thoughts in a separate paragraph. Lists appearing in the body of the message should be formatted as bulleted or numbered lists.

All pages must be numbered. Sheet numbers must be continuous. Sheet numbers are written in Arabic numerals. Sheet numbers begin with the third sheet (after the table of contents) and end with the last sheet. The third sheet bears the number "3." The title page does not have a page number. Page numbers are placed at the bottom center of the sheet without a period. The bibliography and appendices are included in the overall sheet numbering.

Figures and tables located on separate sheets are included in the overall sheet numbering and, if possible, are placed following the sheets on which these tables or illustrations are referenced. Tables and illustrations are numbered sequentially using Arabic numerals. Numbering figures and tables within a section is permitted. In this case, the table (figure) number consists of the section number and the table number, separated by a period.

Design of literature

Each source must contain the following mandatory details:

- author's surname and initials;
- Name;
- publishing house;
- place of publication;
- year of publication;
- pages.

Appendices are placed at the end of the work. All appendices must be referenced within the text. Each appendix should begin on a new page, with the word "Appendix" and its number appearing at the top center of the page. The appendix should have a title, written symmetrically to the text, capitalized, on a separate line.

6. LIST OF REFERENCES RECOMMENDED FOR USE IN STUDENTS' INDEPENDENT WORK

Main literature:

1. Auzan A.A., Nikishina E.N. Sociocultural Economics: How Culture Influences the Economy, and the Economy Influences Culture. Moscow: Faculty of Economics, Lomonosov Moscow State University, 2021.
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4. Marasanova V.M., Bagdasaryan V.E., Ierusalimsky Yu.Yu., Dmitriev M.V., Dementyeva V.V., Lyubichankovsky S.V., Uryadova A.V., Fedyuk V.P. Studying the history of Russian statehood: teaching materials of the educational module. Textbook and teaching materials for universities. Yaroslavl: "Indigo", 2023.
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9. Turovsky R.F. Political regional studies. Moscow: HSE, 2008
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Further reading:

1. Alekseeva T.A. Modern political thought (XX–XXI centuries): Political theory and international relations. Moscow, 2019.
2. Braslavsky R.G. Civilizational theoretical perspective in sociology // Sociological studies, 2013, No. 2, pp. 15-24.
3. Braslavsky R.G. Evolution of the concept of civilization in sociohistorical science in the late 18th – early 20th centuries. Journal of Sociology and Social Anthropology, 2022, 25(2): pp. 49-79.
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7. Perevezentsev S. V. Russian history: from ancient times to the beginning of the 21st century. – M.: Academic project, 2018.
8. Perevezentsev S.V. Russian religious and philosophical thought of the 10th-17th centuries (Main ideas and development trends). Moscow: Prometheus. 1999.
9. Polosin A.V. Step forward: the problem of worldview in modern Russia // Bulletin of Moscow University. Series 12. Political sciences. 2022. No. 3. pp. 7-23.
10. Russian society: the architectonics of civilizational development / R.G. Braslavsky, V.V. Galindabaeva, N.I. Karbainov [et al.]. – Moscow; St. Petersburg: Federal Research Sociological Center of the Russian Academy of Sciences, 2021
11. Selezneva A.V. Russian youth: a political and psychological portrait against the backdrop of the era. Moscow: "Akvilon", 2022.
12. Kharichev A.D., Shutov A.Yu., Polosin A.V., Sokolova E.N. Perception of basic values, factors and structures of the socio-historical development of Russia (based on research and testing) // Journal of Political Studies. - 2022. - Vol. 6, No. 3. - P. 9-19.
13. Shestopal E.B. They and We. Images of Russia and the World in the Consciousness of Russian Citizens. Moscow: ROSSPEN, 2021.
14. Shestopal E.B. Political Psychology. M, 2022.
15. Shirinyants A.A. Russian Guardian. Moscow: "Russian World", 2008.
16. Yakunin V.I., Bobrovskaya E.V. Ideology and politics. M.: "Prospekt", 2021.

Regulatory documents:

1. Constitution of the Russian Federation.
2. Strategy of the state national policy of the Russian Federation for the period up to 2025

Internet resources:

1. Website of the President of the Russian Federation. Access mode: <http://kremlin.ru/>, free. – Headline from the screen.
2. Website of the State Duma Committee on Nationalities. Access mode: <http://www.komitet2-4.km.duma.gov.ru/>, free. – Header from the screen.
3. Website of the Federal Agency for Nationalities Affairs. Access mode: <http://government.ru/>, free. – Header from the screen.
4. Website of the Assembly of the Peoples of Russia. Access mode: <http://xn--80aaadglflchnmbxga3u.xn--p1ai/>, free. – Header from the screen.
5. Website of the Institute of Ethnology and Anthropology of the Russian Academy of Sciences. Access mode: <http://iea-ras.ru/>, free. – Headline from the screen.
6. Website of the Institute of Sociology of the Russian Academy of Sciences. Access mode: <http://www.isras.ru/>, free. – Headline from the screen.
8. Political regional studies. Laboratory of Regional Political Studies, National Research University Higher School of Economics. Access mode: <http://www.regional-science.ru/>, free. – Title from the screen.

Information reference systems:

1. INION RAS databases (<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 "University Library Online".
2. Electronic library system "Znanium".