

Федеральное государственное бюджетное образовательное учреждение высшего  
профессионального образования  
Московский государственный университет имени М.В. Ломоносова  
Исторический факультет  
Кафедра иностранных языков

УТВЕРЖДАЮ

исполняющий обязанности  
декана исторического факультета МГУ  
академик Российской академии образования,  
д.и.н., профессор \_\_\_\_\_/Л.С. Белоусов /

«\_\_\_» \_\_\_\_\_ 20 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)**

**Наименование дисциплины (модуля):**

**1 БАЗ ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ ЯЗЫК)**

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**Уровень высшего образования:**

**Магистратура**

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**Направление подготовки (специальность):**

**46.04.01 «История»**

**Направленность (профиль) ОПОП:**

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**Форма обучения:**

**очная**

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*очная, очно-заочная, заочная*

Рабочая программа рассмотрена и одобрена  
на заседании кафедры (протокол № 210, 07 июня 2022 года)

Москва 2022

Рабочая программа дисциплины (модуля) разработана в соответствии с самостоятельно установленным МГУ образовательным стандартом (ОС МГУ) для реализуемых основных профессиональных образовательных программ высшего образования по направлению подготовки 46.04.01 «История» программ магистратуры, реализуемых последовательно по схеме интегрированной подготовки.

ОС МГУ утвержден приказом МГУ имени М.В.Ломоносова от 30 декабря 2020 года №1367.

Год (годы) приема на обучение – с 2022

1. Место дисциплины (модуля) в структуре ОПОП - относится к базовой части ОПОП, является обязательной для освоения в 1 и 2 семестрах

2. Входные требования для освоения дисциплины (модуля), предварительные условия - успешное освоение дисциплины «Иностранный язык» в бакалавриате (УК- 9. Осуществляет деловую и академическую коммуникацию в устной и письменной формах на иностранном языке (иностраннных языках)

3. Планируемые результаты обучения по дисциплине (модулю), соотнесенные с требуемыми компетенциями выпускников

<b>Компетенции выпускников (коды)</b>	<b>Индикаторы (показатели) достижения компетенций</b>	<b>Планируемые результаты обучения по дисциплине (модулю), сопряженные с компетенциями</b>
<b>УК-6</b> Способен применять современные коммуникативные технологии, в том числе на иностранном языке (иностраннных языках), для академического и профессионального взаимодействия	<b>Индикатор УК-6.1</b> Применяет современные коммуникативные технологии, в том числе на иностранном языке (иностраннных языках) для академического и профессионального взаимодействия	<b>Знать</b> основные языковые нормы иностранного языка (лексика, грамматика) в сфере академического и профессионального общения <b>Уметь</b> понимать иноязычную устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий <b>Владеть</b> навыками представления научных результатов на иностранном языке в устной и письменной формах <b>Уметь</b> применять современные коммуникативные технологии для академического и профессионального взаимодействия

4. Объем дисциплины (модуля) 8 з.е. (288 академических часов), в том числе 136 академических часов на контактную работу обучающихся с преподавателем, 152 академических часа на самостоятельную работу обучающихся.

5. Формат обучения - контактная работа (с использованием электронного обучения и дистанционных образовательных технологий при необходимости)

6. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических или астрономических часов и виды учебных занятий

Наименование и краткое содержание разделов и тем дисциплины (модуля), форма промежуточной аттестации по дисциплине (модулю)	Всего (часы)	В том числе								
		Контактная работа (работа во взаимодействии с преподавателем), часы						Самостоятельная работа обучающегося, часы		
		из них						из них		
		Занятия лекционного типа	Занятия семинарского типа	Групповые консультации	Индивидуальные консультации	Учебные занятия, направленные на проведение текущего контроля успеваемости коллоквиумы, практические контрольные занятия и др)*	Всего	Выполнение домашних заданий	Подготовка рефератов и т.п..	Всего
<b>Раздел 1.</b> <b>Аналитическое чтение научных текстов и статей по специальности.</b> <b>Трудности перевода научного текста.</b>										
<b>Тема 1.1.</b> Особенности перевода научных текстов	6		2				2	4		4
<b>Тема 1.2.</b> Лексико-грамматические аспекты перевода. Страдательный залог	8		4				4	4		4
<b>Тема 1.3.</b> Лексико-грамматические	12		8				8	4		4

аспекты перевода. Инфинитив. Инфинитивные конструкции										
<b>Тема 1.4.</b> Лексико- грамматические аспекты перевода. Герундий	8		4				4	4		4
<b>Тема 1.5.</b> Лексико- грамматические аспекты перевода. Причастие. Независимый причастный оборот.	12		8				8	4		4
<b>Тема 1.6.</b> Лексико- грамматические аспекты перевода. Модальные глаголы. Модальные глаголы в сочетании с перфектным инфинитивом.	12		8				8	4		4
<b>Тема 1.7</b> Лексико- грамматические аспекты перевода. Наклонение	10		6				6	4		4
<b>Тема 1.8.</b> Лексико- грамматические	8		4			Контрольная работа	4	4		4

аспекты перевода. Артикль										
<b>Тема 1.9.</b> Лексико-грамматические аспекты перевода. Особенности перевода исторических терминов	8		4				4	4		4
<b>Тема 1.10.</b> Лексико-грамматические аспекты перевода. Имена собственные, географические названия, реалии	6		2				2	4		4
<b>Тема № 1.11</b> Лексико-грамматические аспекты перевода Многозначные слова.	6		2				2	4		4
<b>Тема № 1.12</b> Лексико-грамматические аспекты перевода. Неологизмы	6		2				2	4		4
<b>Тема №1.13.</b> Лексико-грамматические аспекты перевода. Интернациональная лексика	6		2				2	4		4
<b>Тема 1.14</b>	6		2				2	4		4

Синтаксические аспекты перевода. Словосочетание										
<b>Тема 1.15</b> Синтаксические аспекты перевода. Предложение.	14		10			Контрольная работа	10	4		4
<b>Раздел 2. Практика устной речи. Аудирование</b>										
Тема 2.1. Доклад. Презентация Подготовка устного выступления по теме научного исследования	16		8				8	8		8
Тема 2.2. Лекция	32		24				24	8		8
<b>Раздел 3. Практика письменной научной речи.</b>										
<b>Тема 3.1.</b> Аннотация. Реферат. Научная аннотация, ее структура и назначение. Требования к аннотациям и рефератам. Рекомендации по стилистике и правила английской пунктуации.	28		16				16	12		12

Академическая переписка	8		4			Контрольная работа	4	4		4
<b>Раздел 4. Индивидуальное чтение научной литературы по специальности</b>	64		16				16	48		48
Промежуточная аттестация	1й семестр – зачет (4 ак. часа) 2й семестр – экзамен (8 ак. часов)							12***		
<b>Итого</b>	<b>288</b>		136				136	140 (152)		140 (152)

*\*Текущий контроль успеваемости может быть реализован в рамках занятий семинарского типа, групповых или индивидуальных консультаций*

*\*\*\*Часы на проведение промежуточной аттестации выделяются из часов самостоятельной работы обучающегося.*

7. Фонд оценочных средств для оценивания результатов обучения по дисциплине (модулю):

Типовые задания и иные материалы, необходимые для оценки результатов обучения:

### **1й семестр. Примерная контрольная работа.**

#### **1. Translate the sentences from Russian into English using the active vocabulary.**

1. Цивилизация - это развитое состояние общества в исторической перспективе.
2. В Средние века самым знаменательным событием в истории считалось христианское откровение.
3. В период Возрождения главным объектом изучения стало государство, например, в работах итальянского историка и государственного деятеля Макиавелли.
4. До 18 века в Европе редко интересовались обществами за пределами европейской культуры.
5. Немецкие философы подчеркивали глубокие различия в культурах разных народов, заложив основы сравнительного изучения цивилизаций.
6. В 20 веке многие историки стали искать единую модель развития цивилизаций.



7. Накануне судьбоносного 1914 года доминирование западной цивилизации было беспрецедентным.
8. В ходе истории другие цивилизации - например, цивилизация Византии или ислама - распространяли влияние далеко за свои пределы.
9. Первой неудачной попыткой распространения западного влияния были крестовые походы.
10. Состояние Европы перед 1914 годом можно охарактеризовать как неустойчивое равновесие.
11. Европа не могла дальше безнаказанно растрачивать свои ресурсы.
12. Активы и пассивы Европы перед первой мировой войной были огромны.

**2. Write an essay on one of the topics:**

"What if Caesar had not been assassinated?"

"What if Russia were a monarchy today?"

**3. Translate the following words and word combinations:**

болгарский президент, голландский порт, черногорский танец, португальская столица, исландский вулкан, датско-шведская война, швейцарский банк, испанский курорт, испанец, финн, грек, поляк

**4. Translate the sentences from English into Russian:**

1. The evidence seems to show that urban life, as understood by the Romans, disappeared; the decay of the towns now became complete.
2. Future investigations may throw more light on this subject, at present involved in doubt and mystery.
3. After we have defined our terms we may next proceed to a discussion of the processes involved.
4. Deprived of their leaders, the English became disorganized.
5. Given certain conditions, such work could be done by everybody.
6. She heard him coming up the stairs slowly, as if he were carrying something heavy.
7. I heard my work discussed.
8. When shown to the experts the manuscript aroused great interest.
9. If translated into European languages this historical work may prove helpful both to historians and ethnographers.
10. Even Herodotus and Plato, far removed as they are from us in point of time, are immeasurably nearer to Modern Englishmen in all their ideas, sentiments, and moral standards, than the Japanese of fifty years ago.

11. I heard my work discussed.
12. He considered these finds as belonging to the 2d millennium.
13. These tribes supported themselves by hunting, elk being obviously the most valuable game: it provided meat, skin and bones.
14. With the Romans gone, Britain became a prey to invasion from all sides.
15. The caliph did not like his new palace: he had the building pulled down and rebuilt.
16. The Chartist movement is generally recognized as occupying an important place not only in Britain but also in international history.

**1й семестр. Примерная контрольная работа на знание лексического материала.**

***1. Supply words for definitions.***

- 1) a large artificial hole in the ground where stone, sand etc. is dug for use as building material: q\_\_\_\_\_.
- 2) a very large rock: b\_\_\_\_\_.
- 3) broken or torn pieces, waste: d\_\_\_\_\_.
- 4) a wall of earth built for defense: b\_\_\_\_\_.
- 5) to completely destroy a building: to d\_\_\_\_\_.

***2. Combine the words from Tables A and B into word combinations and translate these word combinations into Russian.***

A	B
Magdalenian, hand, parietal, skeletal, grave, raw, agricultural, inaccurate, projectile, radiocarbon	art, remains, materials, implements, data, goods, culture, dating, point, print

### ***3. Translate into English.***

- 1) Для мадленской культуры характерна наскальная живопись (например, отпечатки ладоней), а также искусство малых форм (например, резные артефакты).
- 2) Валуны добывались в каменоломнях.
- 3) В могильном кургане были найдены останки скелета и погребальный инвентарь.
- 4) Слоновая кость – это сырье для резьбы.
- 5) Шурфование — это способ археологической разведки.
- 6) Для использования таких сельскохозяйственных орудий, как плуг и борона, необходимы тягловые животные.

### **2й семестр. Примерная контрольная работа**

#### ***1. Produce transcription marks for the following words:***

reconnaissance; sorely; avalanche; Thermopylae; Boeotian

#### ***2. Substitute the words from the text for those italicized:***

1. There was a law, immutable and wise: when you pay a friendly visit, you should leave behind your bow and *arrow chest*.
2. *Slanting* flanks of the mountain were covered with oak forest.
3. *Pusillanimous* Phokians would not dream of posting a *watch*, so they were caught completely unawares.
4. The Persian army, as Herodotos contemptuously marks, was raised among slaves that had to be driven to the *attack* with whips.)
5. Since strategically the pass was impregnable, only *a sudden piece of luck* could save Xerxes's army.
6. Many Persians, still alive, were *stamped out* under foot by their own comrades.

7. So perished the Spartans, *buried under the covering of* Persian missiles.
8. The road *winding* among the shrubs, came to a sudden stop on the edge of the cliff.
9. Spartans, celebrated by their *valour*, would rather die than drop their weapons.
10. Since Herodotos' story seems to be *precise* with principal facts, it can be reckoned among the works of *serious* history.)

*3. Produce English equivalents for the following words and word combinations:*

яростные атаки –  
разведка местности –  
одиноким всадник –  
терзать, мучить, пожирать –  
неожиданно натолкнуться на противника –  
быть в бегах –  
быть в хорошей форме (состоянии) –  
выходить на открытое пространство –  
в пылу сражения –  
использовать численное преимущество –  
непревзойденные мастера в ведении войны –  
одобрить начинание (предприятие) –  
ущелье, теснина –  
перешеек –  
растянуться в колонну по два –  
удерживать позиции –  
дозорный отряд –

*4. Translate the following statements into English:*

1. В таком ущелье не было нужды расходовать стрелы, достаточно было устроить камнепад, чтобы нанести противнику значительный урон.

2. Путь к истине ухабист и узок, по обе стороны его лежит страшная пропасть ошибок и заблуждений, на дне которой – море соблазнов.
3. Дарий пошел на Грецию, но греки встретили его во всеоружии, готовые умереть, и он отступил; Ксеркс пошел на Грецию, но преуспел не больше.
4. Доблесть и холодный расчет редко согласуются друг с другом – тем удивительнее подвиг Леонида.
5. О каждой великой битве прошлого существует рассказ, полный преувеличений и неправдоподобных пояснений, из которых исторической науке следует выделить зерно правды.
6. Как показали последующие события, бросать войска на укрепленный проход было не самой блестящей идеей.
7. Персы вновь и вновь прочесывали округу, расспрашивая местных жителей и пытаясь найти обходной путь в тыл спартанцам.
8. Сражение продолжалось весь день, наконец, медийцы, сильно потрепанные, отступили.
9. Трудно жить, когда за твою голову назначена награда, от Эфиальта до Саддама мало кому удавалось прожить долго.
10. Постепенно, по мере того как смягчается наша память, рассказ о самых причудливых событиях представляется нам уже совершенно правдивым.

**5. Conditionals. Put each verb in brackets into an appropriate tense form:**

1. Now we've lost! If you ..... (write down) Mary's instructions, this ..... (not happen).
2. Why don't we emigrate? If we ..... (live) in Australia, at least the weather ..... (be) better!
3. I'm afraid that 'Pink Panther' is a hardened criminal. If we ..... (not punish) him this time, he ..... (only commit) more crimes.
4. Thanks to Dr Van Helsing, I am still alive! If it ..... (not be) for him, I ..... (be) dead for certain.
5. Don't be afraid. If you ..... (not bite) the dog, it ..... (not touch) you.
6. In those days, if you ..... (have) a job, you ..... (be) lucky.
7. It's always the same! If I ..... (decide) to leave the office early, my boss ..... (call) me after I've left!

8. What a terrible thing to happen! Just think, if we ..... (not miss) the plane, we ..... (kill) in the crash.
9. Did you enjoy your meal? If you ..... (finish) eating, I ..... (clear away) the plates.
10. Supposing I ..... (ask) you to marry me, what ..... (say)?

**6. Mark the statements in which would can be substituted for italicized forms:**

1. He *was not skilled enough to* drive the car when he was six.
2. She *refused emphatically* to sell her novel to film producers, she was afraid they *were going to* turn the love story into a horror film.
3. When she was young *she was in the habit of taking* long walks in the park.
4. *It was an imperative that* she *take* her pills every evening.
5. Come and see for yourself: she *obviously* left in great haste.
6. –Somebody called after you left but didn't leave the message. – That *was* Cathy, *I am almost sure*.

**Контрольные вопросы для зачета (1 семестр):**

**1. Прочитайте текст без словаря и составьте устный реферат**

**Scientific Publishing, 1665**

As a founding fellow and the first Secretary of the Royal Society in London, established in 1660, Henry Oldenburg wrote and received a lot of letters. One day, he decided he would publish some of those letters—carrying news from gentlemen all across Europe of the latest discoveries in natural history and natural philosophy—along with announcements of goings-on at the Royal Society, book reviews, and other scholarly tidbits. Perhaps he could even make a few bucks out of it, he hoped.

For the first nine decades of its existence, *Philosophical Transactions* continued to publish in the vein of Oldenburg's vision—as an accessible and informative scholarly journal that shared communications from across the continent. Then in 1752, the Royal Society took it over, and the periodical became dedicated to publishing research papers presented at meetings of the society. But it didn't take on the color of the science journals we read today until the following century, when, in 1832, in response to

accusations that the publication was ineffective at promoting the best research, the Royal Society began to institute a series of processes that would eventually evolve into a modern peer-review system.

The use of independent and, later, written reports to review scientific communications was “a totally new thing,” says Aileen Fyfe, a historian at Scotland’s University of St. Andrews who specializes in the history of science communication and publishing. “As far as we can tell, [the Royal Society members were] the first people to do it systematically and routinely.” By the end of the 19th century, manuscripts were sent to two reviewers (always Royal Society fellows), and based on their recommendations, papers for publication were selected by a committee akin to a modern-day editorial board.

Interestingly, this shift toward a peer-review system, which was ultimately adopted by the rest of the scientific publishing community, paralleled a change in how researchers themselves were evaluated. The early reputation of regular *Philosophical Transactions* author and active Royal Society member Richard Owen (1804–1892), for example, “was based less on his publications and far more on his practical skills as a comparative anatomist and museum curator—and on his assiduously cultivated social networks,” Fyfe says. But by the end of Owen’s career, things had changed. “For the generations after Owen, it was the papers you published—in journals like the *Philosophical Transactions*—that were going to determine whether you got that professorship, that prize, or, later, that grant.”

(by Jef Akst | *The Scientist Magazine* | Feb 1, 2015)

### **Oldest *Homo* Remains Yet Found**

A fossilized mandible and teeth from an ancient hominin has been found in Ethiopia and may be one of the earliest specimens of the genus *Homo*. The fossil, described in a paper in *Science* today (March 4), is estimated to be between 2.8 million and 2.75 million years old and exhibits a combination of *Homo* characteristics and those of the more primitive hominin genus, *Australopithecus*.

“It is a remarkable new fossil discovery from a really poorly understood timeframe in human evolutionary history,” said biological anthropologist Darryl de Ruiter of Texas A&M University who was not involved in the research. Until now, de Ruiter added, “the earliest really reliable fossil evidence we had for the appearance of *Homo* was about 2 million years old.” Prior to that, the fossil evidence of human ancestors was “very sparse.” The mandible is, therefore, a “welcome new addition,” he said.

The *Homo* genus is believed to have originated in East Africa from the more primitive and ape-like australopithecines, possibly *Australopithecus afarensis*, which, fossils indicate, lived around 3 million years ago. However, the fossil record for the earliest *Homo*, *H. habilis*, does not start until about 2 million years ago. Between those two time periods, “there is a big gap in the

fossil record,” said anthropologist Brian Villmoare of the University of Nevada, Las Vegas, lead author of the new paper. Indeed, there wasn’t much more than “a handful of isolated teeth,” agreed de Ruiter.

With the hope of filling that gap, Villmoare and colleagues started scouring a site in the lower Awash Valley of Afar, Ethiopia, which geologist Ramón Arrowsmith of Arizona State University and his colleagues had confirmed contained sediments from 2.84 million to 2.58 million years ago, as described in an accompanying Science paper.

“One of the convenient things about East Africa,” said Villmoare, “is that it is a very volcanic area.” When a volcano erupts, he explained, it sends out ash containing crystals that start to decay and can be dated radiometrically. “When the ash lands it starts a timer ticking . . . so if you are between two ash layers, you know that you are sandwiched between those two dates.”

(by Ruth Williams| The Scientist Magazine| Mar 4, 2015)

### **Royal Remains Confirmed**

Two years ago, archaeologists claimed to have found the remains of King Richard III beneath a parking lot in Leicester, England, the former site of the Greyfriars Abbey, where the king was buried in 1485. Now, scientists at the University of Leicester and their colleagues have examined DNA from the skeleton and two living relatives of Richard III. The genetic evidence upholds the king’s identity, and suggests historical infidelity in the Royal lineage, the researchers reported yesterday (December 2) in Nature Communications.

Although the skeleton showed signs of the wounds that led to the king’s death during the Battle of Bosworth, and its spine curvature was consistent with historical accounts referring to Richard as a “hunchback,” this DNA analysis has convinced some skeptics that the remains are indeed those of Richard III.

Study coauthor Kevin Schürer, a genealogist at the University of Leicester, told New Scientist that only one relative of Richard III, Robert Eure, could have shared the same mitochondrial DNA as the skeleton, but the remains are unlikely to be his. “He’s not reported as having scoliosis, he’s not reported as having died at Bosworth, and the chances are he probably wasn’t even in the country at the time,” said Schürer.

The skeleton’s mitochondrial DNA perfectly matched the sequence of a living descendant of Richard’s sister, while another descendant had a mismatch in one base pair. The researchers also searched for similarities to the skeleton’s Y-chromosome sequences among male descendants of Richard’s ancestor, King Edward III, since Richard’s descendants were executed. They discovered no matches, suggesting that an illegitimate child may have entered the lineage sometime between the 14th and 18th centuries.



“We may have solved one historical puzzle, but in so doing, we opened up a whole new one,” Schürer told BBC News. But according to historian Anna Whitelock of the University of London who was not involved in the study, “royal succession has been based on many things in the past: ability to lead troops, religion, connections—not always seniority by royal blood,” she told BBC News.

(by Molly Sharlach| The Scientist Magazine |Dec 3, 2014)

### **Ancient DNA Maps Early American Migrations in New Detail**

Early populations of humans in the Americas had the same ancestry as modern Native Americans, according to studies published today (November 8) in *Cell* and *Science*. The data dispel any ideas based on the skull shapes of a few ancient remains that early populations were not related to modern Native Americans and give more clues about the waves of people who migrated from North America to South America thousands of years ago.

The two studies combined analyzed the genomic data of more than 60 individuals who lived in the lands between Alaska and Patagonia 700 to 10,000 years ago. Because of the limited data prior to this work, “the [genetic] models that we’ve been using to explain the peopling of the Americas have always been oversimplified,” Jennifer Raff, an anthropological geneticist at the University of Kansas in Lawrence who was not involved in the studies, tells *Science*. But adding genomes to the dataset allowed two teams, one led by Eske Willerslev, an evolutionary geneticist at the University of Copenhagen, and another by population geneticist David Reich of Harvard Medical School, to clarify the picture of how human populations moved about the Americas millennia ago.

Willerslev’s data, reported in *Science*, show that “this is our homeland, these are our ancestors,” Rochanne Downs, the cultural coordinator of the Fallon Paiute-Shoshone Tribe in Nevada, where the team collected some of the data, tells *Science*. Willerslev’s team compared the genetic data of 10,700-year-old remains from the Spirit Cave, which the Fallon Paiute-Shoshone Tribe had been trying to repatriate, to that of 12,700-year-old remains from an Anzick child from Montana and found a related ancestry.

The child is considered part of what’s known as Clovis culture, and the results in *Science* link Clovis culture to both the Spirit Cave individual—who is associated with a tradition older than Clovis culture—and to 10,000-year-old remains from Brazil. “A key discovery was that a Clovis culture-associated individual from North America dating to around 12,800 years ago shares distinctive ancestry with the oldest Chilean, Brazilian, and Belizean individuals,” Cosimo Posth of the Planck Institute who coauthored the *Cell* study says in a media release. “This supports the hypothesis that the expansion of people who spread the Clovis culture in North America also reached Central and South America.”

(by Ashley Yeager| The Scientist Magazine |Nov 8, 2018)

**Контрольные вопросы для экзамена (2 семестр)**

Экзамен состоит из 3 заданий:

- 1.Письменный перевод со словарем с иностранного языка на русский оригинального текста по специальности. Объем текста 2000 п.зн. Время подготовки – 60 минут.
- 2.Устное реферирование на иностранном языке текста по специальности или общественно-политического текста 2000 п.зн. Время подготовки - 10 минут. Задание выполняется без словаря.
- 3.Беседа по теме научного исследования.

**Задание №1**

*(кафедра истории России 19 – начала 20 века)*

**THE REFORMING OF THE SYSTEM**

By the 1850s, senior figures in government had understood that serfdom was no longer compatible with Russia's status as a great power, and that if the Empire did not industrialize it would soon be overtaken by other powers. Serfdom trapped a major part of the population in the relatively unprofitable agricultural sector, threatening to starve emergent industries of labour. It supported a noble class which had ceased to be liable for service to the state a century earlier and had therefore lost its *raison d'être*. And, since it was deeply unpopular with the peasants, it nurtured a permanent threat of rural rebellion. Yet to free the serfs without land, as had been done in the Baltic provinces early in the century, would lead to massive impoverishment and further inflame peasant tempers, while to give them land without compensating the nobles would alienate a large part of the literate class, on which the state relied.

Reforming the system was not only politically dangerous; it required solutions to a tangle of problems, immense in scale and hair-raising in their administrative complexity. Millions of acres of land had to be surveyed, the quality of their soil assessed, woods and common lands assigned to village communes, and fields apportioned fairly between all the peasant households. The powers of the village commune, which operated collectively and was to be given responsibilities for the peasants that were formerly the lord's, also had to be defined. Organs of local government had to be set up, their membership - representative of both

lords and peasants - laid down, and their responsibilities and mode of operation, which was to be largely democratic, specified. Local magistrates' courts with elected justices had to be set up too, their powers defined in relation to the existing regional judicial system, with separate provision made for native peoples, priests, the military and commercial cases. There were also the financial aspects. Money had to be found to compensate the erstwhile serf-owners, arrangements made eventually to recoup the cost from the peasant beneficiaries in the form of redemption payments, banks founded to lend money at reasonable rates to peasants ... At every stage the process was plagued by political differences and bureaucratic infighting, yet, albeit imperfectly, the task was accomplished, the challenge answered.

*Russia's Empires: Their Rise and Fall from Prehistory to Putin by Philip Longworth; London 2006; p.213.*

*(Кафедра истории общественных движений и политических партий)*

### **No Hegemonic War**

How do you overthrow a settled international system? Rising, dissatisfied powers want to change the system, dominant states resist, clinging to their perquisites. Each thinks it has the strength to defend its position. The main way this contradiction was resolved historically—at least, if theorists like Robert Gilpin are right—was an all-out war involving all or most great powers. Not only did hegemonic war resolve the contradiction between the underlying distribution of capabilities in the system and the hierarchy of prestige or status, it also served as “a uniquely powerful agent of change in world politics because it tends to destroy and discredit old institutions and force the emergence of a new leading or hegemonic state.”

Thankfully, such a war is exceedingly unlikely to emerge among states armed with secure second-strike nuclear forces, whose core security, future power, and economic prosperity do not hinge on the physical control of others' territory. Can something else take its place? Not according to a new book by Randall Schweller. Other destructive events one can imagine, such as a global economic crash, pandemic, or environmental catastrophe, may wreak widespread destruction but they are not driven by political logics and so cannot perform some political functions. As Schweller argues, “it is precisely the political ends of hegemonic wars that distinguish them and the crucial international-political functions they perform—most important, crowning a new hegemonic king and wiping the global institutional slate clean—from mere cataclysmic global events.” On his view, only hegemonic war can force the emergence of a new hegemon, clarify power relations, and wipe the inter-state institutional structure clean, leaving a tabula rasa for the newly anointed hegemon to write new rules. “The distasteful truth of history,” Schweller

writes, “is that violent conflict not only cures the ill effects of political inertia and economic stagnation but is often the key that unlocks all the doors to radical and progressive historical change.”

*(The Return of Realpolitik: Stability vs. Change in the US-Led World Order. William C. Wohlforth)*

*(кафедра источниковедения)*

THE FRANCK COMMITTEE ON A NONCOMBAT  
ATOMIC DEMONSTRATION, 1945

One possible way – which may particularly appeal to those who consider the nuclear bombs primarily as a secret weapon developed to help win the present war – is to use it without warning on an appropriately selected object in Japan. It is doubtful whether the first available bombs, of comparatively low efficiency and small size, will be sufficient to break the will or ability of Japan to resist, especially given the fact that the major cities like Tokyo, Nagoya, Osaka and Kobe already will largely be reduced to ashes by the slower process of ordinary aerial bombing. Certain and perhaps important tactical results undoubtedly can be achieved, but we nevertheless think that the question of the use of the very first available atomic bombs in the Japanese war should be weighed very carefully, not only by military authority, but by the highest political leadership of this country. If we consider international agreement on total prevention of nuclear warfare as the paramount objective, and believe that it can be achieved, this kind of introduction of atomic weapons to the world may easily destroy all our chances of success. Russia, and allied countries which bear less mistrust of our ways and intentions, as well as neutral countries, will be deeply shocked. It will be very difficult to persuade the world that a nation which was capable of secretly preparing and suddenly releasing a weapon, as indiscriminate as the rocket bomb and a thousand times more destructive, is to be trusted in its proclaimed desire of having such weapons abolished by international agreement. We have large accumulations of poison gas, but do not use them, and recent polls have shown that public opinion in this country would disapprove of such a use even if it would accelerate the winning of the Far Eastern war. It is true, that some irrational element in mass psychology makes gas poisoning more revolting than blasting by explosive, even though gas warfare is in no way more "inhuman" than the war of bombs and bullets. Nevertheless, it is not at all

certain that the American public opinion, if it could be enlightened as to the effect of atomic explosives, would support the first introduction by our own country of such an indiscriminate method of wholesale destruction of civilian life.

*From: Major Problems in American Foreign Policy. Volume II: Since 1914. Documents and Essays. Edited by Thomas G. Paterson. USA, 1982. P. 275.*

## **Задание №2**

*(кафедра истории России 19 – начала 20 века)*

### **THE NEED FOR THE NEW REGIME**

Hard experience and practical necessity slowly eroded parts of the theoretical Marxist model with which the Bolsheviks had set out. Indeed, in some respects the new regime came to bear a startling resemblance to its tsarist predecessor. As the American correspondent of the Christian Science Monitor in Russia was to observe in the 1930s, though 'the masks are new . . . the technique of government' was strikingly similar to that of the Empress Anna two centuries before, when 'espionage became the most encouraged state service; everyone who seemed dangerous or inconvenient was eliminated from society [and] masses were banished.'<sup>1</sup> However, the empress had been primarily concerned to supervise the morals of her courtiers. The call now was for security which was comprehensive and severe.

The process had begun with the need for the new regime to secure itself against its competitors, as any regime must do. Recognizing this, Lenin created a new security agency to guard the Revolution, appointing a Pole, Felix Dzerzhinskii, to run it. Known as the Cheka, this was the forerunner of the KGB. It maintained a surveillance system which kept every foreigner and suspected 'class enemy' in its sights and set up detention camps, interrogation centres and all the other apparatus needed by an efficient secret police service. Given the war conditions that prevailed when it was established and the regime's vulnerability in its early years, the Cheka's zeal and cruelties were hardly surprising, but the characteristics became ingrained.

In March 1921 a serious armed rising was mounted by sailors at the naval base of Kronstadt, who were more radical even than the Bolsheviks. As under the old regime, there were recurring peasant disturbances, in particular a huge one in the province of Tambov, a regular scene of large-scale rural protests in tsarist times. It was in suppressing these efficiently that a former lieutenant in the imperial army, Mikhail Tukhachevskii, commended himself to the new regime. A massive emigration of the old elite was still in progress; most of the officer corps gravitated to the anti-Bolshevik Whites, but a surprising number of them

stayed on to serve the Reds. In fact the new Red Army employed no fewer than 75,000 former tsarist officers, including 800 of general rank.

*Russia's Empires: Their Rise and Fall from Prehistory to Putin by Philip Longworth; London 2006; p.239.*

*(Кафедра истории общественных движений и политических партий)*

### **Civil War Letters as Historical Sources**

Civil War letters, diaries, and memoirs are most commonly used as primary sources for narratives of battles and campaigns or for works describing the social makeup of the armies. As is evident in the letters Vivian Zollinger has discovered, soldiers filled their correspondence with descriptions of battles, camp life, training, troop movements, and other experiences directly related to the war. Historians have used these descriptions to great effect for many years.

More recently, the written record of Civil War soldiers has become a fertile source for practitioners of the "New Military History." Scholars using this approach are preoccupied with the motivations of soldiers and the experience and effects of combat. The Civil War is an especially fruitful field for such historians because of the voluminous surviving primary sources and because the army did not censor the letters of Union soldiers.

While military historians, whether old or new, continue to make extensive use of the writings of soldiers, political and social historians have not yet adequately exploited these sources. The new military historians have used some of the political material for what it can tell about the soldiers' motivations for serving, but political historians have not yet meaningfully engaged this material. The amount of political content in the correspondence to and from the front varies considerably from family to family, but taken as a whole Civil War letters, diaries, and memoirs provide a unique opportunity for historians to read what large numbers of mid-nineteenth-century common men and common women thought about the issues of the day.

Social historians similarly may have to read through much camp life and battle material to find that information, but their efforts will be rewarded. Scattered throughout Hoosier Civil War correspondence are all kinds of details that collectively provide a window through which historians can view the lives of the common men and women of mid-nineteenth-century Indiana. Used in conjunction with the manuscript census, marriage records, newspapers, and other such records and sources, Civil War letters provide historians with the opportunity to reconstruct much of the content and dynamics of life.

*(Thomas E. Rodgers| Indiana Magazine of History, Volume 93, 1997| Issue 2, pp 105-11)*

(кафедра источниковедения)

### **Droysen and the theory of historical understanding**

Droysen conceived of academic historiography as having a social task that consisted in forming a subject capable of taking on the responsibilities of a modern citizen. He was convinced that the study of history could change the habits of his contemporaries if it was not left to antiquarians who were only concerned with collecting records from a distant past. For Droysen, the sources themselves could not yield historical knowledge; they stood for the past rather than what he conceptualized as history in its full meaning:

Those who consider it to be the highest task of the historian that he does not add anything of his own thinking, but simply lets the facts speak for themselves, do not see that the facts themselves do not speak except through the words of someone who has seized and understood them.

Droysen considered sources to be the indispensable basis of history; but in his eyes, they only revealed their significance if they were interpreted by the historian. Droysen pointed out that historical knowledge had to be based on traces of the past that were still accessible in the contemporary world. He proposed classifying these traces according to the character of their relation to the present. In his conception, the term 'remains' (Überreste) encompassed all kinds of traces of human actions that had not been intended to make the past known to the future. 'Remains' had been originally part of the daily life of the past without being designed for the purpose of historical tradition. According to Droysen, institutions and works of art, for example, could deliver historical information, but their existence did not depend on the intention of letting people in the future know what had happened in the past. 'Sources' (Quellen) in the proper sense, on the contrary, were the result of an effort to constitute historical memory. Any kind of writing on contemporary or recent affairs, from saga to chronicle, originated from the intention of recording events for times to come. 'Sources' in Droysen's usage of the term did not accidentally reflect the past, but already translated it into some kind of a meaningful story that was supposed to be transmitted to future generations.

*(Reading Primary Sources by Miriam Dobson and Benjamin Ziemann. Routledge, 2009, p.26-27.)*

### **Задание №3.**

Примерные вопросы по теме научного исследования:

1. На какой кафедре Вы специализируетесь?
2. Тема Вашей выпускной работы и область исследований.
3. Почему Вы выбрали это направление науки?
4. Какой материал Вы используете в своем исследовании?
5. Пользуетесь ли Вы иноязычными источниками? Какими? С какой целью?

Шкала и критерии оценивания (шкала и критерии оценивания могут быть едиными (типовыми) для всех дисциплин (модулей, входящих в ОПОП, тогда они могут быть приведены в локальном акте МГУ или в документе Оценочные и методические материалы»)

РЕЗУЛЬТАТЫ ОБУЧЕНИЯ по дисциплине (модулю)  Иностранный язык (Английский язык)	Виды оценочных средств	ШКАЛА И КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТА ОБУЧЕНИЯ по дисциплине (модулю)			
		2	3	4	5
Знать основные языковые нормы иностранного языка (лексика, грамматика) в сфере академического и профессионального общения	устный опрос, тестирование, контрольная работа, доклад, дискуссия, презентация, устное реферирование и аннотация текстов по специальности	Фрагментарные знания основных языковых норм в сфере академического и профессионального общения	Неполные знания основных языковых норм в сфере академического и профессионального общения	Сформированные, но содержащие отдельные пробелы знания основных языковых норм в сфере академического и профессионального общения	Сформированные и систематические знания основных языковых норм в сфере академического и профессионального общения
	устный опрос, аудирование,	Фрагментарное умение понимать иноязычную	В целом успешное, но не систематическое	В целом успешное, но сопровождающееся	Успешное и систематическое применение



<b>Уметь</b> понимать иноязычную устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий	доклад, презентация, устное реферирование и аннотация текстов по специальности, дискуссия	устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий	умение понимать иноязычную устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий	отдельными ошибками умение понимать иноязычную устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий	навыков понимать иноязычную устную и письменную академическую речь и участвовать в процессе межкультурного взаимодействия с использованием современных коммуникативных технологий
<b>Владеть</b> навыками представления научных результатов на иностранном языке в устной и письменной формах	устный опрос, дискуссия, устное реферирование и аннотация текстов по специальности, презентация, доклад	Фрагментарное владение навыками представления научных результатов на иностранном языке в устной и письменной формах	В целом успешное, но не систематическое применение навыков представления научных результатов на иностранном языке в устной и письменной формах	В целом успешное, но сопровождающееся отдельными ошибками применение навыков представления научных результатов на иностранном языке в устной и письменной формах	Успешное и систематическое применение навыков представления научных результатов на иностранном языке в устной и письменной формах
<b>Уметь</b> применять современные	тестирование,	Фрагментарное	В целом	В целом	Успешное и

коммуникативные технологии для академического и профессионального взаимодействия	контрольная работа	умение применять современные коммуникативные технологии для академического и профессионального взаимодействия для решения коммуникативных задач с учетом культурного контекста общения на основе современных коммуникативных технологий	успешное, но не систематическое умение применять современные коммуникативные технологии для академического и профессионального взаимодействия для решения коммуникативных задач с учетом культурного контекста общения на основе современных коммуникативных технологий	успешное, но сопровождающееся отдельными ошибками умение применять современные коммуникативные технологии для академического и профессионального взаимодействия для решения коммуникативных задач с учетом культурного контекста общения на основе современных коммуникативных технологий	систематическое умение применять современные коммуникативные технологии для академического и профессионального взаимодействия для решения коммуникативных задач с учетом культурного контекста общения на основе современных коммуникативных технологий
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#### 8. Ресурсное обеспечение:

- Перечень основной и дополнительной учебной литературы,

##### *а) основная литература*

1. Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова; под ред. Т. А. Барановской. Английский язык для академических целей. English for academic purposes : учеб. пособие для бакалавриата и магистратуры /— М. : Издательство Юрайт, 2018.
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• *б) дополнительная литература*

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4. Wallwork, Adrian English for Presentations at International Conferences Volume package: English for Academic Research Series.- L.: Springer, 2010, XVI, 180p. (<http://bookre.org/reader?file=1203549>)
5. Wallwork, Adrian English for Writing Research Papers. Volume package: English for Academic Research Series. - L.: Springer, 2011, XXII, 325 p. (<http://bookre.org/reader?file=1268658>)
6. Wallwork, Adrian English for Academic Correspondence and Socializing. Volume package: English for Academic Research Series.- L.: Springer, 2011, XXI, 326p. (<http://bookre.org/reader?file=1415666>)
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1. Journal of Medieval History, Routledge, London
2. Oxford Journal of Archaeology, John Wiley and Sons, NYC
3. Journal of Anthropological Research, University of Chicago Press, Chicago
4. Slavic Review, CUP, Cambridge
5. The Journal of Hellenic Studies, CUP, Cambridge

6. The Historical Journal, CUP, Cambridge
7. The Russian Review, Wiley-Blackwell, NYC
8. Contemporary European History, CUP, Cambridge

- Перечень лицензионного программного обеспечения
  - Microsoft Windows (версии не старше 8)
  - Microsoft Office (версии не старше 2007) (включая Microsoft PowerPoint)
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<a href="http://www.oxforddictionaries.com">http://www.oxforddictionaries.com</a>	словари
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<a href="http://www.learnersdictionary.com/">http://www.learnersdictionary.com/</a>	словари
<a href="http://www.multitrans.ru">http://www.multitrans.ru</a>	словари
<a href="http://www.freevideolectures.com/Subject/History">http://www.freevideolectures.com/Subject/History</a>	образовательный сайт, лекции по истории
<a href="http://www.series.c-span.org/History/Lectures-in-History/">http://www.series.c-span.org/History/Lectures-in-History/</a>	образовательный сайт, лекции по

	истории США
<a href="http://www.ted.com">http://www.ted.com</a>	образовательный сайт Конференции, организованные по лицензии некоммерческой организации TED. Они проводятся по всему миру для того, чтобы прогрессивные и продвинутые люди могли встретиться, пообщаться друг с другом, обменяться знаниями и опытом.
<a href="http://www.ocw.umb.edu/">http://www.ocw.umb.edu/</a>	Open Boston courses образовательный сайт
<a href="http://www.yale.edu/">http://www.yale.edu/</a> (Open Yale courses)	(Open Yale courses) образовательный сайт
<a href="http://www.uefap.com">http://www.uefap.com</a>	обучающий сайт – Using English for Academic Purposes
<a href="http://www.historians.org">http://www.historians.org</a>	информационный

	сайт
<a href="http://www.history.com">http://www.history.com</a>	информационный сайт
<a href="http://www.grammar.about.com">http://www.grammar.about.com</a>	информационно-обучающий сайт
<a href="http://www.grammar.about.com/od/ab/g/academicwritingterm.htm">http://www.grammar.about.com/od/ab/g/academicwritingterm.htm</a>	обучение письменной научной речи
<a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a>	сайт Британского Совета.
<a href="http://www.bbc.co.uk">http://www.bbc.co.uk</a>	информационный сайт
<a href="http://www.manythings.org/">http://www.manythings.org/</a>	подготовка к международным экзаменам TESL / TEFL.
<a href="http://guardian.co.uk/">http://guardian.co.uk/</a>	периодическое издание
<a href="http://www.economist.com/">http://www.economist.com/</a>	периодическое издание

- Описание материально-технической базы

Освоение дисциплины предполагает использование академической аудитории для проведения практических занятий с необходимым оборудованием: магнитно-маркерная доска, компьютер, проектор.

9. Язык преподавания – русский, английский.

10. Преподаватель (преподаватели) – преподаватели кафедры иностранных языков исторического факультета МГУ.

11. Разработчики программы - старший преподаватель кафедры иностранных языков Е.В. Княжинская.