

**Ministry of Science and Higher Education of the Russian Federation
Federal State Budgetary
Educational Institution of Higher Education
«Ufa State Aviation Technical University»
Department of Philosophy and History**

**METHODICAL RECOMMENDATIONS
AND SEMINAR PLANS**

on the discipline «History» (FAEDETE)



Ufa 2022

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The seminar plans were developed on the basis of the work program on the discipline «History».

The place of seminar classes in the system of educational process and teaching of the history course at a technical university is determined, the main forms of work at the seminar class are indicated, recommendations for students to prepare for practical classes are indicated. The plans of the seminars and the literature recommended for them are presented. Questions for self-examination are given for each seminar.

Designed for first-year students studying under the bachelor's degree program at the Faculty of Aircraft Engine Design, Energy and Transportation Engineering of USATU.

The reviewer is Doctor of Historical Sciences, Professor F. G. Safin

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THE PURPOSE AND OBJECTIVES OF THE DEVELOPMENT OF THE DISCIPLINE

The purpose of mastering the discipline is to study history in order to form students' ability to respect and respect the historical heritage and traditions, to understand the laws of the historical process, to determine the place of a person in it, the political organization of society.

Tasks:

- development by students of an independent idea of the main stages and features of the historical development of the country and the peoples inhabiting it;
- mastering the skills and abilities based on historical analysis and problem approach to comprehend the processes, events and phenomena in Russia and the world community in their dynamics and interrelation, guided by the principles of scientific objectivity and historicism;
- education of patriotism, civic responsibility, perception of the ideas of humanism and tolerance, respect for the culture and historical past of one's own and other peoples.

RECOMMENDATIONS TO THE STUDENT ON PREPARATION FOR THE SEMINAR

Seminars are one of the most important forms of the educational process in the discipline «History». The key, most important and complex issues are brought to the seminars, without the knowledge of which it is impossible to navigate in history. Therefore, the main condition for mastering the discipline is careful preparation of the student for each seminar.

Preparation for the seminar should be conducted in the following order:

1. Carefully read the seminar plan, the list of basic terms and concepts, historical personalities, the list of recommended literature.
2. Read the lecture summary on the topic of the seminar session, marking with a pencil the material necessary for mastering the questions posed.
3. The most important stage of work in preparation for the seminar is the study of the literature recommended for each topic. Historical sources

and literature are a reliable basis for reliable historical knowledge. Analysis and evaluation of events and processes of the past, given in the works of outstanding Russian historians N. M. Karamzin, S. M. Solovyov, V. O. Klyuchevsky, S. F. Platonov, N. I. Kostomarov, L. N. Gumilyov and many others help to develop their own understanding of the essence and meaning of historical phenomena.

The educational literature on history recommended for each lesson, as well as a history textbook prepared by teachers of the Department of Philosophy and History of USATU, will be of great help to students in preparing for classes.

When working on the recommended sources and literature, it must be remembered that it is not enough to limit yourself to just a cursory acquaintance or viewing of the text. Here are some specific recommendations regarding the organization of the student's work with the text:

a) formulate a general idea of the work (read the title, table of contents, if available, review the text) and the purpose of its creation (pay attention to the date of writing, reconstruct, based on already available information and involving additional, historical situation, determine the reasons that prompted the author to write the work);

b) carefully read the text, returning to individual provisions, highlighting the incomprehensible. Remove ambiguities using dictionaries, reference literature;

c) divide the text into meaningfully complete parts. Analyzing each of them, try to highlight the main provisions, ideas of the author, as well as his argumentation. Uncover the connections of theoretical propositions and concrete facts, determining their totality, which served as the basis for the conclusion;

r) once again review the entire text, establish logical connections between the selected parts, make a structural plan;

4. On the basis of the studied sources and literature, it is necessary to prepare theses or a synopsis by making appropriate entries in the notebook.

An oral presentation at the seminar can be prepared in the abstract form. The basis of the theses is the speech plan, but unlike it, the theses fix not just the sequence of the issues under consideration, but their main content is revealed in a brief form.

The most time-consuming, but absolutely necessary part of the preparation for the seminar is taking notes. The abstract form of the record

requires not only fixing the most important provisions of the source, but also bringing the necessary arguments, proofs. Often, the synopsis includes their own comments, reflections, left, as a rule, in the margins.

The summary is compiled in the following sequence:

a) after familiarization with the work, its plan is drawn up, the name of the source is recorded, the author, place and year of publication of the work are indicated;

b) the summary record is divided into parts according to the points of the plan. Each part must contain a statement of a provision, as well as its argumentation. In the course of the work, the most essential is emphasized, notes are made in the margins.

5. Topics of creative (scientific) works are recommended for each seminar session. Preparation of the report should begin with drawing up a plan, selecting the material necessary for the chosen topic. A wide variety of literature is used in the preparation of the report: anthologies, popular science books, publications in historical journals «Questions of History», «Russian History», «New and Modern History», «Military Historical Journal», as well as in central and local newspapers.

6. The defense of the report and creative (scientific) work involves the participation of two opponents, whose reviews are heard at the seminar.

7. For the purpose of an accessible presentation of the content of the report and creative (scientific) work, students are recommended to use visualization tools:

a) illustrations;

b) demonstration presentation of reports.

8. At the seminar classes, the student must:

a) take an active part in the discussion of the seminar issues;

b) follow the performances closely;

c) be able to conduct polemics with opponents;

d) actively participate in discussions on topical issues of history.

9. Accounting of students' work in the discipline is carried out according to a point-rating system, which allows students to monitor the progress of mastering the discipline and the expected assessment based on the results of classes.

The student must take part in active forms of seminars: blitz surveys, discussions, opposition and discussion of reports.

Successful mastering of the discipline will allow students to take an active part in the annual «Science Festivals», Olympiads on historical problems, competitions of student scientific papers, in Mavlyutov and other readings, all-Russian and regional conferences.

The seminar plans for each class include:

- general topic of the lesson;
- from three to five basic questions, which, as a rule, correspond to the questions on the exam and the test;
- several (from seven to fifteen) more specific questions for discussion (control questions); these questions require a more detailed study of the material of this topic; they can also be proposed for a control written or oral survey.

Seminar № 1. The value and specificity of historical science.

Ancient Rus and Russian lands in the period of fragmentation

1. History as a science. Goals and objectives of the study of history, its functions. Basic methods and principles of study.
2. Features of the development of East Slavic tribes. Economy, socio-political system, culture.
3. The problem of the formation of the Old Russian state. Norman and anti-Norman theories of origin.
4. Stages of development of the Ancient Russian state. The problem of accepting Christianity: causes and consequences.

Self-test questions and tasks

1. Why do people study and preserve history?
2. Can historians be absolutely objective?
3. Is it possible to cultivate a sense of patriotism in the process of studying history?
4. What are the main scientific hypotheses on the origin of the Slavs and their appearance in Eastern Europe.
5. How did the process of formation of the social structure of society in Kievan Rus take place?
6. Highlight the main reasons and significance of the adoption of Christianity in Russia. What is the difference between Christianity, which was professed in Western Europe?
7. In what areas did the cooperation of the Old Russian state with neighboring state entities develop?
8. What are the prerequisites for the political fragmentation of the Old Russian state?
9. The collapse of the Old Russian state: is it the decline of Kievan Rus or a progressive movement forward?
10. Why, after the collapse of the Old Russian state, the power in Novgorod was in the hands of the Veche and the boyars, and in most other principalities the princely power prevailed?

Literature for the seminar

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

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Lyapin D. A. History of Medieval Russia: textbook. – 2nd edition. – M.: FLINT – 2019. – Part 1: The Ancient Russian state in the IX-XII centuries. – 2019. – 174 p. – ISBN 978-5-9765-2167-4. – Text: electronic // Lan: electronic library system. – URL: <https://e.lanbook.com/book/125354> (accessed: 31.03.2021). – Access mode: for authorized users.

Firsov S. L. History of Russia. Textbook for universities / S. L. Firsov. – 2nd edition – M.: Publishing house Yurayt, 2020. – 380 p. (Higher education). – ISBN 978-5-534-06235-9. – Text: electronic // EBS Yurayt [website]. – URL: <https://urait.ru/bcode/453553> (accessed: 07.06.2021).

History: the ancient time - the first half of the XIX century [Electronic resource]: [textbook for students of all forms of education, studying in all directions and specialties] / T. S. Konyukov [et al.]; GOU VPO UGATU-Ufa: UGATU, 2013.

Seminar № 2. From Ancient Russia to the Moscow State

1. Military expansion into the Russian principalities from the East and West:

a) The Mongol invasion and its causes and consequences. Rus and the Golden Horde: problems of mutual influence.

b) The struggle of the Russian people with the Western conquerors.

2. The rise of Moscow and the beginning of the process of unification of Russian lands. Assessments of the policy of Ivan I Kalita. The Battle of Kulikovo, its significance.

3. Completion of the unification of the Russian lands and the formation of a single Russian state (XV - early XVI centuries). Overthrow of the Horde yoke. The role of Ivan III.

Self-test questions and tasks

1. How do you define the meaning of «yoke», how it differs from the concepts of «domination», «capture», «dominion», «occupation», «enslavement»?
2. As the Mongol-Tatar yoke was affected by the political, economic, and cultural development of the Russian land?
3. Some of the consequences of the Tartar yoke was the most difficult and long-term?
4. What threat to Russia carried a Western conquerors?
5. Evaluate the role of Alexander Nevsky, in defending the independence of Russia.
6. How can we explain the fact that Moscow has become the center of the struggle for the unification of Russian lands?
7. What are the features of the process of forming a single Russian national state compared to the states of Europe?
8. Why neither Tver nor Novgorod could become the centers of unification of Russian lands? What were their strengths and weaknesses?
9. What is the historical significance of the Battle of Kulikovo?
10. What parts did the Golden Horde fall into by the end of the XV century and how did their relations with Moscow develop?
11. Why did the overthrow of the Horde yoke take place in 1480?
12. What are the reasons for the policy of attaching peasants to the land carried out by the Moscow state?
13. What is the significance for strengthening the Russian statehood of the adoption of the Judicial Code of 1497?
14. What is the content of the theory of "Moscow - the third Rome"? What is its significance for the political development of the Moscow state?

Literature for the seminar

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

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Seminar № 3. Ivan IV and the Russian state in the XVI centuries.

The Russian state in the XVII century

1. Ivan IV – the first Russian tsar. Reforms of the Elected Rada. Oprichnina and its consequences.

2. The reasons for the growth of the crisis in the late XVI - early XVII centuries. «The Time of Troubles»: the main stages, the Polish intervention and the people's militias.

3. The return of national sovereignty. Mikhail Fedorovich and the Romanov dynasty.

4. The evolution of Russian statehood in the XVII century. Foreign and domestic policy of Russia. Reunification with Ukraine.

Self-test questions and tasks

1. What was the purpose of the reforms of the Elected Rada? What are their results?

2. What was the purpose of Ivan IV, dividing the country into «zemshchina» and «oprichnina destiny»?

3. What were the results of the oprichnina?
4. What role did the Boyar Duma play in the governance of the Russian state?
5. What role did Zemstvo councils play in the formation of a class-representative monarchy in Russia?
6. What significance did the adoption of the 1550 Code of Justice have for strengthening Russian statehood?
7. What changes occurred in the central administration of Russia in the XVI century?
8. What were the causes of the Time of Troubles in Russia?
9. What's new in the economic life of the country in the seventeenth century?
10. What changes in the social order of Russia happened in the XVII century?
11. What was the basis of the confrontation between spiritual and secular power in the XVII century?
12. What are the main directions of Russia's foreign policy of the XVII century?
13. What role did the Conciliar Code of 1649 play in strengthening the tsarist power, strengthening the centralization of governance?
14. What was the reason for the termination of the activities of Zemstvo councils in the XVII century?
15. What types of insurgent movements took place in the XVII century in Russia and why is this century called «rebellious»?

Literature for the seminar

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

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Seminar № 4. Russia in the first half of the XVIII century. Russia in the second half of the XVIII century and the first half of the XIX century

1. The reasons, content and results of Peter I's reforms. Discussions in science and socio-political thought about the role of Peter I in Russian history.

2. Foreign policy in the first quarter of the XVIII century. The transformation of Russia into an empire.

3. The enlightened absolutism of Catherine II. Domestic and foreign policy: historical assessments.

4. The development of Russia under Alexander I. Attempts to modernize the state system. «Government Liberalism» in Russia:

a) ways of development of Russia. Alexander I: from reforms to reaction;

b) Russian-French relations. The Patriotic War 1812 and the foreign campaigns of the Russian army.

Self-test questions and tasks

1. How did the life of the Russian nobility and peasants change during the reign of Peter I?
2. What are the causes of the Northern War and its results?
3. What role did Peter I's reforms play for the development of Russia?
4. What were the consequences of Peter's reforms?
5. What is the period of Russian history and why is it called the era of «palace coups»?
6. How has the position of the nobility changed in the middle XVIII century?
7. What is the «enlightened absolutism»?
8. What new organs of the Central administration was established in the second half of the XVIII century?
9. What is the industrial revolution, as it developed in Russia?
10. What transformations were carried out in Russia during the reign of Alexander I?
11. Which territories became part of Russia during the reign of Alexander I?
12. What events had a predominant influence on the political course of Emperor Nicholas I?
13. Why was Russia called the «gendarme of Europe» in the 40s of the XIX century?
14. Did the foreign policy of Nicholas I correspond to the interests of Russia?
15. How did Westerners and Slavophiles imagine the ways of Russia's transformation?

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the transformation of traditional society in Russia. – pp. 135-163.; Chapter 5. Russia in the second quarter and second half of the XVIII century. § 1. The era of palace coups (1725-1762). – pp. 164-167; § 2. The Reign of Catherine II. – pp. 168-173; § 3. Russian foreign policy in the second half of the XVIII century. – pp. 174-186. Chapter 6. XIX in world history. Russia in the first half of the nineteenth century. – pp. 187-216.

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Seminar № 5. Russia in the second half of the XIX century.

Russia at the turn of the XIX-XX centuries

1. Reforms of the 60-70s of the XIX century, their significance and impact on the development of Russian society. The significance and consequences of the abolition of serfdom. Assessments of Alexander II's reforms.

2. The main directions of Russia's foreign policy in the second half of the XIX century.

3. Russia at the turn of the XIX-XX centuries. Witte's reforms: essence and evaluation.

4. The first Russian Revolution, its significance.

Self-test questions and tasks

1. What are the prerequisites for economic and political reforms in Russia in the second half of the XIX century?
2. What are the reasons for the abolition of serfdom in Russia?
3. The interests of which class were taken into account as much as possible during the peasant reform?
4. What reforms were carried out simultaneously with the abolition of serfdom and why?
5. Why are the reforms of Alexander II considered incomplete?
6. What are the features of the development of the domestic economy in the post-reform period?
7. How has the structure of Russian society changed as a result of Alexander II's reforms? What new estates and social groups appeared in the second half of the XIX century?
8. How did the reforms of Alexander II affect the development of culture and education in Russia?
9. What were the main directions of Russia's foreign policy in the second half of the XIX century?
10. What territories and under what circumstances were annexed to Russia in the second half of the XIX century?
11. What were the features of the industrial development of Russia at the turn of the twentieth century?
12. What were the objectives of the reforms of Witte and why he has failed to alleviate the socio-economic contradictions in Russia in the early XX century?
13. What is the significance for development of the Russian parliamentarism was the creation of the State Duma?
14. What are the results of P. A. Stolypin's agrarian reform?
15. What political parties existed in Russia at the beginning of the twentieth century? What classes' interests did they express?

Literature for the seminar

British Humanitarian Activity in Russia, 1890-1923 // <https://link.springer.com/book/10.1007/978-3-319-65190-3>

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Seminar № 6. Revolutions and Civil War in Russia

1. Causes, course and consequences of the World War 1914-1918. Russia in the First World War.

2. The February Revolution and the overthrow of the autocracy. The establishment of dual power. Alternatives to the development of events.

3. The reasons for the overthrow of the Provisional Government. October armed uprising. Historical discussions and assessments.

4. The causes and main stages of the Civil War, its consequences and results. The policy of «war communism».

Self-test questions and tasks

1. What are the causes of the First World War? What kind of character did she have?

2. What goals did the leadership of the Russian Empire set in the First World War?

3. What factors caused the growing discontent in all segments of the Russian population during the First World War?
4. What are the main reasons for the February Revolution?
5. What political forces participated in the overthrow of the autocracy?
6. Why couldn't the Provisional Government become a strong government and get the support of the people?
7. What factors contributed to the success of the Bolsheviks in the struggle for power?
8. What were the main differences between the Bolsheviks and other political parties regarding the ways of further development of Russia?
9. Why are the events of October 1917 called both «revolution» and «coup»?
10. Why was the convocation of the Constituent Assembly postponed? Why was it overthrown?
11. What is the structure of the state apparatus of the RSFSR as enshrined in the Constitution of the RSFSR in 1918?
12. What are the causes and features of the Civil War in Russia?
13. What were the reasons for the intervention of foreign states in the Civil War in Russia? Why couldn't the intervention turn the tide of the fighting?
14. What is the essence and causes of the policy of «war communism»?
15. What position did the peasantry of Russia take during the Civil War?

Literature for the seminar:

British Humanitarian Activity in Russia, 1890-1923 // <https://link.springer.com/book/10.1007/978-3-319-65190-3>

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The Cambridge History of Russia. Volume 2: Imperial Russia, 1689-1917. – Edited by Dominic Lieven. – Cambridge: CUP, 2006. – 794 p.

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Seminar № 7. The Soviet state in the 20-30s of the XX century

1. The creation of the USSR. Evolution of the political system. NEP: the ratio of capitalist and socialist elements.

2. Forced industrialization, collectivization, cultural transformations, political repression. Successes and mistakes of the Soviet government.

3. Foreign policy of the USSR in the 20-30s of the XX century.

Self-test questions and tasks

1. What changes have taken place in the international situation in 20-30s of the twentieth century?

2. What are the conditions and principles of the formation of the Union of Soviet Socialist Republics?

3. What points of view existed during the discussion about the form of government of the Soviet multinational state?

4. What was the significance of the USSR Constitution of 1924 for the improvement of public administration?
5. What are the goals and objectives of the new economic policy (NEP)?
6. What caused the course of forced industrialization of the country?
7. What are the goals, objectives and consequences of industrialization?
8. What are the problems solved collectivization of agriculture, what are the results and consequences?
9. What has been the inconsistency of cultural construction in the USSR in the 1930s?
10. What changes in the structure of higher and Central government introduced the Constitution of the USSR 1936?
11. What are the main directions of foreign policy of the USSR in 1930s?

Literature for the seminar:

British Humanitarian Activity in Russia, 1890-1923 // <https://link.springer.com/book/10.1007/978-3-319-65190-3>

The Industrialisation of Soviet Russia Volume 7: The Soviet Economy and the Approach of War, 1937–1939 // <https://link.springer.com/book/10.1057/978-1-137-36238-4>

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Seminar № 8. The World War II. The USSR during the Great Patriotic War (1941-1945)

1. The origins, causes, and main stages of the World War II. The emergence of fascism and National Socialism in Europe.

2. The beginning of the Great Patriotic War. The reasons for the failures of the Red Army in the initial period of the war.

3. A radical change in the course of the war and its victorious conclusion. The Meaning of the Great Victory.

4. On both sides of the front line: the occupied territory and the Soviet rear;

5. The end of the World War II. Results and lessons of the Second World War.

Self-test questions and tasks

1. How was the German attack on Poland prepared and how did it begin?

2. What stages of the shares of the World War II?

3. What can explain the «strange war» in the West?

4. What are the causes of consequences of the Soviet-Finnish war?

5. What political and military plans were hatched and Nazi Germany, attacking the USSR?

6. What are the reasons for the defeat of the red Army in the summer – autumn of 1941?

7. How was the transition of the Soviet economy on a war footing in the first months of the great Patriotic war?

8. What was the fundamental change during the World War II and the Great Patriotic War? Why did it become possible?

9. To what extent did the opening of the second front in Europe change the situation on the Soviet-German front?

10. Why did the Soviet leadership decide to launch military operations against Japan in 1945? Where and when was this decision made?

11. What do you see as the origins of the mass heroism of the Soviet people during the war? Why was this not the case in other countries?

12. What role did the partisans play in the defeat of fascism?

13. What contribution did the home Front workers make to the victory of the Red Army?

14. What prospects for the post-war world order were outlined at the Crimean and Potsdam Conferences of the Allies?

Literature for the seminar:

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

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Seminar № 9. The Soviet Union in 1945-1985

1. Economic recovery in the post-war period: the main problems and development trends.

2. The main directions, goals and methods of implementation of the Soviet economy in the 50s - mid-60s. N.S. Khrushchev's political reforms.

3. The USSR in the mid-60s - mid-80s. The policy of L. I. Brezhnev, the reforms of A. N. Kosygin. Political and socio-economic problems in the USSR.

4. The foreign policy of the USSR in 1945-1985. The socialist system, the Cold War.

Self-test questions and tasks

1. How was the restoration of the national economy of the USSR? In what time frame was it completed?

2. What were the reasons for the post-war repressions in the country?

3. What changes took place in the structure of the management of the national economy under N. S. Khrushchev? What were they connected with and what were the consequences?

4. Why was the period of Khrushchev's reign called the thaw?

5. What were the miscalculations of N. S. Khrushchev? Why was he removed from power?

6. How did the country develop in the era of Leonid Brezhnev? Was this period a time of «stagnation» and «stagnation»?

7. What were the features and results of the economic reform of the USSR carried out in 1965-1980 under the leadership of the Chairman of the Council of Ministers of the USSR A. N. Kosygin?

8. Do you share the point of view that the planned economy is not amenable to reform?

9. What innovations did the 1977 Constitution of the USSR introduce into the country's legal system?

10. What are the main directions of the USSR's foreign policy after the end of World War II?

11. What were the causes of the «Cold War»?

12. Was there a danger of the Cold War escalating into a new world war with the use of nuclear weapons?

13. When did the detente of the international situation begin and how did it manifest itself?

Literature for the seminar

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

Kuznetsov I. N. History: Textbook for bachelors: / Kuznetsov I. N. Moscow: Dashkov and K, 2015.

The Cambridge History of Russia. Volume 3: The Twentieth Century. Edited by R.G. Suny. – Cambridge: CUP, 2006. – 883 p.

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Seminar № 10. «Perestroika» in the USSR. The Russian Federation in the conditions of transformation

1. The course on the «renewal of socialism» by M. S. Gorbachev. «Perestroika» in the economic, political and national spheres. The collapse of the USSR.

2. The formation of a new Russian statehood and the change of the political system in the country (1991-1993). Transition to a market economy, liberal reforms.

3. The Russian Federation in the 2000s. Political, socio-economic system, its advantages, disadvantages, problems. Russia and the world in the XXI century.

Self-test questions and tasks

1. What are the reasons and essence of the policy of «new political thinking»? What are its results?

2. What was the policy of «accelerated socio-economic development of the USSR» during the years of perestroika? What are the reasons for her failure?

3. What are the reasons for the aggravation of the national question in the USSR during the years of «perestroika»?

4. What are the prerequisites, causes and results of the August 1991 coup?

5. Some researchers come to the conclusion that the collapse of the USSR is inevitable. Was it possible to avoid the collapse of the USSR?

6. What ended the confrontation between the legislative and Executive branches of the government of the Russian Federation in 1992-1993?

7. What role in the updating of the legal system of the new Russia played the Constitution of the Russian Федерации 1993 city?

8. What was the purpose and priorities of the radical economic reforms of the early 1990s?

9. What are the main achievements and contradictions of the socio-economic development of the country at the beginning of the XXI century?

10. What are the main directions and priorities of Russia's foreign policy at the present stage?

Literature for the seminar

Kuznetsov I. N. History of state and law of Russia: studies. manual / I. N. Kuznetsov. Moscow: Dashkov and K, 2013 - 449, [1] p.

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