

Документ подписан простой электронной подписью
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ФИО: Ястребов Олег Александрович
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**The Federal state autonomous educational institution of higher education
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

Faculty of Philology

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

PROGRAM OF DISCIPLINE

History

(Name of the Discipline / Module)

Recommended for the direction of training/speciality:

42.03.02 Journalism

(Code and Name of the field of study, the direction of training/speciality)

**The discipline is carried out within the framework of the main professional
educational program of higher education (EP HE):**

Multimedia Journalism

(Name of the educational program)

1. OBJECTIVE OF THE DISCIPLINE

Course Aim

This course aims to expose students to the scope of history as a discipline, its evolution and its impact on human experiences. It will equally explore the role of historians in the early age and the activities of the contemporary one in the digital age.

The main objectives are

1. To expose students to the historical discipline, its development and its scope over the time.
2. To be acquainted and understand historical processes and their relationships to human experience from the past to the present
3. To be equipped with skills in gathering, sorting and evaluating historical evidence

2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)

Code	Competence	Indicators of competence achievement (within the discipline)
GC-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	GC-5.1 - Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
		GC-5.2 - Suggests ways to overcome communication barriers in intercultural interactions
		GC-5.3 - Follows the principles of non-discriminatory interaction, based on tolerant perception of cultural features of representatives of different ethnicities and confessions, in personal and mass communication to fulfill the assigned task

3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “History” belongs to the Compulsory Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline

Code	Competence	Previous discipline	Subsequent disciplines
GC-10.	Able to make rational economic decisions in various spheres of life.		
GPC-4.	Able to respond to the needs, requests, and interests of society and the audience in professional activity.		

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **3** credits.

Types of activities	Total hours	Semesters						
		1	2	3	4	5	6	7
Classroom activities (total)								
<i>Lectures</i>	17	17	x	x	x	x	x	x
<i>Practical lessons/Seminars</i>	34	34	x	x	x	x	x	x
<i>Laboratory activities/</i>	-	-	-	-	-	-	-	-
<i>Control</i>	18	18	-	-	-	-	-	-
Independent work (total)	39	39						
Overall workload hours	108	108						
Credits	3							

5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
Introduction	- Concepts, Glossary, Syllabus,	Lecture
History at a Glance	- Evolution of history, - Why Study History, - Historical Fallacies, meaning and scope of history	Lecture
The Discipline of History	- The Practice of History, Professional History in Recent Times, - Current and future issues	Lecture
Historical Consciousness	- The Philosophy of History, - Beginnings through the Modern Age	Lecture
History and its Development in the digital age	- Evolution of the process of collecting history; - How history has evolved in the digital age	Lecture

Name of the Unit	Content of the Units (topics)	Type of activity
Traditions of Historical writing: World	- Greco-Roman, Chinese, Western, Africa, Arabic, Russian Persian, Renaissance Historians	Lecture
Historical Research and techniques	- How is history collected; - Methods, Collection, Sorting, Analysis and Classification of data, - Analytical and Synthetic Operations.	Lecture
Unit 1	The scope history: Essence and Impacts	Seminar
Unit 2	The professional historians: The early historians and contemporary historians	Seminar
Unit 3	Discussion and Demonstrations about digital history and the augmented museum	Seminar
Unit 4	Evolution of the Process of collecting history	Seminar
Unit 5	History and its Development in the digital age: How has history evolved in the digital age	Seminar
Unit 6	Lessons on traditions of historical writing in different regions of the world	Seminar
Unit 7	Tools for collecting history: Comparing the early age and digital age	Workshop

6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

Table 6.1. Material and technical support of the discipline

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering the discipline (if necessary)
Digital Classroom	computer, TV VCR and a transparency projector. CD players and DVD players	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet,	
Library for independent work	Computer, internet	

* *The classroom for students' independent work **MUST be indicated!***

7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings

1. Gilderhus, M. T. (2000). *History and historians: A historiographical introduction*.
2. Hacker, D., & Fister, B. (2006). *Research and documentation in the electronic age*. Macmillan.

Other recommended readings

1. Banner Jr, J. M., & Banner, J. M. (2012). *Being a historian: an introduction to the professional world of history*. Cambridge University Press.
2. Mandell, N., & Malone, B. (2013). *Thinking like a historian: Rethinking history instruction*. Wisconsin Historical Society.
3. Martin, A. (1972). *Historians' Fallacies. Toward a Logic of Historical Thought*.

Web-sites and online resources

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
 - <http://www.rad.pfu.edu.ru/>
 - www.libfl.ru
 - www.portalus.ru
 - www.project.phil.pu.ru
 - www.lib.fl.ru
 - www.gutenberg.net
 - www.ipl.org
 - www.theEuropeanlibrary.org; www.epoch-net.org
 - <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>
2. Databases and search systems:
 - web search engine google.com
 - online encyclopedia wikipedia.org
 - news aggregation website drudgereport.com
 - Google scholar.com

Teaching materials for students' independent work while mastering the discipline/module:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE

The grading materials and grading-rating system* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

* - are formed based on the requirements of the corresponding local normative act of RUDN University.

AUTHOR OF THE PROGRAM:

**PhD in Philology, Assistant of
the Mass Communication
Department**

Position, Department

Signature

Mustapha M. Jamiu

Full Name

HEAD OF THE DEPARTMENT:

**Mass Communication
Department**

Name of the Department

Signature

Victor V. Barabash

Full Name

HEAD OF THE PROGRAM:

**PhD in Philology, Associate
Professor of the Mass
Communication Department**

Position, Department

Signature

Natalia V. Poplavskaya

Full Name