



Education and Culture DG

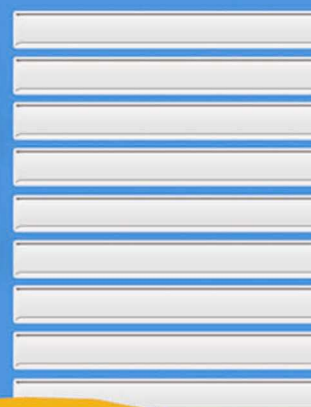
TEMPUS

**TEMPUS SM\_SCM-T035B06-2006 (RU) – RHUSTE**

**SUBJECT AREAS:**

HISTORY AND CULTUROLOGY

RUSSIAN TUNING/ECTS-BASED  
EDUCATIONAL MODELS  
FOR THE IMPLEMENTATION OF THE BOLOGNA  
PROCESS IN HUMAN SCIENCES



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Summary of the results of the project  
Tempus SM\_SCM-T035B06-2006 (RU) – RHUSTE

SUBJECT AREAS: HISTORY AND CULTUROLOGY

## ABOUT THE PROJECT

The academic project Tempus SM\_SCM-T035B06-2006 (RU) – RHUSTE has been developed in the framework of the reforms of the system of higher professional education in the Russian Federation and in accordance with the Bologna principles. The aim of the project was developing study programmes in subject areas «History» and «Culturology» based on competences, ECTS credits and modules and in accordance with methodology of the programme Tuning Educational Structures in Europe.

**The consortium of the project included:** University of Milan (grant-holder), Moscow State University after Lomonosov (project coordinator), Ruhr University (Bochum, Germany), Association of the Classical Universities of Russia (AKUR), Russian State University for the Humanities (RSUH), Saint-Petersburg State University (SPbSU) and Cheliabinsk State University (ChelGU). The project was supervised by the representatives of the Department of State Policy and Law Regulations of the Ministry of Education and Science of the Russian Federation and by the experts of the Tuning programme.

The choice of subject areas «History» and «Culturology» has been defined by their meaning in the present socio-humanistic knowledge. The sciences and subject areas are both characterized by complexity and openness, interdisciplinarity, attention to cultural heritage, generalization of historical experience and dynamism, adherence to the newest approaches; they both play an important role in the systems of Russian and European Higher Education.

Apart from that, the basis for choosing these subject areas was that «History» is one of the oldest and fully-developed areas in the Tuning project. It was extremely important for the programme designers of this project to correlate the lists of competences and structure of the Tuning programme with the Russian experience of training specialists in History. Russian «Culturology» also has its European counterpart – subject area Cultural Studies. And though there are some differences between these educational models and Tuning does not include this subject area so far,



we found it was a valuable experience to compare the Russian with the foreign experience in Cultural Studies training.

The following objectives have been fulfilled by the project participants to achieve the aim of the project:

- analysis of the Tuning methodology; a close look at Tuning terminology in respect to the Russian educational terminology in the normative documents of the Russian Ministry of Education and Science and methodological literature on the reforms of Russian HE;
- description, for the Russian academic community, of the basic principles of the Tuning methodology and possibilities of using it in Russian educational practice;
- study of the experience of teaching History and Culturology in home institutions of the project participants (Italy, Germany); participation in the Dissemination sessions of the Tuning project; expert review of the developments within the project in the subject area «History»;
- comparison of the sets of competences of Bachelor's and Master's degree holders in History prepared in Russia for the Federal state educational standard of the third generation in History and the ones in the Tuning project; a contribution to the Tuning methodology – a more detailed analysis of the types and objectives of professional activities of History graduates;
- correlation of the Tuning experience in developing study programmes with the Russian experience in developing Federal state educational standards of the third generation in the following points: competence-based approach and orientation on the learning outcomes; compatibility of



the Russian principle of distinguishing thematic fields of disciplines in a study programme and the Tuning definition of modularization; compatibility of the principles of allocating credits for completion of certain parts of a programme by a student;

- general characteristics of a degree profile/subject areas of History and Culturology with accent on the social demand of these profiles, academic conditions for their realization and potential of the development within the system of Russian HE and society;

- description of the intended learning outcomes for graduates of these profiles in terms of generic and subject-specific competences, analysis of their correspondence to Dublin descriptors;

- definition of the criteria for assessment of the development of competence with History and Culturology graduates;

- creation of maps of professions and spheres of occupation for graduates of different educational cycles of education in History and Culturology;

- development of the structure of study programmes in History and Culturology in the form of a logically coherent set of thematic groups of disciplines with indication of module structure and allocation of credits to modules;

- designing a sample curriculum for each cycle in History and Culturology.

## TIMEFRAME OF THE PROJECT TEMPUS SM\_SCM-T035B06-2006 (RU) – RHUSTE: 15.06.2007-14.06.2008

### Main steps of the project development:

June – August 2007 – Analysis of the project documentation, definition of the members of the expert groups.

September 5-7, 2007 – meeting of the project members (RSUH, Moscow). Analysis of Tuning methodology and Russian experience in reforming HE; approval of the project work plan.

September – November 2007 – meetings of the expert groups; definition of the approaches to designing study programmes for BA and MA in History and Culturology.

November 2-6, 2007 – consultations of the project participants (Pisa-Milan, Italy); study of the system of HE in Italy; comparison of the study programmes of the Russian and European universities - project participants.

November 2007 – February 2008 – meetings of the groups of experts. Development of the two-cycle programmes in History and Culturology based on Tuning methodology.

February 8-11, 2008 – a meeting of the project participants (Bochum, Germany). Presentation of the results of work of expert groups; analysis of study programmes by Ruhr University, Milan University and Tuning expert.

February – April 2008 – meetings of experts, corrections of the study programmes based on the results of the meeting in Bochum.

April 24-25, 2008 – meeting of the project participants (Saint-Petersburg, Russia) with participation of external experts for evaluation of the study programmes developed and their compliance with the Tuning methodology.

June 5-6, 2008 – final meeting of the project participants (MSU, Moscow). International conference on methodology of the use of ECTS credits and Tuning principles in the system of Russian HE; presentation of the results of project Tempus SM\_SCM-T035B06-2006 (RU).

April – June 2008 – preparation of the programmes developed and other project documentation for publication and dissemination in Russia and Europe.



## RESULTS OF THE PROJECT:

1. The experience of the reforms of HE in Russia according to the Bologna principles has been generalized; Tuning methodology has been analysed and recommendations worked out for its implementation in the Russian HE system.

2. The experience of European HE systems has been studied; approaches for the coordination of the study programmes of the universities-consortium members have been worked out.

3. The general principles of training historians and culturologists in Russia and Europe have been analysed, similarities and differences between the Russian and European approaches have been found out. The tradition and evolution of the principles of teaching historical and culturological disciplines in Russian HE has been followed through.

4. The basic principles of designing the projects of Federal state educational standards of the third generation in History and Culturology have been analysed; compatibility of these principles with the Tuning methodology have been studied.

5. BA and MA study programmes in History and Culturology have been developed in accordance with the Tuning methodology and the projects of the Federal state standards of education of the third generation. The following points have been agreed between the foreign universities – project participants and the Tuning expert:

a) types and spheres of professional activity of BA and MA graduates in History and Culturology;

b) lists of generic and professional (subject-specific) competences developed by a student in History and Culturology at each cycle;

c) the main thematic fields of knowledge and approximate content of the modules in study programmes for BA and MA students in History and Culturology;

d) allocation of credits to cycles and modules of BA and MA study programmes in History and Culturology;

e) principles of designing curricula for different cycles.

6. Preparation for publication of: study programmes of Bachelor's and Master's cycles in History and Culturology; a brochure, a booklet and a pocket guide based on the principle project results.

7. Development of study programmes for Bachelors' and Masters' training in History and Culturology has been prepared for distribution among Russian universities through meetings of the Academic and Methodological Council in History of the Academic and methodological Union for Classical Education and meetings of the Academic and Methodological Council for Culturology; through other events conducted by these Councils and by the Association of Classical Universities of Russia.

The results of the project can be used for training methodologists and organizers of educational process in universities, as well as for training Higher Education teachers in principles and methodology of Tuning. The project gives an opportunity to improve the understanding of the meaning of ECTS credits and opens new possibilities for discussion among employers and students of the social role of historical and culturological education in academic community. Designing the study programmes and curricula in History and Culturology, based on ECTS credits and competence approach in evaluating learning outcomes and quality of education, can foster the development and improvement of the projects of corresponding Federal state educational standards of the third generation.

The Project was funded by the European Commission through TEMPUS programme. The results of the Project are of the responsibility of the participants; the European Commission cannot be held responsible for the results.

## SUBJECT AREA HISTORY

### Professional occupations of History graduates

First cycle degree in History (Bachelor's Degree) is useful for employment at executive positions in:

- scientific institutions, archives, museums, libraries,
- public offices, civil service; federal, regional, municipal administration,
- educational institutions,
- state and public organizations, responsible for preserving historical heritage,
- historical, cultural and educational tourism,
- mass media.

### Types of activity:

- Informational & analytical,
- Scientific,
- Cultural & educational,
- Executive management,
- Industrial & technological,
- Teaching.

Second cycle degree in History (Master's Degree) gives a good basis for positions of greater responsibility (research, project, organizational and management activities) in all the sectors mentioned for the first cycle; may give access to employment in higher education.



## History cycle level descriptors

At the end of a first cycle History programme student should:

- Possess general knowledge and orientation with respect to methodology, tools and issues of world and local historical study,
- Have specific knowledge of at least one specific period of human past or history of specific country or region,
- Be able to apply general historical knowledge and critical use of methods of present day history in profession,
- Be able to show critical awareness of personal experience, ability to change if necessary the profile of professional activity,
- Be able to complete and present in oral and written form – according to the statute of the discipline – a medium length piece of research, which demonstrates the ability to retrieve bibliographical information and primary sources and use them to address the historiographical problem.

The competences of second level graduate are the extension of first level student's competences. A student will have built further on the levels reached on the first cycle so as to:

- have specific, ample, detailed and up-to-date knowledge of contemporary history, its place among humanities and in social development,
- have high up-to-date level of knowledge in the field of specialization, including methodology and orientation in historiography,
- obtain significant skills in academic communication, scholarly and professional activities,
- be able to plan, carry out, present in oral and written form – according to the statute of the discipline – a research-based original contribution to historiographical knowledge.

## Competences for History graduates

The list of competences given below is a sample and can be corrected by the universities according to the Federal state standard of higher professional education of the third generation in History, as well as to provide compatibility of study programmes of partner universities in academic mobility.

### Generic competences

Generic competences imply graduate's ability for critical thinking, analysis and synthesis, possession of general scientific and social knowledge, ability for independent study and communications, leadership abilities, planning and organisational skills.

### Subject specific competences

#### First cycle (Bachelor's degree)

- understanding of the place of history in society and in the system of humanitarian knowledge;
- knowledge of chronological as well as eventful structure of world and local history;
- knowledge of the general diachronic framework of the past;
- knowledge of world and local cultures' evolution;
- awareness of the issues and themes of historiography;
- awareness of contemporary theoretical approaches to world and local history study;

- understanding of the relationship (connection) between current events and processes and the past;
- understanding of the relationship (connection) between current processes and interpretation of the past;
- knowledge and understanding of history's contemporary problems;
- knowledge of present day system of historical studies;
- knowledge of source studies theory and history, awareness of principles of imprinting of the past in a historical document;
- awareness of sources and methods of supplementary historical disciplines;
- awareness of interdisciplinary synthesis and ability to use tools of other human sciences for studying the world and local historical process;
- detailed knowledge of history of one of the periods or one of issues of a certain country or a certain region;
- knowledge of topics and problems of historical studies;
- knowledge of world and local systems of storing and preserving of historical and cultural artifacts and historical documents (archives, libraries, museums);
- professional skills of reading historical documents;
- orientation in the sphere of published historical sources;
- ability to evaluate the quality of publication of historical sources;
- awareness and ability to use tools of supplementary historical disciplines;
- knowledge of methods of preparing historical documents for publication;



- ability to perform profound work with the help of different methods of all human and historical sciences in chosen segment of historical studies;
- ability to logically present complex historical research results;
- knowledge of didactics of history;
- ability to organize complex historical information in coherent form;
- ability to critically use methods of present day human science in individual research or certain social activity;
- ability to systematize historical information;
- ability to give narrative form to research results according to the canons of historical discipline;
- ability to plan, organize and carry out fundamental and applied research and activities using present day technologies;
- ability to present results using normative documents.

### Second cycle (Master's degree):

- free use of fundamental historical knowledge necessary for solving research problems and achieving applied tasks;
- awareness of present day condition of historical knowledge, system of methodological principles and methods of historical research;
- profound understanding of historiographical issues and debate;

- knowledge of up-to-date methods and approaches of different branches of historical research;
- understanding of the place of history in contemporary humanitarian knowledge;
- understanding of connections between history and other human sciences;
- ability to perform interdisciplinary interaction and cooperation with representatives of other sciences in solving research problems and achieving applied tasks;
- ability to formulate and solve innovative actual research and applied tasks and problems;
- ability for critical evaluation of self-conducted scholarly and applied activities;
- ability to prepare and conduct research within the framework of master's programme profile;
- skills to organize and hold on seminars and conferences;
- ability to communicate orally in native and foreign languages within scientific discussion;
- ability to use up-to-day software in research work;
- knowledge of methods of preparing and editing of scientific publications;
- ability to define research topics suitable to contribute to contemporary historiography.

## Correlation between competences, modules and learning activities

Course or a course unit (title or topic)	Types and forms of current and final assessment	Credits
<b>First cycle (Bachelor's programme) – 240 credits</b>		
<b>Socio-humanitarian area</b>		<b>18</b>
Philosophy	Problem seminars, papers, essays, colloquiums, role plays, tests, written examinations, oral examination	6
Sociology		3
Politology		3
Culturology		3
Specialised courses		3
<b>Economics and Administration area</b>		<b>12</b>
Economics	Problem seminars, papers, essays, colloquiums, tests, project work, written examinations, oral examination	6
Basics of Management		3
Law Studies		3
<b>Communication area</b>		<b>27</b>
Russian language and academic communication	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
Foreign language (general course)		21
<b>Mathematics and Informatics area</b>		<b>9</b>
Mathematical methods in history studies	Problem seminars, papers, essays, colloquiums, tests, project work, written examinations, oral examination	3
Modern informational technologies		3
Historical Informatics		3
<b>Natural sciences area</b>		<b>9</b>
Concepts of modern Natural Sciences	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Basics of Ecology		3
History of Science		3
<b>Theoretical basis of historical knowledge</b>		<b>15</b>
Theory and methodology of History	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
History of Historical Studies		6
Specialised course		3
<b>Sources and methods of historical research</b>		<b>18</b>
Source studies	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
Supportive historical disciplines		6
Archivistics		3
Specialised course		3
<b>Local History</b>		<b>27</b>
History of Russia in periods	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	21
Specialised courses		6



<b>World History</b>		<b>48</b>
History of the Ancient World	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	9
Medieval History		9
Modern and contemporary History		18
History of southern and western Slavic people		6
History of the countries of Africa and Asia		6
Specialised courses		
<b>History of culture</b>		<b>12</b>
History of culture	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
History of arts		6
<b>Pedagogy</b>		<b>6</b>
Psychology and Pedagogy	Problem seminars, papers, essays, colloquiums, role plays, project work, tests, written examinations, oral examination	3
Methods of teaching History		3
<b>Specialized knowledge (according to the profile)</b>		<b>15</b>
Introduction into specialisation	Problem seminars, papers, essays, colloquiums, project work, tests, written examinations, oral examination	3
Specialised courses and seminars		9
Latin		3
<b>Placements</b>		<b>12</b>
Archeological	Role plays, project work, assignments according to the profile of placement	6
Library		3
Museum and/or ethnological		3
<b>Final assessment</b>	Final qualification thesis, State examination	<b>12</b>
<b>Second cycle (Master's programme) – 120 credits</b>		
<b>General academic knowledge</b> (contexts of historical knowledge, relevant for the given Master's programme)		<b>15</b>
Philosophy of science	Problem seminars, papers, essays, colloquiums, role plays, tests, written examinations, oral examination	6
Economical history and/or		3
Social history and/or		3
Political history etc.		3
<b>Scientific and informational area</b>		<b>6</b>
Computer technologies relevant for the given programme	Problem seminars, papers, essays, colloquiums, project work, tests, written examinations, oral examination	3
Methods and models of statistics in historical studies		3

<b>Theoretical and methodological area</b>		<b>9</b>
Issues of History of current concern	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Inter-disciplinary approaches in historical studies		3
Methodological problems of the profile field of History		3
<b>Academic and professional communication</b>		<b>12</b>
Academic communication (oral and written, a foreign language)	Problem seminars, role plays, tests, written examinations, oral examination	12
<b>Field of specialization</b>		<b>15</b>
Historiography of works in the field of specialization	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Specialized courses and seminars within the profile of the programme		6
		6
<b>Research activity</b>		<b>24</b>
	Problem seminars, papers, essays, colloquiums	24
<b>Placements</b>		<b>9</b>
Research, teaching etc.	Pole plays, project work, assignments according to the profile of the programme	9
<b>Final state assessment</b>	Final qualification thesis, State examination	<b>30</b>





## Master's programme in History, two years of study

1 semester	2 semester	3 semester	4 semester
<b>AT</b>			
6	6	3	
<b>SI</b>			
6			
<b>ThM</b>			
3	3	3	
<b>Field of specialization</b>			
3	6	6	
<b>Research</b>			
6	9	9	
<b>GAK</b>			
6	3	3	
<b>Placement</b>			
	3	6	
<b>FSA</b>			
30 credits			
30 credits	30 credits	30 credits	30 credits

## SUBJECT AREA «CULTUROLOGY»

### Types of professional activity of Culturology graduates

Obtaining the Bachelor's degree in Culturology opens opportunities for employment in executive positions in such spheres as: state service, federal, regional, municipal state governance, state and non-government organizations responsible for developing and conducting cultural policy and conservation of cultural and natural heritage, travel companies, mass media and mass communications. Professional activity can run in such types as: informational and analytical, academic and reviewing, cultural and educational, organizational and executive, productive and technological, teaching in the system of secondary education. Master's degree in Culturology allows a graduate to occupy in the mentioned spheres professional and social positions of higher responsibility (research, project, organizational and management activities). The degree opens access to occupations in Higher Professional Education.

### Learning outcomes

#### First cycle level descriptors (Bachelor's degree)

1. Possession of theoretical basis and methods of Culturology, notions and concepts related to study of cultural forms, processes and practices.
2. Ability to use basic professional knowledge and critically apply methods of modern culture studies in professional activities and social practices.
3. Possession of methods of search, processing, analysis and synthesis of information.
4. Ability to understand, study and critically analyse new scientific information on the research theme and to present research results.
5. Ability to critically reconsider accumulated experience and change professional profile if necessary.

## Second cycle level descriptors (Master's degree)

Second cycle programme graduate in the subject area «Culturology» should build further on the levels of the competences reached at the first cycle, as well as deepen the systematic connection. The competences of the second cycle reflect the profile (concentration) of student's training, ability to independently formulate objectives of academic and applied research in the chosen subject area. At the end of the second level a graduate should be able to demonstrate:

1. Ability to use the knowledge of fundamental sciences in one's research or applied activities.
2. Free use of theoretical basis and methods of Culturology, categories and concepts related to study of cultural forms, processes, practices.
3. A deeper level of knowledge of the subject area: use of latest methods and techniques of research, knowledge of contemporary theories and their interpretations, ability to critically think over the development of theory and practice.
4. Ability to understand, study and critically analyse new scientific information on the research theme and to present research results.
5. Free use of contemporary methods of processing and interpretation of complex information for solving academic and practical tasks, including the ones outside the direct professional sphere.
6. Possession of methods and techniques of independent research and ability to fully present its results.
7. Ability to give an original contribution in the development of the subject area.



## Competences for Culturology students and graduates

The list of competences given below is a sample and can be corrected by universities according to the Federal state standard of higher professional education of the third generation in Culturology, as well as to provide compatibility of study programmes of partner universities in academic mobility.

### Generic competences

Generic competences imply graduate's ability for critical thinking, analysis and synthesis, possession of general scientific and social knowledge, ability for independent study and communications, leadership abilities, planning and organising skills.

### Subject specific competences

#### First cycle (Bachelor's degree) :

1. Ability to logically present acquired knowledge.
2. Understanding of systematic ties within Culturology and interdisciplinarity in the modern science.
3. Knowledge of the main theories of culture, principles of cultural typology.
4. Knowledge and use of terminology and techniques specific for Culturology.
5. Ability to apply modern theories and concepts of Culturology in practice.
6. Knowledge and use of methods of study of cultural forms, processes and practices.
7. Knowledge and use of methods of critical reading and analysis of texts in Russian and foreign languages.
8. Ability for practical use of methods of analysis of cultural forms and processes in contemporary society.

9. Knowledge and use of the basics of study and conservation of cultural and historical objects.

10. Knowledge of the basics of Russian and foreign culture in historical perspective.

11. Knowledge of the forms and practices of contemporary culture.

12. Knowledge of the basics of inter-cultural communication in interaction of cultures.

13. Ability to provide intercultural dialogue in society.

14. Ability to plan and independently retrieve scientific information.

15. Ability to organize applied works with the use of modern technologies.

16. Ability for professional adaptation.

### Second cycle (Master's degree)

1. Knowledge of history and methodology of disciplines, deepening professional competences.

2. Knowledge of contemporary trends and problems of Culturology.

3. Ability to freely define the direction and thesis of a research and applied study, critically choose theories, approaches and professional terminology for developing a study.

4. Free use of modern techniques of reading and analysing texts of sources and analytical literature in Russian and a foreign language.

5. Ability to use contemporary methods for collecting and interpreting information for conducting academic and applied studies.

6. Ability for learning new methods and technologies of research.

7. Ability to independently conduct research while solving academic and applied tasks in sociocultural sphere with the use of contemporary informational and educational technologies.

8. Ability to professionally present results of academic and applied studies.

9. Ability for professional adaptation and changing of profile of activity.

### Correlation between competences, modules and learning activities

Course or a course unit (title or topic)	Types and forms of current and final assessment	Credits
<b>First cycle (Bachelor's programme) – 240 credits</b>		
<b>Socio-humanitarian area</b>		<b>18</b>
Philosophy	Problem seminars, papers, essays, colloquiums, role plays, tests, written examinations, oral examination	6
Sociology		3
Politology		3
Culturology		3
Specialised courses		3
<b>Economics and Administration area</b>		<b>12</b>
Economics	Problem seminars, papers, essays, colloquiums, tests, project work, written examinations, oral examination	6
Basics of Management		3
Law Studies		3
<b>Communication area</b>		<b>27</b>
Russian language and academic communication	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
Foreign language (general course)		21



<b>Mathematics and Informatics area</b>		<b>9</b>
Mathematical methods in history studies	Problem seminars, papers, essays, colloquiums, tests, project work, written examinations, oral examination	3
Modern informational technologies		3
Historical Informatics		3
<b>Natural sciences area</b>		<b>9</b>
Concepts of modern Natural Sciences	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Basics of Ecology		3
History of Science		3
<b>Theoretical basis of historical knowledge</b>		<b>15</b>
Theory and methodology of History	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
History of Historical Studies		6
Specialised course		3
<b>Sources and methods of historical research</b>		<b>18</b>
Source studies	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
Supportive historical disciplines		6
Archivistics		3
Specialised course		3
<b>Local History</b>		<b>27</b>
History of Russia in periods	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	21
Specialised courses		6
<b>World History</b>		<b>48</b>
History of the Ancient World	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	9
Medieval History		9
Modern and contemporary History		18
History of southern and western Slavic people		6
History of the countries of Africa and Asia		6
Specialised courses		6
<b>History of culture</b>		<b>12</b>
History of culture	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	6
History of arts		6

<b>Pedagogy</b>		<b>6</b>
Psychology and Pedagogy	Problem seminars, papers, essays, colloquiums, role plays, project work, tests, written examinations, oral examination	3
Methods of teaching History		3
<b>Specialized knowledge (according to the profile)</b>		<b>15</b>
Introduction into specialisation	Problem seminars, papers, essays, colloquiums, project work, tests, written examinations, oral examination	3
Specialised courses and seminars		9
Latin		3
<b>Placements</b>		<b>12</b>
Archeological	Role plays, project work, assignments according to the profile of placement	6
Library		3
Museum and/or ethnological		3
<b>Final assessment</b>	Final qualification thesis, State examination	<b>12</b>
<b>Second cycle (Master's programme) – 120 credits</b>		
<b>General academic knowledge</b> (contexts of historical knowledge, relevant for the given Master's programme)		<b>5</b>
Philosophy of science	Problem seminars, papers, essays, colloquiums, role plays, tests, written examinations, oral examination	6
Economical history and/or		3
Social history and/or		3
Political history etc.		3
<b>Scientific and informational area</b>		<b>6</b>
Computer technologies relevant for the given programme	Problem seminars, papers, essays, colloquiums, project work, tests, written examinations, oral examination	3
Methods and models of statistics in historical studies		3
<b>Theoretical and methodological area</b>		<b>9</b>
Issues of History of current concern	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Inter-disciplinary approaches in historical studies		3
Methodological problems of the profile field of History		3

<b>Academic and professional communication</b>		12
Academic communication (oral and written, a foreign language )	Problem seminars, role plays, tests, written examinations, oral examination	12
<b>Field of specialization</b>		15
Historiography of works in the field of specialization	Problem seminars, papers, essays, colloquiums, tests, written examinations, oral examination	3
Specialized courses and seminars within the profile of the programme		6
<b>Research activity</b>		24
	Problem seminars, papers, essays, colloquiums	24
<b>Placements</b>		9
Research, teaching etc.	Pole plays, project work, assignments according to the profile of the programme	9
<b>Final state assessment</b>	Final qualification thesis, State examination	30



## Semesters, modules and credits

First cycle (Bachelor's programme)							
1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
<b>Socio-humanitarian knowledge – 33 ECTS CREDITS</b>							
Philosophy 3 ECTS credits			Sociology 3 ECTS credits				
World History I 3 ECTS credits	World History II 3 ECTS credits	World History III 3 ECTS credits					
	History of Russia I 3 ECTS credits	History of Russia II 3 ECTS credits					
		Basics of Law (o) 3 ECTS credits		Basics of Psychology and Pedagogy (o) I 3 ECTS credits	Basics of Psychology and Pedagogy (o) II 3 ECTS credits	Ethics (o) 3 ECTS credits	
<b>Economics and Administration – 9 ECTS credits</b>							
					Basics of Economics (o) 3 ECTS credits	Basics of Management (o) 3 ECTS credits	E&A specialized course (o) 3 ECTS credits
<b>Language communications – 21 ECTS credits</b>							
Foreign language (basic course) I 3 ECTS credits	Foreign language (basic course) II 3 ECTS credits	Foreign language (basic course) III 3 ECTS credits	Foreign language (advanced course) I 3 ECTS credits	Foreign language (advanced course) II 3 ECTS credits	Foreign language (advanced course) III 3 ECTS credits		
The Russian language 3 ECTS credits							

<b>Mathematics and Informatics – 12 ECTS credits</b>							
Modern informational technologies 3 ECTS credits	Applied informatics in socio-humanitarian sphere (o) 3 ECTS credits		Mathematics in socio-humanitarian sphere 3 ECTS credits			M&I specialized course (o)  3 ECTS credits	
<b>Natural Sciences – 18 ECTS credits</b>							
			Basics of sciences 3 ECTS credits	Concepts of modern Natural Sciences 3 ECTS credits			
			History of Science (o) 3 ECTS credits	Basics of Ecology 3 ECTS credits	NS specialized course (o) 3 ECTS credits	NS specialized course (o) 3 ECTS credits	
<b>Theory and methodology of culture – 24 ECTS credits</b>							
Theory of culture 3 ECTS credits				Sociology of culture 3 ECTS credits			
Social and cultural anthropology 3 ECTS credits			Methodology of studying culture 3 ECTS credits	Methods and techniques of textual analysis 3 ECTS credits		Visual studies (o) 3 ECTS credits	
History of Culturology (o) 3 ECTS credits							
Practices of academic writing (o) 3 ECTS credits							

<b>Cultural History – 36 ECTS credits</b>							
	History of religions I 3 ECTS credits	History of religions II 3 ECTS credits					
	History of arts I 3 ECTS credits	History of arts II 3 ECTS credits					
	History of literature I 3 ECTS credits	History of literature II 3 ECTS credits					
	History of culture of countries and regions I 3 ECTS credits	History of culture of countries and regions II 3 ECTS credits	History of the everyday I 3 ECTS credits				
	History of Russian culture I 3 ECTS credits	History of Russian culture II 3 ECTS credits	History of the everyday II 3 ECTS credits				
<b>Modern socio-cultural forms and practices – 15 ECTS credits</b>							
				Mass culture  3 ECTS credits	Preservation of cultural and natural heritage (o) 3 ECTS credits		
				Cultures of social groups and movements (o) 3 ECTS credits	Cultural policy 3 ECTS credits	Management of cultural activities 3ECTS credits	



<b>Cultural communications and media – 27 ECTS credits</b>							
An ancient language I 3 ECTS credits	An ancient language I 3 ECTS credits	An ancient language II 3 ECTS credits	An ancient language II 3 ECTS credits	Linguistic Culturology I 3 ECTS credits	Linguistic Culturology II 3 ECTS credits		
				Inter-cultural communications (o) 3 ECTS credits	Media culture 3 ECTS credits		Academic communications (o)
<b>Specialized knowledge (according to the profile) – 15 ECTS credits</b>							
						Specialized course (o) 3 ECTS credits	Specialized course (o) 3 ECTS credits
					Specialized seminar (o) 3 ECTS credits	Specialized seminar (o) 3 ECTS credits	Specialized seminar (o) 3 ECTS credits
<b>Placements – 12 ECTS credits</b>							
			General academic practice I 3 ECTS credits		General professional training (introductory) II 3 ECTS credits	Internship (according to the profile) III 3 ECTS credits	Internship (according to the profile) IV 3 ECTS credits
<b>Research activities – 12 ECTS credits</b>							
						Research activities within a chosen topic I 3 ECTS credits	Research activities within a chosen topic II 3 ECTS credits
							Research activities within a chosen topic III 3 ECTS credits
							Research activities within a chosen topic IV 3 ECTS credits

Final assessment – 6 ECTS credits							
							Final assessment I State of qualification examination 3 ECTS credits
							Final assessment II Defence of the final thesis 3 ECTS credits
30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS	30 ECTS CREDITS
Second cycle (Master's programme)							
1 semester		2 semester		3 semester		4 semester	
General academic knowledge							
Theory and methodology of scientific knowledge – 24 ECTS credits							
History and methodology of science I 3 ECTS credits		History and methodology of science II 3 ECTS credits					
Socio-humanitarian disciplines in the context of modern culture I 3 ECTS credits		Socio-humanitarian disciplines in the context of modern culture II 3 ECTS credits		Management of knowledge 3 ECTS credits			
T&M specialized course (o) 3 ECTS credits							
T&M specialized seminar I (o) 3 ECTS credits		T&M specialized seminar II (o) 3 ECTS credits					

<b>Organization and management of academic knowledge – 15 ECTS credits</b>			
Computer technologies in science and education I 3 ECTS credits	Computer technologies in science and education II 3 ECTS credits	Computer technologies in studying culture 3 ECTS credits	
Modern technologies of research 3 ECTS credits		Seminar (o) 3 ECTS credits	
<b>Specialized field of science</b>			
<b>Theory and methodology of culture (advanced level) – 27 ECTS credits</b>			
History and methodology of studying culture I 3 ECTS credits	History and methodology of studying culture II 3 ECTS credits	History and methodology of studying culture III 3 ECTS credits	
	Contemporary studies of culture in Russia I 3 ECTS credits	Contemporary studies of culture in Russia II 3 ECTS credits	
	Contemporary foreign studies of culture I 3 ECTS credits	Contemporary foreign studies of culture II 3 ECTS credits	
	Contemporary techniques of textual analysis I 3 ECTS credits	Contemporary techniques of textual analysis II 3 ECTS credits	
<b>Subject field of the profile – 12 ECTS credits</b>			
Specialized course within the profile of the programme I 3 ECTS credits		Specialized seminar within the profile of the programme I 3 ECTS credits	Specialized seminar within the profile of the programme II 3 ECTS credits
Specialized course within the profile of the programme II 3 ECTS credits			
<b>Specific research problem area – 12 ECTS credits</b>			
Specialized course (didactic) within the profile of the programme 3 ECTS credits		Specialized course (scientific, technological) within the profile of the programme 3 ECTS credits	Specialized seminar (scientific, technological) within the profile of the programme 3 ECTS credits
			Specialized seminar (project) within the profile of the programme 3 ECTS credits



<b>Placements – 12 ECTS credits</b>			
	Teaching practice I 3 ECTS credits	Research practice according to the profile I 3 ECTS credits	Research practice according to the profile II 3 ECTS credits
	Teaching practice II 3 ECTS credits		
<b>Research activity (within the chosen topic) – 12 ECTS credits</b>			
			Research activity (within the chosen topic) I 3 ECTS credits
			Research activity (within the chosen topic) II 3 ECTS credits
			Research activity (within the chosen topic) III 3 ECTS credits
			Research activity (within the chosen topic) IV 3 ECTS credits
<b>Final state assessment – 6 ECTS credits</b>			
			Final state assessment I State qualification examination 3 ECTS credits
			Final state assessment II Defence of the final thesis 3 ECTS credits
<b>30 ECTS CREDITS</b>	<b>30 ECTS CREDITS</b>	<b>30 ECTS CREDITS</b>	<b>30 ECTS CREDITS</b>

<b>Third cycle (Aspirantura)</b>					
<b>1 semester</b>	<b>2 semester</b>	<b>3 semester</b>	<b>4 semester</b>	<b>5 semester</b>	<b>6 semester</b>
<b>General professional academic area – 12 ECTS credits</b>					
Philosophy and history of science I 3 ECTS credits	Philosophy and history of science II 3 ECTS credits				



Resolution of the International Conference  
«Use of Tuning Methodology and ECTS  
in the Russian Higher Professional Education»  
which included dissemination of the results  
of Tempus SM\_SCM-T035B06-2006 (RU) project  
«Russian Tuning/ECTS-based Educational Models  
for the Implementation of the Bologna  
Process in Human Sciences» (RHUSTE).

**Moscow State University after Lomonosov**  
**June 5-6, 2008**

The participants of the Conference have agreed to:

1. Consider the problem field of the conference and exchange of experience between the Russian universities in implementing the Bologna principles, Tuning methodology and ECTS relevant and fruitful in the course of the reforms of higher professional education in the Russian Federation and in Europe.

2. Admit the necessity of a more active inclusion of the Russian universities into international cooperation, develop academic mobility within the Tuning project, Tempus and Erasmus Mundus programmes.

3. Recommend to the Ministry of Education and Science of the Russian Federation to distribute among the developers of the Federal state educational standards of higher professional education of the third generation (FSSES HPE III) in the Humanities the results of the project Tempus SM\_SCM-T035B06-2006 (RU) «Russian Tuning/ECTS-based educational models for the implementation of the Bologna process in Human Sciences» (RHUSTE) with regard to the principles of forming the basic set of competences in the projects of FSSES HPE III, compatible with the Tuning methodology.

4. Recommend to the Russian universities running degree programmes in History and Culturology to consider a possibility of creating on the basis of the projects of FSSES HPE III and realizing the innovative



educational programmes compatible with the European ones and based on the methodological developments of the project Tempus SM\_SCM-T035B06-2006 (RU) «Russian Tuning/ECTS-based educational models for the implementation of the Bologna process in Human Sciences» (RHUSTE).

Letter of support by the  
Ministry of Education and Science of RF

International academic project «Russian Tuning/ECTS-based educational models for the implementation of the Bologna process in Human Sciences» SM\_SCM-T035B06-2006 (RU), supported by the Tempus programme, was carried out in 2007-2008 by the Association of the Classical Universities of Russia (AKUR), leading Universities of Russia (including Moscow State University Lomonosov, Saint-Petersburg State University, Russian State University for the Humanities) and Universities of Italy and Germany. The project was supervised by the representatives of the Department of state policy and law regulations of the Ministry of Education and Science of the Russian Federation and by the experts of the Tuning programme.

The main results of the project were study programmes in the subject areas of History and Culturology, designed for the multi-cycle models of higher professional education: Bachelor and Master Degree profiles in History and Bachelor, Master and Doctoral (Aspirantura) Degree profiles in Culturology. Specific feature of these programmes is their correspondence to the Russian legislation in Higher education on the one hand, and, on the other hand, to the basic principles of the Bologna process aimed at creating an all-European educational space.

The offered programmes were written in accordance with the methodology of the International Tuning project – an active promoter of Bologna process in Europe. The programmes imply orientation on the learning outcomes expressed

in competences, on measuring the workload in ECTS credits and have a modularized structure. They can be used as samples for designing new study programmes by those Russian universities that strive for developing international cooperation, recruiting international students and promoting academic mobility.

After the Bologna Declaration was signed by Russia in 2003 the reforms of Russian higher professional education have been conducted according to the European innovative strategies in education. The third generation of the Russian federal state educational standards (FSES-3) are competence-based and imply measuring students' workload in credits. Study programmes designed within the Tempus SM\_SCM-T035B06-2006 (RU) project are based on the projects of FSES in History and Culturology, written by the Academic and Methodological Council for classical university education and by the Academic and Methodological Council for Culturology. They can be regarded as one of the variants of sample study programmes in these subject areas and used by the Russian universities to develop their own study programmes.

The Ministry of Education and Science is very positive when viewing the results achieved in this project and believes that the work performed by the project participants will contribute to the reforms of the Russian higher professional education.

Moscow  
N. M. Rozina  
Deputy Head of the Department of  
State Policy and Legislation in Education  
Ministry of Education and Science of RF

07.06.2008  
Moscow

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Cheliabinsk, 2008

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