

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики и предпринимательства

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

протокол № 1 от 16.01.2024 г.

Working programme of the discipline

History of economics

Higher education level

Bachelor degree

Area of study / speciality

38.03.01 - Economics

Focus /specialization of the study programme

World Economy

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2024

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.12 История экономики относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-5: Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	УК-5.3: УК-5.3. Находит и использует необходимую для саморазвития и взаимодействия с другими людьми информацию о культурных особенностях и традициях УК-5.4: УК-5.4. Проявляет в своём поведении уважительное отношение к историческому наследию и социокультурным традициям различных социальных групп, опирающееся на знание этапов исторического развития России в контексте мировой истории и культурных традиций мира	УК-5.3: Знать Основные этапы и события истории мировой экономики, понятия и категории, отражающие исторический процесс развития экономических явлений и повлиявшие на социально-экономическое развитие. Уметь выявлять особенности развития хозяйственной деятельности на разных этапах Владеть Навыками анализа влияния отдельных событий и процессов на экономику УК-5.4: Знать Основные события в истории экономики, повлиявшие на социально-экономическое развитие национальных экономик Уметь выявлять тенденции и анализировать влияние различных исторических событий на развитие экономики на разных этапах	Доклад-презентация Кейс-задание Тест	Зачёт: Контрольные вопросы Кейс-задание Тест
ПК-7: Способен собрать необходимые для научного исследования данные,	ПК-7.1: ПК 7.1. Собирает данные для проведения научного исследования, проводит их анализ	ПК-7.1: Знать основные методы исследования в экономической истории Уметь проанализировать ситуацию и сделать выводы	Кейс-задание Тест	Зачёт: Контрольные вопросы Тест

проанализировать их, подготовить информационный обзор и/или аналитический отчет, используя отечественные и зарубежные источники информации				
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	4
Часов по учебному плану	144
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	16
- занятия семинарского типа (практические занятия / лабораторные работы)	16
- КСР	1
самостоятельная работа	111
Промежуточная аттестация	0 Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Introduction to Economic History	20	2	2	4	16
Economic Development in Ancient Times	26	3	3	6	20
Economic Development in Medieval Europe	26	3	3	6	20
World Economic Development between XVI-XIX Centuries	38	4	4	8	30
The Economic Development of the World Economy in the XX Century and at	33	4	4	8	25

the Turn-of-the-century (XX-XXI)					
Аттестация	0				
КСР	1			1	
Итого	144	16	16	33	111

Contents of sections and topics of the discipline

Introduction to Economic History

The subject and methods of economic history. Periodization in Economic History

Economic Development in Ancient Times

The emergence of human civilization. Neolithic Revolution. Trade and development in the Mediterranean World. The economy of Ancient China, India and Egypt. Economic development of Ancient Greece. Economic development of Ancient Rome: agriculture, industrial production, monetary system, trade, banking.

Economic Development in Medieval Europe

Economic development in France and England: agriculture and land relations, industrial production, monetary system, Finance and taxes, trade, banking

World Economic Development between XVI-XIX Centuries

World voyages of discovery. Development of trade. Capital accumulation. Industrial revolution.

Economic development of England, France etc. in XVI-XIX centuries: agriculture and land relations, manufacturing and industrialization, banking sphere and the sphere of money circulation, finance and taxes, trade.

The Economic Development of the World Economy in the XX Century and at the Turn-of-the-century (XX-XXI)

Economic development of the World (in the USA, UK etc) in the XX century: agriculture and land relations, industry, credit and financial sphere. The development of the world economic system in the beginning of the XXI century.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

- электронный курс "Economic History / История экономики"

(<https://e-learning.unn.ru/course/view.php?id=2609>).

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Report-presentation) to assess the development of the competency УК-5:

TOPICS OF REPORTS:

Questions for seminar 1 Introduction

- Economic history: subject, functions, methods, tasks
- Periodization: the best approach, formation and civilization approaches
- Malthusian approach to Economic History
- Growth and development. Productivity. Determinants of economic development.
- Economic structure and structural changes

Questions for seminar 2 Development of ancient times

1. Emergence of civilization and the Neolithic revolution: the first steps of economic development and the main achievements
2. Development of ancient civilizations: preconditions, foundations of economic development and the main achievements
3. Ancient Greece and its impact on economic development
4. The economic development of the Roman Empire: achievements and limits
5. Slavery system in Ancient times: peculiarities, opportunities and threats for ancient civilizations

Questions for seminar 3 Medieval period

1. Agriculture in the Medieval period
2. the Medieval society
3. Development of the cities, craftshops and guilds
4. the Hansa and the Levant: development of trade
5. Innovations

Questions for seminar 4 Economic development in Europe between 15 -17centuries

1. Population and Levels of Living
2. Exploration and Discovery
3. Overseas Expansion and the Feedback to Europe
4. The Price Revolution
5. Agricultural Technology and Productivity
6. Industrial Technology and Productivity
7. Trade, Trade Routes, and Commercial Organization

Questions for seminar 5 Economic Development in the Nineteenth Century

1. Characteristics of Modern Industry
2. The Industrial Revolution
3. Prerequisites and Concomitants of Industrialization
4. Industrial Technology and Innovation
5. The Development and Diffusion of Technology
6. The Institutional Framework: Legal foundation, economic thought and policy, class structure

Questions for seminar 6 The Growth of the World Economy in the 19 and the 20th Centuries

1. Strategic sectors
2. Agriculture, Finance and Banking, The role of the state

3. The free trade era
4. The Great depression and the return to protection
5. The International Gold Standard
6. International migration and investments

Questions for seminar 7 Overview of the world economy in the 20th and the 21 centuries

1. Technologies
2. Institutions
3. The Economic consequences of World War I
4. The Great Contraction 1929-33
5. Rival Attempt at Reconstruction
6. Economic Aspects of World War II
7. The Marshall Plan and economic Miracles
8. The Era of high growth
9. The economics of decolonization
10. The origins of the EU
11. The evolution of the EU
12. Crisis of 2008 causes and consequences

Assessment criteria (assessment tool — Report-presentation)

Grade	Assessment criteria
pass	answer is given; - knowledge is demonstrated; - some mistakes are allowed if the student corrects mistakes by himself
fail	no answer or a wrong answer; - lack of knowledge

5.1.2 Model assignments (assessment tool - Case task) to assess the development of the competency YK-5:

1. The Neolithic Revolution or Neolithic Demographic Transition, sometimes called the Agricultural Revolution, was the wide-scale transition of many human cultures from a lifestyle of hunting and gathering to one of agriculture and settlement, making possible an increasingly larger population. These settled communities permitted humans to observe and experiment with plants to learn how they grew and developed.

Questions:

What were the main achievements of the Neolithic Revolution?

What was the impact of the Neolithic revolution on the further development of mankind?

1. The Hanseatic League was a commercial and defensive confederation of merchant [guilds](#) and their market towns. Growing from a few [North German](#) towns in the late 1100s, the League came to dominate [Baltic maritime trade for three centuries](#) along the coast of Northern Europe. It stretched from the [Baltic](#) to the [North Sea](#) and inland during the [Late Middle Ages](#) and [early modern period](#) (c. 15th to 19th centuries).

Questions:

What were the main purposes for creation of The Hanseatic League ?

What was the impact of the The Hanseatic League on the further development of mankind?

1. Thomas Savery has grown up in a mining district of Devon and knows the problem of flooded mines. In 1698 he obtains a patent for an engine to raise water 'by the Impellent Force of Fire'. It turns out to be the world's first practical steam engine. Designed purely as a pump, it has no piston but relies on the power of a vacuum.

Questions:

What was the impact of the the steam engine on the further development of mankind?

1. An accident is said to have given a Lancashire spinner, James Hargreaves, the idea for the first mechanical improvement of the spinning process. In about 1764 he notices an overturned spinning wheel which continues to turn with the spindle vertical rather than horizontal. This gives him the idea that several spindles could be worked simultaneously from a wheel in this position. Hargreaves moves to Nottingham, where he sets up a small cotton-mill using his invention. It acquires the name of spinning jenny, traditionally explained as being the name of the daughter who gave Hargreaves the idea when she knocked over her spinning wheel. He patents his device in 1770.

Questions:

What was the impact of improvement of the spinning process on the further development of mankind?

1. The principle of the modern computer was proposed by Alan Turing in his seminal 1936 paper, On Computable Numbers. Turing proposed a simple device that he called "Universal Computing machine" and that is now known as a universal Turing machine. He proved that such a machine is capable of computing anything that is computable by executing instructions (program) stored on tape, allowing the machine to be programmable.

Questions:

What was the impact of computer on the further development of mankind?

1. World War II (often abbreviated to WWII or WW2), also known as the Second World War, was a global war that lasted from 1939 to 1945, although related conflicts began earlier. It involved the vast majority of the world's countries—including all of the great powers—eventually forming two opposing military alliances: the Allies and the Axis. It was the most widespread war in history, and directly involved more than 100 million people from over 30 countries. In a state of "total war", the major participants threw their entire economic, industrial, and scientific capabilities behind the war effort, erasing the distinction between civilian and military resources.

Questions:

What was the impact of The World War II on the further development of mankind?

1. The Industrial Revolution was the transition to new manufacturing processes in the period from about 1760 to sometime between 1820 and 1840. Mechanised textile production spread from Great Britain to continental Europe in the early 19th century, with important centres of textiles, iron and coal emerging in Belgium, and later in France. Since then industrialisation has spread throughout much of the world. [1] The precise start and end of the Industrial Revolution is still debated among historians, as is the pace of economic and social changes.

Questions:

What was the impact of The Industrial Revolution on the further development of mankind?

1. The Age of Discovery or the Age of Exploration from the end of the 15th century to the 18th century, was an informal and loosely defined European historical period marking the time period in which extensive overseas exploration emerged as a powerful factor in European culture and the beginning of globalization. It also marks the rise of the period of widespread adoption in Europe of colonialism and mercantilism. Many lands previously unknown to Europeans were discovered during this period, though

most were already inhabited. From the perspective of many non-Europeans, the Age of Discovery marked the arrival of invaders from previously unknown continents.

Questions:

What was the impact of The Age of Discovery on the further development of mankind?

1. The Great Depression was a severe worldwide economic depression that started in 1929 and lasted until the late 1930s. It was the longest, deepest, and most widespread depression of the 20th century. British economist John Maynard Keynes argued in *The General Theory of Employment, Interest and Money* that lower aggregate expenditures in the economy contributed to a massive decline in income and to employment that was well below the average. Keynes' basic idea was simple: to keep people fully employed, governments have to run deficits when the economy is slowing, as the private sector would not invest enough to keep production at the normal level and bring the economy out of recession. Keynesian economists called on governments during times of economic crisis to pick up the slack by increasing government spending and/or cutting taxes.

Questions:

What was the impact of The Great Depression and Keynes' ideas on the further development of mankind?

1. Price revolution is a term used to describe a series of economic events from the second half of the 15th century to the first half of the 17th century. The price revolution refers most specifically to the high rate of inflation that occurred during this period across Western Europe. Prices rose on average roughly sixfold over 150 years. This level of inflation amounts to 1–1.5% per year, a relatively low inflation rate for the 20th century standards, but rather high given the monetary policy in place in the 16th century.

Questions:

What was the impact of Price revolution on the further development of mankind?

5.1.3 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-7:

Use the data of the tables below, analyze the development of one of the countries (USA, England, France, Germany) in 1870-1913, analyze the dynamics of indicators characterizing development.

The main indicators of US economic development in 1870-1913

Indicators	1870	1880	1890	1900	1913
Population, mln. People	38,7	50,3	63,1	76,1	96,5
Immigration, thousand people.	387,2	457,3	455,3	448,6	1198
Share in world industrial production, %	23	28	31	31	36
The index of industrial production (1923-1925 = 100)	8	12	27	37	69
Coal production million tons	29,5	63,8	140,9	240,8	508,9
Crude oil production, million tons	0,2	1,1	1,9	2,7	10,4
Production of pig iron, mln. Tons	1,7	3,8	9,2	13,8	31,0

Steel production, mln. Tons	0,7	1,2	4,3	10,2	31,3
Electricity production, bln. KW. h.	—	—	—	5	17,5
Production of cars, thousand pieces.	—	—	—	4	485
Consumption of cotton, thousand tons.	—	1570	2518	3873	5786
Sown area under wheat, million hectares.	8,5	15,4	14,9	19,9	21,1
Collecting wheat,					
million quintals *	69,2	136,7	122,2	163,1	204
Crop area under cotton, million hectares.	3,7	6,4	8,5	10,1	14,3
Collect cotton, million quintals (1 quintal = 45.36 kg)	8,7	13,8	18,6	22	30,7
Length of the railway network, thousand km.	85	150	—	300	413
Export, mln. Dollars	377	876	846	1453	2448
Imports, mln. USD	420	683	812	804	1757

Find information about the tasks of socio-economic development of the state, and draw conclusions. The results should be issued in the form of a report

The analysis of socio-economic development is aimed at solving the following tasks:

1. Assessment of the state of the natural resource potential of the state.
2. Identification of the causes of environmental degradation.
3. Study of the characteristics of both the dynamics of the population and its gender and age structure, as well as the causes of the main migration flows.
4. Assessment of the use of labor resources in the main sectors of the economy.
5. Finding out the general and special causes of unemployment.

6. Assessment of the level and quality of life of the population, provision of the population with the main objects of social infrastructure.
7. Assessment of the achieved level of economic development of the state, its industry, agricultural, industrial infrastructure in order to develop a strategy for the further functioning of the regional economy in market conditions.
8. Assessment of interregional economic relations.
9. Identification of potential export reserves of production.
10. Assessment of the financial situation, budget revenues, spending money from the budget.
11. Assessment of the possibilities of using enterprises belonging to various forms of ownership in the common interests of the population and the economy of the state.

Case task

Analyze the socio-economic development of the state (at your choice) according to the following indicators:

- GRP volume;
- GRP per capita;
- volume of industrial production;
- index of the physical volume of industrial products;
- the volume of investments in fixed assets;
- price level;
- budget security of the region;
- the level of the subsistence minimum;
- average salary in the region;
- dynamics of the total population of the region;
- natural decline and migration of the population;
- the share of the population with incomes below the subsistence minimum in the total population;
- the unemployment rate.

Analyze the problems of socio-economic development of the state and develop ways to solve them. The results should be issued in the form of a report

Assessment criteria (assessment tool — Case task)

Grade	Assessment criteria
pass	answer is given; - knowledge is demonstrated; - some mistakes are allowed if the student corrects mistakes by himself
fail	no answer or a wrong answer; - lack of knowledge

5.1.4 Model assignments (assessment tool - Test) to assess the development of the competency YK-5:**TYPICAL TESTS:**

Currently there are following approaches to historical thought as:

- a) idealistic understanding of history;
- b) the materialist understanding of history;
- c) the historical understanding of history;
- d) all answers are correct;
- e) are correct answers a) and b);
- f) correct answers b) and C);
- g) none of the above

Economic history as an independent science was formed in:

- a) the end of the XVI century;
- b) the beginning of the XVII century;
- c) the middle of the XVIII century;
- d) the middle of the XIX century;
- e) the beginning of XX century;
- f) the end of the XX century

The Neolithic revolution occurred:

- a) from XX to XV century BC;

b) from XIII to X centuries BC;

b) from VIII to IV century BC;

The period of developed Feudalism in Western Europe covers:

a) from III to V century A. C.;

b) from V to X century A. h.;

c) from the XI to XV century A. C.;

g) from the XIV to the XVII century NC.

e) all answers are correct;

f) none of the above.

The Central cause of the industrial revolution is:

the invention of the water wheel

the discovery of electricity

the creation of the car

the creation of the loom

the development of the steam engine

5.1.5 Model assignments (assessment tool - Test) to assess the development of the competency ПК-7:

Установить последовательность событий

а) отделение ремесла от сельского хозяйства

б) начало использования огня

в) отделение сельского хозяйства от скотоводства

г) переход к энеолиту

д) начало мезолита

1д2б3в4а5г

Determine the sequence of events

a) the separation of Handicrafts from agriculture

b) use of fire

c) separation of agriculture from cattle breeding

d) the transition to the Eneolithic

e) beginning of the Mesolithic

1d2b3c4a5d

Какой из признаков НЕ относится к феодализму?

- a) личная зависимость крестьян от феодала;
- б) **быстрые темпы развития экономики;**
- в) сословное и имущественное расслоение;
- г) рутинное и низкое состояние экономики

What characteristic does not apply to feudalism?

- a) the peasants' personal dependence on the feudal Lord;
- b) the rapid development of the economy;
- b) classes and stratification;
- g) a low level of economic development

Причины развития экономики в итальянских городах в XIII–XIV вв.

- a) обогащение в результате крестовых походов
 - б) обогащение в ходе Великих географических открытий
 - в) обогащение в результате получения ренты с зависимых крестьян
 - г) установление монополии на торговлю в Средиземном море
 - д) установление монополии на торговлю в Атлантическом океане
- аг**

The causes of economic development of Italian cities in the XIII–XIV centuries are

- a) the enrichment as a result of the Crusades
- b) the enrichment during the Great Ages of discoveries
- b) the enrichment as a result of receiving rents from dependent peasants
- g) the establishing a monopoly on trade in the Mediterranean
- e) the establishing a monopoly on trade in the Atlantic ocean

Предпосылки эпохи Возрождения

- a) **уменьшение влияния церкви на развитие культуры и общественной жизни**
- б) усиление давления церкви на все сферы жизни
- в) **рост экономической и политической самостоятельности граждан**
- г) ужесточение принуждений и усиление крепостничества
- д) **усиление влияния науки и искусства**

Prerequisites of the Renaissance are

- a) reducing of the Church's influence on the development of culture and public life

- b) increasing pressure of the Church on all spheres of life
- c) the growth of economic and political independence of citizens
- d) the tightening of the constraint and the strengthening of serfdom
- e) the growing influence of science and art

Назовите причины первенства английской экономики по сравнению с другими странами в XVII в.:

- a) **раннее зарождение мануфактур;**
- b) географическое положение;
- c) **хозяйственная культура общества;**
- d) успехи в мореплавании;
- e) **меркантилистская политика;**
- f) **быстрое завершение процесса первоначального накопления капитала.**

What are the causes of superiority of the English economy in comparison with other countries in the XVII century:

- a) the early emergence of manufactories;
- b) geographical position;
- c) economic culture of the society;
- d) progress in navigation;
- e) mercantilist policy;
- f) quick completion of the process of original accumulation of capital.

Общие предпосылки первоначального накопления капитала

- a) **перестройка идеологии**
- b) **Великие географические открытия**
- c) революция цен
- d) **малая промышленная революция**
- e) эпидемия чумы

General prerequisites of original accumulation of capital

- a) restructuring ideology
- b) the Great Ages of discovery
- c) price revolution
- d) minor industrial revolution
- e) plague

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	answer is given; - knowledge is demonstrated; - some mistakes are allowed if the student corrects mistakes by himself
fail	no answer or a wrong answer; - lack of knowledge

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с	Продemonстрированы базовые навыки при решении стандартных задач с некоторым	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и	Продemonстрированы навыки при решении нестандартных задач без	Продemonстрирован творческий подход к решению нестандартных задач

	обучающегося от ответа		некоторым и недочетами	и недочетами	недочетов	ошибок и недочетов	
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Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency UK-5

Scientific and technical achievements and changes in the structure of the economy, financial development in the 20th century.
The development of Europe in the second half of the 20th century: the creation and development of the EU
Dissolution of the colonial system and prospects of development for African, Arabian and other countries
The development of the world economic system at the turn-of-the-century and in the beginning of the XXI century. The financial crisis of 2008.
The economic crisis of 1929-33 years
Production technologies, scientific achievements and productivity between the 17th century - the first half

of the 20th centuries.
Trade, transport and communication in the 17-19 centuries.
The creation of cities and their role in the economy of Medieval Europe
The subject and method of economic history. Relationship of Economic history with other Sciences.
Periodization in Economic History
Emergence of civilization and the Neolithic revolution: the first steps of the economic development and the main achievements
Development of ancient civilizations (Ancient Egypt , Mesopotamia): agriculture, trade, monetary system, trade, banking., foundations of economic development and the main achievements
The Medieval period. The main characteristics of development, main achievements, the social structure of society and life
Production, agriculture and Trade in Medieval Europe, the role and Guild halls.

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ΠΚ-7

The preconditions and consequences of the Crusades
The Great Ages of discoveries: prerequisites and results. The Price Revolution and its influence on the economy
Economic development in the 16-18 centuries: prerequisites, main characteristics and results,
Industrial revolution: background, main characteristics and results
The scientific revolution: background, main characteristics and results
Economic development in the first half of the 20th century: prerequisites, main characteristics and results..
World War 1 and World War 2: prerequisites and results..
Economic development in the second half of the 20th century: prerequisites, main characteristics and results

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	- a answer is given; - knowledge of theoretical material is demonstrated; - ability to develop own

Grade	Assessment criteria
	arguments, make conclusions based on adequate evidence
fail	- no answer or a wrong answer; - lack of theoretical knowledge

5.3.3 Model assignments (assessment tool - Case task) to assess the development of the competency УК-5

КЕЙС

1. The Age of Discovery or the Age of Exploration from the end of the 15th century to the 18th century, was an informal and loosely defined European historical period marking the time period in which extensive overseas exploration emerged as a powerful factor in European culture and the beginning of globalization. It also marks the rise of the period of widespread adoption in Europe of colonialism and mercantilism. Many lands previously unknown to Europeans were discovered during this period, though most were already inhabited. From the perspective of many non-Europeans, the Age of Discovery marked the arrival of invaders from previously unknown continents.

Questions:

What was the impact of The Age of Discovery on the further development of mankind?

Assessment criteria (assessment tool — Case task)

Grade	Assessment criteria
pass	answer is given; - knowledge is demonstrated; - some mistakes are allowed if the student corrects mistakes by himself
fail	no answer or a wrong answer; - lack of knowledge

5.3.4 Model assignments (assessment tool - Test) to assess the development of the competency УК-5

1. Какой фактор являлся главным в процессе оживления и роста городов в конце X в.:

- а) отделение ремесла от сельского хозяйства;
- б) первое общественное разделение труда: на земледелие и скотоводство;
- в) разорение феодалов;
- г) крестьянские войны.

What was the main factor in the recovery and growth of cities at the end of XI century:

- a) the separation of Handicrafts from agriculture;
- b) the first social division of labor (into agriculture and animal husbandry);
- C) the ruin of the feudal lords;
- d) the peasants' war.

2. Что НЕ является одним из основных источников первоначального накопления капитала?

- а) колониальный грабеж и торговля;
- б) «революция цен»;
- в) торговые войны
- г) **создание ремесленных цехов**

What can not be considered as one of the main sources of original accumulation of capital?

- а) colonial plunder and trade;
- б) the "price revolution";
- с) trade wars
- г) the establishment of craft guilds

3. Установить последовательность событий

- а) отделение ремесла от сельского хозяйства
- б) начало использования огня
- в) отделение сельского хозяйства от скотоводства
- г) переход к энеолиту
- д) начало мезолита

1д2б3в4а5г

To establish the sequence of events:

- а) the separation of crafts from agriculture
- б) beginning the use of fire
- с) the separation of agriculture from cattle breeding
- г) the transition to the Eneolithic
- д) beginning of the Mesolithic

4. Предпосылки эпохи Возрождения (возможно несколько вариантов ответа)

- а) **уменьшение влияния церкви на развитие культуры и общественной жизни**
- б) усиление давления церкви на все сферы жизни
- в) **рост экономической и политической самостоятельности граждан**
- г) ужесточение принуждений и усиление крепостничества
- д) **усиление влияния науки и искусства**

Prerequisites of the Renaissance are (**There are several possible answers**)

- а) reducing of the Church's influence on the development of culture and public life
- б) increasing pressure of the Church on all spheres of life
- с) the growth of economic and political independence of citizens
- д) the tightening of the constraint and the strengthening of serfdom
- д) the growing influence of science and art

5. Последствия Великих географических открытий (возможно несколько вариантов ответа):

- а) **положили начало формированию колониальной системы**
- б) **изменили структуру товарооборота**
- в) **возникли новые центры мировой торговли**
- г) **способствовали перемещению мировых торговых путей**

д) привели к созданию постиндустриального, информационного общества

Consequences of the Great Ages of discovery (**There are several possible answers**):

- a) formation of the colonial system
- b) changed the structure of trade
- b) there are new centers of world trade
- g) has facilitated the movement of world trade routes
- e) led to the creation of a post-industrial, information society

5.3.5 Model assignments (assessment tool - Test) to assess the development of the competency ПК-7

Хронологический метод исследования предполагает:

- а) изложение историко-экономического материала в определенной временной последовательности;**
- б) одновременное изучение историко-экономических событий, происходящих в хозяйственной жизни страны и континентов;
- в) метод периодизации;
- г) все ответы верны;
- д) все ответы неверны.

Chronological method of study assumes:

- a) a statement of the historical-economic material in a timed sequence;
- b) simultaneous study of historical and economic events taking place in the economic life of countries and continents;
- b) division of the historical process at certain chronological periods;
- d) all answers are correct;
- d) none of the above.

Синхронный метод предполагает:

- а) изложение историко-экономического материала в определенной временной последовательности;
- б) одновременное изучение историко-экономических событий, происходящих в хозяйственной жизни страны и континентов;**
- в) метод периодизации;
- г) все ответы верны;
- д) все ответы неверны.

The synchronous method assumes:

- a) a statement of the historical-economic material in a timed sequence;
- b) simultaneous study of historical and economic events taking place in the economic life of countries and continents;

- b) division of the historical process at certain chronological periods;
- d) all answers are correct;
- d) none of the above.

В систему новейших методов историко-экономического анализа входят:

- a) системно-структурный метод;
- б) историко-сравнительный метод;
- в) методы социологических исследований.**

In the system of the latest methods of historical-economic analysis includes:

- a) systemic-structural method;
- b) historical-comparative method;
- b) methods of sociological research.

Что изучает история экономики?:

- a) эволюцию научных знаний;
- б) историю экономических учений;
- в) эволюцию товарно-денежных отношений;
- г) роль производительных сил в становлении и развитии общества;
- д) эволюцию хозяйственной жизни от первобытнообщинной эпохи до современности на различных этапах развития способов производства отдельных отраслей и стран**

The Economic History studies:

- a) evolution of scientific knowledge;
- b) history of economic thought;
- b) the evolution of commodity-money relations;
- g) the role of productive forces in the formation and development of the society;
- d) the evolution of economic life from the primitive era to the present at various stages of development (development of production methods, industries and countries)

Какие методы не использует история экономики:

- a) единство исторического и логического;
- б) экспериментирование;**
- в) абстрактное мышление;
- г) диалектический метод;
- д) экономической статистики;
- е) индукции и дедукции;
- ж) экономико-математические методы;
- з) анализ и синтез.

What methods are not used by the Economic history:

- a) the unity of historical and logical;
- b) experimentation;

- b) abstract thinking;
- d) dialectical method;
- e) economic statistics;
- e) induction and deduction;
- g) economic-mathematical methods;
- h) analysis and synthesis.

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	answer is given; - knowledge is demonstrated; - some mistakes are allowed if the student corrects mistakes by himself
fail	no answer or a wrong answer; - lack of knowledge

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Grinevich Y. A. Economic History = История экономики : tutorial manual / Y. A. Grinevich ; Lobachevsky State University of Nizhni Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 47 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823121&idb=0>.

Дополнительная литература:

1. Grinevich Y. A. Economic History = История экономики : tutorial manual / Y. A. Grinevich ; Lobachevsky State University of Nizhni Novgorod. - Nizhny Novgorod : UNN Publishing House, 2017. - 47 p. - Текст : электронный., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=823121&idb=0>.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. The official web site of Federal State Statistics Service – URL:http://www.gks.ru/wps/wcm/connect/rosstat_main/rosstat/en/main/
2. The official web site of Government of Russian Federation – URL: <http://government.ru/en/>
3. The official web site of Organization for Economic Co-operation and Development (OECD) – URL: <http://www.oecd.org/>
4. The official web site of the Central Bank of Russian Federation – URL: <http://www.cbr.ru/eng/>
5. The official web site of the International Monetary Fund – URL: <http://www.imf.org/>
6. The official web site of the Ministry of Finance – URL: <http://old.minfin.ru/en/>

7. The official web site of the UNCTAD (United Nations Conference on Trade and Development) – URL: <http://www.unctad.org/>
8. The official web site of the World Trade Organization – URL: <http://www.wto.org/>
9. The official web site of World Bank – URL: <http://www.worldbank.org/>

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки 38.03.01 - Economics.

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Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

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