

Course Syllabus

Title of the course	Critical Analysis of Historical Sources and Introduction to General History		
Title of the Academic Programme	Usable Pasts: Applied and Interdisciplinary History		
Type of the course	Bridging Course		
Prerequisites	English for academic purposes		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	<p>«L'histoire se fait avec des documents», “the history is made on the basis of documents” – this was a famous dictum of two nineteenth century French historians, Charles Victor Langlois and Charles Seignobos, the statement that opened the first chapter of their classic textbook <i>Introduction to the Study of History</i> (1898). In this course we will explore the ways professional historians use documents, as well as other types of primary sources, in their research. We will consider the role archives play in shaping collective memory of the past, and will examine in details the peculiarities of institutional records, statistics, court and law files, surveillance reports, diaries, letters and memoirs, newspapers and fiction, maps, oral and visual sources.</p>		
Intended Learning Outcomes (ILO)	<p>Upon the successful completion of the course a student:</p> <ul style="list-style-type: none"> • is able to evaluate and rework the learned scientific and activity methods (CK-1); • masters new research methods independently, changes the scientific and production profile of his/her activities (CK-3); • is able to analyze, verify, evaluate the completeness of information in the course of professional activities, to add and synthesize missing information if necessary (CK-6); • is able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge (IK-1); • is able to analyze historical sources in Russian and foreign languages (IK-4); • is able to search, analyze and present information, to work with humanities' databases (IK-6); • is able to create and use normative documents within the limits of the professional duties (IK-14); • is able to create and edit popular texts, to present complex historical information in a publicly accessible form (IK-18) <p>is capable of creating, describing and responsibly monitoring compliance with technological requirements and standards in professional activities (IK-26)</p>		
Teaching and Learning Methods	The course will consist of 10 lectures (20 academic hours) and 10 seminars (20 academic hours). The seminars will focus on group discussions of the assigned readings. Below you will find the list of topics		

(“course schedule”) that we will examine in our course. Each topic corresponds to a lecture and a seminar, with the exception of the very last topic when we will have only a seminar. The list contains the required readings for each seminar. At the same time, the students will be requested to sign up for the course ‘The modern world, part 1: global history from 1760 to 1910’ by University of Virginia at Coursera <https://www.coursera.org/learn/modern-world> (no need to pay the fees, as the students are not requested to produce certificates for the course). They will listen to on-line lectures and then will have to pass an oral exam on the basis of this on-line course.

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1.	<p>1. Introduction. Historians and source criticism. The term ‘sources’ and its understanding by historians. Historians and source criticism from the Renaissance to the 20th century.</p>	10	2	2	6
2.	<p>2. Archives and archival research Institutions, their documentary record and social memory. The rise of history as an academic discipline and state archives. Political, diplomatic and military history. Institutional records and the decision-making process. Declassifying state documents for political purposes. Bureaucratic culture, political rhetoric and actual policies.</p>	16	2	2	12
3.	<p>3. Statistics and opinion polls Statistics: Statistics and statecraft in early modern and modern Europe. Descriptive and quantitative statistics. Methods of statistical research. Statistics and the construction of social categories. Opinion polls and the rise of empirical social research in the 20th century. Opinion polls and public opinion: reflecting or influencing? Opinion polls and social norms.</p>	16	2	2	12
4.	<p>4. Law and court files, surveillance</p>	16	2	2	12

	<p>reports Law and its application. Early court files and the inquisition. 20th century historians, popular culture and court files. Grids and filters of investigative procedure: the language of interrogation, the complexity of interaction between oral and written communication, juridical procedures. The dialogic nature of court files. Remission letters: narrative patterns and plots employed to construct a pardonable exception to the rule of law. Surveillance reports and historical perspective on dictatorships: from ‘top-down’ to revisionists approaches. Surveillance reports as the means to assess popular opinion: the picture of dissent confined to personal grievances. Surveillance reports and recent research on the rise of modern ‘national security states’ in the 20th century. Early modern surveillance reports and post-modern deconstruction of the established narrative about the Enlightenment.</p>				
5.	<p>5. Diaries, letters, memoirs Letters and diaries of great men as sources for political and intellectual history. Ordinary letters and social historians. Diaries and autobiographies: the birth of the genre and modern self-reflexivity. Gender roles and different diary cultures. Self-writing, experiences and emotions. Letters, diaries and identity-construction. The meaning of correspondence networks. Letter-writing manuals and censorship. Published diaries and editorial practices. Public letters, letters to newspapers and the acquisition of political literacy.</p>	16	2	2	12
6.	<p>6. Fiction and journalism Journalism – recording or structuring reality? Production and consumption of news: their format, content and institutional history. The speed of</p>	16	2	2	12

	news. Nineteenth century novels: realism and objectivity. History of the book, reading practices and intertextuality. Popular and mass literature. Literary criticism in the twentieth century: structuralism and its refusal to examine historical context. Post-structuralism and new cultural history.				
7.	7. Oral history Historians and oral narratives. The rise of oral history in the US and Europe after WWII. The question of reliability of oral sources and the historians' interest in collective memory in the 1980s. Interview method: the role of the scholar, the context of an interview. Interviews and intertextuality. Publishing oral sources. Oral history databases.	16	2	2	12
8.	8. Visual arts, photography and film Functions of art images in historical research. History of art and general history. Photography, its history, the advancement of technology and its social functions. Photographic image – a direct witness?	16	2	2	12
9.	9. Maps Maps, location and spatial pattern. Cartography and state-making in historical perspective. Mapping and selection of content. Map scales and perspectives. Language and cartographic communication. Cartographic sources and map compilation. Maps as a tool of persuasion in science and public affairs. Maps and geopolitics.	16	2	2	12
10.	10. On-line databases for historical research Seminar only – team presentations	16	2	2	12
Total study hours		114	20	20	74

<p>Indicative Assessment Methods and Strategy</p>	<p>Students are expected to attend all <i>seminars</i>, to do all the required readings, and to participate actively in the seminar discussion. Participation in seminars gives 32% of the final grade.</p> <p>For the final seminar students will have to give <i>team presentations</i> on internet resources for historians: students will split into teams (3-5 students for a team depending on the number of students who sign up for the class), and each team will prepare an oral presentation (10-15 minutes in length) on one of on-line information resources or databases of their choice. All students in a team get the same grade. 8% of the final grade.</p> <p><i>An essay</i> will consist of a research paper (1,500–2000 words) that provide a critical analysis of the sources used by a few selected historians who explore a common issue (e.g. they work on the history of emotions in early modern Europe, or explore the making of the Soviet ‘subjectivity’ in the 1920s-1930s). The paper should not only include general information on the sources itself (details of their publication history, if published, references to archival holdings, etc.) but also examine the ways in which these historians have already been using these sources. In the exam paper students should also reflect on various methodologies and interpretative strategies that can potentially be applied to this particular type of primary sources. The paper should include appropriate bibliographic references and a list of literature. 40% of the final grade.</p> <p><i>An oral exam</i> will focus on the topics covered by the on-line course ‘The modern world, part 1: global history from 1760 to 1910’. 20% of the final grade.</p>
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u> (see course content)</p> <p><u>Optional</u></p> <p>Knight, Abigail, et al. “Re-Using Community Oral History Sources on Food and Family Life in the First World War.” <i>Oral History</i>, vol. 43, no. 1, 2015, pp. 63–72. <i>JSTOR</i>, www.jstor.org/stable/24345922.</p> <p>Classen, Christoph, et al. “Towards Web History: Sources, Methods, and Challenges in the Digital Age. An Introduction.” <i>Historical Social Research / Historische Sozialforschung</i>, vol. 37, no. 4 (142), 2012, pp. 97–101. <i>JSTOR</i>, www.jstor.org/stable/41756476.</p> <p>Classen, Christoph, et al. “Towards Web History: Sources, Methods, and Challenges in the Digital Age. An Introduction.” <i>Historical Social Research / Historische Sozialforschung</i>, vol. 37, no. 4 (142), 2012, pp. 97–101. <i>JSTOR</i>, www.jstor.org/stable/41756476.</p> <p>Freund, Alexander. “Oral History as Process-Generated Data.” <i>Historical Social Research / Historische Sozialforschung</i>, vol. 34, no. 1 (127), 2009, pp. 22–48. <i>JSTOR</i>, www.jstor.org/stable/20762332.</p> <p>Macknight, Elizabeth C. “Archives, Heritage, and Communities.” <i>Historical Reflections / Réflexions Historiques</i>, vol. 37, no. 2, 2011, pp. 105–122. <i>JSTOR</i>, www.jstor.org/stable/41403723.</p> <p>Arathymou, Spyridoula. “Finding and Accessing the Right Archive and Archival Data. Archival Tools to Support Research and to Make Archives</p>

	<p>Available to Public.” <i>Historical Social Research / Historische Sozialforschung</i>, vol. 34, no. 3 (129), 2009, pp. 71–77. <i>JSTOR</i>, www.jstor.org/stable/20762376.</p> <p>HEAD, RANDOLPH C. “DOCUMENTS, ARCHIVES, AND PROOF AROUND 1700.” <i>The Historical Journal</i>, vol. 56, no. 4, 2013, pp. 909–930., www.jstor.org/stable/24528855.</p> <p>SHEPARD, TODD. ““History Is Past Politics”? Archives, ‘Tainted Evidence,’ and the Return of the State.” <i>The American Historical Review</i>, vol. 115, no. 2, 2010, pp. 474–483. <i>JSTOR</i>, www.jstor.org/stable/23302580.</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	25
	Assignments for seminars / tutorials / labs	+	15
	E-learning / distance learning (MOOC / LMS)	+	15
	Fieldwork	-	-
	Project work	+	14
	Other (please specify) - essay	+	20
	Preparation for the exam	+	15
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	PC, video projector.		
Course Instructor	Evgeny Khvalkov, Associate Professor		

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
CK-1	A student is able to evaluate and rework the learned scientific and activity methods	Readings, seminar discussions.	Seminar participation. Essay. Presentation. Exam.
CK-3	masters new research methods independently , changes the scientific and production profile of his/her activities	Written assignments.	Essay. Presentation
CK-6	is able to analyze, verify, evaluate the completeness of	Readings, seminar discussions, written assignments.	Seminar participation. Essay. Presentation. Exam.

	information in the course of professional activities, to add and synthesize missing information if necessary		
ПК-1	is able to perform research with modern research methods and techniques, using knowledge of the humanities and social sciences and close scientific fields of knowledge	Written assignments.	Essay. Presentation.
ПК-4	is able to analyze historical sources in Russian and foreign languages	In-class critical reading of sources, seminar discussions, written assignments.	Seminar participation. Essay. Presentation. Exam.
ПК-6	is able to search, analyze and present information, to work with humanities' databases	Readings, seminar discussions, written assignments.	Seminar participation. Essay. Presentation. Exam.
ПК-14	is able to create and use normative documents within the limits of the professional duties	Written assignments.	Essay. Presentation.
ПК-18	is able to create and edit popular texts, to present complex historical information in a publicly accessible form	Written assignments.	Essay. Presentation.
ПК-26	is capable of creating, describing and responsibly monitoring compliance with technological requirements and standards in professional activities	Readings, seminar discussions, written assignments.	Seminar participation. Essay. Presentation. Exam.

Course Content

1. Introduction. Historians and source criticism

No required home task, 1 hour seminar for sorting out organizational issues and for reading the sources provided in the classroom.

2. Archives and archival research

Required reading:

Ananich Boris V., 'The historian and the source: problems of reliability and ethics', in: *Archives, documentation, and institutions of social memory*, pp. 490-496.

Blitstein, Peter A., 'Researching nationality policy in the archives,' *Cahiers du Monde russe*, vol. 40, no. ½ (1999), pp. 125-137.

Holquist, Peter, 'A Tocquevillean "archival revolution": archival change in the longue durée,' *Jahrbuecher fuer Geschichte Osteuropas, Neue Folge*, Bd. 51, H. 1 (2003), pp. 77-83.

Martin, Terry, 'Interpreting the new archival signals: nationalities policy and the nature of the Soviet bureaucracy,' *Cahiers du monde russe*, vol. 40, no. ½ (1999), pp. 113-124.

Recommended:

Archives, documentation, and institutions of social memory: essays from the Sawyer Seminar / edited by Francis X. Blouin Jr. and William G. Rosenberg. Ann Arbor, Mich.: University of Michigan Press, 2006. (available on: ebrary)

Graziosi, Andrea, 'The new Soviet archival sources. Hypotheses for a critical assessment,' *Cahiers du monde russe*, vol. 40, no. ½ (1999), pp. 13-63.

Stoler, Ann Laura, *Along the archival grain: epistemic anxieties and colonial common sense*. Princeton, N.J.: Princeton University Press, 2009 (available on: bookzz.org)

3. Statistics and opinion polls

Required reading:

Cadiot, Juliette, 'Searching for nationality: statistics and national categories at the end of the Russian empire (1897-1917),' *Russian Review*, vol. 64, no. 3 (2005), pp. 440-455.

Darrow, David W. 'From commune to household: statistics and the social construction of Chaianov's theory of peasant economy,' *Comparative studies in society and history*, vol. 43, no. 4 (2001), pp. 788-818.

Recommended:

Gourdon, Vincent, Catherine Rollet, and Madeleine Grieve, 'Stillbirths in nineteenth-century Paris: social, legal and medical implications of a statistical category,' *Population*, vol. 64, no. 4 (2009), pp. 601-634.

Hansen, Jason D. *Mapping the Germans: statistical science, cartography and the visualization of the German nation, 1848-1914*. Oxford: Oxford University Press, 2015. (available on bookzz.org)

Reinke, Herbert, 'Statistics, administration, and concepts of crime: remarks on the development of criminal statistics in nineteenth century Germany,' *Historical Social Research / Historische Sozialforschung*, no. 37 (1986), pp. 39-49.

4. Law and court files, surveillance reports (1)

Required reading:

Ginzburg, Carlo, *The cheese and the worms: the cosmos of a sixteenth-century miller*. Baltimore: The Johns Hopkins University Press, 1980. – pp. xiii-xxvi; 1-34, 51-58, 86-93.

Verhoeven, Claudia, *The odd man Karakozov: Imperial Russia, modernity, and the birth of terrorism*. Ithaca, N.Y.; London : Cornell University Press, 2009.

Recommended:

Le Roy Ladurie, Emmanuel, *Montaillou: The promised land of error*. New York; Toronto: Vintage Books, 1979. [or any other edition].

Davis, Natalie Zemon, *Fiction in the archives: pardon tales and their tellers in sixteenth-century France*. Stanford, Calif.: Stanford University Press, 1987.

Ginzburg, Carlo, 'The inquisitor as anthropologist,' in: C. Ginzburg, *Clues, myths and the historical method*. Baltimore: Johns Hopkins University Press, 1999. – pp. 156-164.

5. Law and court files, surveillance reports (2)

Required reading:

Holquist P. 'Information is the alpha and omega of our work: Bolshevik surveillance in its pan-European context,' *Journal of modern history*, vol. 69 (1997), pp. 415-450

Darnton, Robert, 'A police inspector sorts his files: the anatomy of the republic of letters,' in: R. Darnton, *The great cat massacre: and other episodes in French cultural history*. London: Allen Lane, 1984. – pp. 145-190.

Recommended:

Le Roy Ladurie, Emmanuel, *Montaillou: The promised land of error*. New York; Toronto: Vintage Books, 1979. [or any other edition].

Davis, Natalie Zemon, *Fiction in the archives: pardon tales and their tellers in sixteenth-century France*. Stanford, Calif.: Stanford University Press, 1987.

Ginzburg, Carlo, 'The inquisitor as anthropologist,' in: C. Ginzburg, *Clues, myths and the historical method*. Baltimore: Johns Hopkins University Press, 1999. – pp. 156-164.

6. Diaries, letters, memoirs

Required reading:

Greenleaf, Monika, 'Performing autobiography: the multiple memoirs of Catherine the Great (1756-96),' *Russian review*, vol. 63, no. 3 (2004), pp. 407-426.

Paperno, Irina, 'What can be done with diaries?,' *Russian review*, vol. 63, no. 4 (2004), pp. 561-573.

Recommended:

Chartier, Roger, Alain Boureau, and Cécile Dauphin, *Correspondence: models of letter-writing from the Middle Ages to the nineteenth century*. Princeton, N.J.: Princeton University Press, 1997.

Eakin, Paul John, *How our lives become stories: making selves*. Ithaca, N.Y.; London: Cornell University Press, 1999

Earle, Rebecca (ed.), *Epistolary selves: letters and letter-writers, 1600-1945*. Aldershot: Ashgate, 1999.

Fitzpatrick, Sheila, 'Supplicants and Citizens: Public Letter-Writing in Soviet Russia in the 1930s,' *Slavic Review*, 55 (1996), pp. 78-105.

Hellbeck, Jochen, *Revolution on my mind: writing a diary under Stalin*, Harvard University Press, 2006.

Langford, Rachel, and Russel West (eds.), *Marginal Voices, Marginal Forms: Diaries in European Literature and History*. Amsterdam: Rodopi, 1999.

Zorin, Andrei, 'The Perception of emotional coldness in Andrei Turgenev's diaries,' *Slavic Review*, vol. 68, no. 2 (2009), pp. 238-258.

7. Fiction and journalism

Required reading:

Zorin, Andrei, *By fables alone: literature and state ideology in late eighteenth – early nineteenth century Russia*. Boston, Mass.: Academic studies press, 2014. – Introduction (pp.1-23), chapter 3 (pp. 92-120) (also available on ebrary)

McReynolds, Louise, *Murder most Russian. True crime and punishment in late imperial Russia*. Ithaca, Ill.: Cornell University Press, 2012., chapter 4, pp.113-140. (also available on ebrary)

Recommended:

Briggs, Asa, and Peter Burke, *A social history of the media. From Gutenberg to the Internet*. Cambridge: Polity Press, 2002

McReynolds, Louise, *The news under Russia's old regime: the development of a mass-circulation press*. Princeton, N.J.; Oxford: Princeton University Press, 1991.

8. Oral history

Required reading:

Portelli, Alessandro, 'The peculiarities of oral history,' *History Workshop*, no. 12 (1981), pp. 96-107.

Thompson, Paul, *Voice of the past: oral history*. 3rd ed. Oxford: Oxford, 2000 - chapter 4 'Evidence', pp. 118-172 (also available on ebrary).

Recommended:

Portelli, Alessandro. *The order has been carried out: history, memory, and meaning of a Nazi massacre in Rome*. New York ; Houndmills: Palgrave Macmillan, 2004. (available on ebrary)

9. Visual arts, photography and film

Required reading:

Kivelson, Valerie A., and Joan Neuberger (eds.), *Picturing Russia: Explorations in Visual Culture*. New Haven: Yale University Press, 2008. – chapters by David Ransel, Christopher Ely, William Rosenberg, pp. 76-80, 100-103, 142-147.

Burke, Peter, *Eyewitnessing: The Uses of Images as Historical Evidence*. London: Reaktion, 2001. – chapter 1, pp.21-33; chapter 5, pp.81-102; chapter 8, pp. 140-156. (also available on ebrary)

Recommended:

Rabb, Theodore K., and Robert I. Rotberg (eds.), *Art and History: Images and their Meaning*, Cambridge: Cambridge University Press, 1988.

10-1. Maps

Required reading:

Monmonier, Mark S., *Rhumb lines and map wars: a social history of the Mercator projection*, Chicago, Ill.; London: University of Chicago Press, 2004 [or 2010] – chapter 1, pp. 1-17; chapter 10, pp. 145-171. (also available on bookzz.org)

Kivelson, Valerie, *Cartographies of Tsardom, The Land and its meaning in seventeenth-century Russia*, Ithaca, Ill.; London: Cornell University Press, 2006. – Chapter 3 'Signs in space: peasants and property in a serf-owning society,' pp. 57-98.

10-2. On-line databases for historical research

Seminar only – team presentations

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules
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		1	2	3	4
Formative Assessment	Test				
	Essay	*			
	Report/Presentation		*		
	Project				
	In-class Participation	*	*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)	*			
Summative Assessment	Exam		*		

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.

«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Written Assignments (Essay, Test/Quiz, Written Exam, etc.)

Grades	Assessment Criteria
«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the task. Fully satisfies all the requirements of the task; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the task; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the task; the format may be inappropriate in places; display little evidence of (depending on the assignment): independent thought and critical judgement include a partial superficial coverage of the key issues, lack critical analysis, may make frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.