

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: Смирнов Сергей Николаевич  
Должность: врио ректора  
Дата подписания: 31.10.2023 10:33:36  
Уникальный программный ключ:  
69e375c64f7e975d4e8830e7b4fcc2ad1bf35f08

Ministry of Science and Higher Education of the Russian Federation

Tver State University

Approve:

Head of the educational  
programme

50/06 20 23



Work programme of the discipline (with abstract)

**History and geography of the country of the studied foreign language**

Training direction

**45.03.02 LINGUISTICS**

Training profile:

**“Theory and Methodology of Teaching Foreign Languages and Cultures”,  
“Translation and Translation Studies”**

For students

2<sup>nd</sup> year of full-time study

Contributor:

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Tver, 2023

## **I. Annotation**

### **1. Purpose and objectives of the discipline (module)**

Through the discipline students get acquainted with the peculiarities of historical, political and economic development of English-speaking countries.

The aim of the module is to introduce systematized and modern knowledge about history, geography and economics of the English-speaking countries to the future professionals.

Students are to acquire the basic English terminology that is required to describe all aspects of life in English-speaking countries. They are supposed to learn to analyze the peculiarities of the English-speaking countries and compare them with the peculiarities of their native country. The discipline is aimed at broadening students' horizons that should lead to a rejection of ethnocentric attitudes and stereotypes, as well as the development of respect for the values and norms of the foreign language society

### **2. The place of the discipline in the structure of the educational programme**

The course belongs to the block of disciplines that form universal (UC) and general professional competences (GPC). It is logically and substantively related to such courses as "History of World Culture", "History of First Language Literature", "Introduction to Intercultural Communication" and forms a component of the general professional training of linguists.

The knowledge required for mastering this discipline includes a general understanding of the history of world civilisations, the periodisation of world history, the history of Western Europe and Russia, as well as sufficient knowledge of the first foreign language, including its phonetics, lexis, grammar and general principles of its functioning.

The theoretical knowledge gained from the course is relevant to pedagogical and translation practice.

### **3. Volume of the discipline :**

4 credits, 144 academic hours, **including:**

**contact classroom work:** 17 hours of lectures and 17 hours of practical classes,  
**independent work:** 83 hours, including 27 of control.

**4. Planned learning outcomes in the discipline, correlated with the planned results of mastering the educational programme**

Planned results of mastering the educational programme (formed competencies)	Planned learning outcome of the discipline
<b>Universal competence-5</b> The students are able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	UC-5.1 The students are able to notice and analyse the peculiarities of intercultural interactions (advantages and possible problematic situations) arising from different ethical, religious and value systems  UC-5.3 The students are able to define the conditions for integration of intercultural actors to achieve their goals, taking into account historical heritage and socio-cultural groups, ethnicities and professions they belong to.
<b>General Professional Competence-4</b> The students are able to provide spiritual and moral education on the basis of basic national values	GPC-4.3 The students are able to design and implement programmes of spiritual and moral education based on basic national values

**5. Form of intermediate control - exam in semester 3**

**6. Language of instruction – English**

**II. Content of the discipline, structured by topics (sections) indicating the number of academic hours and types of training sessions allocated to them**

Curriculum – names of sections and topics	Total (hours)	Contact work (hours)		Independent work
		Lectures	Seminars/ Practical classes	
1. Geography of the UK	12	2	2	8

2. Early history of Great Britain	11	1	1	9
3. Britain in the Middle Ages	11	1	1	9
4. Britain in the 16 <sup>th</sup> and the 17 <sup>th</sup> centuries	12	2	2	8
5. Britain in the 18 <sup>th</sup> century	12	2	2	8
6. Britain in the early 19 <sup>th</sup> century and during the Napoleonic wars	11	1	1	9
7. Britain in 1815-1850	12	2	2	8
8. Britain in the Victorian Era	12	2	2	8
9. The British trading and colonial empire	12	2	2	8
10. Britain in the 20 <sup>th</sup> century	12	2	2	8
<b>Supervision</b>	27			
<b>Total</b>	144	17	17	83

## **Curriculum**

### **Topic 1. Geography of the UK**

Introduction to the Country studies. General geographical description of Great Britain (geographical location and geographical data: landscape, rivers, lakes, minerals, climate, administrative division, agglomerations, etc., population and its structure, religions, etc.). The political and economic life of modern Britain.

### **Topic 2. Early history of Great Britain**

The Iberians. The ancient Celts. The Roman conquest of Britain. The Anglo-Saxon invasion

### **Topic 3. Britain in the Middle Ages**

The socio-political structure of the Anglo-Saxon kingdoms. The Scandinavian conquests. The culture of the Anglo-Saxon period. Development of feudal relations in the 9th-11th centuries. The Norman Conquest and its influence on the development of feudalism in England. Political and economic position of England during the feudal period. The Magna Carta. Culture of Britain during the Middle Ages.

#### **Topic 4.** Britain in the 16<sup>th</sup> and the 17<sup>th</sup> centuries

Emergence of the Parliament. Development of absolutism (the Tudors). Beginning of capitalist development. The Stuarts. The English bourgeois revolution of the 17th century. Establishment of the bourgeois republic. Cromwell. Restoration of the Stuarts and the Glorious Revolution of 1688. Culture of Britain in the 17th century.

#### **Topic 5.** Britain in the 18<sup>th</sup> century

The Georgian monarchs. Trade and colonial wars and colonial conquests. The formation of the first colonial empire. Britain's defeat in the war with its colonies in North America. The formation of the United States. Martin Luther. Reformation in Germany. Industrial and agricultural revolutions. Emergence of capitalist industry. Movement of the Luddites. Trade Unions. British culture in the 18h century.

#### **Topic 6.** Britain in the early 19<sup>th</sup> century and during the Napoleonic wars

Britain at the head of the European counter-revolution against revolutionary France. The Anglo-French struggle for world domination during the Napoleonic Wars. The war in Europe in 1814-15 and Britain. The battle of Waterloo (1815). Trouble at home. The Regency Era

#### **Topic 7.** Britain in 1815-1850

Political reaction in Britain. Political and economic situation in the first third of the nineteenth century. The Parliamentary reform of 1832.

#### **Topic 8.** Britain in the Victorian Era

The workshop of the world. Queen Victoria (1837-1901). Victorian England. Britain in the Crimean War. The electoral reforms of 1867 and 1884. The colonial empire and its role in the economy of the country.

#### **Topic 9.** The British trading and colonial empire

Loss of industrial supremacy. British colonial policy in Africa and the Far East. Britain at the beginning of the 20th century. Britain's departure from the doctrine of "glittering isolation" in foreign policy. Britain in the First World War. British culture in the 19th century.

#### **Topic 10.** Britain in the 20<sup>th</sup> century

The economic and political situation of the country at the end of the First World War. The first Labour government of R. Macdonald. The conservative governments of S. Baldwin and N. Chamberlain. Collapse of the "Munich" policy of Great Britain. Great Britain during World War II (1939-1945). Great Britain at the end of World War II (1945-1951). Internal and foreign policy of the Conservatives (1951-1964). Internal and foreign policy of the United Kingdom at the present stage (1964-2022). British culture in the 20th and early 21st centuries.

### Students' independent work

Topics	Total (hours)	Form of work
<p><b>Topic 1.</b> Geography of the UK</p> <p>1) Natural and Mineral Resources of UK Agriculture and Industry</p> <p>2) 2011 Census of Population. Demographic and social issues in the UK today</p> <p>3) A Brief Profile of the UK Economy and Socio-Political Life</p>	8	<p>1. Study questions 1-3</p> <p>2. Provide the notes of the lecture</p>
<p><b>Topic 2.</b> Early history of Great Britain</p>	9	<p>1. Prepare a report on Britain's ancient civilisations</p> <p>2. Presenting a compiled vocabulary of language and country studies that includes concepts that relate to the topic</p>
<p><b>Topic 3.</b> Britain in the Middle Ages</p> <p>1) The culture of the Anglo-Saxon period</p> <p>2) The Scandinavian Conquest and its legacy</p> <p>3) The development of architecture during the Norman Conquest</p> <p>4) The Magna Carta. The Appearance and Formation of Parliament</p> <p>5) The creation of the first universities</p> <p>6) Printing. The rise of the English national language</p>	9	<p>Prepare reports on the topic (questions 1-6)</p>
<p><b>Topic 4.</b> Britain in the 16<sup>th</sup> and the 17<sup>th</sup> centuries</p>	8	<p>Compile a bank of terms and names</p>
<p><b>Topic 5.</b> Britain in the 18<sup>th</sup> century</p> <p>1) The 18<sup>th</sup> century English culture (general overview)</p> <p>2) Literature of the Georgian period</p> <p>3) Philosophy and natural science</p> <p>4) English Classicism in architecture and music</p>	8	<p>Prepare reports on the topic (questions 1-4)</p>

<b>Topic 6.</b> Britain in the early 19 <sup>th</sup> century and during the Napoleonic wars.	9	Prepare a project on the chosen topic (2-3 students in groups).
<b>Topic 7.</b> Britain in 1815-1850  1)The political and economic situation of Britain in the half of the 19th century. 2) The Parliamentary Reform of 1832. 3) The Chartist movement 4) English culture in the first half of the 19th century (Lake poets, the rise of theatrical life, poetry, prose)	8	1. Compile a bank of terms and names 2. Study online resources on the topics. Make notes
<b>Topic 8.</b> Britain in the Victorian Era	8	1. Prepare papers on English culture in the second half of the 19th century. 2.Present a compiled bank of terms and names
<b>Topic 9.</b> The British trading and colonial empire	8	Prepare a project on the chosen topic (2-3 students in groups).
<b>Topic 10.</b> Britain in the 20 <sup>th</sup> century	8	1. Prepare papers on English culture of the 20th century. 2.Present a compiled bank of terms and names

### III. Educational technologies

Topics on the curriculum	Type of class	Educational technologies
<b>Topic 1.</b> Geography of the UK	Lecture	Lecture-presentation
	Seminar	Group project
<b>Topic 2.</b> Early history of Great Britain	Lecture	Lecture-presentation
<b>Topic 3.</b> Britain in the Middle Ages	Lecture	Lecture-presentation
<b>Topic 4.</b> Britain in the 16 <sup>th</sup> and the 17 <sup>th</sup> centuries	Lecture	Interactive lecture
<b>Topic 5.</b> Britain in the 18 <sup>th</sup> century	Lecture	Lecture-presentation
<b>Topic 6.</b> Britain in the early 19 <sup>th</sup> century and during the	Lecture	Lecture-presentation

Napoleonic wars.		
<b>Topic 7.</b> Britain in 1815-1850	Lecture	Interactive lecture
<b>Topic 8.</b> Britain in the Victorian Era	Lecture Seminar	Lecture-presentation Group game “Brain ring”
<b>Topic 9.</b> The British trading and colonial empire	Lecture	Lecture-presentation
<b>Topic 10.</b> Britain in the 20 <sup>th</sup> century	Lecture	Interactive lecture

#### IV. Materials for current and interim assessment

Planned results of mastering the educational programme (formed competencies)	Tasks (2-3 examples)	Type and mode of midterm assessment (possible types: creative assignments, case studies, projects, other methods)	Assessment criteria and grading scale
UC-5.1 The students are able to notice and analyse the peculiarities of intercultural interactions (advantages and possible problematic situations) arising from different ethical, religious and value systems	<p><b>Do the test tasks. Examples of test tasks:</b></p> <p><b>1) Match the monarchs to their house (dynasty). There's one extra variant in the right column.</b></p> <p>1. Charles II            a) Tudor</p> <p>2. George II            b) Plantagenet</p> <p>3. Mary I                c) Hanoverian</p> <p>d) Stuart</p> <p><b>2) Put the events in the chronological order starting from the earliest:</b></p> <p>a) The Civil War; b) The Protestant Reformation; c) The Glorious Revolution; d) The War of Roses.</p> <p><b>3) Guy Fawkes was ...</b></p> <p>a) a Catholic plotter b) an Elizabethan parate c) a James I's favourite d) a Scottish inventor</p>	Written answer. The test consists of 20 questions and takes 25 minutes to fulfill	Each correct answer is worth 1 point



	<p><b>2) Hadrian Wall was built by the Romans to...</b></p> <p>a) to mark the border of the empire</p> <p>b) to protect the Romans from the Scottish raids</p> <p>c) to protect the northern borders from the Vikings</p> <p>d) to protect the Romans from the Welsh raids</p>		
<p>UC-5.3 The students are able to define the conditions for integration of intercultural actors to achieve their goals, taking into account historical heritage and socio-cultural groups, ethnicities and professions they belong to.</p>	<p>Brain-ring team game on Britain in the 19th century</p>	<p>Students are divided into small groups or teams (5-7 people)</p> <p>Stage I - Drawing up 15 questions for the opposing team:</p> <p>5 questions on knowledge of facts and personalities</p> <p>5 questions on understanding the essence of the historical process</p> <p>5 questions on critical thinking</p> <p>To be carried out and assessed as homework</p> <p>II stage - Examination by the teacher (relevance to the topic, editing of the stylistic design of the question, elimination of duplicate questions, addition)</p> <p>Stage III - Game itself</p> <p>Each representative of the team is asked 1 question by the opposing team. If he/she cannot answer it by himself/herself, he/she may consult with the team. If the team cannot answer the question, it passes to the other team.</p>	<p>For Stage I the whole team receives points. The variety of questions, their relevance and their coverage of the whole given time period are assessed.</p> <p>The maximum score is 5 points.</p> <p>For the second stage the points are divided into group and individual points. A maximum of 5 points can be awarded to each participant.</p> <p>Bonus points can be awarded if the game is won.</p>
<p>GPC-4.3 The students are able to design and implement programmes</p>	<p>Students make a quiz (15 questions) with different types of</p>	<p>The assignment is to be done in writing. You have one week to</p>	<p>The number of questions, the diversity of the test items (4 types</p>

<p>of spiritual and moral education based on basic national values</p>	<p>questions (4 types) on "Britain from ancient times to the late Middle Ages".</p>	<p>complete it</p>	<p>in total), the relevance of the questions, and the coverage of the entire time period are assessed. The task is assessed with a maximum score of 5 points.  1 point - the number of questions is not as specified, most of the time period is not covered, test questions are homogeneous and irrelevant  2 points - number of questions is as asked, not all of the time period is covered, questions are of the same type and not always relevant  3 points - number of questions is as asked, questions are of multiple types, but include only 2 types of questions, questions are relevant, but do not cover the whole time period  4 points - number of questions is as asked, questions are of different types (include 3 types of questions), questions are relevant, but they do not cover all the stages of the time period  5 - points - number of questions is as asked, questions are of different types (include 4 types of questions), questions are relevant and cover the whole given time period</p>
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## V. Training, methodological and information support for the discipline

### Literature

A) *Basic literature:*

1. History and Culture of the Country of the Foreign Language (History and Culture of Great Britain) : tutorial / compiled by O. A. Karaseva, E. N. Shaeva. - Ryazan : RSU named after S. A. Yesenin, 2015. - 60 c. - Text : electronic // Lan' : electronic library system. - URL: <https://e.lanbook.com/book/164545> (date of access: 04.05.2021). - Access mode: for authorized users.
2. Kovalevskaya T. V. History, Literature and Culture of Great Britain : textbook / T. V. Kovalevskaya, F. A. Vagizova, E. V. Semenyuk. - 3rd ed. - Moscow : RGGU, 2019. - 597 c. - ISBN 978-5-7281-2235-7. - Text : electronic // Lan' : electronic library system. - URL: <https://e.lanbook.com/book/115447> (date of access: 04.05.2021). - Access mode: for authorized users.
3. Mikhaylov N.N. Linguocountry study of England/English Cultural Studies: textbook for students of foreign language / N.N. Mikhaylov. - 3rd ed. - Moscow Academia, 2010. - 205 p.: illustration, maps, portrait.
4. Voyevoda E.V. Great Britain: History and Culture/Great Britain: Culture Across History: tutorial for students of 2 years / E.V. Voyevoda; Moscow State Institute of International Relations (Univ.) of the Ministry of Foreign Affairs of Russia, Dep. of English Language № 2. - Moscow: MGIMO-University, 2009. - 221 p.: ill.
5. McDowall David Illustrated history of Britain. - L.: Longman, 2006.

B) *Дополнительная литература:*

1. Baranovsky L.S., Kozikis D.D. How do you do Britain? - Minsk, 2006.
2. Vinokurov A.M. History and Culture of Britain. Textbook. Tver: Tver State University, 2002.
3. Vinokurov A.M. History and culture of the country of the studied language (Great Britain): Textbook. - Tver: Tver State University, 2009.
4. Golitsynsky Y.B. Great Britain: Great Britain. Textbook of Country Studies. Moscow: Karo, 2006.
5. Kaufman K.I., Kaufman M.Y. Pages of British history. Obninsk, 2001.
6. Leonovich O.A. Country Studies of Great Britain: textbook for students of linguistic universities and faculties / O.A. Leonovich. - 4th ed. - Moscow: KDU, 2009. - 252 p.: illustration, maps, portraits, tabl.
7. Nesterova N.M. Country study. England. - R/D: Phoenix, 2005.
8. Ross David England. History of a nation; England. History of a nation:/Book on country studies in English/ - SPb: Karo; New Lanark: Geddes and Grosset, 2006. - 383 p.: ill.
9. Hewitt Karen Understanding Britain Today. - Perm.: Perspective Publications, 2009.

C) *List of resources on the Internet necessary to master the discipline:*

<http://www.english-language.chat.ru/country.htm>

<http://www.licey.net/English> (The UK – Страноведческий справочник)

<http://www.projectbritain.com/Britain.html>

<http://www.royal.gov.uk/Home.aspx> (The Official Website of the British Monarchy)

<http://www.woodlands-junior.Kent.sch.uk> (A-Z Guide of British Life and Culture)

<http://www.en.wikipedia.org/wiki/History-of-the-British-Isles>  
<http://www.historyonthenet.com/a-z-of-history.htm>  
<http://www.historylearningsite.co.uk/>  
<http://www.myguidebritain.com/history-of-britain>  
<http://www.boostyourenglish.net/culture/CultureGB.htm> (History of the UK)

## **VI. Guidance materials for students in mastering the discipline**

Preparation for the practical classes includes: 1) study of the relevant topic from the following sources: compulsory and additional literature (according to the list); electronic resources, Internet resources; 2) performance of practical assignments and preparation of reports and project-presentations (where provided by the plan); 3) reading additional literature (at the choice of the student).

### **Rating control requirements**

Module 1 (30 points)

Current assessment:

Attendance of the lectures – 5 points.

Practical classes – 15 points.

Interim control (module testpaper) – 10 points.

Module 1 includes Topics 1-5

Module 2 (30 points)

Current assessment:

Attendance of the lectures – 5 points.

Practical classes – 15 points.

Interim control (module testpaper) – 10 points.

Module 1 includes Topics 6-10

### **Examination requirements**

The examination consists of one geography question and two history questions.

The questions on the following course topics are formulated in the examination papers:

1. The Physical background to Britain.

2. The Demographic background to Britain.
3. The Political background to Britain.
4. The Economic background to Britain.
5. The Making of England.
6. English Renaissance.
7. England after the Bourgeois Revolution.
8. The Industrial Revolution and the Victorian Age.
9. The XX century and after.

### **Examination card example**

1. What's the full and official name of the country? Account for the history of the making of the name
2. The Norman conquest. The Art of Norman Britain.
3. The Outbreak of the Second World War.

### **Examination questions bank**

#### **Part 1. Geography:**

#### I THE PHYSICAL BACKGROUND TO BRITAIN

1. What's the full and official name of the country? Account for the history of the making of the name.
2. What's the difference between the U.K., Great Britain, Britain, the British Isles, England?
3. What are the demonyms for the U.K. and its four countries?
4. Describe the Union Jack.
5. What are Britain's national emblems?
6. What is the composition of Britain? What is its geographical position?
7. Account for the geological composition of the British Isles. What two zones are there?
8. Characterise the Highland Zone. What is the highest peak in Britain, in England, in Scotland, in Wales, in Northern Ireland?
9. Speak of the Lowland Zone.
10. What is the longest river in England? In Scotland? In Wales? In Northern Ireland? What other British rivers do you know?
11. Name the largest lakes in the British Isles; in Britain; in England.
12. Climate and Britain's economy.
13. Characterise the fauna and flora of the British Isles.

14. What are the most important minerals in Britain?
15. Oil, its production and output. The main oilfields. The North Sea oil and Britain's economy. The offshore natural gas, the main gasfields and output.
16. Describe Scotland (geology, hydrography, climate, natural resources).
17. Describe England.
18. Describe Wales.
19. Describe Northern Ireland.

## II. THE DEMOGRAPHIC BACKGROUND TO BRITAIN

1. What sources does most information about the British people come from? What is the periodicity of censuses in Britain? What was Britain's population and its distribution within the four constituent countries in 2011? What is Britain's position in the world in terms of population size?
2. What are the main trends in the pattern of births in Britain? What is the general birth rate (the number of live births per 1,000 people)?
3. What is the general death rate? Name the main causes of the decline in mortality.
4. What is the sex ratio (males/females) in Britain at birth? When and why is there a turning point at which the number of women exceeds that of men? What is the average sex ratio in the population of Britain as a whole?
5. What are the current marriage trends?
6. What wide-ranging changes in family life has the XX-XXI-st centuries seen? What and how affected old family patterns?
7. What was the age structure of the British population in 2011?
8. In relation to what changes can the economic and social effects of the changes in the age composition of the population be assessed?
9. What factors gave rise to the changes in the geographical distribution of the population of Britain in the 18th -19th centuries?
10. Name the main metropolitan areas.
11. Characterise the national composition of the population of Britain. What are the main ethnic groups?
12. What are the main religions in Britain?
13. The Social composition of the population.
14. Customs and traditions.

## III THE STATE AND POLITICAL BACKGROUND TO BRITAIN

1. What is Britain's form of government? Since when? Who is head of state of the U.K.?
2. What kind of constitution does Britain have? What is it formed by?

3. What are the organs of government in the U.K.? What do you know about the principle of 'separation of powers'?
4. The Monarchy: general survey.
5. The Queen's role; her prerogatives in law and in practice.
6. What do you know about the Royal family? Who will be the next King or Queen?
7. The Legislature: general survey.
7. What are the devolved national legislatures of Scotland, Wales and Northern Ireland?
8. The Parliament of the U.K.: general survey.
9. The House of Commons: composition, main functions, traditions.
10. What are the functions of the Speaker?
11. The House of Lords: composition, main functions, traditions. The House of Lords Act 1999.
12. Legislation: general survey.
13. What is a Bill? What are the main classes of Parliamentary Bills?
14. What are the main stages does a Bill have to go through before it becomes an Act of Parliament?
15. Which House (of the two) does a Bill begin its passage through Parliament in?
16. Does a Bill become an Act of Parliament after it has passed through all the parliamentary stages?
17. The electoral system: general survey (make use of the following words and word combinations: universal suffrage; secret ballot; dissolve Parliament; summon a new Parliament; polling day; returning officer; parliamentary constituency; register of voters; vote by post (proxy); single member constituency; majority vote system; the 'first by the post'; to return; floating voter; election manifesto; marginal seat; safe seat; polling booth; unproportional representation).
18. General elections. The 2010 General Election results.
19. By-elections.
20. The Party System: general survey. The Conservative Party. The Labour Party. The Liberal Democrats. Minority Parties.
21. The Executive: general survey.
22. The Government.
23. The Cabinet: composition and functions. The Shadow Cabinet.
24. The Prime Minister.
25. The Scottish Government. The Welsh National Assembly. The Northern Ireland Executive.
26. The Judiciary: general survey.

#### IV THE ECONOMIC BACKGROUND TO BRITAIN

1. Why is Britain a vivid example of the uneven development of capitalism?
2. What changes have taken place in the national economy in between the post-Second World War period and 1970s ? in the 1980s? What do you know about the economic policies known as ‘deindustrialization’ and ‘privatisation’?
3. What is Britain’s share among the world economies today?
4. The Distribution of industry. The new governmental economic regions of England: general survey.
5. Traditional and new industries.
6. Agriculture: general survey (a short history, landowning, agrarian relations, home food supply).
7. Transport in Britain: general survey.
8. Overseas trade: general survey.

## **Part 2 History and culture**

1. Prehistoric Britain. The first inhabitants of the British Isles. The Celtic Invasion.
2. The Roman rule in Britain.
3. Anglo-Saxon Britain.
4. The Scandinavian invasions.
5. The End of Anglo-Saxon England. Anglo-Saxon art.
6. The Norman Conquest. The Art of Norman Britain.
7. The Decline of feudalism in Britain.
8. The Origins of English Parliament.
9. The Hundred Years’ War. The Wars of the Roses. The End of the Middle Ages.
10. English Art of the early and later Middle Ages (1200-1500).
11. The Tudor period: general survey.
12. The Sixteenth century expansion overseas; maritime policy of England.
13. The Economic developments in agriculture and industry.
14. The Protestant Reformation in Europe. The English Reformation.
15. The Anti-Spanish foreign policy of England in the sixteenth century. The Defeat of the Invincible Armada.
16. The Cultural history of the Tudor England.
17. England in the seventeenth century: general survey.
18. England on the eve of the Civil War.
19. The Civil War. The Commonwealth.
20. The Restoration of 1660. The First organized political parties.
21. The Glorious Revolution. The Bill of Rights.



22. The Cultural History of the seventeenth century.
23. From the Glorious Revolution to the Industrial Revolution: general survey.
24. The Growth of the British political system in the eighteenth century.
25. The Colonial Wars of the eighteenth century.
26. The Beginnings of the British Colonial Empire.
27. The Act of Union of 1707.
28. The 1715 and the 1745.
29. Developments in the system of government.
30. The Early history of the United States of America.
31. The American Revolution and the War of Independence.
32. England's rise as the 'workshop of the world'.
33. The Agrarian Revolution.
34. The Industrial Revolution.
35. The Machine production and the population. The Speenhamland Act of 1795.
36. The Cultural history of the eighteenth century England.
37. Britain after the War of American Independence.
38. Britain and the French Revolution. The Wars with France.
39. Britain after Waterloo.
40. The Liberal reforms of the 1820s.
41. The Reform Bill of 1832.
42. The Victorian age: general survey.
43. The Early Victorian period.
44. The Mid-Victorian period.
45. The Late-Victorian period.
46. The Second British Colonial Empire.
47. The Cultural history of the nineteenth century.
48. Britain at the turn of the century. British imperialism.
49. The Reforms before World War I.
50. The British foreign policy before World War I.
51. The First World War (1914-1915).
52. The First World War (1916-1918).
53. The Armistice of 1919. Britain's world position in the postwar period.
54. The Principal developments of the first decade of the interwar period in Britain.
55. The Principal developments of the second decade of the interwar period.
56. The Outbreak of the Second World War.
57. The First phase of World War II.
58. The Second phase of World War II.
59. The Third phase of the Second World War.
60. The Anglo-American-Soviet relations during World War II.
61. Britain's domestic policy during the War.
62. The Cultural history of the twentieth century Britain.
63. Britain in the postwar period.
64. Modern Britain.

## **VII. Logistical support**

Classroom with a computer and a projector, LMS platform.