# NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS

ENACTED by

Vice Rector

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ S.Y. Roshchin,

“\_\_”\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 2017

APPROVED by

the Academic Committee of the Doctoral School of History

(Minutes No. 4, March 16, 2017)

**FINAL STATE CERTIFICATION PROGRAMME**

Doctoral degree level

Field of study 46.06.01 Historical Sciences and Archeology

Specializations (majors) of study:

“Russian History”;

“World History”;

“Historiography, Source Studies and Historical Research Methods”

**Moscow - 2017**

# I. General Provisions

1.1. This programme for final state certification (FSC) processes describes the state examination and procedures for presentation of academic reports on core results of final qualification works (dissertation) by doctoral students, pursuing doctoral studies in field of study 46.06.01 “Historical Sciences and Archeology”, covering the specializations: “Russian History”, “World History”, “Historiography, Source Studies and Historical Research Methods”.

1.2. The FSC programme has been developed in line with the HSE University Educational Standard for instructing doctoral degree candidates in field 46.06.01 “Historical Sciences and Archeology”, as per Directive of the Ministry of Science and Higher Education of the Russian Federation No. 227 “On Approval of Procedures for Final State Examinations for Degree Programmes at the Doctoral Level, Postgraduate Military Training Programmes, Clinical Residency and Supervised Assistantship”, dated March 18, 2016, Directive of the Ministry of Science and Higher Education of the Russian Federation No. 1259 “On Approval of Procedures to Organize and Implement Activities Under Degree Programmes at the Doctoral Level (Postgraduate Military Training Programmes)”, dated November 19, 2013, and Order of the Government of the Russian Federation No. 842 “On Procedures for Awarding Academic Degrees”, dated September 23, 2013, and HSE University’s respective internal bylaws.

The purpose of final state certification (FSC) is to confirm the instillation of universal, general professional and professional competences (hereinafter “UC”, “GPC” and “PC”, respectively) in graduates of doctoral studies, while also gauging their readiness to engage in professional activities.

Objectives of FSC:

* identifying the extent of a graduate’s readiness to engage in independent research and teaching activities and an assessment thereof;
* developing skills to engage in independent academic and pedagogical activities, systematization of theoretical and practical skills, obtained through one’s studies.

# FSC Content

The FSC process is obligatory for doctoral students and shall be implemented upon their full completion of their degree programme. This includes preparation for and taking of the state examination and presentation of a report on the results of one’s final qualification (dissertation) work.

As per respective curricula, final state examinations shall take place at the end of the academic year. Upon successful completion of all established final state examination formats, included in the FSC process, a graduate of doctoral studies shall receive a respective diploma/qualification.

Upon an early completion of a programme, final state examinations shall be held within the timeframes as set in a doctoral student’s individual curriculum.

# II. STATE EXAMINATION PROGRAMME

The FSC process is a review of doctoral student’s theoretical knowledge and practical skills with respect to their ability to engage in academic and pedagogical activities. Upon completion of the state examination, doctoral students should demonstrate their ability to carry out independent analysis of and undertake real-life pedagogical efforts in their professional field, as well as present specialized information professionally, provide analytically founded arguments and properly defend their positions, relying on obtained in-depth knowledge, skills and developed competences.

## II.1. Contents of State Examination

The examination is implemented as the development and subsequent presentation of a draft for an educational course on a given topic and the results of a doctoral student’s dissertation research (hereinafter “academic/methodological project”).

The possible formats for the academic/methodological project include:

* special course project;
* master class series project/specific master class project;
* lecture series project/individual lecture project.

The specific format for an academic/methodological project shall be selected by doctoral students independently, depending on the topic and range of their dissertation research, as well as approved by the academic supervisor and director of the school of doctoral studies no less than 30 days prior to the date of the state examination.

The academic/methodological project paper should include:

* a title page (Annex 1);
* grounds for selecting the project format (Annex 2);
* presentation.

Doctoral students must submit their academic/methodological projects in hard copy to the School of Doctoral Studies, as well as in a PDF version, no later than 7 (seven) days prior to state examination.

## II.2. State Examination Results

Doctoral graduates should demonstrate the following competencies:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competency code** | **Competency** | **Key signs of competency acquisition** |
|  | UC-1 | Ability to engage in critical analysis and assessment of contemporary academic achievements, as well as generate new ideas when solving research and practical tasks, e.g., in interdisciplinary fields | Qualitative historiographical analysis in introduction to project |
|  | UC-2 | Ability to generate original theoretical constructs, hypotheses and research enquiry | Project originality |
|  | UC-3 | Ability to select and apply up-to-data analytical methods, appropriate to a subject and related tasks | Effectiveness of methods applied in the project, its subject and objectives |
|  | UC-4 | Ability to collect, analyze, process and store data as per generally accepted academic and ethical standards | Comprehensiveness and representation of project’s information base |
|  | UC-5 | Ability to carry out integrated analysis, e.g., interdisciplinary work, based on a cultivated and coherent academic world view | Accuracy in application of methods form other disciplines in project's implementation |

|  |  |  |  |
| --- | --- | --- | --- |
|  | UC-6 | Ability to take part in the activities of Russian and international research teams in carrying out academic and educational tasks | Author's ability to assess prospects for project implementation in various academic environs |
| UC | UC-7 | Ability to apply contemporary methods and technologies for academic communication in Russian and foreign languages | Application of contemporary communications technologies when engaging in project |
|  | UC-8 | Ability to plan and carry out tasks related to one's professional and personal development | Correlation of presented project to the relevant research/analytical field pursued by the doctoral student |
|  | GPC-1 | Ability to engage in theoretical and experimental research in the field of historical knowledge, e.g., with the application of the latest information/communications technologies | Application of innovative information/communication technologies in drawing up and presenting the project |
|  | GPC-2 | Ability to develop new analytical methods and their application in independent research work in historical knowledge with due consideration of copyright | Project's accuracy in terms of copyright compliance in the development of individual research materials |

|  |  |  |  |
| --- | --- | --- | --- |
|  | GPC-3 | Readiness to organize team research work in historical analysis | Breakdown of prospects for the implementation of students’ academic/research projects relying on the presented project as basis |
|  | GPC-4 | Ability to plan, carry out and assess instructional processes in institutions of higher education | Accuracy of course organization and student evaluation criteria |
|  | GPC-5 | Ability to select (with justification) and effectively utilize education technologies, methods and teaching methods for the purpose of ensuring planned level of personal and professional development of learners | Appropriateness of applied educational technologies to the project’s purpose |
|  | GPC-6 | Ability to develop integrated methodological support for taught subjects/modules | Quality of academic/methodological support for the project |
|  | GPC-7 | Ability to follow ethical norms in one's professional activities | Academic integrity in project contents and applied educational technologies |
|  | PC-1 | Ability to explicate a specific worldview, philosophical and paradigm-based foundation of particular historical/humanities knowledge | Depth of thinking and explication of the project’s worldview and paradigm foundations |
|  | PC-2 | Ability to identify (set) problems and their relevance/embed one's own research in contemporary historical/humanities knowledge. | Accuracy in establishment of core problem posed by project and its correlation with current state of historical knowledge |
|  | PC-3 | Ability to develop a historiographic base for research and carry out historiographical analysis on the basis of explication of the paradigm basis and deconstruction of historiographic processes | Completeness and representativeness of historiographical foundations of the project, accuracy and completeness of historiographical analysis |
|  | PC-4 | Ability to form a historical base of research and carry out source analysis | Completeness and representativeness of project’s historical source basis, accuracy and completeness of source analysis |
|  | PC-5 | Ability to tally analytical outcomes and chart historical trends | Logical and well-founded presentation of historical tendencies |
|  | PC-6 | Ability to develop and present research outcomes to the academic community | Accuracy in project’s formulation: correctness of bibliographical sources, literacy in expression, strictness in technical editing |

## II.3. State Examination Format

State examinations are held as a verbal defense of the academic/methodological project.

Duration of report: 10-15 minutes;

Recommended size of presentation – 7-10 slides.

**II.4. List of questions posed at state examinations:**

List of core questions on the state examination (set according to a specific topic of the doctoral student’s dissertation):

1. Scientific issue of dissertation research and its inclusion in a special course (series of master classes/master class/series of lectures/individual lecture);
2. Place and name of the special course (series of master classes/master class; series of lectures/individual lecture) in a structure of a Bachelor’s or Master’s degree programme in an enhanced group of fields of study 46.00.00 “History and Archeology”;
3. Analysis of Russian and international best practices in teaching courses related to the topic of dissertation research;
4. Structure of special course (series of master classes/master class; series of lectures/individual lecture);
5. Methods and approaches to inclusion of key provisions of dissertation research into the academic process.

## II.5. Assessment Criteria

The presentation of a developed academic/methodological project, as well as the level of the doctoral students’ pedagogical and research skills, shall be assessed.

The academic/methodological project should not only correspond to the topic of one’s dissertation research, but also be realistic in terms of its possible implementation in real-life educational processes. On the basis of a critical analysis of results generated during dissertation development, conclusions and recommendations are formed for its practical application in the academic process.

The following are considered when determining the state examination grade:

* fullness, logic and clarity of presented material;
* correlation of academic project to undertaken dissertation research and contemporary academic conception on the issue at hand;
* development of conceptual ideas, academic concepts and categories;
* understanding the place of academic/methodological projects in an educational context;
* ability to answer questions in detail;
* quality of presentation materials.

# Indicators

|  |  |  |
| --- | --- | --- |
|  | Total grade | Criterion |
|  | Interim grade  (0/1/2) | **Comprehension of academic issue/problem and its inclusion in academic/methodological project**  Research issues, purpose and objective of dissertation are specified.  Adequate formats for presenting key dissertation conclusions in the educational process are selected.  Well-founded and justified project design, relevance of proposed methods and approaches to inclusion of key provisions of dissertation research in the educational process. |
|  | Interim grade  (0/ 1/2) | **Practical application in academic processes**  Academic/methodological project included in the context of educational programmes at respective levels (vocational training, Bachelor’s and Master’s studies).  Analysis of Russian and foreign experience in teaching courses on the topic of dissertation research. |
|  | Interim grade  (0/ 1/2) | **Innovation**  Academic innovation, originality of author's approach and solutions. Rationale for educational significance of the project. |
|  | Interim grade  (0/ 1/2) | **Quality of presentation materials**  Relevant volume of material.  Qualitative presentation of materials.  Correlation of presentation to set time limits. |
|  | Interim grade  (0/ 1/2) | **Academic dialogue and communication**  Logical, consistent, meaningful, specific and exhaustible answers. |

The maximum points, which a doctoral student may receive on an examination is 10 points. The final grade is the sum of results received for each of the 5 (five) criteria.

When tallying the results of the state examination, the following criteria are in place:

8–10 points – “Excellent” grade;

6–7 points – “Good” grade;

4–5 points –“Satisfactory” grade;

1–3 points – “Unsatisfactory” grade.

Grades of “Excellent”, “Good” and “Satisfactory” connote successful completion of the FSC.

## II.5. Recommended Literature

Лобачев, С.Л. Основы разработки электронных образовательных ресурсов [Электронный ресурс]: учебное пособие / С.Л. Лобачев - [Б.м.] : ИнтернетУниверситет Информационных Технологий (ИНТУИТ), 2016. Дьюи Дж. Психология и педагогика мышления (Как мы мыслим): пер. с ангд. – М.: Лабиринт, 1999. – 192 с.

Методика профессионального обучения: Учебное пособие Л.П. Бурцева. - 3e изд., стер. - Флинта, Наука, 2016

Проблемно-модульное обучение: Учебное пособие Е.А. Соколков. -

Вузовский учебник, НИЦ ИНФРА-М, 2016

Современные образовательные технологии: Учебное пособие. - 3-e изд., стер.

- КноРус, 2016

Даринская Л.А. Технологии педагогического мастерства. СПб., 2010.

Гузеев В. Планирование результатов образования и образовательная технология. М., 2001.

Петти Джефф. Современное обучение. – М.: Ломоносовъ, 2010. – 624 с.

Чошанов М.А. Инженерия обучающих технологий. - М.: БИНОМ.

Лаборатория знаний, 2011. – 239 с.

\* \* \*

Савельева И. М., Полетаев А. В. Теория исторического знания (учебное пособие для вузов). СПб.: Алетейя; М.: ГУ-ВШЭ, 2008, 523 с.

**Core Reading:**

Бурдьё П. Университетская докса и творчество: против схоластических делений // Socio-Logos’96. Альманах Российско-французского центра социологических исследований Института социологии Российской академии наук. М., 1996.

Вишленкова Е.А., Савельева И. М. Университетские сообщества как объект и субъект описания // Сословие русских профессоров. Создатели статусов и смыслов / под ред. Е. А. Вишленковой, И. М. Савельевой. М., 2013.

Гумбрехт Х.У. Ледяные объятия «научности», или Почему гуманитарным наукам предпочтительнее быть «Humanities and Arts» // Новое литературное обозрение. 2006. № 5. С. 7–17.

История понятий, история дискурса, история метафор / под. ред. Х.Э. Бёдекер. М., 2010.

Коллинз Р. Социология философий: глобальная теория интеллектуального изменения. Новосибирск, 2002.

Науки о человеке: история дисциплин / ред. Дмитриев А.Н., Савельева И.М. М.: ВШЭ. 2015.

Пост Р. Дискуссии о дисциплинарности // Новое литературное обозрение. 2011. №107. С. 107–122.

Репина Л.П. "Новая историческая наука" и социальная история. М.: РАН Инт. всеобщ. ист., 1998.

Репина Л.П. Историческая наука на рубеже XX – XXI вв.: социальные теории и историографическая практика. М.: Кругъ, 2011.

Рингер Ф. Закат немецких мандаринов: Академическое сообщество Академическое сообщество в Германии, 1890-1933. М.: Новое литературное обозрение, 2008. 648 с.

Рыжковский В. В. Советская медиевистика and Beyond // Новое литературное обозрение. 2009. № 97.

Савельева И.М. Профессиональные историки в «публичной истории» // Новая и новейшая история. 2014, N3. С. 141-155.

Соколов М.М. Губа К.С. Димке Д.В. Сафонова М.А. Интеллектуальный ландшафт и социальная структура локального академического сообщества (случай петербургской социологии). Препринты ИГИТИ НИУ-ВШЭ,

WP6/2012/01 (ч. 1 и 2). М.: Изд. дом Высшей школы экономики, 2012.

Толстая С.М. Этнолингвистика: современное состояние и перспективы.

Режим доступа: http://www.ruthenia.ru/folklore/Tolstaja.html

Уваров П. Ю. Портрет историка на фоне корпорации // Новое литературное обозрение. 2006. № 81. С. 194-208.

Университет и город в России : (начало XX в.) / под ред. Т. Маурер, А. Дмитриева. - М, 2009. 777 с.

Шнедельбах Г. Университет Гумбольдта // Логос. 2002. № 5-6 (35).

Эрибон, Д. Мишель Фуко. М: Молодая гвардия, 2008. 378 с.

Banerji A. Notes on the Histories of History in the Soviet Union // Economic and Political Weekly. Vol. 41, No. 9 (Mar. 4-10, 2006), pp. 826-833.

Burke P. Eyewitnessing : The Uses of Images as Historical Evidence. London: Reaktion Books, 2001. – 223 p.

Horvath R. Legacy of Soviet Dissent: Dissidents, Democratisation and Radical Nationalism in Russia. N.Y.: Routledge, 2013.

Iggers., G.G. Historiography in the Twentieth Century. From Scientific Objectivity to the Postmodern Challenge. Hanover (NH): Wesleyan University Press; University Press of New England, 1997.

Jenks A.L. Palekh and the Forging of a Russian Nation in the Brezhnev Era / Jenks A.L. // Cahiers du monde Russe. – Vol. 44, October-December 2003. – P. 629-656.

Koselleck R. Futures Past: On the Semantics of Historical Time. New York, Columbia University Press; 2004.

McMahon E. Networked Family: Defining Kinship in Emancipated Slave Wills on Pemba Island // Journal of Social History. 2013. Vol. 46, no. 4. P. 916–930.

Megill A. The Reception of Foucault by Historians // Journal of the History of Ideas, Vol. 48, No. 1 (Jan. - Mar., 1987). pp. 117-141.

Merton R.K. The Sociology of Science: Theoretical and Empirical Investigations. Chicago, IL: University of Chicago Press, 1979.

Merton R.K. The Travels and Adventures of Serendipity: A Study in Sociological Semantics and the Sociology of Science, 2004.

Pijarski K. Wunderblock Warsaw The Ruined City, Memory, and Mechanical Reproduction // Widok. Teorie i praktyki kultury wizualnej. 2013. № 4.

Savelieva I.M. ‘Public History’ as a Vocation // SERIES: HUMANITIES (WP BRP 34/Hum/2013) National Research University Higher School of Economics. Tomann J., Nießer J., Littke A., Ackermann J., Ackermann F. Diskussion Angewandte Geschichte. Ein neuer Ansatz? - [http://docupedia.de/zg/Diskussion\_Angewandte\_Geschichte.](http://docupedia.de/zg/Diskussion_Angewandte_Geschichte)

Toonen T. Networks, Management and Institutions: Public Administration as

“Normal Science” // Public Administration. 1998. Vol. 76, N 2.

**Further Reading:**

Бартминьский Е. Языковой образ мира: очерки по этнолингвистике / пер. с польск. М.: «Индрик», 2005. 528 с.

Вен П. Все в истории единично. «Дискурс» // Вен П. Фуко. Его мысль и личность. СПб.: Владимир Даль. 2013. C. 10-30.

Гатина З.С., Савельева И.М. Историки вне стен академии: анализ представлений на основе интервью : препринт WP6/2014/05 [Текст] / З. С. Гатина, И. М. Савельева ; Нац. исслед. ун-т «Высшая школа экономики». – М. : Изд. дом Высшей школы экономики, 2014. – (Серия WP6 «Гуманитарные исследования»).

32 с. Глебкин В. В. Лексическая семантика: культурно-исторический подход. М.:

Центр гуманитарных инициатив, 2012. 256 с. (Humanitas) Гутнова Е. В. Пережитое. М., 2001.

Дубин Б.В. Слово - письмо – литература. М.: НЛО, 2001.

Дубин Б.В. Классика, после и рядом: Социологические очерки о литературе и культуре. М.: НЛО, 2010.

Запорожец О.Н. Навигатор по карте историко-социологических исследований университета // В кн.: Сословие русских профессоров. Создатели статусов и смыслов. М., 2013.

Как становятся профессорами: сравнительное исследование академических карьер в пяти странах. М.: НЛО, 2014.

Канторович Э. Два тела короля. Исследование по средневековой политической теологии. М.: Издательство Института Гайдара, 2014.

Копосов Н. Е., Бессмертная О. Ю. Юрий Львович Бессмертный и «новая историческая наука» в России // Homo Historicus. К 80-летию со дня рождения Ю. Л. Бессмертного : в 2 кн. М., 2003. Кн. 1. С. 122-160.

Савельева И.М. Классики в исторической науке: «свои» и «чужие» //

Историческая наука сегодня: теории, методы, перспективы / ред. Л. П. Репина. М.: Издательство ЛКИ, 2011. С. 491–515.

Словарь основных исторических понятий: Избранные статьи в 2-х т. / Пер. с немецкого К. Левинсон; сост. Ю. Зарецкий, К. Левинсон, И. Ширле; научн. ред. перевода Ю. Арнаутова. — М.: Новое литературное обозрение, 2014.

Социальная история и история понятий// Исторические понятия и политические идеи в России XVI—XX века. Вып. 5. СПб.: Алетейя, 2006. С. 33-

53.

Эксле О. "Император Фридрих II" Э. Канторовича в политической полемике времен Веймарской республики. Доклад на коллоквиуме "Эрнст Канторович сегодня" (Франкфурт-на-Майне, дек. 1993 г.) // Одиссей 1996.

Abbott A. The System of Professions: An Essay on the Division of Expert Labor. Chicago and London: The University of Chicago Press. 1988.

Abott, A. History and Sociology. The Lost Synthesis. Social Science History. 1991, 15/2: P. 201–238.

Brockliss L. Gown and town: the university and the city in Europe, 1200 –2000.// Minerva, 2000, Volume 38, Issue 2, pp. 147-170.

Burzel Т. Rediscovering Policy Networks as a Form of Modem Governance // Journal of European Public Policy, 1998. Vol. 5, N 2.

Catalyst of historiography, Marxism and dissidence: The sector of methodology of the institute of history, Soviet academy of sciences, 1964–68.

Freedberg D. The Power of Images. Studies in the History and Theory of Response, University of Chicago Press, Chicago 1991.

Ginzburg C. From Aby Warburg to E. H. Gombrich: A Problem of Method // Clues, Myths, and the Historical Method, Baltimore 1992. P. 17-59.

Goddard J., Vallance P. The university and the city. Routledge, 2013, 232 pp.

Gutting G. Foucault and the History Of Madness // Cambridge Companion to Foucault. P. 47-70.

History Goes Pop. Zur Repräsentation von Geshichte in populären Medien und Genres. Bielefeld, 2009.

History of Concepts: Comparative Perspectives / I. Hampsher-Monk, K. Tilmans, F. van Vree (eds.). Amsterdam., 2001.

History Sells. Angewandte Geschichte als Wissenschaft und Markt. Stuttgart, 2009.

Jordanova L. History in Practice. London, 2006.

Koselleck R. The Practice of Conceptual History: Timing History, Spacing Concepts (Cultural Memory in the Present). Translated by Todd Samuel Presner. Stanford: Stanford University Press; 2002.

Latour B. What is iconoclash OR is there a world beyond the image wars // Latour, Bruno, Weibel Peter (eds.) Iconoclash. Karlshrue, 2002.

Manovich L. Museum Without Walls, Art History Without Names: Methods and Concepts for Media Visualization / Lev Manovich // The Oxford Handbook of Sound and Image in Digital Media / Ed. by C. Vernallis, A. Herzog, and John Richardson. – Oxford University Press, 2013. – P. 253-278.

Mitchell W.J.T. Offending Images // What Do Pictures Want? Chicago: Chicago University Press, 2005.

Samuel R. Theatres of Memory. V. 1: Past and Present in Contemporary Culture. London, 1994.

Shapin S. A Social History of Truth: Civility and Science in Seventeenth-Century

England. Chicago: University of Chicago Press. 1995

Sharifian F. Cultural Conceptualisations and Language: Theoretical Framework and Applications. Amsterdam. Philadelphia: John Benjamins Publishing Company, 2011. 257 p.

Skinner Q. Meaning and Understanding in the History of Ideas / Meaning and Context. Quentin Skinner and his critics / Ed. by J. Tully. Cambridge, 1988.

The University and the City: From Medieval Origins to the Present/ Edited by Thomas Bender New York and Oxford: Oxford University Press, 1988, 316 pp.

Torstendahl R. The Rise and Propagation of Historical Professionalism / Routledge

Approaches to Historyю. L.: Routledge, 2015. 258 p.

Wellman B. Structural analysis: from method and metaphor to theory and substance // Social structures: A Network Approach. Cambridge, 1988.

**III. ACADEMIC REPORT**

# 1. Requirements for academic reports

An academic report includes the core results of final qualification work, completed during one’s doctoral programme.

The topic of an academic report should coincide with the approved topic of the doctoral student’s qualification work (dissertation).

**Structure of academic report:**

* title page (Annex 3);
* relevance of research;
* historiographic analysis;
* key issue and innovation of research;
* object, subject of research;
* purpose and goal of research;
* source base of research;
* core results of research and provisions presented for defense;
* structure and summary of research;
* dissemination of research outcomes (through conference presentations and academic publications);
* bibliography and sources;
* appendices (optional).

An academic report should be written by an author independently. In their report, doctoral students are obliged to cite authors and/or borrowed materials, as well as respective results.

The contents of a given report should cover the background of the academic research, its progress and the results/outcomes obtained. In turn, the text of the paper should identify resultant solutions/approaches to analytical enquiries/tasks and conclusions, reached by the author through their research.

Size of academic report – 40,000-60,000 symbols (including spaces; spacing – 1.5; font size – 14pt).

# 2. Results of Academic Report

Upon the preparation, presentation and defense of their academic report, doctoral graduates should demonstrate the following competencies:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Competency code** | **Competency** | **Key sign of competency acquisition** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | UC- 1 | Ability to engage in critical analysis and evaluation of contemporary academic accomplishments, generate new ideas when carrying out analytical and practical tasks, e.g., in interdisciplinary fields | Qualitative historiographic analysis |
|  | UC-2 | Ability to generate original theoretical constructions, hypotheses and research issues | Explication of novelty in research |
|  | UC-3 | Ability to select and apply research methods, suitable to a given subject and research tasks | Effectiveness of analytical methods with respect to its subject, purpose and objectives |
|  | UC-4 | Ability to collect, analyze, process and store data in line with generally accepted academic and ethical standards | Completeness and representativeness of research information base |
|  | UC-5 | Ability to carry out integrated research, including multidisciplinary work, on the basis of a coherent and systemic academic worldview | Correctness in application of methods from other disciplines in presented research |
|  | UC-6 | Readiness to take part in international and Russian analytical teams, for the purpose of carrying out academic and educational tasks | Effectiveness of author's ability to assess prospects for the incorporation of analytical results in contemporary research processes |

|  |  |  |  |
| --- | --- | --- | --- |
| UC | UC-7 | Readiness to apply contemporary methods and technologies in academic communication in Russian and foreign languages | Application of contemporary communications technologies in research activities |
|  | UC-8 | Ability to plan and carry out professional tasks for one’s own personal and professional growth | Potential of presented research in one's professional development |
|  | GPC -1 | Ability to carry out theoretical and experimental research in historical enquiry, e.g., using the latest information/communications technologies | Involvement in research and its presentation of innovative information/communications technologies |
|  | GPC -2 | Ability to develop new research methods and their application in independent academic/research activities in the field of historical enquiry, with due consideration of copyright | Ability to adhere to copyright rules when developing one’s own research methods |
|  | GPC-3 | Readiness to organize research team activities in the field of historical analysis | Explication of prospects for academic/research projects in a specific field of analysis |
|  | GPC-7 | Ability to follow ethical norms in one's professional activities | Academic integrity in research activities |
|  | PC-1 | Ability to explicate worldview, philosophical, paradigm basis of historical/humanities knowledge | Depth of thought and explication of worldview and paradigm basis of research |
|  | PC-2 | Ability to identify (establish) problem and provide grounds for its relevance/include one’s own research in the context of contemporary historical/humanities knowledge | Correctness of statement of given research problem and its correlation with current historical knowledge |
|  | PC-3 | Ability to develop historiographic base for research and carry out historiographic analysis in order to explicate paradigm foundations and deconstruct historiographic operations | Completeness and representation of historiographical basis of research, accuracy and completeness of historiographical analysis |
|  | PC-4 | Ability to develop a source base for research and analyze sources | Completeness and representation of source base for research, accuracy and completeness of source analysis |
|  | PC-5 | Ability to aggregate research outcomes and carry out historical constructions | Logic and grounds for presented historical concepts |
|  | PC-6 | Ability to develop and present results to the academic community | Accuracy in project development: correctness in bibliographic selection, well-stated positions, strict technical editing |

# 3. Procedures for Writing Academic Reports

A doctoral student’s academic report should be completed under the guidance of an academic supervisor. The timetable for preparing such a report shall be approved by the doctoral learner with their supervisor and the director of the School of Doctoral Studies and should foresee the following milestones:

1. writing up the report’s text, preliminary presentation of the report as part of a doctoral seminar;
2. presenting a final version of the report to the academic supervisor;
3. submission of the report to the School of Doctoral Studies for review via the Antiplagiat system;
4. public defense of the academic report.

Academic papers shall be presented as a specially prepared manuscript. They may be written in Russian or English (with the approval of the director of the doctoral school and the academic supervisor).

In order to engage in final evaluation, doctoral students must submit their academic papers in hard copy and in an electronic format (\*.doc, \*.rtf.) or \*.pdf to the School of Doctoral Studies no later than 20 days prior to the start of the FSC process.

The text of academic papers shall be checked for borrowed materials or other outcomes (hereinafter “plagiarism”). Plagiarism checks are obligatory.

Managers of the School of Doctoral Studies are responsible for organizing plagiarism checks.

Texts of academic papers and respective abstracts will be posted on the University’s corporate website (portal).

# 4. Procedures for Presenting Academic Reports

Doctoral students shall present academic reports at on open meeting of the state examination board with a quorum of at least 2/3 of its membership and the obligatory presence of its chairperson.

Submission and discussion of academic reports as part of the state examination process are academic in their implementation and held in line with the following stages:

* doctoral student’s presentation of academic report (up to 15 minutes);
* doctoral student’s answers to questions about report;
* open discussion;
* doctoral student’s concluding words;
* the presentation and announcement of the board’s decision on the FSC results in the form of an academic report.

The decision of the state examination board shall be made at a closed meeting and announced on the day of a report’s presentation.

# 5. Criteria for Assessing Academic Reports

|  |  |  |
| --- | --- | --- |
|  | **Total grade** | **Criterion** |
|  | Interim grade  (0/1/2) | **Relevance of research**  Justification for selecting research topic, essence of analytical issue/problem, necessity for solutions to stated problem for the specific field of science or practice; general scale of research (time, coverage, bench-mark data, etc.) |
|  | Interim grade  (0/ 1/2) | **Analysis of research depth**  Overview and analysis of sources and literature on research topic, indicating concept, theoretical/methodological justifications for given approaches, gaps in current analysis |
|  | Interim grade  (0/ 1/2) | **Purpose and objective of research**  Accuracy of research purpose and objective, correlation of work thereto |
|  | Interim grade  (0/ 1/2) | **Academic innovation** |
|  | Interim grade  (0/ 1/2) | **Methodology and research methods**  Correlation of selected methods to report topics and addressed problems |
|  | Interim grade  (0/ 1/2) | **Rationale and justification for conclusions, recommendations and provisions** |
|  | Interim grade  (0/ 1/2) | **Level of indepedence** |
|  | Interim grade  (0/ 1/2) | **Reliability and dissemination of results** |
|  | Interim grade  (0/ 1/2) | **Theoretical and practical significance** |
|  | Interim grade  (0/ 1/2) | **Report and presentation**  Clarity, logical flow and professionalism in report presentation; visual clarity and robust structure of presentation material |

The total points that a doctoral student may receive for their academic report comes to 20. The final grade is the accumulation of points received for each of the 10 criteria.

When assessing academic reports, the following grading criteria are applied:

20–16 points – “Excellent”;

15–10 points – “Good”;

9–5 points – “Satisfactory”;

4–0 points – “Unsatisfactory”.

Grades of “Excellent”, “Good”, or “Satisfactory” connote successful completion of the state certification process.

**Annex 1**



**NATIONAL RESEARCH NIVERSITY HIGHER SCHOOL OF ECONOMICS**

**MATERIALS FOR STATE EXAMINATION**

**Project for SPECIAL COURSE /SERIES OF MASTER CLASSES/MASTER CLASS/SERIES OF LECTURES/LECTURE**

(specific project type)

**Full name …**

**Field of study …**

**Programme specialization (major)…**

# Doctoral school …

Doctoral student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/full name/

*signature*

Director, School of Doctoral Studies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/full name /

*signature*

# Moscow, year

**Annex 2**

GROUNDS FOR SELECTING PROJECT FORMAT

1. Academic problem of dissertation research and inclusion in a special course (series of master classes/master class/series of lectures/special lecture);
2. Place and designation of special course (series of master classes/master class; series of lectures/special lecture) in the structure of programme 46.03.01 “History” for Bachelor’s students or for field 46.04.01 “History” for Master’s students;
3. Analysis of domestic and international experience in teaching courses on dissertation topic;
4. Structure of special course (series of master classes/master class; series of lectures/special lecture).
5. Methods and approaches for including key dissertation research provisions in educational processes.

Annex 3



**NATIONAL RESEARCH UNIVERSITY HIGHER SCHOOL OF ECONOMICS**

**ACADEMIC REPORT**

**outcomes of qualification work (dissertation)**

**Full name…**

**Field of study …**

**Programme specialization (major) …**

# School of Doctoral Studies …

Doctoral student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/full name /

*signature*

Academic Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/full name /

*signature*

Director, School of Doctoral Studies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/full name/

*signature*

# Moscow, year