

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего профессионального
образования "Национальный исследовательский университет
"Высшая школа экономики"**

Санкт-Петербургская школа гуманитарных наук искусств
Департамент истории

Рабочая программа дисциплины «Global and Comparative History of Empires»
для направления 46.03.01 «История» подготовки бакалавра

Автор программы:

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Согласована менеджером ОП «История»

«_____» _____ 2019 г.

М.А. Кравцова _____

Утверждена академическим советом ОП «История»

«_____» _____ 2019 г.

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Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения кафедры-разработчика программы.*

Аннотация

Название дисциплины	Global and Comparative History of Empires		
Образовательная программа	46.03.01 «История», образовательная программа бакалавриата «История»		
Тип дисциплины ¹	По выбору		
Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты)	Знание историографии и источниковедения на уровне бакалавриата по истории		
Объем з.е.	5 зачетных единиц		
Объем в часах	Аудиторная работа	Самостоятельная работа	Всего
	80	110	190
Краткое описание курса	Целью данного курса является ознакомление с современными историческими трудами и размышлениями об империи. Сфера курса в основном лежит в период современной истории. Основной задачей является изучение методологических дебатов и подходов. Особое внимание уделено освоению принципов и методологических подходов «глобальной истории». Данный курс является попыткой исследовать исторические различия, сравнения и запутанности империй в современной истории.		
Образовательные результаты по дисциплине	<ul style="list-style-type: none"> - освоение новой аналитической категории «империя» и того, как данная категория используется для анализа исторического опыта 18-20 веков; - освоение методологических подходов, используемых историками для изучения истории империй; - формирование видения глобального и сравнительного контекстов имперской истории; - совершенствование навыков научной дискуссии и самостоятельной исследовательской работы. 		
Краткое содержание дисциплины	<p>Дисциплина состоит из двух основных разделов, включающих в себя подразделы.</p> <p>Раздел 1. Критические теории национализма и телеологии модерности.</p> <p>Раздел 2. Теории эмпиризма. Проблема интерпретации истории имперских образований и необходимость объяснительной модели для империи.</p>		
Образовательные	Курс состоит из лекций и семинарских занятий. Семинарские		

Notes:

¹ Обязательный/по выбору

технологии	занятия состоят из обсуждения обязательной литературы, а также модерлируемой дискуссии по вопросам темы семинарского занятия. Важным элементом работы с текстами историографии является выявление аргумента работы и позиционирование данного аргумента в контексте дискуссий в широком историографическом поле (например, анализ конкретного случая использования современного знания для переописания политического пространства империи как критической интервенции относительно историографического представления о домодерном и архаичном характере империи).
Формы контроля	Посещение и участие с лекция и семинарах (20% оценки), промежуточный письменный экзамен (30% оценки), финальный экзамен в виде письменной работы (50% оценки).
Литература	<p><u>Mandatory</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J. Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire Frederick Cooper, Ann Stoler (eds.), <i>Tensions of Empire. Colonial Cultures in a Bourgeois World</i>, Berkeley: University of California Press, 1997. Ebook.</p> <p><u>Optional</u> Dina Houry and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” <i>Ab Imperio</i> 1 (2017): 45-58; Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” <i>Ab Imperio</i> 1 (2017): 86-130; Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” <i>Ab Imperio</i> 1 (2007): 191-223 Semyonov, Alexander. «The Ambiguity of Federalism as a Postimperial Political Vision: Editorial Introduction». <i>Ab Imperio</i> 2018, Issue 3 (2018): 23–30. https://doi.org/10.1353/imp.2018.0057. Mantena, Karuna, и Rama Sundari Mantena. «Introduction: Political Imaginaries at the End of Empire». <i>Ab Imperio</i> 2018, Issue. 3 (2018): 31–</p>

	<p>35. https://doi.org/10.1353/imp.2018.0058.</p> <p>Mantena, Rama Sundari. «Anticolonialism and Federation in Colonial India». <i>Ab Imperio</i> 2018, Issue 3 (2018): 36–62. https://doi.org/10.1353/imp.2018.0059.</p> <p>Datla, Kavita Saraswathi. «Sovereignty and the End of Empire: The Transition to Independence in Colonial Hyderabad». <i>Ab Imperio</i> 2018, Issue. 3 (2018): 63–88. https://doi.org/10.1353/imp.2018.0060.</p> <p>Getachew, Adom. «Securing Postcolonial Independence: Kwame Nkrumah and the Federal Idea in the Age of Decolonization». <i>Ab Imperio</i> 2018, Issue 3 (2018): 89–113. https://doi.org/10.1353/imp.2018.0052.</p> <p>Glebov, S. «Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s–1880s». <i>Ab Imperio</i>, Issue 1 (2017): 86–130.</p>
Преподаватель	А.М. Семенов PhD, проф.

Course descriptor

Title of the course	Global and Comparative History of Empires		
Title of the Academic Programme	Undergraduate program in history		
Type of the course ²	Elective		
Prerequisites	Familiarity with critique of historical sources methodologies and approaches to historiographic analysis		
ECTS workload	5 ECTS		
Total indicative study hours	Directed Study	Self-directed study	Total
	80	110	190
Course Overview	<p>The aim of this course is to familiarize with current historical writings and reflections on empire. The ultimate thrust of the discussion is to scrutinize the epistemic revolution whereby the narrative of modern history previously written through the prism of national history has been recast to accommodate the fact of persistence of “imperial formations,” both in the sphere of international and global politics and in the area of management of diversity. The scope of the course mainly lies in the Modern history period, the geographic coverage is not universal, the main idea is to look at methodological debates and approaches. Global history has recently been constituted as a distinctive field of its own. Yet, in its thrust of overcoming the limitations of national history canon the global history has many resemblances with the field of imperial history. After all, empires were historic regimes that fostered connections and transfers in their often violent histories. At the same time, empires were habitually thought of by historians as autarkic and self-sufficient phenomena that allowed little space for cross-influence and entanglement. Following the optics of global history this course will be an attempt to explore the historic differences, comparisons and entanglements of empires in modern history.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> -understanding the new analytical category of empire and how it is used to analyze historical experience of the 18-20 centuries; -ability to apply new approaches that explore diversity and management of diversity in the imperial settings; - ability to situate the historical experience of a given historical empire in the comparative and global context; - improving the skills of scientific discussion and independent research 		
Indicative Course Content			
Teaching and Learning	The course consists of lectures and seminars. Seminar classes consist of a		

Notes:

² Type of the course - core (mandatory); optional or elective.

Methods	discussion of mandatory readings, as well as guidance to students during discussions.
Indicative Assessment Methods and Strategy	Attendance of and participation in seminars (20% of the grade), midterm written exam (30% of the grade), final paper (50% of the grade). Students are expected to read and formulate questions to the assigned seminar readings. The written exam will comprise assessment of familiarization with key concepts and definitions in the course. The final paper must be dedicated to a review of monograph or two articles on a given topic from the thematic range of the course. Individual requests for a research project to be submitted in the form of the final paper may be considered.
Readings / Indicative Learning Resources	<p><u>Mandatory</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J. Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009. https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire Frederick Cooper, Ann Stoler (eds.), <i>Tensions of Empire. Colonial Cultures in a Bourgeois World</i>, Berkeley: University of California Press, 1997. Ebook.</p> <p><u>Optional</u> Dina Khoury and Sergey Glebov, “Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires,” <i>Ab Imperio</i> 1 (2017): 45-58; Sergey Glebov, “Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s,” <i>Ab Imperio</i> 1 (2017): 86-130; Marina Mogilner, “Russian Physical Anthropology in Search of ‘Imperial Race’: Liberalism and Modern Scientific Imagination in the Imperial Situation,” <i>Ab Imperio</i> 1 (2007): 191-223 Semyonov, Alexander. «The Ambiguity of Federalism as a Postimperial Political Vision: Editorial Introduction». <i>Ab Imperio</i> 2018, Issue 3 (2018): 23–30. https://doi.org/10.1353/imp.2018.0057. Mantena, Karuna, и Rama Sundari Mantena. «Introduction: Political Imaginaries at the End of Empire». <i>Ab Imperio</i> 2018, Issue. 3 (2018): 31–35. https://doi.org/10.1353/imp.2018.0058. Mantena, Rama Sundari. «Anticolonialism and Federation in Colonial</p>

	<p>India». <i>Ab Imperio</i> 2018, Issue 3 (2018): 36–62. https://doi.org/10.1353/imp.2018.0059.</p> <p>Datla, Kavita Saraswathi. «Sovereignty and the End of Empire: The Transition to Independence in Colonial Hyderabad». <i>Ab Imperio</i> 2018, Issue. 3 (2018): 63–88. https://doi.org/10.1353/imp.2018.0060.</p> <p>Getachew, Adom. «Securing Postcolonial Independence: Kwame Nkrumah and the Federal Idea in the Age of Decolonization». <i>Ab Imperio</i> 2018, Issue 3 (2018): 89–113. https://doi.org/10.1353/imp.2018.0052.</p> <p>Glebov, S. «Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s–1880s». <i>Ab Imperio</i>, Issue 1 (2017): 86–130.</p>
Course Instructor	Alexander Semyonov, Ph.D., prof.

Course Syllabus

Title of the course	Global and Comparative History of Empires		
Title of the Academic Programme	Undergraduate program in history		
Type of the course	Elective		
Prerequisites	Familiarity with critique of historical sources methodologies and approaches to historiographic analysis		
ECTS workload			
Total indicative study hours	Directed Study	Self-directed study	Total
	80	110	190
Course Overview	<p>The aim of this course is to familiarize with current historical writings and reflections on empire. The ultimate thrust of the discussion is to scrutinize the epistemic revolution whereby the narrative of modern history previously written through the prism of national history has been recast to accommodate the fact of persistence of “imperial formations,” both in the sphere of international and global politics and in the area of management of diversity. The scope of the course mainly lies in the Modern history period, the geographic coverage is not universal, the main idea is to look at methodological debates and approaches. Global history</p>		

	has recently been constituted as a distinctive field of its own. Yet, in its thrust of overcoming the limitations of national history canon the global history has many resemblances with the field of imperial history. After all, empires were historic regimes that fostered connections and transfers in their often violent histories. At the same time, empires were habitually thought of by historians as autarkic and self-sufficient phenomena that allowed little space for cross-influence and entanglement. Following the optics of global history this course will be an attempt to explore the historic differences, comparisons and entanglements of empires in modern history.				
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> -understanding the new analytical category of empire and how it is used to analyze historical experience of the 18-20 centuries; -ability to apply new approaches that explore diversity and management of diversity in the imperial settings; - ability to situate the historical experience of a given historical empire in the comparative and global context; - improving the skills of scientific discussion and independent research 				
Teaching and Learning Methods	The course consists of lectures and seminars. Seminar classes consist of a discussion of the literature given for mandatory reading, as well as guidance to students during discussions.				
Content and Structure of the Course					
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
Part 1.	Critical theories of nationalism and teleologies of modernity	40	10	10	30
Part 2.	Contemporary approaches to empire. Comparative and global history.	150	10	10	30
Part 3.	Sovereignty, citizenship, agency, diversity, and production of knowledge in imperial and colonial context. Imperial transformations.		20	20	50
Total study hours		190	40	40	110
Indicative Assessment Methods and Strategy	Attendance of and participation in seminars (20% of the grade), midterm written exam (30% of the grade), final paper (50% of the grade). Students are expected to read and formulate questions to the assigned seminar readings. The written exam will comprise assessment of familiarization with key concepts and definitions in the course. The final paper must be dedicated to a review of monograph or two articles on a given topic from the thematic range of the course. Individual requests for a research project to be submitted in the form of the final paper may be considered.				
Readings / Indicative Learning Resources	<u>Mandatory</u> Semyonov A., Gerasimov I., Mogilner M., Glebov S., Kusber J., Petersen H., Stoler A. L. <i>Empire Speaks Out: Languages of Rationalization and Self-Description in the Russian Empire</i> / Ed. by A. Semyonov, J.				

Kusber, I. Gerasimov. Vol. 1. Boston, Leiden : Brill, 2009.
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=634901&query=Empire+Speaks+Out%3A+Languages+of+Rationalization+and+Self-Description+in+the+Russian+Empire>

Frederick Cooper, Ann Stoler (eds.), *Tensions of Empire. Colonial Cultures in a Bourgeois World*, Berkeley: University of California Press, 1997. Ebook.

Optional

Dina Khoury and Sergey Glebov, "Citizenship, Subjecthood, and Difference in the Late Ottoman and Russian Empires," *Ab Imperio* 1 (2017): 45-58;

Sergey Glebov, "Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s-1880s," *Ab Imperio* 1 (2017): 86-130;

Marina Mogilner, "Russian Physical Anthropology in Search of 'Imperial Race': Liberalism and Modern Scientific Imagination in the Imperial Situation," *Ab Imperio* 1 (2007): 191-223

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<https://doi.org/10.1353/imp.2018.0059>.

Datla, Kavita Saraswathi. «Sovereignty and the End of Empire: The Transition to Independence in Colonial Hyderabad». *Ab Imperio* 2018, Issue. 3 (2018): 63–88. <https://doi.org/10.1353/imp.2018.0060>.

Getachew, Adom. «Securing Postcolonial Independence: Kwame Nkrumah and the Federal Idea in the Age of Decolonization». *Ab Imperio* 2018, Issue 3 (2018): 89–113. <https://doi.org/10.1353/imp.2018.0052>.

Glebov, S. «Between Foreigners and Subjects: Imperial Subjecthood, Governance, and the Chinese in the Russian Far East, 1860s–1880s». *Ab*

	<i>Imperio</i> , Issue 1 (2017): 86–130.		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)		10
	Assignments for seminars / tutorials / labs		10
	E-learning / distance learning (MOOC / LMS)		3
	Fieldwork		-
	Project work		-
	Other (please specify): preparation for the midterm written exam		34
	Preparation for the exam (essay)		57
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	(If required)		
Course Instructor	Alexander Semyonov, Ph.D., prof.		

Course Content

Part 1.

Lecture 1. Introduction. The arc of thinking about sovereignty and society from theories of nationalism to theories of empire. Historical narrative and historical interpretation in history of nationalism and histories of empire.

Seminar 1. Ernst Renan. What is Nation? Scholarly and political discourses in early definitions of nation.

Lecture 2. Grand Narratives of modernity: Max Weber vs. Karl Marx. Critical theories of nationalism. Modernist thesis. Perennialist thesis. Social and cultural foundations of modern system of nation-states. Historical variability of nationalism. Typologies of nationalism. Nationalism as a normative discourse.

Seminar 2. Structuralist theories of nationalism. Ernest Gellner. Nations and Nationalism.

Lecture 3. The arc of thinking about sovereignty and society from theories of nationalism to theories of empire.

Seminar 3. Constructivist theories of nationalism. Benedict Anderson. Imagined Communities.

Lecture 4. Modern teleology in critical theories of nationalism. Critique of groupist ontology.

Seminar 4. Cognitive turn in theories of nationalism. Rogers Brubaker.

Lecture 5. Nationalism as a derivative discourse. National indifference. Towards a critique of hegemony of nationalist discourse.

Seminar 5. Nationalism in the post-colonial setting.

Part 2.

Lecture 6. Approach in comparative and global history. Critique of national history canon. National history and Eurocentrism.

Seminar 6. Constructivist approach to global history. Comparative history and history of entanglements.

Lecture 7. Legacies of the Roman empire in Europe. Imperial traditions in Europe. Westphalian system. Early modern empires. Peripheral empires in the system of modern international relations.

Seminar 7. Empires as mechanisms of global order. Peripheral empires.

Lecture 8. Post-colonial studies and history writing. Orientalism.

Seminar 8. Varieties of post-colonial approach and the problem of epistemic power.

Lecture 9. Repertoires of imperial politics.

Seminar 9. Imperial pragmatism. Ideological legitimation of imperial rule.

Lecture 10. Constructivist approaches to empire. The problem of imperial diversity.

Seminar 10. New imperial history in dialogue with old imperial histories.

Part 3.

Lecture 11. Imperial politics of integration. Early modern and modern empires' indirect rule.

Seminar 11. Imperial elites in the Habsburg and Russian Empires.

Lecture 12. Religion and Empire. Islam in the Russian and Ottoman Empires: transformation roles of religious and ethnic identity.

Seminar 12. Religion in the imperial rule and government. Religious and ethnic identification.

Lecture 13. Citizenship and subjecthood, the history of normative categories and the history of political practices. Subjecthood as the definition of political belonging. The varied practices of subjecthood in the imperial settings.

Seminar 13. Citizenship as a democratic concept of participation and the place of political belonging.

Lecture 14. Production of knowledge in the imperial and colonial contexts. Production of knowledge, governance, colonial power, redescription of imperial politics and society. Traditions of sociology, ethnography and anthropology. Continental European (German-Russian) and colonial European settings.

Seminar 14. Paradigms of ethnicity and race in the development of ethnography and anthropology

Lecture 15. Imperial diversity and mass politics. Can the subalterns speak?

Seminar 15. Elite politics, technocratic power and social self-organization.

Lecture 16. Global imperial crisis. World War I.

Seminar 16. World War I as war of total mobilization.

Lecture 17. Imaginaries of post-imperial order.

Seminar 17.

Lecture 18. Imperial crisis and transformations of sovereignty and legitimacy

Seminar 18. Cases of imperial revolutions.

Lecture 19. Violence and the collapse of empire.

Seminar 19. The case of Armenian genocide of 1915.

Lecture 20. Competing universalisms:

Seminar 20.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		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)	Written exam on key concepts in classical theories of nationalism and	*			
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» (0-2)	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.
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Written exam aimed at checking familiarity with the key concepts of the course

Sample questions for the exam:

- Explain the role of semantic labor in the theory of nationalism by Ernest Gellner
- What is meant by modular character of nationalism by Benedict Anderson? Explicate it using the sequence of regional chapters in the book Imagined Communities
- Provide definitions of civic and ethnic nationalism. Explain what is the criticism of this binary typology of nationalism by Rogers Brubaker
- Describe the main legacies of the Roman empire for imperial tradition in Europe according to Dominic Lieven
- What is the phenomenon of Orientalism according to Edward Said
- Provide the explanation of the model of empire that consists of the center and periphery
- Provide the definition of imperial situation. How does this definition help frame the phenomenon of imperial diversity
- What is at stake in the debate between the concept of transition from empire to nation and the concept of imperial transformation. Analyze the historical cases that are used to foreground the respective argument.

Sample topics for exam (written assignment)

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- The Problem of Rupture and Continuity in Terms of Approaches to Diversity between the Russian Empire and Soviet Union
- Production of Knowledge About Diversity from Ethnography to Anthropology in the Russian Empire
- The crisis of Enlightenment colonialism and the concept of indirect rule in the British and Russian Empire
- Cooptation of the elites in the Habsburg and Russian Empire
- The place of Islam in the Ottoman and Russian Empire
- The Role of Expert Knowledge in the Russian Empire and Soviet Union
- Territorial system of government in the Russian Empire and Soviet Union
- Autonomist and regionalist discourses in the Russian Empire
- Reforms in the multinational space of the Habsburg and Russian Empire
- Reformist ideologies in the British and Russian Empires
- World War I: the crisis of empires and Mobilization of Ethnicity
- Comparison of the Collapse of the Ottoman and Russian Empires

Grades	Assessment Criteria
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«Excellent» (8-10)	Has a clear argument, which addresses the topic and responds effectively to all aspects of the assignment. Fully satisfies all the requirements of the assignment; rare minor errors occur;
«Good» (6-7)	Responds to most aspects of the topic with a clear, explicit argument. Covers the requirements of the assignment; may produce occasional errors.
«Satisfactory» (4-5)	Generally addresses the assignment; 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» (0-2)	Fails to demonstrate any appropriate knowledge.

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.