Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Great and Emerging Powers in Global Politics

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The aim of this directed reading course is to provide an intellectual challenge to students by engaging with major theories, concepts and issues in security studies. The course provides an introduction and overview to key theoretical, empirical and policy issues in Human Rights and International Security debates and examines the changing nature of security in a post-Cold war and post-September 11th context. The module provides a basis for further post-graduate studies in international relations and security studies or for careers in governments, international organizations, NGOs and the media.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Great and Emerging Powers in Global Politics**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	UK-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level. UK-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s). UK-4.3 Uses modern communication technologies for professional purposes. UK-4.4 Builds a strategy of oral and written communication in Russian, native and foreign language(s) within the framework of academic and professional interaction.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.

Code	Competence	Competence Development Indicators
OPK-4	Expected to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	OPK-4.1 Conducts scientific research in interdisciplinary areas, including setting goals and objectives, positioning the selected problem in the available literature on the topic, choosing research methods, determining the scientific novelty of the problem under study, confirming the reliability of scientific hypotheses, formulating one's own conclusions and recommendations. OPK-4.2 Analyzes international and political-economic problems and processes while observing the principle of scientific objectivity.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Great and Emerging Powers in Global Politics**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.02**of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Great and Emerging Powers in Global Politics**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	-	Theory and Practice of Diplomacy / Теория и практика дипломатии International Organizations and Peace Process / Международные организации и мировой процесс Security and Development Challenges in Russia / Проблемы безопасности в России
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	-	Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			отношений
OPK-4	Expected to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	-	Global Security / Глобальная безопасность Security and Development Challenges in Africa / Проблемы безопасности в Африке
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			Migration, Development and Global Security / Миграция, развитие и глобальная безопасность
			Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
			Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
			Security and Development Challenges in Russia / Проблемы безопасности в России
			Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
			Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("**Great and Emerging Powers in Global Politics**") is 3 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Type of academic activities	TOTAL, academic hours	Semester			
		1	2	3	4
Classroom learning, academic hours	*32*			*32*	
including:					
Lectures	16			16	
Lab work					
Seminars	16			16	
Self-study, academic hours	*76*			*76*	
Evaluation and assessment (exam or pass/fail grading), academic hours	*18*			*18*	
Course workload — academic hours	**108**			**108**	
Course workload — credits	**3**			**3**	

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Section 1. **Introduction to course.**	Topic 1. Regional integration is a process in which neighboring states enter into an agreement in order to upgrade cooperation through common institutions and rules. The objectives of the agreement could range from economic to political to environmental, although it has typically taken the

	form of a political economy initiative where commercial interests are the focus for achieving broader socio-political and security objectives, as defined by national governments. Regional integration has been organized either via supranational institutional structures or through intergovernmental decision-making, or a combination of both.
Section 2. **General aspects of the regional integration.**	Topic 2. Past efforts at regional integration have often focused on removing barriers to free trade in the region, increasing the free movement of people, labour, goods, and capital across national borders, reducing the possibility of regional armed conflict (for example, through Confidence and Security-Building Measures), and adopting cohesive regional stances on policy issues, such as the environment, climate change and migration. Intra-regional trade refers to trade which focuses on economic exchange primarily between countries of the same region or economic zone. In recent years countries within economic-trade regimes such as ASEAN in Southeast Asia for example have increased the level of trade and commodity exchange between themselves which reduces the inflation and tariff barriers associated with foreign markets resulting in growing prosperity.
Section 3. **European subsystem of the international relations.**	Topic 3. The EU traces its origins from the European Coal and Steel Community (ECSC) and the European Economic Community (EEC), formed by the Inner Six countries in 1951 and 1958, respectively. In the intervening years, the community and its successors have grown in size by the accession of new member states and in power by the addition of policy areas to its remit. The Maastricht Treaty established the European Union under its current name in 1993 and introduced the European Citizenship.[16] The latest major amendment to the constitutional basis of the EU, the Treaty of Lisbon, came into force in 2009.
Section 4. **Asian subsystem of the international relations.**	Topic 4. ASEAN was preceded by an organisation called the Association of Southeast Asia (ASA), a group consisting of the Philippines, Malaysia and Thailand that was first formed in 1961. The bloc itself, however, was inaugurated on 8 August 1967, when foreign ministers of five countries – Indonesia, Malaysia, the Philippines, Singapore, and Thailand – met at the Thai Department of Foreign Affairs building in Bangkok and signed the ASEAN Declaration, more commonly known as the Bangkok Declaration.
Section 5. **Central European Free Trade Agreement.**	Topic 5. The original CEFTA agreement was signed by the Visegrád Group countries, that is by Poland, Hungary and Czech and Slovak republics (at the time parts of the Czech and Slovak Federative Republic) on 21 December 1992 in Kraków, Poland. It came into force in July 1994. Through CEFTA, participating countries hoped to mobilize efforts to integrate into Western European institutions and through this,

	to join European political, economic, security and legal systems, thereby consolidating democracy and free-market economics.
Section 6. **Eurasian Economic Community.**	Topic 6. The Eurasian Economic Community was established for effective promotion of the creation by the Customs Union member states of a Single Economic Space and for coordinating their approaches while integrating into the world economy and the international trade system. One of the Organization's chief activity vectors is ensuring the dynamic evolution of the Community states through coordinating their economic and social reforms while effectively using their economic potentials to improve the living standards of their peoples..
Section 7. **The African Union.**	Topic 7. The African Union is made up of both political and administrative bodies. The highest decision-making organ is the Assembly of the African Union, made up of all the heads of state or government of member states of the AU.
Section 8. **North American Free Trade Agreement.**	Topic 8. The goal of NAFTA was to eliminate barriers to trade and investment between the U.S., Canada and Mexico. The implementation of NAFTA on January 1, 1994 brought the immediate elimination of tariffs on more than one-half of Mexico's exports to the U.S. and more than one-third of U.S. exports to Mexico. Within 10 years of the implementation of the agreement, all U.S.-Mexico tariffs would be eliminated except for some U.S. agricultural exports to Mexico that were to be phased out within 15 years. Most U.S.-Canada trade was already duty-free. NAFTA also seeks to eliminate non-tariff trade barriers and to protect the intellectual property right of the products.
Section 9. **South Asian Association for Regional Cooperation.**	Topic 9. The SAARC policies aim to promote welfare economics, collective self-reliance among the countries of South Asia, and to accelerate socio-cultural development in the region. The SAARC has developed external relations by establishing permanent diplomatic relations with the EU, the UN (as an observer), and other multilateral entities. The official meetings of the leaders of each nation are held annually whilst the foreign ministers meet twice annually. The 18th SAARC Summit is scheduled to be held in Kathmandu in November 2014.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES
Main reading:

1. Human rights law and practice / Gen. ed.: J.Herberg. - 3 ed. ; Книга на английском языке. - London : Lexis Nexis, 2009. - 974 p. : il. - ISBN 978-1-4057-3686-2 : 12643.82.

2. European human rights reports [Текст] / Co-editor Tim Eicke. - Книга на английском языке. - London : Sweet & Maxwell LTD, 2001. - 570 p. : il. - ISBN 0-421-77180-1 : 3722.40

3. Ian Bremmer. These Are the 5 Reasons Why the U.S. Remains the World's Only Superpower. Time (28 мая 2015) Книга на английском языке

4. Greg, Percy. History of the United States from the Foundation of Virginia to the Reconstruction of the Union (англ.). — West, Johnston & Company, 1892. Книга на английском языке

Additional reading:

1. Hoffman John.Gender and sovereignty: feminism, the state and international relations / Hoffman John. - London : Palgrave, 2001. - 228 p. - ISBN 0-333-75140-X : 3477.65.

2. Viotti Paul R.International Relations and World Politics. Security, Economy, Identity / Viotti Paul R., Kauppi Mark V. - 2nd ed. - New Jersey : Prentice-Hall, 2001. - 528 p. : il. - (Companion Website). - ISBN 0-13-017277-4 : 3695.01.

3. Autonomie regionale et relations internationales. Regional Autonomy and International Relations : Сб. статей / Univercity of the Azores. - Авт. колл. Книга на англ. и франц. языках ; Сост. Carlos E. Pacheco Amaral. - Paris : L'Harmattan, 2011. - 324 p. - ISBN 978-2-296-54987-6.

4. Regional Autonomy and International Relations. New Dimensions of Multilateral Governance . - Paris : L'Harmattan, 2011. - 324 p. - ISBN 978-2-296-54978-6.

5. Chernenko E.F.New risks in international relations [Текст] : Educational-methodical complex / E.F. Chernenko; Учен. совет РУДН. - Программа стратегического развития РУДН на 2012-2016 гг. ; Книга на английском языке. - М. : Изд-во РУДН, 2013. - 202 с. - ISBN 978-5-209-05061-2.

Internet sources:
1. •   Learning toolkits for self- studies in the RUDN LMS TUIS:
- http://lib.rudn.ru/MegaPro/Web
2. •   Databases and search engines:
- Google https://www.google.ru/
- SCOPUS http://www.elsevierscience.ru/products/scopus/

Educational and methodological materials for independent work of students in the development of the discipline / module:

1. Course of lectures on discipline «Great and Emerging Powers in Global Politics»

2. Guidelines for the implementation and design of a term paper / project in the discipline «Great and Emerging Powers in Global Politics»

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Great and Emerging Powers in Global Politics" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Данилов В.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории		**Дегтерев Д.А.**
международных отношений		
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Questions to prepare for the final certification
Course «Great and Emerging Powers in Global Politics»

1. General aspects of the regional integration.
2. European subsystem of the International relations.
3. Asian subsystem of the International relations.
4. Central European Free Trade Agreement.
5. Eurasian Economic Community.
6. The African Union.
7. North American Free Trade Agreement.
8. South Asian Association for Regional Cooperation
9. Human Security in Global and Regional Perspectives.
10. Humanitarian Intervention Concept and its Interconnection with International Security.
11. Practical Use and Implementation of Humanitarian Intervention Concept.
12. Humanitarian Intervention and the Erosion of International Security System

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Academic Writing in International Relations

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The purpose of mastering the discipline "Academic Writing in International Relations" is to acquire modern knowledge and skills to write opinion papers, essays, thesis and articles in IR and political science.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Academic Writing in International Relations**" is aimed at the formation of the following competencies (parts of competencies) in students:
ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research.

Code	Competence	Competence Development Indicators
		PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Academic Writing in International Relations**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.03.05** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Academic Writing in International Relations**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда	-
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process /	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг	
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда	

4. COURSE WORKLOAD

Course workload of the Programme "Academic Writing in International Relations" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of educational work	TOTAL, ac.ch.	Semester(s)			
		1	2	3	4
Contact work, ac.ch.	*108*				*108*
including:					
Lectures (**LC**)	17				17
Laboratory works (**LR**)	0				0
Practical/Seminar Classes (**FPs**)	17				17
Independent work of students, ac.ch.	*57*				*57*
Control (exam /test with grade), ac.ch.	*17*				*17*
Overall labor intensity of the discipline	ak.ch.	**108**				**108**
	Ch.ed.	**3**				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Section 1. Introduction to the discipline	Introduction to the course. Introduction to the skills of extended writing and research. Academic English. Academic style. Academic ethics.
Section 2. IMRAD or not IMRAD? Structure of the academic text	Types of structure Structure of the academic text: cohesion and coherence Structuring your project and finding information. Definitions. Structuring your project. Stating a problem and outlining a solution. Structuring your project. Research paper parts and their function. Introduction and its content
	Literature review: comprehensive, contemporary, and balanced Referencing Methodology Results and Discussion. Should we mention our limitations?

Course Modules	Units
Section 3. Conventional expressions and adequate words	Conclusion: what shouldn't be missed. Abstract and key words: using the correct words
Section 4. "Standing on the shoulders of giants"	Types of citations: APA, Harvard, and …GOST. Using JSTOR, Google Scholar and other tools provided by the RUDN library

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main literature:

1. Lisa A. Baglione Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods. Sage, 2020.
2. Bailey, S. Academic Writing : A Handbook for International Students (Vol. Fifth edition). London: Routledge, 2017.

Further reading:

1. Schneider, G. How to Avoid the Seven Deadly Sins of Academic Writing. Eur Polit Sci 10, 337–345 (2011). https://doi.org/10.1057/eps.2011.32
2. Londow, D. (1993). Writing in Political Science: A Brief Guide to Resources. PS: Political Science & Politics, 26(3), 529-533. doi:10.2307/419997
3. vom Brocke, J., Simons, A., Riemer, K., Niehaves, B., Plattfaut, R., & Cleven, A. (2015). Standing on the shoulders of giants: Challenges and recommendations of literature search in Information Systems research. Communications of the Association for Information Systems, 37(1), Article 9, 205-224.
4. J. Sherman, D., & Waismel-Manor, I. (2003). Get it in Writing: Using Politics to Teach Writing and Writing to Teach Politics. PS: Political Science & Politics, 36(4), 755-757. doi:10.1017/S104909650300307X

Resources of the information and telecommunication network "Internet":

1. RUDN University EBS and third-party EBS, to which university students have

access on the basis of concluded contracts:

- ELECTRONIC LIBRARY SYSTEM RUDN University – EBS RUDN University http://lib.rudn.ru/MegaPro/Web
- EBS University Library Online http://www.biblioclub.ru
- EBS Jurait http://www.biblio-online.ru
- EBS Student Consultant www.studentlibrary.ru
- EBS "Lan" http://e.lanbook.com/
- EBS Troitsky Bridge

2. Databases and search engines:
- electronic fund of legal and normative-technical documentation of the http://docs.cntd.ru/
- Scientific electronic library Elibrary www. elibrary. ru
- Yandex search engine https:// www.yandex.ru/https://www.yandex.ru/
- Google https://www.google.ru/ search engine
- Abstract database SCOPUS http:// www.elsevierscience.ru/products/scopus/http://www.elsevierscience.ru/products/scopus/

Useful links:
Academic Phrasebank | The University of Manchester
100 переходных слов для эссе на английском языке: необходимое академическое письмо | Учим английский онлайн | Яндекс Дзен (yandex.ru)
Академический английский: письменная речь | Coursera
40 Great Clichés to Add to Your Academic Phrase Bank | Want to Be a Freelancer? Join People Doing the Job They Like! (researchwritingcenter.com)
How to Capture Minds of Readers in Academic Writing | Want to Be a Freelancer? Join People Doing the Job They Like! (researchwritingcenter.com)
Clichés of scientific writing – Brushing Up Science

Educational and methodical materials for independent work of students when mastering the discipline / module*:

1. A course of lectures on the discipline " **Academic Writing in IR** ".
2. Methodological guidelines for the implementation and design of the course work / project on the discipline " **Academic Writing in IR** ".
* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of **the discipline in TUIS**!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Academic Writing in International Relations" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры сравнительной политологии		**Казаринова Д.Б.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

НАЧАЛЬНИК ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Contemporary Foreign Policy of Russia and International Conflicts

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

COURSE GOALS

The main purpose of the discipline is to develop students comprehensive understanding of the foreign policy of Russia and the approaches of the Russian Federation to the settlement of international conflicts.

1. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Contemporary Foreign Policy of Russia and International Conflicts**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures.

Code	Competence	Competence Development Indicators
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	OPK-6.1 Organizes and takes part in the implementation of development programs and strategies, including political, social, cultural, humanitarian ones. OPK-6.2 Independently formulates technical and service tasks, defining goals, identifying and using the information necessary for making managerial decisions, assesses the need for resources, identifies problems, finds alternatives, chooses the best solutions in given conditions and taking into account risks, evaluates the results and consequences of managerial decisions. OPK-6.3 Performs the functions of employees of the middle executive and junior management of institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional government bodies using foreign languages.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications. PK-1.5 Expected to understand the political and legal specifics of the position of the regions of the Russian Federation and foreign countries in relations between states and understand the possibilities and limitations of cross-border and other international relations of regions.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course «Contemporary Foreign Policy of Russia and International Conflicts» refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.01.04** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Contemporary Foreign Policy of Russia and International Conflicts** ") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Regional Subsystems of International Relation in the XXI century / Региональные подсистемы междунраодных отношений в XXI веке	-
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Regional Subsystems of International Relation in the XXI century / Региональные подсистемы междунраодных отношений в XXI веке	-
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	-	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений Regional Subsystems of International Relation in the XXI century / Региональные	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		подсистемы междунраодных отношений в XXI веке	

4. COURSE WORKLOAD

The course «Contemporary Foreign Policy of Russia and International Conflicts» total workload is equal to 3 credits.

Table 4.1. Types of academic activities during the period of the HE program mastering

Type of academic activities	TOTAL, academic hours	Semester			
		1	2	3	4
Classroom learning, academic hours	*32*			*32*	
including:					
Lectures	16			16	
Lab work					
Seminars	16			16	
Self-study, academic hours	*76*			*76*	
Evaluation and assessment (exam or pass/fail grading), academic hours	*18*			*18*	
Course workload academic hours	**108**			**108**	
Course workload credits	**3**			**3**	

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Section 1. Russian Foreign Policy Concepts	Topic 1. Analysis of the evolution of Russian Foreign Policy approaches.
Section 2. Russian interests in the post-Soviet area and regional security	Topic 2. Conflicts in the post-Soviet area (Transnistrian conflict, Conflicts in Abkhazia and South Ossetia, Nagorno-Karabakh Conflict, Civil war in Tajikistan, CIS operations and regional cooperation on security issues
Section 3. The Conflict in Former Yugoslavia	Topic 3. The Conflict in Former Yogoslavia (Bosnia, Kosovo etc.), Russia-NATO relations.

Section 4. International Coalition Operations in Afghanistan	Topic 4. International Coalition Operations in Afghanistan, Interests of Regional Powers, CSTO and the SCO activities.
Section 5. The invasion of Iraq	Topic 5. The invasion of Iraq in 2003 and Russia's position.
Section 6. Russia`s peace enforcement operation in Georgia in 2008	Topic 6. The «Color revolutions» in the post-Soviet area. The situation in South Ossetia (2004-2008). Russia`s peace enforcement operation in Georgia.
Section 7. The «Arab spring» and Russia's activities in the Middle East	Topic 7. The phenomenon of the «Arab spring», Conflict in Libya and Russia's position, The Syrian conflict: military activities and the process of political settlement, The conflict in Yemen
Section 8. The Ukrainian crisis	Topic 8. The social-political crisis in Ukraine in 2013-2014, The status of the Crimea Peninsula, The conflict in Donbass, Russia and the West, The Minsk peace process and Norman format, OSCE activities in Donbass. The crisis in Ukraine in 2022.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture;	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
	whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:

1. Lavrov, Sergey. Russia's Foreign policy in a Historical Perspective // Russia in Global Affairs. 2016. URL: http://eng.globalaffairs.ru/number/Russias-Foreign-Policy-in-a-Historical-Perspective-18067
2. Lavrov, Sergey. Russia`s Foreign Policy Philosophy // International Affairs. 2013. №3. URL: http://www.rusemb.org.uk/article/211
3. Omelicheva M, Zubytska L. An Unending Quest for Russia's Place in the World: The Discursive Co-evolution of the Study and Practice of International Relations in Russia // New Perspectives: Interdisciplinary Journal Of Central & East European Politics & International Relations. 2016. № 24. Pp.19-51.
4. Concept of the Foreign Policy of the Russian Federation. Approved by President of the Russian Federation V. Putin on 31 November 2016.
5. Lukyanov F. Putin's Foreign Policy // Foreign Affairs. 2016. № 95. Pp. 30-37.
6. Bogaturov A. 'UKRAINE CRISIS' AND RUSSIAN FOREIGN POLICY ALTERNATIVES // International Trends (Mezhdunarodnye protsessy). 2016. Volume 2. No. 3 (4). Pp. 4–13.
7. Nikitin A. International intervention in conflicts: UN, OSCE, EU, NATO, CSTO peacekeeping policies // Valdai discussion club, June 2017. URL: http://valdaiclub.com/files/14807/
8. Bjørn Mølle. Conflict Theory. Research Center on Development and International Relations (DIR) . Aalborg University Denmark.2015.
9. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429
10. Milton-Edwards B. Conflicts in the Middle East since 1945/ London and New York: Routledge, 2002.
11. Savicheva E. International Conflict of New Generation and its Settlement. Moscow, 2013.

12. Viotti Paul R. International Relations and World Politics. Security, Economy, Identity / Viotti Paul R., Kauppi Mark V. New Jersey : Prentice-Hall, 2017.

Additional reading:

1. Tsygankov, A. P., Tsygankov, P. A. National Ideology and IR theory: Three Incarnations of the "Russian idea." // European Journal of International Relations. 2010. № 16, Pp. 663-686. URL: http://ejt.sagepub.com/content/16/4/663.abstract

2. Tsygankov, A. P. Vladimir Putin's Vision of Russia as a Normal Great Power // Post-Soviet Affairs. 2005. № 21. Pp. 132-158. URL: http://bellwether. metapress.com/content/974jnj2505385742

3. Primakov, Ye. International Relations on the Eve of the 21st Century: Problems and Prospects. Russian Foreign Policy in Transition: Concepts and Realities / Ed. by Andrei Melville and Tatiana Shakleina. – Budapest, New York: Central European University Press. 2005. – Pp. 207-220.

4. Nikitin A. Russian Foreign Policy in The Fragmented Post-Soviet Space // International Journal On World Peace. 2008. № 25. Pp. 7-31.

5. Mankoff, J. Contours of Russian Foreign Policy. In Russian Foreign Policy: the Return of Great Power Politics. N.Y.: Rowman & Littlefield. 2009. Pp. 11-52. URL: http://books.google.com/books?id=s8297aPhSywC&printsec=frontcover&source=gbs_atb#v=onepage&q&f=false

6. Putin, V. Speech and the Following Discussion at the Munich Conference on Security Policy, 10 February 2007 URL: http://www.securityconference.de/archive/konferenzen/rede.php?menu_2007=&menu_konferenzen=&sprache=en&id=179&

7. Postulates on Russia's Foreign Policy – M. Spetskniga, 2012. 32 p. URL: https://russiancouncil.ru/upload/riacforeignpolicyen.pdf

8. Hinnebusch R. The International Politics of the Middle East. Manchester University Press, 2003. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&mode=single

9. Lewis B. What Went Wrong? The Clash Between Islam and Modernity in the Middle East. New York: Perennial, 2002.

10. Political Tsunami. Analysis of the Events in Northern Africa and the Middle East /ed. by S. Kurginyan. Moscow, 2011.

11. Saikal A. The Arab World and Iran: A Turbulent Region in Transition. Palgrave Macmillan, 2016. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&rid=699

12. Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: 10.1017/CBO9780511778940
    Internet sources:
    1. •   Learning toolkits for self- studies in the RUDN LMS TUIS:
    - http://lib.rudn.ru/MegaPro/Web
    2. •   Databases and search engines:
    - Google https://www.google.ru/
    - SCOPUS http://www.elsevierscience.ru/products/scopus/

Educational and methodological materials for independent work of students in the development of the discipline / module:

1. Course of lectures on discipline «Contemporary Foreign Policy of Russia and International Conflicts»

2. Guidelines for the implementation and design of a term paper / project in the discipline «Contemporary Foreign Policy of Russia and International Conflicts».

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline «Contemporary Foreign Policy of Russia and International Conflicts» are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Данилов В.А.**
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РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactorily	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Questions to prepare for the final certification
Course
«Contemporary Foreign Policy of Russia and International Conflicts»

1. Analysis of the evolution of Russian Foreign Policy approaches
2. Conflicts in the post-Soviet area (Transnistrian conflict, Conflicts in Abkhazia and South Ossetia, Nagorno-Karabakh Conflict, Civil war in Tajikistan)
3. CIS operations and regional cooperation on security issues
4. The Conflict in Former Yogoslavia (Bosnia, Kosovo etc.)
5. Russia-NATO relations
6. International Coalition Operations in Afghanistan, Interests of Regional Powers, CSTO and the SCO activities
7. The invasion of Iraq in 2003 and Russia's position
8. The "Color revolutions" in the post-Soviet area
9. The situation in South Ossetia (2004-2008) and Russia`s peace enforcement operation in Georgia
10. The phenomenon of the "Arab spring"
11. Conflict in Libya and Russia's position
12. The Syrian conflict: military activities and the process of political settlement
13. The conflict in Yemen
14. The social-political crisis in Ukraine in 2013-2014and the status of the Crimea Peninsula,
15. The conflict in Donbass
16. The Minsk peace process and Norman format
17. OSCE activities in Donbass
18. Russia and the West relations

**Federal State Autonomous Educational Institution for Higher Education PEOPLES'
FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)**

COURSE SYLLABUS

Development and the Environment

Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

**Development of the course is carried out within the framework of the implementation
of the main professional educational program of Higher Education Programme:**

41.04.05 International relations

2022 г.

1. COURSE GOALS

The course "Development and the Environment" aims to provide students with a comprehensive understanding of integrating environmental sustainability into development policymaking, in particular by turning resource constraints and the climate crisis into an economic opportunity. It also gives the knowledge of current international initiatives relative to the issue and nation's approaches to its resolving. At the end of the course, students are expected to receive critical analyst skills in analysing the relationship between the environment and economic development of countries, examining the role of non-state actors in the corporate sector as well as in civil society and discusses the emergence of regimes created by these actors to address a growing range of environmental issues. This discipline is able to encourage discussion around new trends and the effectiveness of current initiatives.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Development and the Environment**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security.

Code	Competence	Competence Development Indicators
		OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Development and the Environment**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.03.04** of Higher Academic Programme Structure

*Table 3.1. List of Higher Academic Program ("**Development and the Environment**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг	Academic Writing in International Relations / Академическое письмо в области международных отношений
OPK-2	Expected to search for and apply promising	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ	-

	information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	World Politics / Мировая политика International Terrorism / Международный терроризм Security and Development Challenges in Russia / Проблемы безопасности в России Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование	
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России	Academic Writing in International Relations / Академическое письмо в области международных отношений

| | | Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
Security and Development Challenges in Africa / Проблемы безопасности в Африке
Human Rights and the International Security / Права человека и международная безопасность
International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
South-South Coopearation / Сотрудничество по линии Юг-Юг | |

4. COURSE WORKLOAD

Course workload of the Programme "**Development and the Environment**" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**108**				**108**
	3				**3**

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Introduction to the environment and development agenda	The concept and essence of 'environment' and 'development'. Highlighting and exploring existing global issues of concern to the global community. The impact of economic growth on environmental issues. Scientists' approaches.
International legal framework governing the environmental agenda.	International environmental law. Objects of international legal regulation. Study of major environmental declarations and conventions (Rio Declaration, 1992; Vienna Convention on the Ozone Layer; Kyoto Protocol 2005, etc.). Their mechanisms and current compliance
International environmental regimes	An account of state-led or international environmental regimes. States' cooperation on development and the environment. A discussion of the interaction between environmental and economic regimes.
Economic Growth and the Environment Sustainable Development	Economic growth influences and the Environment. Study of current global initiatives. The role of ESCAP and SDG. The current situation. New risks and challenges triggered by the pandemic of COVID-19. The role of Green Economy, Sustainable Consumption and Production and Resource Efficiency for Sustainable Development. Environmental Economics and Climate Change. The interplay between environmental regimes and economic arrangements, especially the trade regime, the programs of the World Bank, and the international monetary system.
Environmental governance in special zones	Management of environmental issues in special areas. Existing controversies and programs for outer space. The Arctic and the environment.
Non-state actors' involvement in strengthening development and the environment agenda	Analysis of the activities of international institutions. An assessment of the role of non-state actors and the emergence of non-state governance systems. Engaging the civil society. The influence of international movements on the promotion of the agenda in political circles.
Regional initiatives to solve environmental problems	Study the programmes and institutions of regional organisations by region: Western and Eastern Europe, Middle East and North Africa, Asia-Pacific, Sub-Saharan Africa, Latin America. The regional mechanisms.
Modern trends in mainstreaming environmental agenda	Case studies. Examples of international bilateral situations in which the environmental issue has played a significant role. Economic. Environmental issues in states' relations as a tool for rapprochement and conflict. Feminist political ecology.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:

Camilla Adelle and John Kotsopoulos (2017) The EU–South Africa Strategic Partnership and global environmental governance: Towards effective multilateralism after Copenhagen?, South African Journal of International Affairs.

Churie-Kallhauge, Angela and Elisabeth Gunnar Sjöstedt "Global Challenges: Furthering the Multilateral Process for Sustainable Development" // Routledge, 2017.

Additional reading:

A Research Agenda for Global Environmental Politics (2018) / ed. by Peter Dauvergne, Justin Alger // Cheltenham: Edward Elgar Publishing.

Black, Richard "Refugees, Environment and Development" // Routledge, 1998.

Global Changes: Ethics, Politics and Environment in the Contemporary Technological World / ed. by Luca Valera, Juan Carlos Castilla // Springer, 2020.

Matto Mildenberger and Anthony Leiserowitz (2017) Public opinion on climate change: Is there an economy–environment tradeoff?, Environmental Politics, 26:5, 801-824, DOI: 10.1080/09644016.2017.1322275

O'Neill, K. "The Environment in International Relations" / Cambridge University Press, 2009.

Rodrigo Jiliberto (2002) Decisional environment values as the object of analysis for strategic environmental assessment, Impact Assessment and Project Appraisal, 20:1, 61-70, DOI: 10.3152/147154602781766816

Routledge Handbook of gender and environment / ed. Sherilyn MacGregor // Routledge, 2017.

Rüdiger K.W. Wurzel, Duncan Liefferink & Maurizio Di Lullo (2019) The European Council, the Council and the Member States: changing environmental leadership dynamics in the European Union, Environmental Politics, 28:2, 248-270, DOI: 10.1080/09644016.2019.1549783

Thirlwall, A. P. "Growth and Development" / London: Palgrave, 1994.

Internet-based sources:

1. Electronic libraries with access for RUDN students:
- RUDN online library - http://lib.rudn.ru/MegaPro/Web
- University Library online - http://www.biblioclub.ru
- Electronic library system "Юрайт" - http://www.biblio-online.ru
- Electronic library system "Консультант студента" www.studentlibrary.ru
- Electronic library system "Лань" - http://e.lanbook.com/

2. *Databases and search engines:*
- electronic fund of legal and regulatory and technical documentation http://docs.cntd.ru/
- Electronic library system "Elibrary" - www.elibrary.ru
- Search engine "Yandex" - https://www.yandex.ru/
- Search engine Google https://www.google.ru/
- Scopus database http://www.elsevierscience.ru/products/scopus/

Learning toolkits for self- studies in the RUDN LMS TUIS*:

1. A course of lectures on the course "Development and the Environment".
2. Methodological guidelines for the implementation and formatting of the course work/project in the discipline "Development and the Environment".

* - All educational materials for self-study of students are placed in accordance with the current order on the page of the discipline in TUIS!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Development and the Environment" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Бокерия С.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Topics for essays/assessment

on the course "Development and the Environment"

1. Economic growth influences and the Environment.
2. Study of current global initiatives.
3. The role of ESCAP and SDG. The current situation.
4. New risks and challenges triggered by the pandemic of COVID-19.
5. The role of Green Economy, Sustainable Consumption and Production and Resource Efficiency for Sustainable Development.
6. Environmental Economics and Climate Change. The interplay between environmental regimes and economic arrangements, especially the trade regime, the programs of the World Bank, and the international monetary system.
7. Case studies. Examples of international bilateral situations in which the environmental issue has played a significant role.
8. Economic. Environmental issues in states' relations as a tool for rapprochement and conflict. Feminist political ecology.

COURSE SYLLABUS

Development Cooperation

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The purpose of mastering the discipline "Development Cooperation" is to acquire modern knowledge and skills to analyze world political processes and international relations through understanding the interests, positions, activities, opportunities to implement their goals and interests in world politics.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course «**Development Cooperation**» is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	UK-3.1 Demonstrates the ability for constructive team interaction, performing the functions of managers and employees of junior and middle management. UK-3.2 Expected to responsibly build a strategy for self-development in the interests of the team, organization, department.
OPK-5	Expected to build a strategy for the promotion of publications on the profile of activity in the media based on the basic principles of media management.	OPK-5.1 Independently prepares professionally-oriented texts of various genres and stylistic affiliations (article, analytical reference, informational and analytical note, review, policy document, abstract, report theses, press release, etc.). OPK-5.2 Evaluates the target audience and editorial policy of print, audiovisual and online media. OPK-5.3 Forms and promotes the required image of political phenomena and processes through a series of publications of various genres in various types of media. OPK-5.4 Assesses the perception of the image of political phenomena and processes formed in the media.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Development Cooperation**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.04** of

Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Development Cooperation**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	-	Professional Ethics in International Relations / Профессиональная этика в международных отношениях Security and Development Challenges in Africa / Проблемы безопасности в Африке
OPK-5	Expected to build a strategy for the promotion of publications on the profile of activity in the media based on the basic principles of media management.	-	Theory and Practice of Diplomacy / Теория и практика дипломатии
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ	World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			безопасность
			Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
			Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
			Security and Development Challenges in Russia / Проблемы безопасности в России
			Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
			Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

The total labor intensity of the discipline " Development Cooperation " is 3 credits.

*Table 4.1. Types of educational work by periods of mastering the OP HE for **full-time** education*

Type of educational work	TOTAL, ac.ch.	Semester(s)			
		1	2	3	4
Contact work, ac.ch.	*108*				*108*
including:					
Lectures (**LC**)	17				17
Laboratory works (**LR**)	0				0
Practical/Seminar Classes (**FPs**)	17				17
Independent work of students, ac.ch.	*57*				*57*
Control (exam /test with grade), ac.ch.	*17*				*17*
Overall labor intensity of the discipline ak.ch.	**108**				**108**
Ch.ed.	**3**				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Section 1. Basic concepts of construction and installation works	Topic 1.1 Concepts of ODA and development cooperation
	Topic 1.2 Multilateral institutions for international assistance
	Topic 1.3 National systems of international assistance
Section 2. IDA and national interests	Topic 2.1 The political economy of international aid
	Topic 2.2. Geographic selectivity of aid

Course Modules	Units
	Topic 2.3. International and national methodologies for assessing aid effectiveness
Section 3. RF as a new donor of IDA programs	Theme 3.1 Traditional donors (OECD DAC) vs new donors
	Topic 3.2 Soviet and Russian construction and installation systems

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Section 1. Basic concepts of construction and installation works

Topic 1.1. The concepts of ODA and development cooperation
Institute for International Development Assistance. The concept of official development assistance. ODA criteria. Grant element. The main forms of foreign aid. The main participants of the development cooperation. Evolution of multilateral development cooperation regimes. United Nations Development Decades. UN Millennium Declaration and Development Goals.

Seminar on topic 1.1.
Criteria for classifying international aid as ODA. Grant element calculation method. List of DAC recipient countries and territories. List of international organizations whose contributions are related to ODA.

Literature for preparation on the topic 1.1.
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
The concept of participation of the Russian Federation in assistance to international development. Approved by the President of the Russian Federation on June 14, 2007
National Security Strategy of the Russian Federation until 2020. Approved by Decree of the President of the Russian Federation of May 12, 2009 No. 537.
additional literature
Degterev D.A. Basic approaches to rendering assistance to international development // Bulletin of MGIMO-University. - 2011. - No. 4.
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Larionova M.V., Yu.K. Zaitsev, O.V. Perfilieva, M.R. Rakhmangulov , E.A. Shvets. Main international instruments and conceptual apparatus in the field of international development assistance. Thematic allowance , IMOMS GU HSE , 2010.
Lancaster C. Redesigning Foreign Aid. Foreign Affairs, September/October, 2000.

Internet sites _
http :// www . scrf . gov . ru - the official portal of the Security Council of the Russian Federation
http :// www . mid . ru - official portal of the Ministry of Foreign Affairs of the Russian Federation
http://www.oecd.org/development/ - official portal of the Development Assistance Committee of
the Organization for Economic Cooperation and Development

Topic 1.2. Multilateral institutions for international assistance
multilateral donors. UN agencies and global funds. Role of the International Monetary Fund and
the World Bank Group. Regional and sub-regional development banks. Assistance from the
European Union. The main criteria for the distribution of aid adopted by international
organizations

Seminar on topic 1.2.
Mechanisms for the distribution of aid in international organizations. The role of international
ratings and indices. CPIA Index of the International Development Agency (World Bank Group)

Literature for preparation on the topic 1.2.
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes
and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
additional literature
Gerchikova I.N. International economic organizations: regulation of world economic relations and
entrepreneurial activity. Tutorial. - M.: Publishing house of JSC " Consultbanker ", 2000. - 624 p.
Dedusenko A.S. Analysis of the instruments (acts) of the OECD in the field of development
assistance // Vestnik mezhdunarodnykh organizatsii. - 2009. - No. 4 (26). - P.55-64.
Easterly V. In search of growth: Adventures and misadventures of economists in the tropics / Per.
from English. - M.: Institute for Complex Strategic Studies, 2006. - 352 p.
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Zaitsev Yu.K., Perfilyeva O.V., Rakhmangulov M.R., Shvets E.A. International institutions in the
global architecture of development assistance. Thematic allowance / Resp. ed. M.V. Larionov.
Moscow: HSE Publishing House, 2010
Nurmukhametova E.F. Inspection Commission of the World Bank: contribution to sustainable
development // MZHMP. - 2006. - No. 4. - S. 129-145.
Pashkovskaya I. Help of the European Union to Foreign States // World economy and international
relations. - 2006. - No. 3. - P.54-58.
Ryzhov V.B. Principles of European development assistance policy./ / International law and
international organizations. 2011. No. 2(6).- P. 140-147.
Tkachenko S.L., A.V. Izotov . Organization for Economic Cooperation and Development: history,
institutions, achievements: textbook. - St. Petersburg: Publishing House of St. Petersburg State
University, 1999.
Internet sites
http://www.imf.org/ - official portal of the International Monetary Fund
www.worldbank.org - The World Bank Group
www.unctad.org - United Nations Conference on Trade and Development
http://www.oecd.org/development/ - official portal of the Development Assistance Committee of
the Organization for Economic Cooperation and Development

Topic 1.3. National systems of international assistance
The main types of national systems of international assistance of the OECD DAC member
countries. National aid agencies, Ministries of Foreign Affairs, Ministries of Finance and

Economy. Management of national systems of international assistance. Legislation governing the provision of international assistance in donor countries.

Seminar on topic 1.3.
National systems of international assistance (reports on the systems of international assistance of OECD countries for selection)

<u>Literature for preparation on the topic 1.3.</u>
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
additional literature
Vekshina A. B., Grechukhina I. A., Esaulova O. V., Zaitsev Yu. K., Larionova M. V., Nagornov V. A., Perfilyeva O. V., Rakhmangulov M. R., Shadrikova A P., Shvets E.A. National Strategies for International Development Assistance. Thematic allowance / Resp. ed. M.V. Larionov. Moscow: GU-HSE Publishing House, 2010
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Streltsov D.V. Official development assistance is the most important instrument of Japan's foreign policy / D.V. Streltsov // Foreign Policy of Japan. - M.: Eastern Literature of the Russian Academy of Sciences, 2008.
Lancaster C. George Bush's Foreign Aid: Transformation or Chaos? Center for Global Development, 2008.
Managing Aid: Practices of DAC Member Countries. Better Aid Series. – OECD, June 2009.
Wedel, JRUS Foreign Aid and Foreign Policy: Building Strong Relationships by Doing It Right, International Studies Perspectives, 2005, N° 6, pp.35-50.
Internet sites
www.usaid.gov – US Agency for International Development
www.dfid.gov.uk – UK Department for International Development
www.cida.gc.ca – Canadian International Development Agency
www.bmz.de – German Federal Ministry for Economic Cooperation and Development
www.afd.fr - French development agency
www.jica.go.jp – Japan International Cooperation Agency

Section 2. IDA and national interests

Topic 2.1. The political economy of international aid
Promoting international development in political science discourse: the position of realists, liberals, neo-Marxists, constructivists, and so on. International assistance in economic science. growth theories. Development assistance as a global public good (liberalism). Development paradigm and distribution paradigm in the context of international aid. From promoting interests to promoting values in the IDA system.

Seminar on topic 2.1.
The positions of the classics of political economy on international assistance (reports to choose from)

<u>Literature for preparation on the topic 2.1.</u>
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
additional literature

Degterev D.A. Assistance to international development as a tool for promoting foreign policy and foreign economic interests // Vestnik MGIMO. - 2012. - No. 2.

Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.

Dreher, A., Sturm, J.-E., Vreeland J. (2009) 'Development aid and international politics: Does membership on the UN Security Council influence World Bank decisions?', Journal of Development Economics, Vol. 88:pp. 1–18.

The Marshall Plan. - http://www.archives.gov/exhibits/featured_documents/marshall_plan/index.html.

Tsygankov P.A. Theory of international relations: textbook. -2nd ed., rev. and additional – M.: Gardariki , 2007. – 557 p.

Gibson C., Anderson K., Ostrom E., Shivakumar S. The Samaritan's Dilemma. The Political Economy of Development Aid. – Oxford University Press, New York, US. 2009.

Lancaster C. _ foreign aid. Diplomacy, Development, Domestic Politics. The University of Chicago Press, Chicago and London, 2007.

Morgenthau H. Politics Among Nations: The Struggle for Power and Peace. 5th ed. 1973. New York: Knopf.

Sarkar R. International Development Law. Rule of Law, Human Rights, and Global Finance. 2009 Oxford university Press.

Degterev D.A. Game-theoretic analysis of modes of rendering assistance to international development // Bulletin of MGIMO-University. - 2011. - No. 5.

Medvedev S., Tomashov I. The concept of global public goods: opportunities and limitations // Mirovaya ekonomika i mezhdunarodnye otnosheniya. - 2010, No. 12.

Nizamiev A.Sh. International development law (main features and trends) // MZHMP. - 2000. - No. 2. - S. 28–36.

Burnside C., Dollar D. Aid, Policies and Growth. The American Economic Review, 2000. Vol. 90, no. 4, pp. 847-868.

Morgenthau HJ A political theory of foreign aid. American Political Science Review, 56(2), 1962.

Torsvik G. Foreign economic aid: should donors cooperate? Journal of Development Economics, 2005. Vol. 77:pp. 503-515;

Internet sites

www.rcicd.org – Research Center for International Development Assistance of GU HSE

http://www.worldvaluessurvey.org - database The World Values Survey database .

Topic 2.2. Geographic selectivity of aid

Geographical and sectoral distribution of international aid. Motivation of donors in the provision of international assistance. Aid from mother countries to former colonies. Geostrategic aspects (containment strategy of the USSR, China). Help and natural resources. Assistance and membership in international organizations. Neighborhood effect.

Seminar on topic 2.2.

Analysis of the distribution of aid flows of the G8 member countries (optional)

Literature for preparation on the topic 2.2.
Main literature

Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.

additional literature

Degterev D.A. Assistance to international development as a tool for promoting foreign policy and foreign economic interests // Vestnik MGIMO. - 2012. - No. 2.

Morgenthau H. Politics Among Nations: The Struggle for Power and Peace. 5th ed. 1973. New York: Knopf.

Alesina A., Dollar D. Who Gives Foreign Aid to Whom and Why? Journal of Economic Growth, Kluwer Academic Publishers, March 2000.
Berthelemy JC. Bilateral Donors' Interest vs. Recipients' Development Motives in Aid Allocation: Do All Donors Behave the Same? / / Review of Development Economics, 2006, 10 (2): pp. 179-194.
Boschini A., Olofsgard A. Foreign Aid: An Instrument for Figting Poverty or Communism?/ / June 2002. Working Paper Series.
Morgenthau HJ A political theory of foreign aid. American Political Science Review, 56(2), 1962.
OECD 2012 DAC Report on Multilateral Aid. - OECD, 2012
Torsvik G. Foreign economic aid: should donors cooperate? Journal of Development Economics, 2005. Vol. 77:pp. 503-515
Internet sites
http://www.oecd.org/development/ - official portal of the Development Assistance Committee of the Organization for Economic Cooperation and Development
www.rcicd.org – HSE Research Center for International Development Assistance

Topic 2.3. International and national methodologies for assessing aid effectiveness
The concept of the effectiveness of international assistance. Dependence of efficiency on goals. Goal-setting system in the field of IDA at the national and international levels. Statutory documents in the field of goal-setting construction and installation works. Efficiency assessment methods adopted in international institutions. Assistance to international development in the context of ensuring national security (on the example of the USA). National methodology for assessing the effectiveness of construction and installation works (UK methodology). Fragmentation of international aid and the problem of donor cooperation.

Seminar on topic 2.3.
Methods for evaluating the effectiveness of international assistance adopted in international organizations and at the national level.

Literature for preparation on the topic 2.3.
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
UK International Development (Reporting and Transparency) Act, 2006. - http://www.dfid.gov.uk/About-us/History/International-Development-Reporting-and-Transparency-Act-2006/.
additional literature
Abramova A.V. Foreign Aid Efficiency: Constraining Factors and Approaches to Its Evaluation. Bulletin of MGIMO-University. - 2011. - No. 4.
Degterev D.A. Assistance to international development as a tool for promoting foreign policy and foreign economic interests // Vestnik MGIMO. - 2012. - No. 2.
Zaitsev Yu.K. Problems of effectiveness of international development assistance: theoretical and practical aspects// Bulletin of international organizations, 2011, No. 3 (34), 105-118 pp.;
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Nurshaikhova A.Zh. Development Assistance Issues: A Review of Contemporary Criticism // Bulletin of International Organizations, 2010, No. 2 (28), pp. 179-185.
Morgenthau H. Politics Among Nations: The Struggle for Power and Peace. 5th ed. 1973. New York: Knopf.
UK International Development Act, 2002. - http://www.dfid.gov.uk/About-us/History/International-Development-Act-2002/.
US National Security Strategy, March 2006. - http://georgewbush-whitehouse.archives.gov/nsc/nss/2006/print/index.html.

US National Security Strategy, May 2010. - http://www.whitehouse.gov/sites/default/files/rss_viewer/national_security_strategy.pdf
Internet sites
http://www.oecd.org/development/ - official portal of the Development Assistance Committee of the Organization for Economic Cooperation and Development
www.dfid.gov.uk – UK Department for International Development
http://unbisnet.un.org/ - United Nations Bibliographic Information System (UNBISnet) - protocols voting in system UN

Section 3. RF as a new donor of IDA programs

Topic 3.1. Traditional donors (OECD DAC) vs new donors
Differentiation of approaches to international development assistance among the G8 and BRICS countries. Prospects for convergence. Formation of new donors from among the BRICS countries, Arab oil-producing countries. South-South cooperation. IBSA format (India-Brazil-South Africa).

Seminar on topic 3.1.
International assistance systems of the BRICS countries (optional)

Literature for preparation on the topic 3.1.
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
additional literature
Vaz A. K., Inou K. Yu., Agrawal S., Chin G. T., Frolik M. B., Brod V. , Tandrayan P. , Sidiropulus E. M.R., Zaytsev Yu.K., Shadrikova A.P. (eds.: Perfilyeva O.V., Nagornov V.A.) New donors of international development assistance – new partnerships for development. Brazil, India, China, South Africa // Bulletin of International Organizations, 2010. - No. 2. P. 111-179.
Degterev D.A. Main approaches to rendering assistance to international development // Vestnik MGIMO. - 2011. - No. 4.
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Lancaster C. The Chinese Aid System. Center for Global Development Essay, 2007.
Internet sites
http://www.oecd.org/development/ - official portal of the Development Assistance Committee of the Organization for Economic Cooperation and Development

Topic 3.2. Soviet and Russian foreign aid system
Soviet Aid to Developing Countries: Sectoral and Geographical Structure of Flows. Goal-setting of Soviet aid. Advantages and disadvantages, opportunities for ensuring continuity.
Formation of Russian regional and global approaches to the provision of construction and installation works. Regional priorities, importance of the CIS. Conceptual framework of the Russian approach to the provision of IDA (Concept of the participation of the Russian Federation in promoting international development, National Security Strategy, Foreign Policy Concept). Help ad hoc . Humanitarian aid. Current participation of the institutions of the executive power of the Russian Federation and subjects of the Russian Federation in the provision of construction and installation works. Geographical and sectoral structure of aid flows. Prospects for strengthening the potential of the Russian Federation as an international donor. Development of IDA on a bilateral basis.

Seminar 1 on topic 3.2.
Trade and economic relations of the USSR with the developing countries of Asia, Africa and Latin America (one of the regions to choose from)

Seminar 2 on topic 3.2.
Russian policy of providing construction and installation works: the position of the Russian Foreign Ministry, Rossotrudnichestvo , the Ministry of Finance, the Ministry of Economic Development of Russia.

Literature for preparation on the topic 3.2.
Main literature
Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.
The concept of participation of the Russian Federation in assistance to international development. Approved by the President of the Russian Federation on June 14, 2007
additional literature
Grenov Yu.N., Kachanov A.I., Sukhoparov D.I., Teodorovich T.V. Economic and technical assistance of the USSR to foreign countries / Ed. ed. Kachanov A.I. - M.: International relations, 1987.
Degterev D.A. Main approaches to rendering assistance to international development // Vestnik MGIMO. - 2011. - No. 4.
Demina G.G. It was built with the economic and technical assistance of the Soviet Union. - M.: International relations, 1982.
Dinkevich A.I. Special Bulletin No. 2 (259). Academy of Sciences of the USSR, Institute of Oriental Studies. - M .: "Science", Main edition of Eastern literature, - 1989.
Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.
Osipov Yu., Roshchin G. International Development Assistance, External Debt and Problems of Russian-African Credit Relations. - Institute for African Studies RAS. - M.: African Institute, 1996. - 73 p.
Rakhmangulov M. R. Formation of the international development assistance system in Russia // Bulletin of international organizations, 2010. No. 2. - P. 196-215.
National Security Strategy of the Russian Federation until 2020. Approved by Decree of the President of the Russian Federation dated May 12, 2009 No. 537
Lancaster C. The Chinese Aid System. Center for Global Development Essay, 2007.
Internet sites
http :// www . scrf . gov . ru - the official portal of the Security Council of the Russian Federation
rs.gov.ru - Federal Agency for the Commonwealth of Independent States, Compatriots Living Abroad and International Humanitarian Cooperation (Rossotrudnichestvo)

Resources of the information and telecommunication network "Internet":

1. RUDN University EBS and third-party EBS, to which university students have access on the basis of concluded contracts:
- ELECTRONIC LIBRARY SYSTEM RUDN University – EBS RUDN University http://lib.rudn.ru/MegaPro/Web
- EBS University Library Online http://www.biblioclub.ru
- EBS Jurait http://www.biblio-online.ru
- EBS Student Consultant www.studentlibrary.ru
- EBS "Lan" http://e.lanbook.com/
- EBS Troitsky Bridge

2. Databases and search engines:
- electronic fund of legal and normative-technical documentation of the http://docs.cntd.ru/
- Scientific electronic library Elibrary www. elibrary. ru
- Yandex search engine https:// www.yandex.ru/
- Google https://www.google.ru/ search engine
- Abstract database SCOPUS http:// www.elsevierscience.ru/products/scopus/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Development Cooperation" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX No1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX No2

Sample topics for self-analysis of national systems for the provision of construction and installation services.

1. OECD donor country construction and installation system (optional)
2. The role of international assistance in the implementation of the foreign policy of the OECD donor country (optional)
3. The role of international assistance in ensuring the national security of the OECD donor country (optional)
4. International assistance and promotion of the national economic interests of an OECD donor country (optional)
5. Formation of a national system for the provision of construction and installation works of a new donor (BRICS country, to choose from)

List of questions to prepare for the test.

1. The concept of official development assistance. ODA Criteria
2. The concept of a grant element and the method of its calculation
3. Institute for International Development Assistance.
4. The main forms of foreign aid.
5. The evolution of multilateral SIT regimes
6. UN Millennium Declaration and Development Goals.
7. UN Agencies and Global Funds in the Multilateral Architecture of International Assistance
8. The role of the International Monetary Fund and the World Bank Group in the IDA system
9. Assistance from the European Union.
10. The main criteria for the distribution of aid adopted by international organizations
11. CPIA Index of the International Development Agency (World Bank Group)
12. The main types of national systems of international assistance of the OECD DAC member countries.
13. Promoting international development in political science discourse: position of realists, liberals, neo-Marxists , constructivists
14. International assistance in economic science. growth theories. Development assistance as a global public good (liberalism).
15. Development paradigm and distribution paradigm in the context of international aid.
16. The transition from the promotion of interests to the promotion of values in the IDA system.
17. Geographical and sectoral distribution of international aid.
18. Motivation of donors in the provision of international assistance.
19. The concept of the effectiveness of international assistance. Dependence of efficiency on goals.
20. Goal-setting system in the field of IDA at the national and international levels.
21. Assistance to international development in the context of ensuring national security (on the example of the USA).
22. National methodology for assessing the effectiveness of construction and installation works (UK methodology).
23. Fragmentation of international aid and the problem of donor cooperation.
24. Differentiation of approaches to international development assistance among the G8 and BRICS countries. Prospects for Convergence
25. Formation of new donors from among the BRICS countries, Arab oil-producing countries.

26. Soviet Aid to Developing Countries: Sectoral and Geographical Structure of Flows. Goal-setting of Soviet aid.
27. Soviet assistance to developing countries: advantages and disadvantages, possibilities for ensuring continuity.
28. Formation of Russian regional and global approaches to the provision of construction and installation works.
29. The Concept of the Russian Federation's Participation in International Development Assistance: Basic Provisions
30. Current participation of the institutions of the executive power of the Russian Federation and subjects of the Russian Federation in the provision of construction and installation works.
31. Geographical and sectoral structure of Russian aid flows.
32. The role of the CIS in the system of Russian aid priorities
33. Prospects for strengthening the potential of the Russian Federation as an international donor.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Energy Security

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The course provides an overview of a modern, practical view of global energy policy and the energy market. The scientific and theoretical, as well as practical meaning of various terms, such as "energy security", "energy diplomacy", "structure of the world and national economy", etc. is given. Through an in-depth discussion, students will study, compare and discuss modern concepts of energy security depending on belonging to a certain group of interests, which are divided into exporting countries, importing countries, transit countries, as well as a separate category - energy poor countries. This makes it possible to determine what scenarios for the development of the energy market are possible at the present stage. In each case, we will define the historical, geo-economic and resource context of these scenarios, show how they can contribute to a better understanding of how the energy market works, and highlight their strengths and weaknesses. Particular importance is attached to the study of the Russian energy sector and policy - prerequisites, current state and development scenarios. Therefore, all this gives an idea of the modern international energy system and its main problems and prospects.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Energy Security**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques of self-development.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools.

Code	Competence	Competence Development Indicators
	field of humanities and social sciences.	PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Energy Security**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.10** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Energy Security**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ International Terrorism / Международный терроризм	International Political Economy / Международная политическая экономия Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях	International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	Russia and foreign countries.		Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм	International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("Energy Security") is 2 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of academic activity	All	Semester			
		1	2	3	4

Types of academic activity	All	Semester			
		1	2	3	4
Contact academic hours	*36*				*36*
Lectures	9				9
Workshops/tutorials	9				9
Self-study (ies), academic hours	*9*				*9*
Evaluation and assessment (exam or pass/fail grading)	*9*				*9*
Total labor intensity of the Programme		72				72
		2				2

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
1. Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms. Current concepts of energy security.	The history of the emergence and development of the concept of energy security. Current concept of energy security. Definition of energy security, supply security, demand security. Common Concept for Energy Producing, Consuming and Transit Countries.
2. Ambiguity of the energy security concept.	Importing country's view: energy security of European Union, Japan's energy security definition, China's energy security, India's energy security definition, Brazil's energy definition. Exporting country's view: The Gas Exporting countries Forum (GECF), Russia's energy security view, Iran's energy security view, Canada's energy security view, Indonesia's energy security view, Nigeria's energy security view. Transit country's view: Commonwealth of independent state's view, Turkey's energy security view.
3. Energy security tools.	Diversification, supply expansion, security enhancement, stockpiling, demand control, energy subsidies, energy trade and pricing.
4. Energy sector of the Russian Federation.	The current state of the oil industry in the Russian Federation. The largest Russian mining companies currently. The main flows of Russian crude oil. Russian oil production. Natural gas production. Oil production in Russia in 1985-2021. Natural gas production in Russia in 1985-2021 th. Coal mining. Coal production in Russia in 1985-2021 th. Oil refining in 1985-2021 th. Electricity generation in Russia.
5. Russia in the global energy dialogue.	Modern energy challenges. Political and geopolitical factors influencing to energy markets. The main threats to global energy security. Russia's place in the global energy security system. EU-Russia energy dialogue. The Eastern energy policy of Russia. Conditions for entering to the energy markets of North-East Asia. The main threats to the energy

	security of Russia
6. Scenarios conditions in energy security for Russian Federation	Main facts about Russian energy sector. Energy forecast. Forecast of the export of petroleum products. Forecast of the gas export. The conservative scenario. The innovative scenario. Energy Transition scenario. National scenarios. New challenges of the gas and oil industry's.
7. The current situation of the oil and gas sector in Russia	Russia's place in the energy market. Responsible for the energy sector in Russia in persons. OPEC + deal. Solutions and cooperation with OPEC. Energy factor in relations with China.
8. Centers of world energy policy	The main reason for the creation of centers of main energy policy. Classification of the centers of world energy policy. The Energy Factor of the Gulf Countries in the American Strategy for Containing the PRC. The mission of the Organization of the Petroleum Exporting Countries (OPEC). The mission of the International Energy Agency. The mission of the World Energy Council.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading (sources)*:*

1. Внешнеполитический процесс на Востоке [Текст/электронный ресурс]: Учебное пособие / Под ред. Д.В. Стрельцова. - Электронные текстовые данные. - М.: Аспект Пресс, 2017, 2018. - 350 с.
2. Фененко А.В. Современная история международных отношений: 1991-2016 [Текст/электронный ресурс]: Учебно-методический комплекс / А.В. Фененко. - 2-е изд., перераб. и доп.; Электронные текстовые данные. - М.: Аспект Пресс, 2016. - 432 с.

3. Грачиков Е.Н. Стратегия партнерских отношений КНР: практика и её концептуализация // Мировая экономика и международные отношения 63 (3), 83-93.

Essential Readings

4. Американская стратегия сдерживания КНР и конфликтный потенциал в Азии и Африке [Электронный ресурс]: Сборник научных статей / Под редакцией Д.А. Дегтерева, А.А. Забеллы. - Электронные текстовые данные. - М.: Изд-во РУДН, 2018. - 228 с.: ил.

5. Волков Кирилл Олегович Китайский "прорыв" в Латинскую Америку [Текст] / К.О. Волков// Ибероамериканские тетради. - 2015. - 1 (7). - С. 36 - 40.

6. Грачиков Евгений Николаевич Геополитика Китая: эгоцентризм и пространство сетей [Текст] = Geopolitics of China: Egocentrism and Space of Network : Монография / Е.Н. Грачиков. - М.: РУСАЙНС, 2019. - 234 с.

7. Борзова Алла Юрьевна Внешнеполитические исследовательские центры зарубежных стран [Текст/электронный ресурс]: Учебно-методическое пособие / А.Ю. Борзова, Н.В. Ивкина. - Количество доступов не ограничено. - М.: Изд-во РУДН, 2018. - 89 с.

8. Внешняя политика России в условиях глобальной неопределенности [Текст]: Монография / П.А. Цыганков [и др.]; Под ред. П.А. Цыганкова. - М.: РУСАЙНС, 2019. - 280 с.

9. Г Дейч Т. JI. Китайские компании на Африканских сырьевых рынках. URL: http://www.inafran.ru/ru/ content/view/198/70/

10. Евсеев В. Китайско-иранские отношения на современном этапе. 15 марта 2010. URL: http://www.centrasia.ru/ newsA.php?st=1268630400

11. Денисова Татьяна Сергеевна. Нигерия и Китай: проблемы экономического и политического сотрудничества [Текст/электронный ресурс] / Т.С. Денисова // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 673 - 685.

12. Дейч Татьяна Лазаревна. Китай в борьбе за ресурсы в Африке и арабском мире [Текст/электронный ресурс] / Т.Л. Дейч// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 595 - 611.

13. Дипломатическая служба зарубежных стран [Текст/электронный ресурс]: Учебник / Под ред. А.В. Торкунова, А.Н. Панова. - Электронные текстовые данные. - М.: Аспект Пресс, 2017. - 400 с.

14. Захаров Александр Николаевич Внешняя торговля Китая со странами Африки [Текст] / А.Н. Захаров, Н.А. Русак // Российский внешнеэкономический вестник. - 2018. - № 4. - С. 68 - 75.

15. Костюнина Галина Михайловна Особенности региональных интеграционных соглашений с участием Китая в рамках модели Юг-Юг [Текст/электронный ресурс] / Г.М. Костюнина, В.И. Баронов // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 612 - 627.

16. Михайличенко Кристина Михайловна Роль Африки в инициативе Китайской Народной Республики "Один пояс и один путь" [Текст] / К.М. Михайличенко // Вестник Российского университета дружбы народов: Политология. - 2018. - № Т. 20 (1). - С. 60-68.

17. Пономаренко Людмила Васильевна КНР - Африка: новые ориентиры взаимоотношений [текст] / Л.В. Пономаренко, Т.М. Соловьева // Вестник Российского университета дружбы народов: Международные отношения. - 2015. - №1. - С. 32 - 42.

18. Сафонкина Елизавета Андреевна Китайское председательство в БРИКС в 2017 г.: расширяя горизонты сотрудничества [Текст] / Е.А. Сафонкина // Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (2). - С. 356 - 367.

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20. Цвык Анатолий Владимирович Китайская концепция прав человека и ее международное продвижение (на англ. яз.) [Текст/электронный ресурс] = China's human rights concept and its international promotion / А.В. Цвык, Г.И. Цвык
// Вестник Российского университета дружбы народов: Социология. - 2019. - № т. 19 (1). - С. 20 - 30.

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28. David Shambaugh. China and Russia: when giants meet // The New York Times. 15 June 2009.

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37. Seligsohn D. China's Energy Policy Focuses on Controlling Demand. URL: http://www.chinafaqs.org/blog-posts/chinas-energy-policy-focuses-controlling
38. Swaran S. China's Energy Policy for the 21st Century. URL: http://www.idsa-india.org/an-mar9-5.html1. Литература на китайском языке1. Монографии и брошюры
39. Ван Бо. Мэйго нэнюань чжэнчжи Энергетическая политика США. Пекин, 2008.
40. Линь Боцян. Чжун го нэн юань чжэн цэ сы као Думая об энергетической политике Китая. Пекин, 2009.

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online

Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Energy Security" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ст. преп. кафедры ТИМО		**Шириязданова И.Ф.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Foreign Language in Professional Practice

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The purpose of mastering the discipline "Foreign Language in Professional Practice" is further improvement of their comprehensive language knowledge and practical skills, this course helps students to develop their professional skills, and to cultivate their ability to analyze and problem solving abilities as well as their critical thinking skills. Apart from improving students' listening, speaking, reading, writing and translating skills, this course aims to develop students' reading ability at a higher level, such as developing their inductive reasoning, critical thinking, and appreciation of stylistic and rhetorical ability. Moreover, it also targets on the development of students' ability of writing and translation.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Foreign Language in Professional Practice**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	UK-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level. UK-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s). UK-4.3 Uses modern communication technologies for professional purposes. UK-4.4 Builds a strategy of oral and written communication in Russian, native and foreign language(s) within the framework of academic and professional interaction.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.

Code	Competence	Competence Development Indicators
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.	OPK-7.1 Builds strategies for presenting the results of professional activities, taking into account their specifics and characteristics of the target audience. OPK-7.2 Builds a convincing argument to achieve the goals of presenting the results of professional activity. OPK-7.3 Selects the best information and communication technologies and information dissemination channels. Builds a feedback system with target audiences to improve efficiency communications.
OPK-8	Expected to develop proposals and recommendations for applied research and consulting.	OPK-8.1 Independently prepares a qualified opinion on international relations in the interests and at the request of the relevant department of the relevant ministry, other state bodies, international and non-governmental organizations, information and analytical centers, the media, other institutions and organizations. OPK-8.2 Prepares recommendations on a wide range of current international issues for government, public and commercial organizations, as well as for a wide audience of non-specialists. OPK-8.3 Conducts an examination of projects and programs in the field of international relations implemented by state and municipal authorities, non-governmental and public organizations, commercial structures.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Foreign Language in Professional Practice**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.01.DV.01.01** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Foreign Language in Professional Practice**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation	-	Russian Language in Professional Practice / Русский язык в профессиональной деятельности

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	and foreign language(s) for academic and professional interaction.		
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты	Russian Language in Professional Practice / Русский язык в профессиональной деятельности
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.	-	Russian Language in Professional Practice / Русский язык в профессиональной деятельности
OPK-8	Expected to develop proposals and recommendations for applied research and consulting.	-	Russian Language in Professional Practice / Русский язык в профессиональной деятельности

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты	Russian Language in Professional Practice / Русский язык в профессиональной деятельности

4. COURSE WORKLOAD

Course workload of the Programme "**Foreign Language in Professional Practice**" is 6 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of educational work		TOTAL, ac.ch.	Semester(s)			
			1	2	3	4
Contact work, ac.ch.		*216*	*72*	*72*	*72*	
including:						
Lectures (**LC**)						
Laboratory works (**LR**)						
Practical/Seminar Classes (**FPs**)		102	34	34	34	
Independent work of students, ac.ch.		*87*	*29*	*29*	*29*	
Control (exam /test with grade), ac.ch.		*27*	*9*	*9*	*9*	
Overall labor intensity of the discipline	ak.ch.	**216**				
	Ch.ed.	**6**	**2**	**2**	**2**	

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course module	Contents of the module
1. The world of science. Scientific progress	1.1. The world of science. Scientific discoveries, theories and related problems. 1.2. Translation of scientific texts of different types and genres (abstracts, reports, essays, scientific articles, dictionary articles, etc.) from English into Russian and from Russian into English.
2. Science and scientific methods	2.1. Various aspects of science and scientific methods. 2.2. Reading, note-taking and abstracting of scientific articles on the issues under study. The general concept of terminological clichés and stable phrases.
3. Science and society	3.1. The level and degree of science's influence on the society. 3.2. Academic translation of professional texts. 3.3. Stylistic features of scientific works and their translation.
4. Science and education	4.1. The mutual influence of education and research. 4.2. Academic translation of professional texts. 4.3. Analyzing the text and identifying the influence of the context on the translation of the terms.
5. Writing an article	5.1. Writing an introduction and conclusion to a scientific article on the issue under study. 5.2. Selecting the literature and preparing the list of references for a scientific article. 5.3. Writing an article on the issues under study.
6. International conference participation	6.1. Rules for participation in international conferences and basic principles for preparing a report. 6.2. Correspondence with conference organizers and paperwork for registration.
7. Effective presentation. Making a start. Visual aids	7.1. Establishing contact with the audience, technical means of presentation.
8. Effective presentation. Dealing with questions	8.1. Successfully completing the presentation. Answering to questions. 8.2. Preparing a presentation.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main sources

1. Некоторые вопросы теории перевода [Текст/электронный ресурс] = Some Problems of Translation Theory: Учебное пособие по курсу "Теория и практика перевода" (на английском языке. Для студентов гуманитарных специальностей / Авт. колл. Н.В.Болдовская, Л.К.Заева,

Е.С.Морозова и др. - Электронные текстовые данные. - М. : Изд-во РУДН, 2017. - 104 с. - ISBN   978-5-209-07085-6   : 73.31http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=457509&idb=0

2. Несова Н.М. Ключи к академическому английскому [Электронный ресурс] = Keys to Academic English : Учебно-методическое пособие / Н.М. Несова, Л.В. Кривошлыкова. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 39 с. - ISBN 978-5-209-08622-2. http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470293&idb=0

3. Чернова О.Е. Пособие по научному стилю речи. Английский язык [Электронный ресурс] : Учебное пособие / О.Е. Чернова, Л.И. Чикилевская. - Электронные текстовые данные. - М. : Изд-во РУДН, 2019. - 131 с. - ISBN 978-5-209-09263-6.
http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=478299&idb=0

Optional sources

1. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.English for Social Sciences and Humanities. Part I. Английский для гуманитариев. Часть I. Учеб. пособие. – М.: Цифровичок, 2016. – 62с.

2. Карцева Е.Ю., Кулиева Ш.А., Максимова О.Б., Паймакова Е.А., Тавберидзе Д.В.English for Social Sciences and Humanities. Part II. Английский для гуманитариев. Часть II Учеб. пособие. – М.: Цифровичок, 2016. – 68с.

3. Паймакова Е.А., Тавберидзе Д.В. Discussing Topical Issues of International Affairs Учеб. пособие. – М.: Цифровичок, 2018. – 92 с.

4. Stephen Bailey. Academic Writing A Handbook for International Students Third edition https://www.kau.edu.sa/Files/0013287/Subjects/academic-writing-handbook-international-students-3rd-ed%20%282%29.pdf

Internet sources

1. Electronic libraries with access for RUDN students:
– RUDN eLibrary System – http://lib.rudn.ru/MegaPro/Web
2. Databases and search engines
– Google https://www.google.ru/
– SCOPUS http://www.elsevierscience.ru/products/scopus/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Foreign Language in Professional Practice**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры КИЯ ФГСН		**Тавберидзе Д.В.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Essay Topics
the discipline "**Non-State Participants in World Politics**"

1. Traditional international actors.
2. Intergovernmental organizations (IGOs).
3. Non-governmental organizations (NGO networks).
4. Transnational corporations (TNCs).
5. "The Invisible Continent" (J. Galtung).
6. "The Second World" (C. Rosenau).
7. Activities of international non-governmental organizations (INGOs) in modern conditions: main priorities, forms, methods, role, place.
8. Leading international environmental NGOs: Greenpeace, Critical Ecosystem Partnership Fund
9. Green Cross International
10. The new role of environmental NGOs in world policy in the field of norm-setting, standardization and global governance.
11. Kimberley Process Certification Scheme
12. Forest Stewardship Council, Marine Stewardship Council
13. Coalition for Sustainable Economies
14. Youth organizations.

Questions for attestations
the discipline "**Non-State Participants in World Politics**"
1. States as actors of world politics.
2. Intergovernmental organizations (IGOs) as actors of world politics.
3. Non-governmental organizations (NGOs) as actors of world politics.
4. Transnational corporations (TNCs) as actors of world politics.
5. The Congress of Vienna as a prototype of an intergovernmental organization.
6. The Permanent Commission for the Navigation of the Rhine as the first IGO.
7. The League of Nations as the first IGO of a political nature.
8. Types of intergovernmental organizations.
9. Intergovernmental organizations of an interregional and regional nature.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Foreign policy process and decision making in Russia

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The course provides an overview of the history of Russia, the main foreign policy stages of the Russian Federation, the directions of the foreign policy of the Russian Federation. The analysis of the goals and objectives of the foreign policy of the Russian Federation is carried out. The course provides scientific and theoretical, as well as practical meaning of various terms, such as "energy security", "energy diplomacy", "structure of the world and national economy", "international security", etc. Through in-depth discussion, students will study, compare and discuss the content of the main normative legal acts ("The Concept of the Foreign Policy of the Russian Federation. Approved by the President of the Russian Federation V. Putin on February 12, 2013", "The National Security Strategy of the Russian Federation until 2020"). During lectures and seminars, discussions, the place and role of Russia in strengthening international security is analyzed. The place of Russia in international cooperation in the field of economy and environment, international humanitarian cooperation and human rights is considered. In each case, we will determine the historical context of the development of these issues, show how they can contribute to a better understanding of how international politics works, and identify the place and role of Russia in the system of international relations.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Foreign policy process and decision making in Russia**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques of self-development.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing, and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in

Code	Competence	Competence Development Indicators
		compliance with modern requirements of domestic and foreign academic publications. PK-1.5 Expected to understand the political and legal specifics of the position of the regions of the Russian Federation and foreign countries in relations between states and understand the possibilities and limitations of cross-border and other international relations of regions.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Foreign policy process and decision making in Russia**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.03** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Foreign policy process and decision making in Russia**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	-	International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of	-	World Politics / Мировая политика International Terrorism / Международный терроризм Security and Development Challenges in Russia / Проблемы безопасности в России

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	problems of professional activity.		Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			Development and the Environment / Развитие и окружающая среда
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике	Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			International Relations and World Politics / Негосударственные участники мировой политики
			Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
			Security and Development Challenges in Russia / Проблемы безопасности в России
			Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
			Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("**Foreign policy process and decision making in Russia**") is 3 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	108				108
	3				3

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
1. Introduction: the entanglements of domestic and international politics	Example of the Bonn summit conference of 1978
2. Domestic and international affairs, "domestic influences"	James Rosenau as one of the first scholars to call attention to this area. His concept of "linkage politics". work by Karl Deutsch and Ernst Haas on regional integration. Haas and his notion of "spillover". Peter Katzensteinproblem: "The main purpose of all strategies of foreign economic policy is to make domestic policies compatible with the international political economy."
3. Two-level games: a metaphor for domestic-international interactions	Richard E. Walton and Robert B. McKersie a "behavioral theory" of social negotiations
4.. Towards a theory of ratification: the importance of "win-sets"	Level I agreements, Level I1 win-sets. The possibility of synergistic issue linkage, in which strategic moves at one game-table facilitate unexpected coalitions at the second table
5. The strategic uses of uncertainty about domestic politics, and the special utility of determinants of the win-set	The size of the win-set depends on the distribution of power, preferences, and possible coalitions among Level II constituents. The size of the win-set depends on the strategies of the Level I negotiators.

6. Uncertainty and bargaining tactics. Synder and Diesing, Conjict Among Nations.	The analysis of two-level games as multiple of illustrations of Zartman's observation that all negotiation involves "the controlled exchange of partial information.
7. Restructuring and reverberation. The role of the chief negotiator. Conclusion	Reciprocal influence between domestic and international affairs. The concept of the "Second Image" and the "Second Image Reversed". Central decision-makers and their strive to reconcile domestic and international imperatives simultaneously
8. The Concept of the Foreign Policy of the Russian Federation	Basic principles, priorities, goals and objectives of the foreign policy of the Russian Federation.
9. Comparative study of similar documents used in the 2000 and 2008 editions.	The approach, the general principles, provisions, the legal references of the document (such as the 1993 Constitution and the rest of the federal legislation), changes at international level, as the engine and main cause for the elaboration of a new Concept. The principle that guides the foreign action.
10. General Provisions. Foreign Policy of the Russian Federation and the Modern World	Global processes in the first decade of the 21st century and growing new trends in global development. Russia's foreign policy, taking into account Russia's increased responsibility for setting the international agenda and shaping the system of international relations.
11. Rule of Law in International Relations. Emergence of a New World Order	The United Nations as the center for regulation of international relations and coordination in world politics in the 21st century. The effectiveness of the UN Security Council.
12. Strengthening International Security	Reducing the role of the use of force in international relations while enhancing strategic and regional stability. The implementation of the Treaty between the Russian Federation and the United States of America on Measures for the Further Reduction and Limitation of Strategic Offensive Arms.
13. International Cooperation in the Sphere of Economy and Environment	Russia's principal objectives in the area of international economic relations. Membership in the World Trade Organization (WTO) and joining the Organization of Economic Cooperation and Development (OECD). Ensuring environmental security and addressing climate change on the planet.
14. International Humanitarian Cooperation and Human Rights	Commitment to universal democratic values, human rights and freedoms. Participation of the Russian Federation in international human rights agreements.
15. Regional Priorities	Bilateral and multilateral cooperation with the CIS Member States. Establishing the Eurasian Economic

| | | Union. Commonwealth's Member States in the context of globalization. |

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Infrastructure and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading(sources)*:*
1. Фененко А.В. Современная история международных отношений: 1991-2016 [Текст/электронный ресурс]: Учебно-методический комплекс / А.В. Фененко. - 2-е изд., перераб. и доп.; Электронные текстовые данные. - М.: Аспект Пресс, 2016. - 432 с.

Essential Readings

1. Concept of the Foreign Policy of the Russian Federation. Approved by President of the Russian Federation V. Putin. on 12 February 2013. http://www.mid.ru/bdomp/brp_4.nsf/e78a48070f128a7b43256999005bcbb3/76389fec16818 9ed44257b2e0039b16d!OpenDocument
2. Marcel De Haas. Russia's Foreign Security Policy in the 21st Century: Putin, Medvedev and Beyond (Contemporary Security Studies)
3. Roger E. Kanet. Russia: re-emerging great power. http://books.google.ru/books/about/Russia.html?id=pyJpAAAAMAAJ&redir_esc=y
4. Stephen J. Cimbala autofilled. Russia and Postmodern Deterrence. http://books.google.ru/books/about/Russia_and_Postmodern_Deterrence.html?id=yTUnEf0l tP0C&redir_esc=y. http://www.amazon.com/Russia-Postmodern-Deterrence-Challenges-Twenty-First/dp/1574888145
5. Manfred B. Steger. Globalization: A Very Short Introduction. http://books.google.ru/books/about/Globalization_A_Very_Short_Introduction.html?id=SgV RoIOhYegC&redir_esc=y

Additional Readings:

1. Axelrod R., Keohane O. "Achieving Cooperation under Anarchy: Strategies and Institutions", *World Politics,* October 1985, Volume 38, No. 1, pp. 226-254 http://users.metu.edu.tr/utuba/Axelrod.pdf
2. Barnett M., Sikkink K., "From International Relations to Global Society", in *Oxford Handbook of IR,* Oxford: Oxford University Press, 2008. Chapter 3. pp. 62-83
3. Brooks S.G. "Dueling Realisms', *International Organisation,* June 1997, Volume 51, Issue 03, pp.445-77 http://journals.cambridge.org/action/displayFulltext?type=1&fid=173198&jid=INO&vol umeId=51&issueId=03&aid=173197&bodyId=&membershipNumber=&societyETOCSe ssion=
4. Carr E.H. "The Twenty Year's Crisis. 1919-1939: an Introduction to the study of International Relations". London: Macmillan. Chapters 1-3 (pp.1-40), 5-7, 9 (63-169)
5. Clausewitz von C. "On War". Oxford: Oxford University Press.
6. Dune T., Hansen L., Wight C. "The End of International Relations Theory", *European Journal of International Relations,* September 2013, Volume 19, No. 3, pp. 405-425 https://timjdunne.files.wordpress.com/2012/10/end-of-ir-theory-final-5-6-2013.pdf
7. Grenier F., "The Theory-Practice Debate and Cultures of Scholarship in IR", *International Researches,* June 2013, Volume 2, Issue 2 http://iresearcher.org/P%202,%2013-22.pdf
8. Guzini S., "The Ends of IR Theory: Stages of Reflexivity and Modes of Theorizing", *European Journal of International Relations*, September 2013, Vol. 19, No. 3, pp.521-541 http://ejt.sagepub.com/content/19/3/521.full.pdf+html
9. Hobbes T. "Leviathan". Cambridge: Cambridge University Press. Chapters 1-2
10. Huntington S., "The Clash of Civilizations?" *Foreign Affairs,* Summer 1993, Volume 72, No.3, pp.22-49 http://www.hks.harvard.edu/fs/pnorris/Acrobat/Huntington_Clash.pdf

11. Ikenberry G.J., *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*. Princeton: Princeton University Press, 2001) Chapters 1, 2

12. Ikenberry G.J., "Liberal Internatinalism 3:0 America and the Dilemma of Liberal World Order", *Perspectives on Politics,* March 2009, Volume 7, No.1, pp.71-87 http://journals.cambridge.org/download.php?file=%2FPPS%2FPPS7_01%2FS15375927 09090112a.pdf&code=f1fe3cd80b16d2e4799cf8f415584175

13. Immanuel Wallerstein on World-Systems, the Imminent End of Capitalism and Unifying Social Science http://www.theory-talks.org/2008/08/theory-talk-13.html

14. Ken B., "Critical Security Studies and World Politics" https://inspirejournal.files.wordpress.com/2011/12/dezamaroczy01_critical_security_stud ies_review.pdf

15. Keohane R., Nye J., "Power and Interdependence" – Harper Collins Publishers, 1989.

16. Krasner S., "Structural causes and regime consequences: regimes as intervening variables" *International Organization,* Spring 1982, Volume 36, No. 2, pp.1-21 http://journals.cambridge.org/download.php?file=%2F3582_E81FDDE3B7D8F164CC79 60C1D0BB923A_journals__INO_INO36_02_S0020818300018920a.pdf&cover=Y&cod e=9ea7ac850a4efb9fd298f403f4d38dc7

17. Legro J.W., and Moravscik A., "Is Anybody still a Realist?"*International Security,* Fall 1999, Volume 24, No. 2, pp.5-55 https://www.princeton.edu/~amoravcs/library/anybody.pdf

18. Machiavelli N. "The Prince". Chapters 5, 15, 17, 18, 21

19. Mearsheimer J., "The False promise of International Institutions", *International Security,* Winter 1994/1995, Volume 19, No. 3, pp.5-49 http://mearsheimer.uchicago.edu/pdfs/A0021.pdf

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24. Rathbun B.C., "Is Anybody not an (International Relations) Liberal?" *Security Studies,* 2010, Volume 19, No. 1, pp.2-25 http://www.tandfonline.com/doi/pdf/10.1080/09636410903546558

25. Rosenau J., "Thinking Theory Thoroughly", in Paul Viotti and Mark Kauppi's, *International Relations Theory,* New York: Longman 2009, pp. 17-24 http://euroakadeemia.ee/materjalid/Bak%20ReaderSeselgyte.pdf

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27. Waever O., "The Sociology of a Not So International Discipline: American and European Developments in International Relations", *International Organization,* September 1998, Volume 52, No. 04, pp 687 – 727 http://pendientedemigracion.ucm.es/info/sdrelint/ficheros_materiales/materiales035.pdf

28. Waltz K., Theory of International Politics, New York: Random House, 1979. Chapters 4, 5, 6

29. Zehfuss M., "Constructivism and Identity: A Dangerous Liaison", *European Journal of International Relations* September 1, 2001 no.7 pp.315-348 http://ejt.sagepub.com/content/7/3/315.full.pdf+html

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com

SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Foreign policy process and decision making in Russia**" are presented in the Appendix to this Work Program of the discipline.

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РУКОВОДИТЕЛЬ ОП ВО:

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Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Global Security

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

**Development of the course is carried out within the framework of the implementation
of the main professional educational program of Higher Education Programme:**

41.04.05 International relations

2022 г.

1. COURSE GOALS

The aim of the course "Global Security" is to study and understand international security by analyzing the traditional and critical approaches and understanding their prospects and challenges. The course also analyses International Relations theories and their relevance in as far as determining Global Security is concerned. Finally, the course outlines major factors that are to be considered in as far as realizing and promoting Global security is concerned.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Global Security**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
OPK-4	Expected to conduct scientific research in the field of activity, including	OPK-4.1 Conducts scientific research in interdisciplinary areas, including setting goals and objectives, positioning the selected problem in the

Code	Competence	Competence Development Indicators
	in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	available literature on the topic, choosing research methods, determining the scientific novelty of the problem under study, confirming the reliability of scientific hypotheses, formulating one's own conclusions and recommendations. OPK-4.2 Analyzes international and political-economic problems and processes while observing the principle of scientific objectivity.
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	OPK-6.1 Organizes and takes part in the implementation of development programs and strategies, including political, social, cultural, humanitarian ones. OPK-6.2 Independently formulates technical and service tasks, defining goals, identifying and using the information necessary for making managerial decisions, assesses the need for resources, identifies problems, finds alternatives, chooses the best solutions in given conditions and taking into account risks, evaluates the results and consequences of managerial decisions. OPK-6.3 Performs the functions of employees of the middle executive and junior management of institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional government bodies using foreign languages.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Global Security**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.06** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Global Security**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to	IR and Development	International Political Economy /

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	Theories / Теории международных отношений и развития	Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике	Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
OPK-4	Expected to conduct scientific research in the field of activity,	Great and Emerging Powers in Global Politics / Развитые и развивающиеся	Security and Development Challenges in Africa / Проблемы безопасности в Африке

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	державы в мировой политике	
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	-	Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика	Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
			Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme "**Global Security**" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities		TOTAL Contact academic hours	Semester			
			1	2	3	4
Contact academic hours.		*72*		*72*		
including:						
Lectures		17		17		
Lab work		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*29*		*29*		
Evaluation and assessment (exam or pass/fail grading)		*9*		*9*		
Course workload	Contact academic hours	**72**				
	Credits	**2**				

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Modul 1. Traditional and critical approaches to security	1.1. Analysis of International Relations Theories of Liberalism and Realism. 1.2. International Relations as a market place of ideas' analytical approach to other IR theories. 1.3. Re-thinking security
Modul 2. Causes of War	A study of the Types of War
Modul 3. Asymmetric war and terrorism	3.1. Asymmetric Warfare. 3.2. Terrorism and Counter-terrorism .
Modul 4. Nuclear strategy and the BMD debate	4.1. Analytical study of 'Defence' VS 'Deterrence' 4.2. A study of the first and second nuclear ages ?
Modul 5. Weapons of mass destruction	5.1. Types of Nuclear Proliferation 5.2. Problems in the Regime
Modul 6. Small Arms and Light Weapons.	6.1. A Study of the Global Arms Trade 6.2. Conceptualizing the concept of Small Arms and Light Weapons.
Modul 7. Environmental Security.	7.1. A study on the Evidence of Climate Change. 7.2. The Environment and IR Theory 7.3. Concept of Human Security.
Modul 8. Migration and Refugees	8.1. Understanding Migration as a security Issue.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

1. Kenberry, G. J. 2020. 'The next liberal order'. Foreign Affairs, vol. 99, no. 4, pp. 133–42.

2. Deudney, D. & Ikenberry, G. J. 2018, 'Liberal world: The resilient order'. Foreign Affairs, vol. 97, no. 4, pp. 16–24.

3. Kotkin, S. 2018, 'Realist world: The players change, but the game remains the same'. Foreign Affairs, vol. 97, no. 4, pp 10–15.

4. Buzan, B. 1991, 'New patterns of global security', International Affairs, vol. 67, no. 3.

5. Economist. 2019. Battle algorithm. The Economist, 7 September.

6. Suganami, H. 2002, 'Explaining war: Some critical observations', International Relations, vol. 16, no. 3, pp. 307–26.

7. Winter, Y. 2011, 'The asymmetric war discourse and its moral economies: A critique', International Theory, vol. 3, no. 3, pp. 488–514.

8. Mazarr, M. 1995, 'Virtual nuclear arsenals', Survival, vol. 37, no. 3, pp. 7–26.

9. Molander, R. C. & Wilson, P. A. 1993, The nuclear asymptote: On containing nuclear proliferation, RAND, Santa Monica.

10. Bourne, M. 2012, 'Security implications of the arms trade', in C. A. Snyder (ed.), Contemporary security and strategy, Palgrave Macmillan, Basingstoke, pp. 105–27.

11. McDonald, M. 2018, 'Climate change and security: Towards ecological security?', International Theory, vol. 10, no. 2, pp. 153–80.

12. Horst, C. 2018, 'Forced migration: Morality and politics', Ethnic and Racial Studies, vol. 41, no. 3, pp. 440–47.

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Global Security**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ассистент кафедры ТИМО		**Мугаби Б.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Human Rights and International Security

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Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The goals and objectives of the course **"Human Rights and International Security"** are to create complex idea of Human rights protection and its correlation to the global security these last decades and particularly after the creation of the United Nations.

The course is designed for the International Relations students that must know general issues on international human rights protection regulation in the contest of global security.

The course aims to train students' skills on elaboration of recommendations and settlements to the improvement and regulation of National, Regional and International political institutions in the ground of Human Rights Protection as well as in sphere of security on the bases of international treaties.

The main objectives of the course are as the following:
•   to acquaint students with specific subject of Human Rights and International Security Law;
•   to define the interconnection between international human rights law and the global security in the system of the Public International Relations;
•   to analyze and study the system of sources of Human Rights and International Security Laws,
•   - to create students' vision on the necessity of international Human Rights protection in the world in the context of general international security challenges.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Human Rights and International Security**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	UK-5.1 Understands the features of development and socio-cultural differences of different countries and peoples, considering their historical past, and is able to take these features into account in the course of intercultural interaction. UK-5.2 Constructively interacts with representatives of different countries and peoples in the framework of solving professional problems. UK-5.3 Demonstrates a deep understanding of the specifics of traditions, history and the role of Russia in the world-historical process and is able to professionally and reasonably explain these

Code	Competence Title	Indicators
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

(Note: the top of this table continues from a previous page; the first visible cell content reads "features in the course of intercultural communication.")

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Human Rights and International Security**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.03.01** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Human Rights and International Security**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines

UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	World Politics / Мировая политика Migration, Development and Global Security / Миграция, развитие и глобальная безопасность	-
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ World Politics / Мировая политика International Terrorism / Международный терроризм Security and Development Challenges in Russia / Проблемы безопасности в России	International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование Development and the Environment / Развитие и окружающая среда
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность	International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

| | | International Political Economy / Международная политическая экономия
International Organizations and Peace Process / Международные организации и мировой процесс
Migration, Development and Global Security / Миграция, развитие и глобальная безопасность
Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
Security and Development Challenges in Russia / Проблемы безопасности в России
Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
Security and Development Challenges in Africa / Проблемы безопасности в Африке | |

4. COURSE WORKLOAD

Course workload of the Programme "Human Rights and International Security" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36

Types of	All	Semester			
		1	2	3	4
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**108**				**108**
	3				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
INTRODUCTION: UNDERSTANDING HUMAN RIGHTS AND GLOBAL SECURITY	1. Human rights Definition of human rights. History of human rights. National protection of human rights. States' obligation to protect human rights. International protection of human rights. UN and human rights protection. International instruments on human rights protection. International mechanisms of human rights protection. Regional systems of human rights protection. European system of human rights protection. African system of human rights protection. Inter-American system of human rights protection 2. Global security To understand the concept of global security and to make a comparison of different concepts. i.e comparison of the concept "national" and "global", of the concept "international" and "global", "global" and "universal" as well as the concept of national security and its influence on global security. Global security and international security: the conceptual approach. Definition of global security in the light of this academic curricular. Human rights and global security in the context of this academic curricular.

SETCION I: HUMAN RIGHTS AND TERRORISM	Understanding terrorism. History of terrorism. Roots of terrorism. Social approach to the concept of terrorism. Political approach to the concept of terrorism. Economic approach to the concept of terrorism. Types of terrorism. Religious terrorism. Criminal terrorism. State's terrorism. Political (separatist) terrorism. Pathological terrorism. National policies on counter terrorism. Obligations of states to protect from terroristic acts. International cooperation on counter terrorism. UN counter terrorism programme. International instruments against terrorism. International instruments against terrorism. Regional instruments against terrorism. Regional mechanism against terrorism. Human rights obligations of states whiles countering terrorism. Human rights protection while countering terrorism.

SECTION II: HUMAN RIGHTS AND ARMED CONFLICTS	Definition of armed conflict. Causes of armed conflicts. Economical causes of the armed conflict. Political causes of armed conflicts. Religious causes of armed conflicts. Boarder causes of armed conflict. Classification of armed conflicts. Internal armed conflicts. International armed conflicts. Economical consequences of armed conflicts. Political consequences of the armed conflicts. Social consequences of armed conflicts. Humanitarian consequences of armed conflicts. Public international law and armed conflicts. Applied Human rights law and humanitarian law during the armed conflict. International humanitarian law during armed conflicts. Roles of the four Geneva conventions and the Optional Protocols. International regulation of armed conflicts. Peace-keeping and peace-making operations. Post-conflict reconstruction. Post conflict peace building. International Criminal Court. International criminal tribunals. Special tribunal courts.

SECTION III: HUMAN RIGHTS AND CLIMATE CHANGE	The concept of climate change. Global warming. Consequences of the climate changes: air pollution, flood, dry, melting ice. The consequence of global warming and climate change on realization of fundamental human rights: right to food. Right to sanitation. Right to housing. International cooperation on issues of climate change. UN actions on climate change. International conferences on climate changes. Stockholm Conference on climate change (5-16 of Jun 1972). United Nations Conference on Environment and Development (Rio de Janeiro 3-14 of Jun 1992). United Nations Conference on Sustainable Development, Rio+20 (20-22 Jun 2012). International instruments on climate change. International Mechanisms on climate change. Sustainable development goals.
SECTION IV: HUMAN RIGHTS AND ILLICIT TRAFFIC IN NARCOTIC DRUGS AND PSYCHOTROPIC SUBSTANCES	Definition of narcotic drugs. Consequences of narcotic drug on fulfillment of human rights. International mechanisms and instruments against illicit traffic in narcotic drugs and psychotropic substances. International control on narcotic drugs and psychotropic substances. International control machinery. The Commission on Narcotic drugs. the International Narcotics Control Board. International cooperation against illicit transfer of narcotic drugs and psychotropic substances. International instruments against the illegal production, transfer and consuming of narcotic drugs and psychotropic substances. International ban on consummation of narcotic drugs. Obligations of states for control on production, conservation and transfer of narcotic drugs and psychotropic substances. Sanctions (responsibility) for illicit production, transfer, conservation and consuming of narcotic drugs and psychotropic substances: Traffickers. International and national narcotic criminal cartels. Threats of narcotic-traffic on the state stability. Threats of narcotic traffic on enjoyment of human rights.
SECTION V: HUMAN RIGHTS AND INTERNATIONAL ARM CONTROLS	The scope of international arm controls. Classifications of arms. International regulations on arm trafficking. International cooperation on arm controls. International instruments on arm controls. International mechanisms on arm controls. Arms trade treaty. Principles of the ATT. Objectives aims and scope of the ATT. Conference of parties the ATT.

	International control on nuclear weapon. Treaty on the prohibition of nuclear weapons. Regional treaties on prohibition of nuclear weapons. International free zones of nuclear weapons. African Nuclear-Weapons-Free Zone Treaty. The Treaty of Tlatelolco (Latin America and the Caribbean). The Treaty of Rarotonga (South Pacific). Central Asian Nuclear-Weapon-Free Zone Treaty. Arm controls and arm conflicts.
SECTION VI: HUMAN RIGHTS AND MIGRATION	Migration as social phenomenon. History of migration. Regional regulation of migration. International regulation of migration. States controls of migration. The need for states Control of migration. The second world war and regulation of migration. Refugees and migration. Economic migrants. Political migrants. Asylum seekers. International instruments on migration. International Mechanisms on migration. Internally displaced persons. International regulation of internally displaced persons. Rights of internally displaced persons. International organized crimes and migration. Specific of migration to Western Europe. Rescues of migrant seekers on Mediterranean Sea.
SECTION VII: HUMAN RIGHTS, DEMOCRACY AND RULE OF LAW	The concept of democracy and human rights. The concept of rule of law and human rights. The interaction of human rights, rule of law and democracy. Democracy, rule of law, human rights and stability. Democracy, rule of law, human rights and development. International enforcement of the principles of democracy, rule of law, democracy and human rights. Actions of the Council of Europe on human rights, rule of law and democracy. Actions of African Union for rule of law, democracy and human rights. Actions of the Organization of American states for human rights. Rule of law and democracy: International regulation of the principles of rule of law, democracy and human rights. International and Regional instruments on rule of law, democracy and human rights. International and regional systems on rule of law, democracy and human rights. International and regional standards on rule of law, democracy and human rights.
SECTION VIII: HUMAN RIGHTS AND ECONOMIC DEVELOPMENT	Extreme poverty and the threat to international security. UN declaration on development. The concept of development and human rights. The concept of the rights to development and human rights. The dichotomy of the concept of human rights and development. The millennium development goals and human rights. The sustainable development goals and human rights. The international convention on economy, social and cultural rights. Roles of the specialized agencies of the UN, human rights and development. The UN development programme and human rights.
Section IX: Human rights and cybersecurity	Definition of cyber security. History and development of internet network. Economic, social and cultural rights and the right to access to internet. Cybersecurity and right to access to internet. Cybersecurity and the question to limit to access to internet. International cooperation in the ground of cybersecurity. Regional cooperation in the ground of cybersecurity. National regulation of the cybersecurity. Rights to privacy and access to internet network. The European Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data

Section X: Human rights and pandemics	Global security and epidemic. Global security and pandemics. Defining epidemic. Defining pandemic. Epidemic and pandemic outspread and global security. History of epidemic and pandemics. Ebola epidemic. Covid-19 pandemic. Human rights in the context of epidemic and pandemic. Epidemic, pandemic and emergency situations. Human rights and emergency situations. Emergency situation during the Covid-19 pandemic and human rights. International cooperation for eradication of the pandemic. Role of UN in eradication of the Covid-19 pandemic. Role of the World Health Organization in eradication of the Covid-19 pandemic. Economic consequences of the Covid-19 and the enjoyment of human rights.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main sources

1. Research Handbook on Human Rights and Digital Technology: Global Politics, Law and International Relations: Ben Wagner, Matthias C. Kettemann, Kilian Vieth, (Edward Elgar Publishing), 2019
2. Security and Human Rights, Benjamin J Goold, Liora Lazarus (Bloomsbury Publishing), 2019
3. The Human Right to Development in a Globalized World, Daniel Aguirre (Ashgate Publishing, Ltd.), 2008

Optional sources

1. Understanding Global Security, Peter Hough (Routledge) 2018
2. Cybersecurity and Human Rights in the Age of Cyberveillance, Joanna Kulesza, Roy Balleste, (2015)
3. Human Rights and Conflict: Exploring the Links Between Rights, Law, and Peacebuilding, Julie Mertus, Jeffrey Helsing, Jeffrey W. Helsing, (US Institute of Peace Press), 2006
4. Disarmament Diplomacy and Human Security: Regimes, Norms and Moral Progress in International Relations, Denise Garcia, (2011)
5. Stamping Out Rights: The Impact of Anti-terrorism Laws on Policing, Tessa Boyd-Caine, (2007)
6. International Human Rights: A Comprehensive Introduction, Michael Haas, (2013)
7. Human Rights: International Protection, Monitoring, Enforcement, Janusz Symonides, Routledge, 2018, 444p.
8. The Universal Declaration of Human Rights: A History of Its Creation and Implementation, 1948-1998, Часть 295, M. Glen Johnson, Janusz Symonides, Unesco Pub., 1998, 166p.
9. Human Security: Securing East Asia's Future, Benny Teh Cheng Guan (Springer Science & Business Media), 2012
10. International Law and Changing Perceptions of Security: Liber Amicorum Said Mahmoudi, Jonas Ebbesson, Marie Jacobsson, Mark Adam Klamberg, David Langlet, Pål Wrange (Hotei Publishing), 2014
11. National Security and the European Convention on Human Rights, Iain Cameron (Martinus Nijhoff Publishers), 16 авг. 2000
12. Global Security in the Twenty-first Century: The Quest for Power and the Search for Peace, Sean Kay (Rowman & Littlefield), 2006

Internet sources

1. UN: https://www.un.org/
2. European Union: https://europa.eu/european-union/index_en
3. Organization of American States: http://www.oas.org/en/
4. MERCOSUR: https://www.mercosur.int/en/
5. African Union: https://au.int/
6. ECOWAS: https://www.ecowas.int/member-states/
7. Shanghai organization for cooperation: http://eng.sectsco.org/
8. NATO: https://www.nato.int/
9. Collective Security Treaty Organization: https://en.odkb-csto.org/
10. ASEAN: https://asean.org/
11. League of Arab States: http://www.lasportal.org/Pages/Welcome.aspx
12. https://www.ohchr.org/RU/Pages/Home.aspx
13. http://www.african-court.org/en/
14. https://corteidh.or.cr/index.cfm?lang=en
15. http://www.oas.org/en/iachr/

1. **Electronic libraries with access for RUDN students:**
– RUDN eLibrary System – http://lib.rudn.ru/MegaPro/Web

2. Databases and search engines

– Google https://www.google.ru/
– SCOPUS http://www.elsevierscience.ru/products/scopus/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Human Rights and International Security" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Аду Я.Н.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

International Conflict of New Generation and its Settlement

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The main purpose of the discipline "International Conflict of New Generation and its Settlement" is to examine the conditions that make for war and peace in world politics, as well as the range of possible solutions that might help to prevent this problem in the future. The course seeks to provide a useful historical backdrop and paradigm for understanding international conflict of new generation. It offers comprehensive coverage of conflict management and possible solutions to conflict.

2. REQUIREMENTS TO LEARNING OUTCOMES

The course "**International Conflict of New Generation and its Settlement**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.

Code	Competence	Competence Development Indicators
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**International Conflict of New Generation and its Settlement**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.03.02** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**International Conflict of New Generation and its Settlement**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development	South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Challenges in Latin America / Проблемы безопасности в Латинской Америке	
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ

World Politics / Мировая политика

International Terrorism / Международный терроризм

Security and Development Challenges in Russia / Проблемы безопасности в России

Human Rights and the International Security / Права человека и международная безопасность | Development and the Environment / Развитие и окружающая среда |
| PK-1 | Expected to independently plan and conduct research in the field of humanities and social sciences. | IR and Development Theories / Теории международных отношений и развития
Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике
Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ
Development Cooperation / Сотрудничество для развития
World Politics / Мировая политика
Global Security / Глобальная безопасность
Professional Ethics in International Relations / Профессиональная этика в международных отношениях
Theory and Practice of Diplomacy / Теория и практика дипломатии
International Terrorism / Международный терроризм
Energy Security / Энергетическая | South-South Coopearation / Сотрудничество по линии Юг-Юг

Development and the Environment / Развитие и окружающая среда

Academic Writing in International Relations / Академическое письмо в области международных отношений |

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность	

4. COURSE WORKLOAD

Course workload of the Programme "International Conflict of New Generation and its Settlement" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities	TOTAL, academic hours	Semester			
		1	2	3	4
Classroom learning, academic hours	108			108	
including:					
Lectures	17			17	
Lab work					
Seminars	17			17	
Self-study, academic hours	56			56	
Evaluation and assessment (exam or pass/fail grading), academic hours	18			18	
Course workload — academic hours	108			108	
Course workload — credits	3			3	

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Section 1. The Essence and Typology of International Conflict.	Topic 1. A conflict phenomenon in international relations. Fundamental and applied aspects of international conflict studying. Topic 2. Levels of disputed interaction: political and legal specificity of global, regional and interstate conflicts. Structure and dynamics of international conflict. International political crisis. Topic 3. The basic global issues of the present (a problem of power resources, ecological and demographic issues, terrorism and drug business, a refugee problem, etc.) in context of international conflict. Topic 4. Essence, main reasons and classification of ethnopolitical conflicts. The dynamics of ethnopolitical conflicts. Topic 5. Territorial, political, economic, confessional and ethnocultural origins of separatism. Topic 6. The armed violence, terror and war as a political conflict. World war as a multilevel conflict.
Section 2. International Conflict Settlement.	Topic 7. International conflict management: mediation, conflict prevention, implementation of peace agreements, peace enforcement, humanitarian intervention, and refugee crisis management. Topic 8. The role of international and regional organizations in conflict and crisis settlement The United Nations activities: preventive diplomacy initiatives, peacekeeping, peacemaking, peacebuilding. Topic 9. Case Study: Territorial Disputes in International Relations Territorial disputes in Africa and Latin America. Topic 10. Case Study: Regional conflicts in the Middle East. Disputed potential of the Southern and Eastern Asia. Regional and local conflicts in the post-Soviet space.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:
1. Bjørn Mølle. Conflict Theory. Research Center on Development and International Relations (DIR) . Aalborg University Denmark.2015.
2. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429
3. Milton-Edwards B. Conflicts in the Middle East since 1945/ London and New York: Routledge, 2002.
4. Savicheva E. International Conflict of New Generation and its Settlement. Moscow, 2013.
5. Viotti Paul R. International Relations and World Politics. Security, Economy, Identity / Viotti Paul R., Kauppi Mark V. New Jersey : Prentice-Hall, 2017.

Additional reading:
1. Hinnebusch R. The International Politics of the Middle East. Manchester University Press, 2003. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&mode=single
2. Lewis B. What Went Wrong? The Clash Between Islam and Modernity in the Middle East. New York: Perennial, 2002.
3. Political Tsunami. Analysis of the Events in Northern Africa and the Middle East /ed. by S. Kurginyan. Moscow, 2011.
4. Saikal A. The Arab World and Iran: A Turbulent Region in Transition. Palgrave Macmillan, 2016. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&rid=699
5. Slantchev, Branislav L. Military Threats: The Costs of Coercion and the Price of Peace. Cambridge, UK: Cambridge University Press, 2011. DOI: 10.1017/CBO9780511778940

Internet sources:
1. • Learning toolkits for self- studies in the RUDN LMS TUIS:
- http://lib.rudn.ru/MegaPro/Web
2. • Databases and search engines:
- Google https://www.google.ru/
- SCOPUS http://www.elsevierscience.ru/products/scopus/

Educational and methodological materials for independent work of students in the development of the discipline / module:

1. Course of lectures on discipline ""INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS SETTLEMENT"/
2. Guidelines for the implementation and design of a term paper / project in the discipline "INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS SETTLEMENT".

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "International Conflict of New Generation and its Settlement" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Савичева Е.М.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Questions to prepare for the final certification

Course "INTERNATIONAL CONFLICT OF NEW GENERATION AND ITS SETTLEMENT "

1. Conflict and cooperation in International relations and World politics.
2. Classical and modern theories of international conflict.
3. The Essence and typology of international conflict.
4. Levels of disputed interaction: political and legal specificity of global, regional and interstate conflicts.
5. Conflict dynamics.
6. Causes of international conflict (structural causes and triggers).
7. The nature and goals of the conflicting parties and their interaction.
8. The number of parties in the conflict behavior. "Third parties" in international conflict.
9. Involvement of external actors in the conflict.
10. Security and conflict. The Security Dilemma.
11. Game theory in the international conflict analysis.
12. International political crisis. The Cuban Missile Crisis as a classical model for studying a phenomenon of crisis.
13. Global issues and international conflict.
14. The armed violence, terror and war as a political conflict.
15. World war as a multilevel conflict.
16. The cold war.
17. Modern ethno-political conflicts and their solution.
18. The phenomenon of separatism. Separatist conflicts and their consequences: the USSR, Yugoslavia, etc.
19. International conflict settlement.
20. Strategy and tactics of diplomatic negotiations. Shuttle and crisis diplomacy.
21. The United Nations activities: preventive diplomacy initiatives, peacekeeping, peacemaking, peacebuilding.
22. The role of non-governmental organizations (NGOs) in conflict resolution.
23. Which alternative options can be considered in the decision-making process?
24. Humanitarian intervention as a means to manage conflict: legal, military and political aspects.
25. The role of embargos and sanctions in achieving political objectives.
26. A conflict internationalization concept and its realization (Yugoslavia, Afghanistan).
27. Case studies: modern regional conflicts (the Middle East, Southern and Eastern Asia, Africa, Latin America).
28. Case study: Russia and international conflicts.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

International Political Economy

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The aim of the course "International Political Economy" is to study interactions between the economy on a global level and political and economic actors, systems and institutions. The course focuses on global economic governance through studies of macroeconomic phenomena such as globalization, international trade, international inequality and development and how these are shaped by international organizations, multinational corporations and sovereign states.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**International Political Economy**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques of self-development.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in

Code	Competence	Competence Development Indicators
	technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	writing and orally.
OPK-3	Expected to evaluate, model and predict global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	OPK-3.1 Uses theoretical empirical methods to assess international political processes at various levels. Possesses positivist and hermeneutical methodology for understanding political reality. OPK-3.2 Predicts the development (including on the basis of scenarios) of the situation in the framework of solving the main international problems affecting, first of all, the interests of the Russian Federation.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**International Political Economy**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.11** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**International Political Economy**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach,	IR and Development Theories / Теории международных отношений и развития	Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region /

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	develop an action strategy.	Global Security / Глобальная безопасность	Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность	Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность	International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	business and spiritual culture of Russia and foreign countries.		
OPK-3	Expected to evaluate, model and predict global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	-	Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of	International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность	Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme "**International Political Economy**" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities		TOTAL Contact academic hours	Semester			
			1	2	3	4
Contact academic hours.		*72*		*72*		
including:						
Lectures		17		17		
Lab work		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*29*		*29*		
Evaluation and assessment (exam or pass/fail grading)		*9*		*9*		
Course workload	Contact academic hours	**72**				
	Credits	**2**				

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
1. Introductory lecture	The emergence of International Political Economy as a discipline. Intersections with IR Theory and Economics
2. Balance of power and "transit of power"	Single-factor and multi-factor indices for assessing the potential (power) of individual countries. Composite Index of National Capability (CINC) by D. Singer: virtues and shortcomings. The Theory of "Power Transit" (A.F.K. Organsky), "Thucydides Trap" and US-PRC Competition. Assessment of regional balances of power
3. Basic theories of MPE	Structural Power Theory by S. Strange. Four spheres of structural power of the first level: security, production, finance, dissemination of knowledge. The theory of complex interdependence R. Cohane-J. Nye. Interdependence, sanctions and sovereign foreign policy. World-system approach by I. Wallerstein
4. New bipolarity and " decoupling "	Prerequisites for the emergence of a "new bipolarity" (USA-PRC). Collective West and Collective Non-West. block discipline. "Decoupling" in technological, economic, ideological and other spheres
5. Western and non-Western regionalism	Regional Studies, L. Fassett. "New Regionalism". The Theory of Regional Security Complexes by B. Buzan and O. Weiver. Economic regionalism and overlapping membership. Stages of integration by B. Balassa. neocolonial regionalism. ACP-EU, Post-Cotonou and Regional Economic Partnerships.
6. Political influence in the international financial system	The main functions of money and approaches to assessing the multipolarity of the international financial system. The main institutions of global financial governance. US - centric and sino-centric institutions. Central Bank-6 and currency swaps. Duality of interstate financial institutions. Political influence in the IMF.
7. Technology diffusion and technology leadership	Technological hierarchy. Cascade development theory and the "flying geese" paradigm by K. Akamatsu/ International export control regimes (COCOM, Wassenaar Arrangement, Australia Group, Zangger Committee , Nuclear Suppliers Group, etc.). Technological wars USA-Japan. USA-PRC. Clean Network Initiative. System of technical and export control in the USA. Tightening export controls for the "transit of power" period. Limits of the export control system.
8. Global Energy Governance	OPEC, OPEC+, GECF and IEA OECD - goals and objectives of organizations, mechanisms for coordinating price policy in energy markets. Formation of oil cartels ("7 sisters"). Energy transition and carbon neutrality. Collective non -West in the world energy sector.

6.   CLASSROOM   EQUIPMENT   AND   TECHNOLOGY   SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.

The concept of participation of the Russian Federation in assistance to international development. Approved by the President of the Russian Federation on June 14, 2007

National Security Strategy of the Russian Federation until 2020. Approved by Decree of the President of the Russian Federation of May 12, 2009 No. 537.

Degterev D.A. Basic approaches to rendering assistance to international development // Bulletin of MGIMO-University. - 2011. - No. 4.

Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.

Larionova M.V., Yu.K. Zaitsev, O.V. Perfilieva, M.R. Rakhmangulov , E.A. Shvets. Main international instruments and conceptual apparatus in the field of international development assistance. Thematic allowance , IMOMS GU HSE , 2010.

Lancaster C. Redesigning Foreign Aid. Foreign Affairs, September/October, 2000.

Internet sites _

http :// www . scrf . gov . ru - the official portal of the Security Council of the Russian Federation

http :// www . mid . ru - official portal of the Ministry of Foreign Affairs of the Russian Federation

http://www.oecd.org/development/ - official portal of the Development Assistance Committee of the Organization for Economic Cooperation and Development

Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.

Gerchikova I.N. International economic organizations: regulation of world economic relations and entrepreneurial activity. Tutorial. - M.: Publishing house of JSC " Consultbanker ", 2000. - 624 p.

Dedusenko A.S. Analysis of the instruments (acts) of the OECD in the field of development assistance // Vestnik mezhdunarodnykh organizatsii. - 2009. - No. 4 (26). - P.55-64.

Easterly V. In search of growth: Adventures and misadventures of economists in the tropics / Per. from English. - M.: Institute for Complex Strategic Studies, 2006. - 352 p.

Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.

Zaitsev Yu.K., Perfilyeva O.V., Rakhmangulov M.R., Shvets E.A. International institutions in the global architecture of development assistance. Thematic allowance / Resp. ed. M.V. Larionov. Moscow: HSE Publishing House, 2010

Nurmukhametova E.F. Inspection Commission of the World Bank: contribution to sustainable development // MZHMP. - 2006. - No. 4. - S. 129-145.

Pashkovskaya I. Help of the European Union to Foreign States // World economy and international relations. - 2006. - No. 3. - P.54-58.

Ryzhov V.B. Principles of European development assistance policy./ / International law and international organizations. 2011. No. 2(6).- P. 140-147.

Tkachenko S.L., A.V. Izotov . Organization for Economic Cooperation and Development: history, institutions, achievements: textbook. - St. Petersburg: Publishing House of St. Petersburg State University, 1999.

Internet sites

http://www.imf.org/ - official portal of the International Monetary Fund

www.worldbank.org - The World Bank Group

www.unctad.org - United Nations Conference on Trade and Development

http://www.oecd.org/development/ - official portal of the Development Assistance Committee of the Organization for Economic Cooperation and Development

Degterev D.A. Assistance to international development: the evolution of international legal regimes and the effectiveness of foreign aid. - M.: Lenand , 2021 - 320 p.

additional literature

Vekshina A. B., Grechukhina I. A., Esaulova O. V., Zaitsev Yu. K., Larionova M. V., Nagornov V. A., Perfilyeva O. V., Rakhmangulov M. R., Shadrikova A P., Shvets E.A. National Strategies for

International Development Assistance. Thematic allowance / Resp. ed. M.V. Larionov. Moscow: GU-HSE Publishing House, 2010

Kapitsa L.M. International Institute for Foreign Aid // Vestnik MGIMO. - 2011. - No. 4.

Streltsov D.V. Official development assistance is the most important instrument of Japan's foreign policy / D.V. Streltsov // Foreign Policy of Japan. - M.: Eastern Literature of the Russian Academy of Sciences, 2008.

Lancaster C. George Bush's Foreign Aid: Transformation or Chaos? Center for Global Development, 2008.

Managing Aid: Practices of DAC Member Countries. Better Aid Series. – OECD, June 2009.

Wedel, JRUS Foreign Aid and Foreign Policy: Building Strong Relationships by Doing It Right, International Studies Perspectives, 2005, N° 6, pp.35-50.

Internet sites

www.usaid.gov – US Agency for International Development

www.dfid.gov.uk – UK Department for International Development

www.cida.gc.ca – Canadian International Development Agency

www.bmz.de – German Federal Ministry for Economic Cooperation and Development

www.afd.fr - French development agency

www.jica.go.jp – Japan International Cooperation Agency

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "International Political Economy" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Дегтерев Д.А**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

International Terrorism

Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The aim of the course "International Terrorism" is to study and understand international terrorism and counter-terrorism practices in the context of Global Security.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**International Terrorism**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. List of Higher Education Program (me) components / disciplines that contribute to expected learning/training outcomes

Code	Competence	Competence Development Indicators
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques of self-development.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing, and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**International Terrorism**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.09** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**International Terrorism**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ	Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ World Politics / Мировая политика	Security and Development Challenges in Russia / Проблемы безопасности в России Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование Development and the Environment / Развитие и окружающая среда
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой	Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии	Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme "International Terrorism" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities		TOTAL Contact academic hours	Semester			
			1	2	3	4
Contact academic hours.		*72*		*72*		
including:						
Lectures		17		17		
Lab work		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*29*		*29*		
Evaluation and assessment (exam or pass/fail grading)		*9*		*9*		
Course workload	Contact academic hours	**72**				
	Credits	**2**				

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
Modul 1. Introduction to course	1.1. Key terminologies of Terrorism. Challanges of defining Terrorism. 1.2. Regional Approaches; OIC, Arab League, SAARC, ASEAN, EU.
Modul 2. Origins of Terrorism	2. Four Modern waves of Terrorism. Criticisms of Wave Theory.
Modul 3. Origins of terrorism-II.	3.1. Origins of Terrorism II. Four Strains of terrorism. 3.2. Criticisms of Wave Strains. .
Modul 4. What terrorists want.	4.1. Who are Terrorists? 4.2. How someone becomes a terrorist?
Modul 5. Terrorism and terror.	5.1. Popular Beliefs and misconceptions about Terrorism. 5.2. Trends in Terrorism. Far Right Terrorism and Political Violence.
Modul 6. Terrorist organizations.	6.1. Types of Terrorism. 6.2. Analysis of Religoius Terrorism
Modul 7. Global 'War on Terror'.	7. World Post 9/11 terrorist attack on the United States.
Modul 8. Terrorism in South and Central Asia.	8.1. Extremism in Central Asia and the role of Internet. 8.2. Major Terrorist Incidents in Central Asia.
Modul 9.	9. Regional Organizations and Counter- terrorism. International Organizations and counter- terrorism.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:

1. Leonard Weinberg, Ami Pedahzur & Sivan Hirsch-Hoefler (2004) The Challenges of Conceptualizing Terrorism, Terrorism and Political Violence, 16:4, 777-794, DOI: 10.1080/095465590899768

2. Tom Parker & Nick Sitter (2016) The Four Horsemen of Terrorism: It's Not Waves, It's Strains, Terrorism and Political Violence, 28:2, 197-216, DOI: 10.1080/09546553.2015.1112277

3. Steven M. Radil & Jaume Castan Pinos (2019) Reexamining the Four Waves of Modern Terrorism: A Territorial Interpretation, Studies in Conflict & Terrorism, DOI: 10.1080/1057610X.2019.1657310

4. Max Abrahms (2008) "What Terrorists Really Want: Terrorist Motives and Counterterrorism Strategy." International Security, 32:4, 78–105.

5. Ami-Jacques Rapin (2009) Does terrorism create terror?, Critical Studies on Terrorism, 2:2, 165-179, DOI: 10.1080/17539150903010251

6. Daniel Byman (2019) Does Al Qaeda Have a Future?, The Washington Quarterly, 42:3, 65-75, DOI: 10.1080/0163660X.2019.1663117

7. Mohammed M. Hafez (2008) Looking backward and forward at the global war on terrorism, Dynamics of Asymmetric Conflict, 1:2, 194-196, DOI: 10.1080/17467580802578139

8. Mariya Y. Omelicheva (2007) Combating Terrorism in Central Asia: Explaining Differences in States' Responses to Terror, Terrorism and Political Violence, 19:3, 369-393, DOI: 10.1080/09546550701424075

9. Singh S. (2002) Terrorism and Counter-Terrorism in South Asia: Challenges and Policy Options. India Quarterly, 58:3-4,145-164. doi:10.1177/097492840205800306

10. Peter Romaniuk (2010) "Institutions as Swords and Shields: Multilateral Counter-Terrorism since 9/11." Review of International Studies, 36:3, 591–613.

Internet-based sources:

1. Electronic libraries with access for RUDN students:
- RUDN online library - http://lib.rudn.ru/MegaPro/Web
- University Library online - http://www.biblioclub.ru
- Electronic library system "Юрайт" - http://www.biblio-online.ru
- Electronic library system "Консультант студента" www.studentlibrary.ru
- Electronic library system "Лань" - http://e.lanbook.com/

2. *Databases and search engines:*
- electronic fund of legal and regulatory and technical documentation http://docs.cntd.ru/
- Electronic library system "Elibrary" - www.elibrary.ru
- Search engine "Yandex" - https://www.yandex.ru/
- Search engine Google https://www.google.ru/

- Scopus database http://www.elsevierscience.ru/products/scopus/

Learning toolkits for self- studies in the RUDN LMS TUIS*:

1. A course of lectures on the course "Security and Development Challenges in the CIS".

2. Methodological guidelines for the implementation and formatting of the course work/project in the discipline "International Terrorism".

* - All educational materials for self-study of students are placed in accordance with the current order on the page of the discipline in TUIS!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**International Terrorism**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ассистент кафедры ТИМО		**Мугаби Б.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA

(RUDN University)

COURSE SYLLABUS

International Organizations and Peace Process

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The course goals are to examine the world system of international organizations, to classify them, to acquaint them with the specifics of their activities, to demonstrate the specifics of the participation of various countries in their functioning; to create an understanding of the concept and typology of international organizations; to train students in the analysis of traditional and new approaches to the development and decision-making of international organizations; to promote understanding of the patterns of evolution and formation of inter-State cooperation and the prospects for the development of international organizations; demonstrate the differences between the State and non-State sectors of international organizations; develop the skills to apply the acquired theoretical knowledge to prepare analytical reviews of the problem; analyze the role and place of the Russian Federation in its relations with international organizations.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**International Organizations and Peace Process**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	UK-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level. UK-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s). UK-4.3 Uses modern communication technologies for professional purposes. UK-4.4 Builds a strategy of oral and written communication in Russian, native and foreign language(s) within the framework of academic and professional interaction.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries.

Code	Competence	Competence Development Indicators
	the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "International Organizations and Peace Process" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.12** of Higher Academic Programme Structure.

Table 3.1. List of Higher Academic Program ("International Organizations and Peace Process") components / disciplines that contribute to expected learning/training outcomes

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Theory and Practice of Diplomacy / Теория и практика дипломатии	Security and Development Challenges in Russia / Проблемы безопасности в России
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике	Migration, Development and Global Security / Миграция, развитие и глобальная безопасность

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия	Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях	Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия	Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("International Organizations and Peace Process") is 2 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*72*				*72*
Lectures	17				17
Seminars	17				17

Types of	All	Semester			
		1	2	3	4
Self-study (ies), academic hours	*21*				*21*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**72**				**72**
	2				**2**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Introduction to the discipline: goals, tasks, modern scientific literature, documents on the problem being studied, literature.	International organizations, main sources and historiography. Terminology. Methodology for the study of international organizations. Main theoretical approaches to the study of international organizations. Functions of international organizations, criteria, objectives and activities.
Classification, principles, main areas of activity of IO.	System of modern international organizations. The political, economic, financial, humanitarian, technological and military objectives of international cooperation that underpin the establishment of organizations. International organizations and the search for effective solutions to global problems. International organizations and introduction of modern industrial technologies.
International conferences and PP.	Hague Peace Conferences 1899 and 1907, Versailles Conference 1919, United Nations Conference on International Organization in San Francisco 1945, Paris Peace Conference 1946, Vienna Conference on the Law of Treaties 1968-1969, United Nations Conference on the Law of the Sea 1958, 1960, 1973-1982, Conference on Security and Cooperation in Europe (CSCE), Conference of Leaders of the USSR, USA, Great Britain - Tehran 1943, Crimean (Yalta) 1945 and Potsdam 1945
League of Nations and PP.	The League of Nations, the prerequisites for the creation, the structure, the main areas of activity. Successes and shortcomings. United Nations (UN), history, structure, functions.
United Nations: structure, functions, projects and PP	The formation and evolution of the UN system. UN Entity. "Family of UN organizations." The UN Security Council is the task of maintaining peace and security. Peacemaking. Interaction with non-governmental organizations. Human rights activities and coordination

	of humanitarian assistance. Development and codification of international law. Activities in areas of cooperation. UN information centres, services and offices.
International military-political and economic organizations.	Emergence and development of universal international organizations. Goals and principles. Membership of organizations. Management structure. Tasks and projects. Principles of reform.
International trade and economic organizations and industrial development organizations, international financial organizations.	UN Economic and Social Council, GATT-WTO. United Nations Conference on Trade and Development (UNCTAD). International Chamber of Commerce (ICC). International Monetary Fund (IMF) and World Bank Group. International Bank for Reconstruction and Development (IBRD). International transport and communications organizations.
The formation and evolution of military-political alliances, the Western European Union, NATO.	Military-political blocs in the Cold War. Economic integration. Transformation of the North Atlantic Union. NATO enlargement process. Partnership for peace. European Security and Defence Component (ESBO). NATO peacekeeping activities. Relations between Russia and NATO (Russia-NATO Council).
European Union and PP.	Marshall Plan. Integration processes in Europe. Project Michel Debré (1949). Schumann Declaration (1950) of the EUSC, European Communities, Euroatom. Schengen Agreement 1985, Single European Act 1987 Maastricht Treaty 1991, EU Treaties.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading*:*

Tsygankov Pavel Afanasevich.
International relations: theories, conflicts, movements, organizations: Textbook/Gypsy Pavel Afanasevich, Drobot Galina Anatolyevna; Ed. Prof. P.A. Tsygankov. - Edition 2, Rev. and supplement - M.: Alfa-M, INFRA-M, 2008. - 320 sec. - ISBN 978-5-98281-100-4.
The law of international organizations. Regional, interregional, subregional intergovernmental organizations [Text]: Textbook for undergraduate and graduate studies/A.H. Abashidze [et al.]; Ed. A.Kh.Abashidze, A.M. Solntseva. - M.: Ewright, 2018. - 331 p. - (Bachelor and Master. Module). - ISBN 978-5-534-05411-8 : 789.00.

Additional reading:

Non-state participants in world politics [Text]: Textbook for universities/UMO of universities of the Russian Federation on education in the field of MO, Scientific and scientific method. Council on Political Science of the Ministry of Education. and science of the Russian Federation. - Ed. M.M. Lebedeva, M.V. Kharkevich. - M.: Aspect Press, 2013. - 208 p.: il. - (New generation textbook). - ISBN 978-5-7567-0697-0.

Council of Europe: 800 million Europeans/Comp. Division of Relations with Societies. - Strasbourg: Department. document. and publications, 2007. - 119 s.

Law of international organizations [Text/electronic resource]: Textbook and workshop for undergraduate and graduate studies/A.H. Abashidze [et al.]; Ed. A.H. Abashidze. - Electronic text data. - M.: Ywright, 2016, 2018. - 505 p.: il. - (Bachelor and Master. Academic course). - ISBN 978-5-9916-6161-4. - ISBN 978-5-534-03839-2 : 1159.00

Shumilov Vladimir Mikhailovich.

Law of the World Trade Organization (WTO): Textbook for masters and graduate students/V.M. Shumilov. - 2nd. ed., Rework. and additional - M.: Ywright, 2013. - 219 p. - (Master). - ISBN 978-5-9916-2947-8 : 0.00.

Larionova Marina Vladimirovna.

G-20 "and international organizations: working together to ensure strong, sustainable and balanced growth [Text]/M.V. Larionova

//Bulletin of International Organizations. - 2017. - No. t.12 (2). - S. 54-86.

7. List of information technologies
- UNIBC Foundation (NB) RUDN
- search engines Yandex, Google, Rambler, Mail.ru
- eLIBRARY.RU, CIAO net, LIBRARY PRESSDISPLAY, POLPRED.COM

Internet Resources

International organizations

1. Asia-Pacific Economic Cooperation (APEC): http://www.apecsec.org.sg.
2. Association of Southeast Asian Nations (ASIAN): http://www.aseansec.org.
3. Association of Development Institutions in APR (ADFIAP): http://www.adfiap.org.
4. Baltic and International Maritime Council (BIMCO): http://www.bimco.dk.
5. World Intellectual Property Organization (WIPO) http://www.wipo.int.
6. World Customs Organization (WCO): http://www.wcoomd.org. WCO Activity Information. The site contains general information about the organization, publications, legislative acts, as well as links to certain topics.
7. World Trade Organization (WTO): http://www.wto.org is the official website of the WTO. The following sections are located on the site: aid for trade, rules on the origin of goods, subsidies and compensatory measures, information technology, agriculture, textiles, guarantees, anti-dumping, technical barriers, state trading enterprises.
8. World Bank: http://www.worldbank.org - This site provides information about the activities of the Bank and its divisions in various regions of the world. You can also find links to some international organizations on the site. Use the start page in Russian - http://www.worldbank.org/eca/russian
9. Eurasian Patent Organization (EAPO): http://www.eapo.org
10. European Commission (EC): http://www.europa.eu.int/comm
11. European Conference of Ministers of Transport (ECMT): http://www.oecd.org/cem
12. UN Economic Commission for Europe (UN/ECE): http://www.unece.org. Economic analysis, statistics, trade, energy and transport data.
13. European Union: http://europa.eu.int. Official website. Here you can find basic information about the EU (including links to European organizations).
14. European Bank for Reconstruction and Development (EBRD) http://www.ebrd.org. The website provides information about the activities of the bank and its projects. For the convenience of handling the site, it can be read in Russian - http://www.ebrd.com/russian/index.htm.
15. European Central Bank (ECB): http://www.ecb.int. Official website of the European Central Bank. The site contains general information about the bank's activities, statistics, publications, as well as links to the central banks of EU countries.
16. International Investment Advisory Service (FIAS): http://www.fias.net.
17. United Nations Conference on Trade and Development (UNCTAD): http://www.unctad.org.
18. United Nations Commission on International Trade Law (UNCITRAL): http://www.uncitral.org.
19. Committee against Money Laundering (FATF): http://www.oecd.org/fatf.
20. International Air Transport Organization (IATA): http://www.iata.org.
21. International Port Association (IAPH): http://www.iaph.or.jp.
22. International Development Association (IDA): http://www.worldbank.org/ida.
23. International Maritime Organization (IMO): http://www.imo.org.
24. International Organization of Securities Commissions (IOSCO): http://www.iosco.org.
25. International Customs Organization (WCO): http://www.wcoomd.org.
26. International Chamber of Commerce (ICC): http://www.iccwbo.org. The organization, which is under WTO custody, provides various information on international trade, including advertising, marketing, trade law, financial services and

law, intellectual property, economic policy, taxation, investment in trade, transport, as well as information on local chambers of commerce and trade crimes.

27. International Tourism Organization (WTO): http://www.world-tourism.org.

28. International Federation of Customs Brokers Associations (IFCBA): http://www.ifcba.org.

29. International Finance Corporation (IFC): http://www.ifc.org.

30. International Road Transport Union (IRU): http://www.iru.org.

31. International Bank for Reconstruction and Development (IBRD): http://www.worldbank.org/html/extdr/backgrd/ibrd.

32. International Monetary Fund (IMF): http://www.imf.org Official website of the IMF, which provides detailed information on the activities of the fund, its projects, developments, etc. Here you can find the latest information of the fund on countries, publications, codes and standards.

33. International Union of Gas Workers (IGU): http://www.igu.org.

34. International Union of Railways (UIC): http://www.uic.asso.fr.

35. International Trade Centre UNCTAD/WTO (ITC): http://www.intracen.org.

36. International Centre for Settlement of Investment Disputes (ICSID): http://www.worldbank.org/icsid/index.html.

37. Multilateral Investment Guarantee Agency (MIGA): http://www.miga.org.

38. United Nations: http://www.un.org. The official website of the UN. Here you can find complete information about this organization. For ease of use, use it in Russian - http://www.un.org/russian.

39. United Nations Industrial Development Organization (UNIDO): http://www.unido.org. This organization was established under the auspices of the UN and is designed to improve the living conditions of people in developing and transition economies by creating special programs to raise their economies.

40. Organization of Petroleum Exporting Countries (OPEC): http://www.opec.org. This is the official OPEC website. Interactively contains unique data and useful data about the activities of the organization, as well as links to other resources of the network. Here you will also find official statements regarding OPEC's actions, including an archive of official press messages. If you want to read the organization's annual report, type http://www.opec.org/ar97.pdf.

41. Organization for Economic Cooperation and Development (OECD): http://www.oecd.org. The site provides various statistical information on economics, management, energy, social sphere, health, transport, science and technology, agriculture.

42. Food and Agriculture Organization of the United Nations (FAO): http://www.fao.org. United Nations Food and Agriculture Organization. This organization exists to facilitate life in underdeveloped countries. It develops agriculture, food quality and quantity.

43. Pacific Economic Cooperation Council (PECC): http://www.pecc.net.

44. Pacific Economic Council (PBEC): http://www.pbec.org.

45. Black Sea Economic Cooperation (BSEC): http://www.photius.com/bsec/bsec.html.

46. UN Economic and Social Commission for Asia and the Pacific (ESCAP): http://www.unescap.org.

Statistics

1. Internet Information Sources Trading Index: http://www.intracen.org/itc/infobase/infsourc/index.htm. This is a comprehensive index of trade information and data resources sorted by section.

3. World Bank Information Community Center: http://www.worldbank.org/html/pic/PIC.html. The Center (PIC) provides the general public with a range of operational documents that have been previously limited to official users.

4. World Bank - Data Overview: http://www.worldbank.org/html/prdmg/grthweb/growth_t.htm. This site provides an overview of data related to some of the published articles and working papers on economic growth.

5. World Bank Report on World Development: http://www.worldbank.org/wdr. The message is an annual publication of the International Bank, which each year focuses on a certain topic. In addition to detailed analysis and data on this particular topic, the message also offers selected World Development Indicators, statistical tables, etc.

6. World Bank Development Data: http://www.worldbank.org/data. The section of the website MB is devoted to the provision of development data from their research publications. Based primarily on the World Development Indicators, the annual publication of statistics MB, the site provides access to data by country.

7. Economic Development Outlook MB: http://www.worldbank.org/prospects. This site offers analysis and forecast of the prospects for world economic growth, world trade, financial flows, and commodities, the impact of global economic trends in developing countries, and information on global and regional economic forecasts. Global Economic Outlook 1998-1999 analyses the short- and long-term prospects of developing countries following the crisis in South-East Asia. The publication includes several global economic tables in the Annex. In addition, global commodity prices are reported on a monthly basis.

8. Statistics of the Organization for Economic Cooperation and Development: http://www.oecd.org/std. A lot of indicators. Includes gross national product, unemployment rate, purchasing power parity and leading indicators.

9. CIESIN - Scientific information of the International Earth Network: http://www.ciesin.org. The site is dedicated to information available to a wide range of users. Includes the gateway in some MB databases.

10. UN Trade Statistics: http://www.intracen.org. Import and export statistics compiled by UNCTAD-General Agreement on Tariffs and Trade of the International Trade Centre.

11. Statistics of International Trade (Imports) for 1994-1998: http://www.intracen.org/itc/infobase/data/chap32/imp_cat.htm, http://www.intracen.org/itc/infobase/data/chap34/imp_cat.htm.

12. Statistics of International Trade (Export) for 1994-1998: http://www.intracen.org/itc/infobase/data/chap33/exp_cat.htm, http://www.intracen.org/itc/infobase/data/chap34/exp_cat.htm.

13. United Nations Organization InfoNation: http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm InfoNation. A user-friendly database that allows you to review and compare state-of-the-art statistics for UN Member States. The search takes place in two steps: step 1. You choose up to 7 countries; step 2. You select up to 4 types of statistics that you want to view.

14. UNCTAD/WTO International Trade Centre Infobase: http://www.intracen.org/itc/infobase/itcinfb.htm. Infobases International Trade Center. Export and import data, countries and areas. There is also a section analysing national trade of countries/areas.

15. UNCTAD-trains: http://www.leman.com/~kuwahara/untrains.htm. Trade analysis and information system - a computerized information system at the HS-based tariff level of lines, covering tariffs, non-tariff measures, as well as import flows for more than 100 countries.

16. World Resources 1998-1999 http://www.wri.org/wr-98-99 Authoritative Directory from the World Institute of Resources. Major demographic and economic variables, in addition to environment statistics, including a database for 157 countries.

17. UNESCO - UNESCO Statistics: http://unescostat.unesco.org. Every year UNESCO collects (collects) statistics on education, science, culture and communication in the UNESCO Statistical Yearbook.

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/

Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "International_organisation and Peace Process" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Бокерия С.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

IR and Developement Theories

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The course provides an overview of a wide array of theories of international relations, from the major debate of (neo)realism vs. (neo)liberalism to the more recent challenge to rationalist explanations by constructivism, to more "radical" challengers such as (neo)Marxism. Through in-depth discussion, students will explore, compare and debate the merits of theories to develop a solid grasp of the different theoretical perspectives and to establish their own theoretical preferences. In each case, we will locate the historical context of these theories, show the way how they can contribute to a better understanding of how international politics works, and identify their strong and weak points. Accepting that theory is nothing more than a coherent, logical explanation for some phenomenon, the course will also examine contending theoretical approaches to some prominent issue areas within international relations: international order, war and peace, states, systems, security. Hence it gives an understanding of today's international system and its major problems.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course **"IR and developement theories"** is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies	OPK-7.1 Builds strategies for presenting the results of professional activities, taking into account their specifics and characteristics of the target audience. OPK-7.2 Builds a convincing argument to achieve the goals of presenting the results of professional activity. OPK-7.3 Selects the best information and communication technologies and information dissemination channels. Builds a feedback system with target audiences to improve efficiency

Code	Competence	Competence Development Indicators
	and channels for disseminating information.	communications.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**IR and developement theories**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.01** of Higher Academic Programme Structure.

Table 3.1. List of Higher Academic Program ("**IR and developement theories**"*) components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты	Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.	-	Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты	Theory and Practice of Diplomacy / Теория и практика дипломатии
			International Terrorism / Международный терроризм
			Energy Security / Энергетическая безопасность
			International Political Economy / Международная политическая экономия
			International Organizations and Peace Process / Международные организации и мировой процесс
			Migration, Development and Global Security / Миграция, развитие и глобальная безопасность
			Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
			Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
			Security and Development Challenges in Russia / Проблемы безопасности в России
			Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
			Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
			Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке

Code	Competenc e Title	Previous Disciplines	Subsequent Disciplines
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("**IR and developement theories**") is 3 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	108				108
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	36				36
Evaluation and assessment (exam or pass/fail grading)	17				17
total labor intensity of the Programme	108				108
	3				3

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
The theoretical foundation of IR. Diversity of theories. Levels of analysis.	The main purpose of the course is to provide students with an understanding of classical paradigms and derivative theories of international relations. The theory of international relations is a special branch of political science, which is necessary for the formulation of a research question, determining the methodological base (provides a mechanism for collecting empirical data), and studying possible stages of research. The theory also helps to clarify the hypothesis, show what research is already presented in the world of political science, and, accordingly, what gap can still be filled. Thus, the theory allows determining the author's contribution to science: to confirm the theory that exists, to clarify or refute any theoretical aspect.
Realism, Neorealism, Structural Realism	The course includes the study of derivative theories from the paradigm of political realism: defensive and offensive realism, hegemonic realism, power transition theory, neoclassical realism.
Idealism, Liberalism, Neoliberalism	The liberal-idealistic paradigm of international relations is widely spread in the United States and Europe and is a derivative of many theories and concepts that are relevant in the science of Western countries. Students are offered to get acquainted with the origins of liberalism – Wilsonianism (ideas of the American President Woodrow Wilson), and explore the scope, methodological apparatus such theories as: neoliberal institutionalism, democratic peace theory, theory of a just liberal society, liberal realism, theory of a democratic regime.
The first debate: Realism vs. Idealism. The classical origins of the debate. The neo-neo debate or synthesis: yesterday and today	The objective of this session is to establish in how far and in what ways these approaches differ and where they overlap. Which is the better explanation, realism or liberalism? Perhaps that depends upon whether we consider states to be purely self-seeking or obsessed with others. While both operate with assumption of the state as the main actor in IR, they work with different assumptions about power, cooperation, collaboration and different expectations about the input of elites and institutions in world politics. On this basis we will be able to determine the parameters of IR as defined by these two most influential approaches. While often posed in opposition to one another, Neorealism and Neoliberalism actually share a great deal. Robert Keohane himself has called neoliberal institutionalism as much realist as it is liberal. While neoliberal institutionalists question the conclusions realists arrive at, other scholars question the very basis for neorealist theory.
Marxism, critical theories	The classical paradigm of Marxism has an ideological basis, which was laid by K. Marx, F. Engels and V. Lenin. Today, most of the theories that explore the economic and political component, as well as the security problems of Third world countries, are based on the postulates laid down by Marxists.
National schools of international relations theory (the English School)	The English school of international relations is one of the few that claims to be an independent theory of international relations. English school theory is built around establishing distinctions between three key concepts: international system, international society and world society. Thus, it opens up a new space in IR theory and offers a middle ground between the opposing theories of realism and liberalism. The English school includes realistic postulates such as the emphasis on the primacy of States interacting in an anarchic system, but combines this realistic understanding with the concept of the human element arising from the understanding of liberalism and neoliberalism.
Constructivism	Constructivism is one of the most popular forms of critical theory and one of the most recent in terms of time. In scientific circles, there is a debate as to whether constructivism is an independent classical theory or whether it can still be considered a derivative. Students are invited to study the thematic and methodological components of constructivism – the factors that unite this theory with the critical group, as well as the arguments of researchers (for example, E. Adler) who consider constructivism as an intermediate stage between classical and critical theories. This section of the course is

	also interesting because it allows you to understand the flaws of neorealism and neoliberalism together. This significantly expands the view of international relations as an integral system of economic, political and socio-cultural constructs.
Foreign policy theories, theories of security, theories of war	The issue of security and the interpretation of the concept of "international security" is also the subject of international relations theory. The concept of power has given rise to one of the main theoretical security dilemmas, namely, security as a policy goal or security as an end in itself, which is comparable in level to other areas of state regulation, and sometimes even more significant. Each theory makes some reference to security (military, biological, environmental, etc.), and the methodology is based on empirical data that is applicable to most countries of the world.
Postcolonial Studies	Postcolonial studies and its derivative studies are a theoretical analysis of the historical, economic, political, and cultural heritage of the colonial period. A distinctive feature of postcolonial theories is the synthesis of foreign and domestic political aspects. The difficulty of studying the theoretical basis of postcolonial studies lies in the fact that it must be considered in two planes: from the point of view of the Western view and the non-Western view of the main processes and phenomena.
Practical application of theories	The most relevant question related to the theoretical understanding of a particular problem is its application in practice. The theory itself is not a strategy or a guide to action, but it conceptualizes the strategy to a certain extent. In addition, the theory allows you to learn from the past and avoid those mistakes that could be repeated. It is proposed to assess the political situation in the country and to study individual problems of international relations using a multi-level system developed by Klaus Zegbers. He suggested 5 levels within which research can be conducted.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Infrastructure and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading(sources)*:*

1. Classical theories of international relations / Edited by I.Clark and I.B.Neumann. - London : Palgrave, 2001. - 267 p. - ISBN 0-333-65066-2 : 1651.87.
2. Theories of international relations [Текст] / S. Burchill [и др.]; S.Burchill et al. - 2nd ed.; - New York : Palgrave, 2001. - 322 p. - ISBN 0-333-91418-X : 4129.73

Essential Readings

1. Adler E., "Seizing the Middle Ground: Constructivism in World Politics", *European Journal of International Relations,* September 1997, Volume 3, No. 3, pp.319-363 http://ejt.sagepub.com/content/3/3/319.full.pdf+html

2. Cox R., "Social forces, States and World Order: Beyond International Relations Theory", *Millennium: Journal of International Studies,* Volume 10, No. 2, pp.126-155 http://mil.sagepub.com/content/10/2/126.full.pdf+html

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4. Dornelles F.K. "Postmodernism and IR: from Desperate Critiques to a Coherent Theory of Global Politics" http://www.globalpolitics.net/essays/Krause_Dornelles.pdf

5. Dunne T., Schmidt B.C. Realism (Chapter 7), Liberalism (Chapter 8) in Baylis J., Smith S. (eds.) The Globalization of World Politics: an Introduction to International Relations. Oxford: Oxford University Press, 2008. pp. 163-180, pp. 186-201

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8. Kant 'Perpetual Peace', Cobden 'Political Writings' and Mill 'A Few Words on Non-Intervention' in Chris Brown, Terry Nardin and N.J. Rengger (eds.), *International Relations in Political Thought,* Cambridge: Cambridge University Press, 2002

9. Kavalski E., "The Fifth Debate and the Emergence of Complex International Relations Theory: Notes on the Application of Complexity Theory to the Study of International Life", *Cambridge Review of International Affairs,* September 2007, Volume 20, No. 3, pp. 435-451 http://www.tandfonline.com/doi/pdf/10.1080/09557570701574154

10. Keohane R., Nye J., "Power and Interdependence Revisited", *International Organization,* Autumn 1987, Vol.44, No.4, *http://www.ri.ie.ufrj.br/intranet/arquivos/power_and_interdependece.pdf*

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12. Krause K., "Critical Theory and Security Studies: The Research Programme of Critical Security Studies", *Cooperation and Conflict,* September 1998, Volume 33, No. 3, pp. 298-333 http://cac.sagepub.com/content/33/3/298.full.pdf+html

13. Ronen P., "A World of their Making: an Evolution of the Constructivist Critique in International Relations", *Review of International Studies,* 2000, Volume 26, No. 4, pp. 575-598 http://sro.sussex.ac.uk/12407/1/S0260210500005751a.pdf

14. Schmidt B. "On the History and Historiography of IR", in Walter Carlsnaes et al., eds., *Handbook of International Relations,* pp.3-22 http://www.sagepub.com/upm-data/9396_008772ch01.pdf

15. Singer J.D., "The Level of Analysis Problem in International Relations", *World Politics,* October 1961, Volume 14, No. 1, pp.77-92 http://sitemaker.umich.edu/jdsinger/files/the_level_of_analysis_problem_in_international_politics.pdf

16. Tang S., "The Security Dilemma: a Conceptual Analysis", *Security Studies,* September 2009, Volume 18, No. 3, pp. 587-623 http://www.tandfonline.com/doi/pdf/10.1080/09636410903133050

17. Taliaferro J.W., Lobell S.E., and Ripsman N.M., "Introduction: Neoclassical Realism, the State and Foreign Policy", Cambridge University Presshttp://assets.cambridge.org/97805217/31928/excerpt/9780521731928_excerpt.pdf

18. Tickner A., Tsygankov A., "Responsible Scholarship in International Relations: a Symposium". *International Studies Review,* December 2008, Volume 10, pp. 661-666 http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2486.2008.00823.x/pdf

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21. Waltz K.N., "Structural Realism after the Cold War", *International Security*, Summer 2000, Volume 25, pp.5-41 http://belfercenter.ksg.harvard.edu/files/waltz_kenneth_v25n1.pdf

22. Wallerstein I. 'The Inter-State Structure of the Modern World System', in Smith, Booth and Zalewski (eds), *International Theory: Positivism and Beyond*, pp. 87–107

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24. Wendt on UFO's, Black Swans and Constructivist International Relations Theory http://www.theory-talks.org/2008/04/theory-talk-3.html

Additional Readings:
1. Axelrod R., Keohane O. "Achieving Cooperation under Anarchy: Strategies and Institutions", *World Politics,* October 1985, Volume 38, No. 1, pp. 226-254 http://users.metu.edu.tr/utuba/Axelrod.pdf

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3. Brooks S.G. "Dueling Realisms', *International Organisation,* June 1997, Volume 51, Issue 03, pp.445-77 http://journals.cambridge.org/action/displayFulltext?type=1&fid=173198&jid=INO&volumeId=51&issueId=03&aid=173197&bodyId=&membershipNumber=&societyETOCSession=

4. Carr E.H. "The Twenty Year's Crisis. 1919-1939: an Introduction to the study of International Relations". London: Macmillan. Chapters 1-3 (pp.1-40), 5-7, 9 (63-169)

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7. Grenier F., "The Theory-Practice Debate and Cultures of Scholarship in IR", *International Researches,* June 2013, Volume 2, Issue 2 http://iresearcher.org/P%202,%2013-22.pdf

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11. Ikenberry G.J., *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars*. Princeton: Princeton University Press, 2001) Chapters 1, 2

12. Ikenberry G.J., "Liberal Internatinalism 3:0 America and the Dilemma of Liberal World Order", *Perspectives on Politics,* March 2009, Volume 7, No.1, pp.71-87

http://journals.cambridge.org/download.php?file=%2FPPS%2FPPS7_01%2FS15375927090 90112a.pdf&code=f1fe3cd80b16d2e4799cf8f415584175

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29. Zehfuss M., "Constructivism and Identity: A Dangerous Liaison", *European Journal of International Relations* September 1, 2001 no.7 pp.315-348 http://ejt.sagepub.com/content/7/3/315.full.pdf+html

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp

Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**IR and developement theories**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Ивкина Н.В.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Megatrends and Global Affairs

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

Main goal of the course "Megatrends and Global Affairs" is acquaintance of trainees with the academic research laboratory, receiving basic knowledge by them, skills and abilities as scientists-researchers of university level. The main accent when studying installations and priorities of changing world politics and economy is made on identification of conceptual aspects of process of changes. The new directions of development of our life space that «The road map of the XXI century» can be called are studied. In focus of research there are megatrends and global problems of the present and the new tendencies arising in the course of globalization. The attention is given to judgment of the major factors influencing formations and defining limits of realization of megatrends.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Megatrends and Global Affairs**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing, and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and conduct research in	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools.

Code	Competence	Competence Development Indicators
	the field of humanities and social sciences.	PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Megatrends and Global Affairs**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.01.01** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Megatrends and Global Affairs**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	-	Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI век Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	-	Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	-	Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений. Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI век Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты

4. COURSE WORKLOAD

Course workload of the Programme ("Megatrends and Global Affairs") is 3 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of academic activity	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**108**				**108**
	3				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*

Significance of Globalization Era.	The sources of Globalization: global problems; complex world interdependency; significance of the multilateral international negotiations. The new context: 3 levels of globalization and new diplomacy. The new stage of World political-economy integration. Transition to a G-World.
Megatrends and Problems of the International Development during the 1991-2012.	Impact of the end of the Cold War on the world's development. The Postbipolar World and the USA. Joint Formal and Informal Approvals of Resolving Problems.
Globalization and World Integration Process.	Challenges of the Globalization. Changes of the international relations system. Changes of decision-making system in the World.
New Regional Integration level.	The SPACE: SCO / ShOS Shanghai Cooperation Organization & EurAsEC / ЕврАзЭС Euroasian Economic Community.
Significance of the New International Communication and Transport Projects.	The Space of International Transport Corridor «North-South». The logistic of international group BRICS.
Traditional Integration Organizations: Problems of Identity in a New World Order.	The characteristic of "Big Europe"; Commonwealth of Independent States; East Asia.
New Global Integration Level: search for Open Partnership.	The Space of BRICS: Brasilia, Russia, India, China, South Africa. Description of the BRICS Mission.
Discourse within the BRICS on development and cooperation.	New paradigm of development. New Intercontinental Open Partnership. Status-Technology Cooperation. New Leaders for a New World.
The Club of Rome concepts and policy for Transformed World.	Club of Rome. The 8 Millennium Development Goals. The Consciousness Revolution. Global Peace: Human Potential, Networking, Interdependence. Shaping our Future.
The Sustainable Development.	Interdependence between Society, Economy, Environment: ELF-Environment, Local People, Future. The basic agreements on the Sustainable Development.
Role of the Sustainable Development Concept in Formation of the New World Order.	Definition of Sustainable Development. The basic characteristics of Sustainable Development Concept. Sustainability standards and certification systems. The major factors defining its maintenance and implementation. The United Nations Outcome Documents.
The comparative studies on the Sustainable Development.	Concept of the triple bottom line. Human Being, Society, Nature: The Development Problem.
The 2025 Global Landscape.	Main principles of cooperation and partnership evolution in 21th century. The way for global multipolar system emerging. Alternative development models. Development and cooperation prospects in the

	Globalization Epoch.
The New Hegemony Problem.	Formation of the Multipolar World Order. The United States as the single most powerful country. Eurasia-Africa-America Partnership and its basic characteristics. Leadership Will Be Key.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading*:*
a) required

N п/п	Наименование предмета, дисциплины (модуля) в соответствии с учебным планом	Автор, название, место издания, издательство, год издания учебной и учебно-методической литературы	Адрес электронной копии электронно-библиотечной системы	Количество бумажных экземпляров	Число обучающихся, одновременно изучающих предмет, дисциплину (модуль)
	2	3	4	5	6
1.	Megatrends and Global Affairs	*Юртаев В.И. Megatrends and Global Problems (MT&GP) [Текст/электронный ресурс] = Мегатренды и глобальные проблемы : Education and Methodical Complex / В.И. Юртаев. - Книга на английском языке; Электронные текстовые данные. - М. : PFUR, 2013. - 124 с. - ISBN 978-5-209-05060-5 : 282.75. 66 - Y95*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=404247&idb=0	5	21

2.	Megatrends and Global Affairs	*Role of Global South in the Multiplex World. Interview with Professor Amitav Acharya, American University, USA (Роль "Глобального Юга" в мультиплексном мире. Интервью с профессором Амитавом Ачарией, Американский университет, США) [Текст/электронный ресурс] : статья на английском языке* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 701 - 705.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476149&idb=0	*1*	*21*
3.	Megatrends and Global Affairs	*Gosovic B.* *On the Eve of BAPA+40. South-South Cooperation in Today's Geopolitical Context (К 40-летию Буэнос-Айресского плана действий: сотрудничество Юг-Юг в современном геополитическом контексте) [Текст/электронный ресурс] : статья на английском языке / B. Gosovic* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 459 - 478.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476117&idb=0	*1*	*21*
4.	Megatrends and Global Affairs	*Almezaini K.* *Implementing Global Strategy in the UAE Foreign Aid: from Arab Solidarity to South-South Cooperation (К глобальной стратегии международной помощи ОАЭ: от арабской солидарности к сотрудничеству Юг-Юг) [Текст/электронный ресурс] : статья на английском языке / K. Almezaini* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 579 - 594.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470159&idb=0	*1*	*21*
5.	Megatrends and Global Affairs	*Stephen Matthew D.* *India and the BRICS: Global Bandwagoning and Regional Balancing (Индия и БРИКС: "глобальный концерт" и региональный баланс) [Текст] : статья на английском языке / M.D. Stephen* *// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 595-602.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466786&idb=0	*1*	*21*
6.	Megatrends and Global Affairs	*Savicheva Elena Mikhailovna.* *Conflicts in the XXI centure [Текст] : Интервью с профессором Йоханом Галтунгом (Норвегия) на английском языке / E.M. Savicheva* *// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 3. - С. 563-566.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466814&idb=0	*1*	*21*

7.	Megatrends and Global Affairs	*Роль глобальных масс-медиа в изменяющемся имидже глобализации [Электронный ресурс] = The role of Global Mass media in the changing images of Globalization : Сборник материалов Международной ежегодной научно-практической конференции. Москва, 25 мая 2016 г. - Книга на англ. яз.; Электронные текстовые данные. - М. : Изд-во РУДН, 2017. - 71 с : ил. - ISBN 978-5-209-08415-0.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=470159&idb=0	1	21
8.	Megatrends and Global Affairs	*Eremin A.A.* *Рецензия на монографию: Diplomatic Strategies of Nations of the Global South. The Search for Leadership / Ed. by J.A. Braveboy-Wagner. New York: Palgrave-Macmillan, 2016. 453 p. [Текст/электронный ресурс] : статья на английском языке / A.A. Eremin, A.V. Tsvyk, V.I. Yurtaev* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 716-726.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476153&idb=0	1	21
9.	Megatrends and Global Affairs	*Некоторые последствия изменений в распределении населения мира: насколько глобализированным останется мир? [Текст] = Some implications of the changes in the world population distribution: how the globalized will the world remain? : статья на английском языке / Ю.В. Зинькина [и др.]* *// Вестник Российского университета дружбы народов: Социология. - 2018. - № т. 18 (2). - С. 271 - 283.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=468406&idb=0	1	21
10.	Megatrends and Global Affairs	*Bond P.* *The BRICS' Centrifugal Geopolitical Economy (Центробежная геоэкономика БРИКС) [Текст/электронный ресурс] : статья на английском языке / P. Bond* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 517 - 534.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=476126&idb=0	1	21
11.	Megatrends and Global Affairs	*Larionova Marina Vladimirovna.* *Potential role of the New Development Bank and Asian Infrastructure Investment Bank in the global financial system (Потенциальная роль Нового банка развития и Азиатского банка инфраструктурных инвестиций в глобальной финансовой системе) [Текст] / M.V. Larionova, A.V. Shelepov* *// Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 700-716.*	http://lib.rudn.ru/MegaPro/UserEntry?Action=Rudn_FindDoc&id=466806&idb=0	1	21

12.	Megatrends and Global Affairs	*Дипломатический словарь / Под ред. Громыко А.А., Ковалева А.Г., Севостьянова П.П., Тихвинского С.Л. В 3-х тт. М.: Наука, 1984 – 1986.*	-	*8*	*21*

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62. Whose World is it Anyway?: Civil Society, The United Nations and the Multilateral Future / Ed. J.W. Foster; Contributing ed. A. Anand; The United Nations Association in Canada. – Ottawa, 1999.
63. Understanding risk analysis. A Short Guide for Health, Safety, and Environmental Policy Making. American Chemical Society. Resources for the Future. – Center for Risk Management, 1998.
64. Understanding Risk: Informing Decisions in a Democratic Society / Paul C. Stern and Harvey V. Fineberg, editors. / National Research Council Committee on Risk Characterization, National Academy Press. – Washington DC. 1996.
65. Mapping the Global Future: Report of the National Intelligence Council's 2020 Project, National Intelligence Council, December 2004, which can be found at: www.dni.gov/nic/NIC_2020_project.html.

Internet recourses:
1. URL: http://www.ceps.be – an official site of the Centre for European Policy studies, Brussels.
2. URL: http://www.clubofrome.org/ – an official site of the Clube of Rome.
3. URL: http://ec.europa.eu/public_ opinion/standard_en.htm – an official site of the European Commission.
4. URL: http://www.economist.com/ Electronic resources over the countries of the world of the The Economist magazine.
5. URL: http://www.dni.gov/nic/NIC_ 2020_project.html – an official site of the Director of National Intelligence.
6. URL: http://www.iss.europa.eu – an official site of the EU Institute for Security Studies, Paris.
7. URL: http://www.iiss.org – an official site of the The International Institute for strategic studies.
8. URL: http://loc.gov/ Electronic resources of Library of the Congress of the USA.
9. URL: http://www.oecd.org – an official site of the Organization for Economic Cooperation and Development. Statistical information, analytical materials on all aspects of world development.
10. URL: http://www.lib.bercley.edu/GSSI/igotab3.html – a site of Berkeley University (USA) on problems of the international organizations.
11. URL: http://www.psa.ac.uk/www/world/htm – official servers of the governments. Constitutions. International organizations.
12. URL: http://www.un.org – an official site of the United Nations. Statistical information, analytical materials on all aspects of world development.
13. URL: htth://www.worldbank.org – an official site of group of the World bank. Statistical information, analytical materials on all aspects of world development.
14. URL: http://www.asean.or.id/ – an official site of ASEAN countries.
15. URL: http://www.nato.int/ – an official site of North Atlantic Treaty Organization.
16. Site Diplomatichesky messenger of the Ministry of Foreign Affairs of the Russian Federation // URL: http://www.ln.mid.ru/dip_vest.nsf
17. Site Instituta Afriki RAN // URL: http://www.inafr.ru/
18. Site Instituta vostokovednia RAN // URL: www.ivran.ru
19. Site Instituta Dalnego Vostoka RAN // URL: http://www.ifes-ras.ru/
20. Site Instituta Europa RAN // URL: www.ieras.ru
21. Site Instituta Latinskoy Ameriki RAN // URL: http://www.ilaran.ru/

22. Site Instituta mirovoy ekonomiki I mejdunarodnih otnosheniy RAN (IMEMO) // URL: http://www.imemo.ru/
23. Site Instituta USA-Kanady RAN // URL: http://www.iskran.ru/
24. Site Instituta stran Azii i Afriki / the Moscow State University // URL: http://iaas.msu.ru/
25. Site Moskovskogo gosudarstvenngo institutq mejdunarodnih otnosheniy (University) of the Ministry of Foreign Affairs of the Russian Federation (MGIMO) // URL: http://www.mgimo.ru/
26. Site Nezavisimaya gazeta – dipkuryer // URL: http://www.ng.ru/courier/
27. Site Pir Center // URL: http://www.pircenter.org/
28. Site Rossiysky institute стратегических исследований // URL: http://www.riss.ru/
29. Site Russian association of international researches // URL: http://www.rami.ru/ (http://www.risa.ru/)
30. Site Russian Council for International Relations // URL: http://www.RussianCouncil.ru

Journals
1. Pro et Contra // URL: http://www.carnegie.ru/ru/pubs/procontra/
2. Site Rossia v globalnoy politice // URL: http://www.globalaffairs.ru/
3. Site Rossia i sovremenniy mir // URL: http://www.inion.ru/product/publ.htm

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html

Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Megatrends and Global Affairs" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Белов В.И.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)**

COURSE SYLLABUS

Migration, Development and Security

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

**Development of the course is carried out within the framework of the implementation
of the main professional educational program of Higher Education Programme:**

41.04.05 International Relations

2022 г.

1. COURSE GOALS

- To explore international migration process, and unpacks its role in development, global security and international relations.
- Analyse global trends and patterns of international migration, and the impact of displacements on sending and receiving countries as well the growing role of globalised migration in international debates.
- Unpack the links between international migration and development of both receiving and sending countries beyond the East-West and South-North vectors.
- Introduce students to migration theories through a number of approaches including non-western research paradigm and to apply the theoretical framework to national case studies.
- Provide integrated and informed discussion of the international system of asylum from Nansen passports to the refuge provision in welfare states; introduce students to ongoing attempts to reform the system of international protection.
- Discuss and compare the key features of migration policies in a variety of national contexts (from high- and middle-income countries and to the policies created under the conditions of failed states).
- Using several case studies from around the world, highlight the many trade-offs and policy dilemmas in the management and regulation of international mobility and the balance of interests in policy making.
- Compare and discuss policy approaches to regulating migration. Debate the effect of remittances in different national contexts.
- Discuss key issues in the supra-national and global governance of international migration and the rights of migrant workers.
- Provide a multi-disciplinary discussion of migrants' political activism, and the effects of several citizenships and absentees' right to vote.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Migration, Development and Security**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	UK-5.1 Understands the features of development and socio-cultural differences of different countries and peoples, considering their historical past, and is able to take these features into account in the course of intercultural interaction. UK-5.2 Constructively interacts with representatives of different countries and peoples in the framework of solving professional problems. UK-5.3 Demonstrates a deep understanding of the

Code	Competence	Competence Development Indicators
		specifics of traditions, history and the role of Russia in the world-historical process and is able to professionally and reasonably explain these features in the course of intercultural communication
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Migration, Development and Security**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.13** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Migration, Development and Security**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	World Politics / Мировая политика	Human Rights and the International Security / Права человека и международная безопасность
OPK-1	Expected to build	Great and Emerging Powers	Security and Development

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс	Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика	Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East /

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс	Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme "**Migration, Development and Security**" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities	TOTAL Contact academic hours	Semester			
		1	2	3	4
Contact academic hours.	*72*				*72*
including:					
Lectures	17				17
Lab work	17				17

Type of academic activities	TOTAL Contact academic hours	Semester			
		1	2	3	4
Seminars (workshops/tutorials)	17				17
Independent work, academic hours	*21*				*21*
Evaluation and assessment (exam or pass/fail grading)					
Course workload	Contact academic hours	**72**			
	Credits	**2**			

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Unit contents
Theme 1. History of international migrations. Migration as a global phenomenon. Core terminology.	Colonial and post-colonial periods (participants, trajectories, regulations, contradictions, and consequences). Forced and voluntary migrations. Globalisation of international migration and the diversification of migrants' profiles. The actors, scale, patterns, and drivers of international migration in the 21st century. Role of international organisations in data collection and setting up policies and research agenda. Mobility and security challengers. Unit 1.2. Migration datasets (census, population registers, international monitoring systems). Terminology and classifications for migrant groups. Challenges of studying racial, religious, and ethnic differences within migration flows without creating stigma or inequality.The purposes and principles of the regional security.

Course Modules	Unit contents
Theme 2. Economic effects of migrations and migrants' remittances.	The economic effects of immigration in countries with aging populations and structural shortages of manpower in sectors that cannot be outsourced (building and public works, agriculture, care for the elderly, and tourism). Highly Skilled Migrant (HMS) policies and their impact on the receiving countries. Policy tools for regulating labour immigration. New regions of immigration (e.g. oil-producing states). Economic effects of international migration on the sending regions that have young populations, often increasingly urban and educated, massively impacted by unemployment, and tempted by mobility. Definitions of remittances. Forms and channels of remittances, the direct effect of remittances on the sending countries and on the well-being of local population. The impact of remittances on development and economic growth on a national scale. Economic and social implications of remittances. Indirect consequences of remittances and underlying threats to security in sending societies. Multiplayer effect of remittances. The impact of remittances in poverty reduction. Fundamental ethical questions in labour immigration policy. The ethics of temporary migration programmes that restrict migrant rights. Human costs of migration and remittances.
Theme 3. Cultural and religious issues. Ethical dilemmas of migration.	Globalisation of ways of life and modes of consumption. Situational and fluid identities. Critical approaches to devising population groups using the concepts of race and ethnicity — historical and contemporary examples. Policies of assimilation, segregation, integration and social protection (analysis of historical examples and contemporary practices). The ideas of superdiversity and intersectional research frames. The concept of transnationalism. Religious issues and mobility. Diasporas as networking hubs, social institutes, and political actors. Lack of transparency in diasporic networks, roots of radicalisation and other security concerns. Methodological approaches to studies of securitisation of migration and danger of terrorist attacks. Transnational networks developed by the migrants themselves (family reunification, ethnic businesses, associative and religious networks), and policies set in place by countries of departure, with quasi-diasporic links (support to friendship associations, possibility of retaining the nationality of the country of origin, access to consular voting rights to enable migrants to participate in national elections). .

Course Modules	Unit contents
Theme 4. Acute issues of border crossing in the 21 century. Irregular and undocumented migrations.	Practices of border-crossing (personal and institutional perspectives) in the past and present. Entry and admission ban.
	Migration flows and border enforcements. Maritime crossing and human trafficking. Organization of border crossings for profit and security issues. Organised crime and dangers of terrorism in the international migration studies.
	International deportation agreements. Return migration and practices of reintegration. Prima facie and screening procedures, age assessment procedures.
	Understanding undocumented, unauthorized, irregular migrations in different national contexts. Illegality in labour markets and its consequences.
Theme 5. Asylum rights and refugee situations. Migration and Natural Disasters.	UNHCR and the refugee question in the 21st century (in figures). New geography of asylum applications.
	The history of asylum: from Nansen passport to refugee crises in the 21century.
	Refugees in the EU: Dublin Convention determining the EU Member State responsible for examining an application for asylum lodged in one of the EU Member States (1990-2003). Reform of the Dublin system (Common European Asylum System).
	Asylum provision outside of the EU (case studies).
	National and regional approaches in the provision of temporary asylum and subsidiary protection: Convention Governing the Specific Aspects of Refugee Problems in Africa, the Cartagena Declaration on Refugees, Colloquium on the International Protection of Refugees in Central America (Mexico and Panama).
	Displacements as a result of global warming and natural disasters. The environmental issues (floods, sea level raising, cyclones and tornadoes, earthquakes, volcanic eruptions, desertification, soil depletion) as a source of future migrations in the absence of alternatives to migration. Case studies from different regions.
	Climate change and lessons from the past. Climate change and contemporary migrations. International discussions of the issue.
	Pandemics and mobility.
Theme 6. Issues of citizenship, second citizenship, and statelessness. Political activism of migrants.	Causes of statelessness (state succession, conflict of laws, discrimination, and others). Mobility of stateless people.
	The development of the categories of nationality and citizenship. Political integration of migrants, civil rights of new citizens (former migrants), dual citizenship and multiple citizenship, absentees' vote.
	Migrants' political activism which changes the destination country's political landscape (case studies).
	Diasporas in international relations. Diaspora as a political actor in sending

Course Modules	Unit contents
	and receiving countries. Diaspora engagement politics (national trade unions, the role of consulate services).
Theme 7. Global migration governance.	Major steps of multilateral efforts to manage international migration globally: a consensus on global migration governance at the 1994Cairo Conference on Population and Development and the 2000 report on replacement migration. International migration landscape defined by international organisations (UNHCR, the IOM, the ILO, the ICMC) and the parallel co-existence with state and regional migration management systems. Global Forums on Migration and Development (GFMD, former Global Migration group stemmed from Bern Initiative 2001) and the reports covering aspects of migration such as work, development, security of states and people, integration, protection of migrants and global governance. The UN Network on Migration as a part of 2030 framework for Sustainable development and the 2019 "Global Compact for Safe, Orderly and Regular Migration".

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:

Anderson, B. and Blinder, B. (2015) "Who Counts as a Migrants? Definitions and their Consequences." Migration Observatory Briefing, COMPAS, University of Oxford.

Bartram, D., Poros, M. and Monforte, P.(2014). *Key Concepts in Migration*. NY: Sage.

Brettel C., Hollifield J. (2015), *Migration Theory. Taking across disciplines*, New York and London, Routledge.

Casteles S, De Haas H, Miller M (2014), *The Age of Migration. International Population movements in the Modern World*, New York, Palgrave Macmillan.

Massey DS, Durand J, Pren KA. (2015) Border Enforcement and Return Migration by Documented and Undocumented Mexicans. *Journal of Ethnic and Migration Studies*. 41(7):1015-1040.

Ruhs, M. (2013) *The Price of Rights. Regulating International Labour Migration*, Princeton University Press, Princeton and Oxford

Additional reading:

Cismaș L. M, Curea-Pitorac R.I and Vădăsan I (2020) The impact of remittances on the receiving country: some evidence from Romania in European context, Economic Research-Ekonomska Istraživanja, 33:1, 1073-1094.

Grzymala-Kazlowska A. and Phillimore J (2018) Introduction: rethinking integration. New perspectives on adaptation and settlement in the era of super-diversity, *Journal of Ethnic and Migration Studies*, 44:2, 179-196.

Guadagno L. (2020) Migrants and the COVID-19 pandemic: An initial analysis. IOM https://publications.iom.int/system/files/pdf/mrs-60.pdf

Ionesco, D., Mokhanacheva, D., and Gemenne, F. (2017), The Atlas of Environmental Migration, Routledge.

Heath A.F. (2009) *The Labour Market Integration Of The Children of Immigrants: Main Determinants of Educational and Labour Market Outcomes* OECD file:///C:/Users/o_mor/Downloads/migr_child09_paper_heath_en.pdf

León-Ledesma M., Piracha, M., 2004. International Migration and the Role of Remittances in Eastern Europe. International Migration, 42, 4, 65–83.

Lowell, B.L., De La Garza, R.O., 2000. The Developmental Role of Remittances in US Latino Communities and in Latin American Countries. A Final Project Report, Inter-American Dialogue.

Lubambu K.M K (2013) The impacts of remittances on developing countries. EU Parliament report. https://www.europarl.europa.eu/RegData/etudes/etudes/join/2014/433786/EXPO-DEVE_ET(2014)433786_EN.pdf

Naudé, W.A. (2010), "The Determinants of Migration from Sub-Saharan African Countries", *Journal of African Economies*, 19 (3): 330-356.

Ruhs, M. (2013) *The Price of Rights. Regulating International Labour Migration*, Princeton University Press, Princeton and Oxford

Sigona, N., Gamlen, A., Liberatore, G., and Neveu Kringelbach, H. (eds.) (2015) Diasporas Reimagined: Spaces, Practices and Belonging, Oxford: Oxford Diasporas Programme. https://www.compas.ox.ac.uk/2015/diasporas-reimagined-spaces-practices-and-belonging

Sutradhar, S.R. (2020) The impact of remittances on economic growth in Bangladesh, India, Pakistan and Sri Lanka. *IJEPS* **14,** 275–295 (2020). https://doi.org/10.1007/s42495-020-00034-1 https://link.springer.com/article/10.1007/s42495-020-00034-1

Internet-based sources:

 1. Electronic libraries with access for RUDN students:
 - RUDN online library - http://lib.rudn.ru/MegaPro/Web
 - University Library online - http://www.biblioclub.ru
 - Electronic library system "Юрайт" - http://www.biblio-online.ru
 - Electronic library system "Консультант студента" www.studentlibrary.ru
 - Electronic library system "Лань" - http://e.lanbook.com/

 2. *Databases and search engines:*

- electronic fund of legal and regulatory and technical documentation http://docs.cntd.ru/
- Electronic library system "Elibrary" - www.elibrary.ru
- Search engine "Yandex" - https://www.yandex.ru/
- Search engine Google https://www.google.ru/
- Scopus database http://www.elsevierscience.ru/products/scopus/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Migration, Development and Security**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент		**Моргунова О.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Questions for Assessment

- What are the main differences between colonial and post-colonial migrations?
- What are the main differences between post-colonial migration and globalised migration?
- How the aging of population in some areas affects migration?
- In which countries development aid is comparable with migrants' remittances?
- Why remittances do not always sort out economic problems in the long-term?
- What are the human costs of labour migrations? Could you weigh the benefits and dangers of labour migrations for the sending countries and the destination countries?
- What are the drivers and effects of free movement agreements?
- What are the main problems of the South-South remittances corridor?
- In which ways are the issues of education, social class or gender intertwined in the contemporary debates on race and religion?
- What are the main differences between policies of assimilation and integration? Provide examples.
- What are the differences between the policies of multiculturalism/cultural diversity and segregation? Provide examples.
- Could you explain why the notion of superdiversity was introduced and what does it mean?
- In what ways does transnationalism give new meaning to the concept of diaspora?
- Could you give examples of religious identities being problematic in the context of migration?
- What practices of border crossing emerged in the 19th century and are still in existence today?
- Could you explain why the 1948 Universal Declaration of Human Rights ("Everyone has the right to leave any country, including his own") does not contradict any national entry policies?
- What are the differences between deportation and repatriation?
- What are the long-term consequences of illegality of a migrant for him/her and the country of destination?
- What describes an irregular situation of a migrant?
- What international organisations are helping irregular migrants?
- What are the differences between a voluntary and an assisted return?
- Does border enforcement always help to reduce the number of undocumented migrants?
- What are the stages of asylum application assessment?
- How the mechanism of international protection has changed in the 20th-21st centuries?
- What are the three permanent solutions to satisfactorily and permanently resolve refugees' situations to allow them to lead normal lives?
- What do "pathways for migrants in vulnerable situations" mean in migration studies?
- Can you list some clauses that regional provisions of protection contain while the Declaration does not?
- What are the subjective and objective elements of the "well-founded fear of persecution" as the key element of the 1951 Refugee Convention's definition of a refugee?
- What aspects are problematic in the 1990 International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families with regard to the issue of natural disasters?
- Can victims of natural disasters apply for asylum according to existing international agreements?
- Can hunger and rampant urbanization be approached as natural disasters when causing international migration?
- What economic and social measures can help protect migrants during a pandemic situation?
- Could you give examples of when and how international migration becomes an issue in the political agenda of a sending country? Of a receiving country?
- Could you explain under what circumstances statelessness can become a cause and/or a consequence of migration?
- What are the pros and cons for using jus soli or jus sanguinis rules?
- What are the criteria of migrants' political integration in their host countries?

- What bodies and organisations normally participate in the Global Forums on Migration and Development (GFMD)?
- Whether Southern or Northern countries are in general more active and efficient in the Global Forums on Migration and Development?
- Which clause of the United Nations 1990 Convention on the Rights of Migrant Workers is not widely accepted by host countries?
- What are the differences in the approaches of the Network on Migration and the GFMD?

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Non-State Actors in World Politics

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International Relations

2022

1. COURSE GOALS

The purpose of mastering the discipline "**Non-State Participants in World Politics**" is to acquire modern knowledge and skills to analyze world political processes and international relations through understanding the interests, positions, activities, opportunities to implement their goals and interests non-state participants in world politics.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the discipline "**Non-State Participants in World Politics**" is aimed at forming the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

ПК-1.1; ПК-1.2; ПК-1.3; ПК-1.4

Code	Competence	Competence Development Indicators
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques of self-development.
OPK-3	Expected to evaluate, model and predict global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political processes based on the application of methods of theoretical and empirical research and applied analysis.	OPK-3.1 Uses theoretical empirical methods to assess international political processes at various levels. Possesses positivist and hermeneutical methodology for understanding political reality. OPK-3.2 Predicts the development (including on the basis of scenarios) of the situation in the framework of solving the main international problems affecting, first of all, the interests of the Russian Federation.

Code	Competence	Competence Development Indicators
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Non-State Participants in World Politics**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.14** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Non-State Participants in World Politics**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-6	Expected to identify and implement the priorities of their own activities and ways to improve it based on self-assessment.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия	Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
OPK-3	Expected to evaluate, model and predict global, macro-regional, national-state, regional and local political-cultural, socio-economic and socio-political	International Political Economy / Международная политическая экономия	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	processes based on the application of methods of theoretical and empirical research and applied analysis.		
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность	Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

The total labor intensity of the discipline "**Non-State Participants in World Politics**" is 4 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Type of educational work	TOTAL, ac.ch.	Semester(s)			
		1	2	3	4
Contact work, ac.ch.	*144*				*144*
including:					
Lectures (**LC**)	36				36
Laboratory works (**LR**)	18				18
Practical/Seminar Classes (**FPs**)	18				18
Independent work of students, ac.ch.					
Control (exam /test with grade), ac.ch.					
Overall labor intensity of the discipline ac.h.	**144**				**144**
credits	**4**				**4**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Section 1. Introduction to the discipline	Topic 1.1. Basic concepts characterizing the participants of international relations. Topic 1.2. Historical background, the main stages of the formation and evolution of non-state actors (NA) of international relations, their role and place in the modern world.
Section 2. The essence and role of the state as a party to international relations.	Topic 2.1. Origin, functions, historical forms of the state Topic 2.2. Supranational institutions and typologies of IGOs, their role as international non-governmental participants.
Section 3. Non-State Actors in International Relations (Intergovernmental Organizations (IGOs))	Topic 3.1 "The Invisible Continent" (J. Galtung). "The Second World" (C. Rosenau). Pol in standardization and global managementand. Topic 3.2. Activities of international non-governmental organizations (IGOs) in modern conditions: main priorities, forms, methods, role, place.
Section 4. Non-State Actors in International Relations (NGO Network).	Topic 4.1. The new role of environmental NGOs in world policy in the field of norm-setting, standardization and global governance. Topic 4.2. Leading international environmental NGOs: "Greenpeace", "Critical Ecosystem Partnership Fund", in the world political arena "Green Cross International", etc.

Course Modules	Units
Section 5. Private military companies	Topic 5.1. PMCs, history of development, approaches to definition, types, forms of interaction Topic 5.2. The "Swiss Initiative". The interaction of non-state actors among themselves is a variety of forms and methods.
Section 6. Regions, megalopolis as actors of world politics (on the example of "Euroregions")	Topic 6.1. Regionalization as a trend of world politics. "Euroregions": the concept, prerequisites and conditions of formation. Topic 6.2. Analysis of the phenomenon of Euroregions using the neofunctionalist approach and transactionalism. Organizational levels of Euroregions.
Section 7. Radical movements and their role on the world stage (anti-globalists, terrorist organizations).	Topic 7.1. Definition, Types, Types. Terrorist Organizations as DoD Actors. Topic 7.2. Domestic and Foreign Approaches to the Policy of Information Counteraction to Terrorism: Comparative Analysis. The Impact of Religion and Religious Organizations on International Processes.
Section 8. Hybrid actors in international relations	Topic 8.1. Rating agencies Topic 8.2. TNCs

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main literature:
1. Non-State Participants in World Politics Edited by M. M. Lebedeva, M. V. Kharkevich
2. Degtyarev A. A. Otdel'nykh politicheskikh prohodiya. M., 2004.

Further reading:

1. Tsygankov, P.A. Political dynamics of the modern world: theory and practice / P.A. Tsygankov ; Lomonosov Moscow State University. – Moscow : Moscow State University, 2014. – 574 p.
2. Pushkov A.K. Foreign policy of Russia and its national interests in the XXI century : textbook .- Moscow: MGIMO-Universitet, 2011 - 112 p.
3. Gaynanov D A Theory and mechanisms of modern public administration: Uchebnoe

posobie / D.A. Gainanov, A.G. Ataeva, I.D. Zakirov. - M.: SIC INFRA-M, 2014. - 288 p.
4. Kochetkov A.P. Corporate elites. M.: Rossiiskaya politicheskaya entsiklopediya (ROSSPEN), 2012. 223 p. 5. Alekseeva T.A. Sovremennaya politicheskaya mysl (XX-XXI vv.). Politicheskaya teoriya i mezhdunarodnye otnosheniya [Elektronnyi resursii]: Uchebnoe posobie dlya vuzov/ Alekseeva T.A.— Electron. textnye data. — M.: Aspect Press, 2016.— 623 p.
6. Sovremennye mezhdunarodnye otnosheniya [Elektronnyi resurs]: Uchebnik/ A.V. Abramova[i dr.]. - Electron. text data.— M.: Aspect Press, 2016.— 688 c
7. Voskresensky A. D. Mirovoe kompleksnoe regionovedenie: Uchebnik / A.D. Voskresensky, E.V. Koldunova, A.A. Kireeva; Pod red. A.D. Voskresensky. - M.: Magister: NIC INFRA-M,2014. - 416 p.

Resources of the information and telecommunication network "Internet":

1. RUDN University EBS and third-party EBS, to which university students have access on the basis of concluded contracts:
- ELECTRONIC LIBRARY SYSTEM RUDN University – EBS RUDN University http://lib.rudn.ru/MegaPro/Web
- EBS University Library Online http://www.biblioclub.ru
- EBS Jurait http://www.biblio-online.ru
- EBS Student Consultant www.studentlibrary.ru
- EBS "Lan" http://e.lanbook.com/
- EBS Troitsky Bridge

2. Databases and search engines:
- electronic fund of legal and normative-technical documentation of the http://docs.cntd.ru/
- Scientific electronic library Elibrary www. elibrary. ru
- Yandex search engine https:// www.yandex.ru/
- Google https://www.google.ru/ search engine
- Abstract database SCOPUS http:// www.elsevierscience.ru/products/scopus/

Educational and methodical materials for independent work of students when mastering the discipline / module*:

1. A course of lectures on the discipline "**Non-State Participants in World Politics**".
2. Methodological guidelines for the implementation and design of the course work / project on the discipline "**Non-State Participants in World Politics**".
* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of **the discipline in TUIS**!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Non-State Participants in World Politics**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Бокерия С.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

НАЧАЛЬНИК ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Essay Topics

1. Traditional international actors.
2. Intergovernmental organizations (IGOs).
3. Non-governmental organizations (NGO networks).
4. Transnational corporations (TNCs).
5. "The Invisible Continent" (J. Galtung).
6. "The Second World" (C. Rosenau).
7. Activities of international non-governmental organizations (INGOs) in modern conditions: main priorities, forms, methods, role, place.
8. Leading international environmental NGOs: Greenpeace, Critical Ecosystem Partnership Fund
9. Green Cross International
10. The new role of environmental NGOs in world policy in the field of norm-setting, standardization and global governance.
11. Kimberley Process Certification Scheme
12. Forest Stewardship Council, Marine Stewardship Council
13. Coalition for Sustainable Economies
14. Youth organizations.

Questions for attestations

1. States as actors of world politics.
2. Intergovernmental organizations (IGOs) as actors of world politics.
3. Non-governmental organizations (NGOs) as actors of world politics.
4. Transnational corporations (TNCs) as actors of world politics.
5. The Congress of Vienna as a prototype of an intergovernmental organization.
6. The Permanent Commission for the Navigation of the Rhine as the first IGO.
7. The League of Nations as the first IGO of a political nature.
8. Types of intergovernmental organizations.
9. Intergovernmental organizations of an interregional and regional nature.

Federal State Autonomous Educational Institution of Higher Education
PEOPLE'S FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

Faculty of Humanities and Social Sciences

COURSE SYLLABUS

Professional Ethics in International Relations

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

It is an acquaintance of students with stages of development and formation of professional ethics in general and main moral requirements of professional ethics of the diplomat; formation of professional consciousness of students, professional moral education, orientation of future experts in the international relations on conscientious execution of the professional duty, professional honesty in the State Departments, bodies of authority and management, the international organizations.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course "**Professional Ethics in International Relations**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	UK-3.1 Demonstrates the ability for constructive team interaction, performing the functions of managers and employees of junior and middle levels. UK-3.2 Expected to responsibly build a strategy for self-development in the interests of the team, organization, department.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Professional Ethics in International Relations**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.07** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Professional Ethics in International Relations**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	Development Cooperation / Сотрудничество для развития	Security and Development Challenges in Africa / Проблемы безопасности в Африке
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность	Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике	Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and

| | | Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ
Development Cooperation / Сотрудничество для развития
World Politics / Мировая политика
Global Security / Глобальная безопасность | Peace Process / Международные организации и мировой процесс
Migration, Development and Global Security / Миграция, развитие и глобальная безопасность
Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики
Security and Development Challenges in the CIS / Проблемы безопасности в СНГ
Security and Development Challenges in Russia / Проблемы безопасности в России
Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР
Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке
Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
Security and Development Challenges in Africa / Проблемы безопасности в Африке
Human Rights and the International Security / Права человека и международная безопасность
International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
South-South Coopearation / Сотрудничество по линии Юг-Юг
Development and the Environment / Развитие и окружающая среда
Academic Writing in International Relations / Академическое письмо в области международных отношений |

4. COURSE WORKLOAD

Course workload of the Programme "Professional Ethics in International Relations" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Types of academic activities		Total academic hours	Semesters			
			1			-
Contract academic hours		17	17			-
including:						
Lectures (LC)						-
Lab Work (LW)						-
Seminars *(S)*		17	17			-
Self-studies		46	46			-
Evaluation and assessment (exam/pass)		9	9			-
Entire Intetsity	**ac.h.**	**72**	**72**			-
	credit	**2**	**2**			-

5. COURSE CONTENTS

Course Modules	Units
ETHICS AS PHILOSOPHICAL SCIENCE.	Ethics. Moral. Types of ethics. Main schools of ethical knowledge.
Types of ethics.	Structure of moral. Categories of moral.
Main schools of ethical knowledge.	Structure of professional ethics. Applied ethics and professional ethics.
ETHICS AS PHILOSOPHICAL SCIENCE.	Administrative ethics. Public service as profession. Moral standards in Public service
Categories of moral.	Professional culture of the public service.
CONCEPT OF PROFESSIONAL ETHICS.	Ethical code of public servants. Ethics Committee.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

a) Main literature:

1. Feng Su, Bart McGettrick. Professional Ethics: Education for a Humane Society. – Cambridge scholar publishing, 2012.
2. Peter Davson-Galle. Reason and Professional Ethics. – Taylor and Francis Group, 2016.
3. Научно-технический прогресс и этическая парадигма XXI века [Электронный ресурс] : Монография / В.А. Цвык [и др.]. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 197 с.

b) Additional literature:
1. Daryl Koehn. The Ground of Professional Ethics. – Routledge, 2006.
2. Eric Mount. Professional Ethics in Context: Institutions, Images, and Empathy. – John Knox Press, 1990.
3. Дубко Е.Л. Политическая этика. Учебник. М.: Академический проект, 2005.
4. Выгорбина А.Е. Этика социальных отношений. М., 2011.

в) Resources of the Internet:

- ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН
http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru - ЭБС Юрайт
http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/

2. Полнотекстовые зарубежные базы данных:

   - Foreign Newspapers - http://library.pressdisplay.com

   - **EBSCO** (универсальная база данных зарубежных полнотекстовых   научных журналов по всем областям знаний) - http://search.epnet.com

3. Journal of ethics на платформе www.swetswise.com

4. Ethics Education Library http://ethics.iit.edu/eelibrary/

5. Encyclopaedia Britannica https://www.britannica.com/

6. Stanford Encyclopedia of Philosophy https://plato.stanford.edu/

Educational and methodological materials for independent work of students during the periods of higher education programme of the discipline/ module:

1. Lectures (*multimedia presentations*) on the discipline «**Professional Ethics in International Relations**».
2. Seminars, tasks for independent work of srudents.
3. The materials for independent work of students mastering the discipline / module on the discipline "Professional Ethics in International Relations" are posted on the Telecommunication educational and information system (TEIS) https://esystem.rudn.ru/course/view.php?id=1599

Methodological recommendations.

Evaluation tools for the current monitoring of progress are the first and final certifications. Written certifications are conducted in the form of answers to two questions posed by the teacher, or in the form of a test (at the discretion of the teacher). The first certification is carried out in order to check the students ' mastering of the course material, recommended by the teacher of literature, their ability to successfully analyze and understand the material offered to their attention, as well as to apply the acquired knowledge in practice. Therefore, in the that certification can be included as questions that check the proper independent work of the student, that is, the degree of familiarity and understanding of the texts of students, the basic concepts of the theory and history of ethics and professional ethics, and more free, creative tasks designed to identify and develop the analytical abilities of the student.

Questions on the final work reflect all the material of the course, including the independent work of the student.

Report on the topic (with a presentation in PowerPoint) is an independent study of the student, which is descriptive and analytical. The scientific report is prepared by the student in accordance with the chosen topic. The list of topics is offered to students at the beginning of the semester by the teacher. The student has the right to choose a topic from this list or offer his / her own, having previously agreed with the teacher. The presentation should be up to 7 slides (more if desired). The presentation must be accompanied by the text, decorated according to (up to 7 pages, 12 times New Roman font, 1,5 interval, page settings: left – 2.5 cm, right – 1.5 cm, top and bottom – 1.5 cm).

Academic ethics: Attention! All cases of plagiarism should be excluded.
Note: Evaluation tools for the current monitoring of academic performance according to the point–rating system.
Evaluation tools and the Point–rating system are formed based on the requirements of the relevant local regulatory act of the RUDN.

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Professional Ethics in International Relations" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры этики		**Мухаметжанова В.С.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:
Кафедра этики		**Цвык В.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:
Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Quantitative Analysis of Situational Models in World Policy

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The main purpose of the course is to form a comprehensive understanding of the features of the analysis of situational models in international relations; theoretical foundations of its evolution, the mechanism of functioning; the main modern trends and methodology. This course has a practical orientation and is designed to provide students with a set of skills to conduct and apply such a mechanism as situational analysis within the framework of international relations, as well as to better understand the essence of interdisciplinary approaches in scientific research. The above skills should help the student to write a further graduate qualification paper.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Quantitative Analysis of Situational Models in World Policy**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	UK-3.1 Demonstrates the ability for constructive team interaction, performing the functions of managers and employees of junior and middle management. UK-3.2 Expected to responsibly build a strategy for self-development in the interests of the team, organization, department.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Quantitative Analysis of Situational Models in World Policy**" belongs to the University Disciplines Module formed by the participants in the educational

relations of Block **B1.O.01.02** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Quantitative Analysis of Situational Models in World Policy**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	-	-
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы	Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы	Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты

4. COURSE WORKLOAD

Course workload of the Programme "Quantitative Analysis of Situational Models in World Policy" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Types of academic activity	All	Semester			
		1	2	3	4
Contact academic hours	108				108

Types of academic activity	All	Semester			
		1	2	3	4
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	108				108
	3				3

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Section 1. Introduction. Definitionof situation analysis, methodologyand predictive potential.	Unlike the exact sciences, the humanities and social sciences are limited in effective research methods. In order to overcome this traditional limitation an interdisciplinary approach and situation analysis method is used. This type of analysis was originally applied to market analysis in marketing economics and then adapted to international relations.
Section 2: Fundamentals of conducting a situation analysis. Key steps in implementing a situation analysis. Identification of actors international conflict. Identification of actors international conflict, defining their hierarchy, Political psychology of the leaders of the opposing sides.	The practice of situational analysis has strict rules in terms of the application of the analytical model. Conducting an accurate, in-depth, comprehensive analysis involves the student's ability to gather and assess information, identify trends and patterns within the field of international relations.
Section 3: Preparing a Situation Scenario. Creation of situation scenarios based on the most relevant international events relations, practical aspects. Historical Dynamics and Political Tradition in Conflict Analysis, Legal Aspects of International Conflicts	The descriptive scenario of an international situation is the most important part of a situation analysis, without which it cannot be carried out.
Section 4: Establishing a Situation Analysis Expert Group and Comprehensive Analysis of International Conflict. Key steps in organising a team of experts to undertake a situational analysis, ethical and practical.	Besides peculiarities of correct formation of expert group, it is also important to understand different types of analysis included in situational analysis: analysis of identity of international conflict actors, economic analysis of international conflict, analysis of power balance of conflict participants, application of international databases to conduct content and event analysis. The distinction between the types

Course Modules	Units
Analysis of the Identity of Actors in International Conflict, Economic Analysis of International Conflict, Balance of Power of International Conflict	of analysis under consideration variables and the specifics of their treatment.
Section 5. Summarizing the situation analysis. Summarizing the results of the situation analysis, preparing a final document. Creation of own databases on conflicts, Conducting database-driven research.	Summarizing the situation analysis is the part of the process where students are faced with balancing and balancing the sometimes quite different views of the expert panel. It is especially important to understand and be aware of influences such as ethnic, political, historical, religious, economic and attitudinal. It is about the need, within the framework of respect for expert opinion, to collect data, analyze it, evaluate it and, on the basis of this, arrive at a balanced and averaged result.
Section 6: The War in Iraq 2003. Practical application of situational analysis skills on a given topic. Economic, social, military and political aspects of the conflict. Definition of the parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of conflict resolution.	A practical exercise. Students examine a case study on a given topic in detail and take turns in assuming the roles of various authorities in a situational analysis framework. Thus, students are asked to come up with the correct situational scenario, parse it, and offer their expert opinion on the political, economic, social, military, and other aspects of the problem at hand. Students are then required to compare their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its conclusion.
Section 7: North Korea and the Possession of Nuclear Technology. Practical application of situational analysis skills on a given theme. The economic, social, military and political aspects of the conflict. Definition of the parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of conflict resolution.	A practical exercise. Students examine a case study on a given topic in detail and take turns in assuming the roles of various authorities in a situational analysis framework. Thus, students are asked to come up with the correct situational scenario, parse it, and offer their expert opinion on the political, economic, social, military, and other aspects of the problem at hand. Students are then required to compare their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its conclusion.
Section 8. Nagorno-Karabakh, the conflict between Azerbaijan and Armenia. Practical application of situational analysis skills on a given theme. The economic, social, military and political aspects of the conflict. Definition of the parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of conflict resolution.	A practical exercise. Students examine a case study on a given topic in detail and take turns in assuming the roles of various authorities in a situational analysis framework. Thus, students are asked to come up with the correct situational scenario, parse it, and offer their expert opinion on the political, economic, social, military, and other aspects of the problem at hand. Students are then asked to compare their opinions in the form of a single balanced conclusion, which will serve as the main conclusion of the analysis and its conclusion.
Section 9. Civil War in the East of Ukraine. Practical application of situational analysis skills on	The war in eastern Ukraine, triggered by a successful attempt by Western powers to change the legitimate government in Kyiv, has split Ukraine in two. The issue of interference by

Course Modules	Units
a given theme. The economic, social, military and political aspects of the conflict. Identification of the parties, preconditions and results of the conflict. Forecast of the further development of the situation and potential ways of conflict resolution.	other states in the sovereign affairs of a country has long been are the subject of discussions in the expert community. An attempt by Western countries to secure their own interests in the post-Soviet space and cut off any possibility of contacts between this state and Russia.
Section 10. Conflict in Libya 2011. Practical application of skills of situational analysis on the given topic. Economic, social, military and political aspects of the conflict. Identification of the parties, preconditions and results of the conflict. Forecast of further development of the situation and potential ways of conflict resolution.	The Arab Spring turned out to be the political event that completely turned the situation in the Middle East and North Africa upside down. With the help of social media and mass media, Western countries actually provoked the change of unwanted governments in North Africa.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

(a) Basic literature

Policy World // Policy StudiesJournal

Policy World: Policy Studies Organization Proceedings // Review of Policy Research , 2009

Neymark. M. In the Face of the Strategic Choice: New Imperatives of World Policy // Problemy Postsovetskogo Prostranstva, 2017.

b) additional literature

1) Clinton J.A. Innovation as energy policy for the world [Policy Perspectives] // IEEE

Technology andSociety Magazine, 2009

2) Perisin T. EU Regulatory Policy and World Trade // European Constitutional Law Review, 2015.

3) Szolts. P. Interactions Between Climate Change, World Economics, and
Climate Policy // ActaRegionalia et Environmentalica , 2017

4) Ramakrishnan V. Policy: UK research reforms in a Brexit world // Nature , 2016.

5) Booth L., Zhou J. Dividend policy: A selective review of results from around
the world // GlobalFinance Journal, 2017

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Quantitative Analysis of Situational Models in World Policy" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Еремин А.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории **международных отношений**		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Regional Subsystems of International Relations in the XXI Century

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The main goal of the course " Regional Subsystems of International Relation in the XXI century" is to acquaint students with the theoretical prerequisites / key concepts and theories and other mechanisms for the functioning of regional subsystems of international relations in the XXI century.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course «Regional Subsystems of International Relations in the XXI Century» is aimed at developing the following competencies (parts of competencies):

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and

		manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications. PK-1.5 Expected to understand the political and legal specifics of the position of the regions of the Russian Federation and foreign countries in relations between states and understand the possibilities and limitations of cross-border and other international relations of regions.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Regional Subsystems of IR in the XXI century**" refers to University Disciplines Module formed by the participants in the educational relations of Block **B1.O.01.03** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program (**"Regional Subsystems of IR in the XXI century"**) components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы	Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication	-	Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты

		technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.		
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений	Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты

4. COURSE WORKLOAD

The total work load of the discipline "Regional Subsystems of IR in the XXI century" is 3 credit units.

Types of academic activities		TOTAL academic hours	Semester(s)			
			1	2	3	4
Contact academic hours		*108*		*108*		
Lectures (L)		17		17		
Lab work (LW)		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*56*		*56*		
Evaluation and assessment (exam or pass/fail grading)		*16*		*16*		
The total complexity of the discipline	acad. h.	**108**		**108**		
	credits	**2**		**2**		

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*

Section 1. Theory and Methodology of The Analysis of International Relations at The Regional Level.	Topic 1.1. Theoretical and methodological problems of the analysis of international relations. Topic 1.2. The concept of Region, Micro regions, cross-border region, the macro-region, sub-region. Topic 1.3. Regional order: The Regional Hegemon. Topic 1.4. Regionalization After World War II. Topic 1.5. Regionalization After The 1960s. Topic 1.6. After The Dissolution of the USSR.
Section 2. The European Subsystem of International Relations.	Topic 2.1. Western Europe as a Regional Subsystem of International Relations. Topic 2.2. The historical specificity of formation of Regional sub-systems in Europe; Intergovernmental regional organizations in the Region. Topic 2.3. Regionalism in Eastern Europe; Intergovernmental regional organizations in the region.
Section 3. Eurasian sub-system of international relations.	Topic 3.1. Post-Soviet Regionalism. Topic 3.2. The historical specificity of formation of regional sub-systems in Eurasia. Topic 3.3. Regional organizations in the post-Soviet space. Topic 3.4. Russian Federation in the integration process of the creation of the Eurasian sub-system of international relations. Topic 3.5. Integration associations outside the CIS.
Section 4. The American sub-system of international relations.	Topic 4.1. North America as a regional subsystem of international relations. Topic 4.2. The historical specificity of formation of Regional sub-system of North America; Intergovernmental regional organizations in the region. Topic 4.3. Regionalism in Latin America; Intergovernmental regional organizations in the region. Topic 4.4. Regionalism in Central America and the Caribbean; Intergovernmental regional organizations in the region.
Section 5. Asian sub-system of international relations.	Topic 5.1. Asia as a regional subsystem of international relations. Topic 5.2. The historical specificity of formation of Regional sub-systems in Asia; Intergovernmental regional organizations in the region. Topic 5.3. Regionalism in North-East Asia; intergovernmental regional organizations in the region. Topic 5.4. Regionalism in South-East Asia; intergovernmental regional organizations in the region.

	Topic 5.5. Regionalism in South Asia; intergovernmental regional organizations in the region.
	Topic 5.6. Regionalism in Central Asia; intergovernmental regional organizations in the region.
	Topic 5.7. Regionalism in the Middle and Central Asia; inter-governmental regional organizations in the region.
Section 6. The African Sub-system of International Relations.	Topic 6.1. Africa as a regional sub-system of International Relations.
	Topic 6.2. The historical specificity of formation of Regional sub-systems in Africa; Intergovernmental regional organizations in the region.
	Topic 6. 3. Regionalism in North Africa; intergovernmental regional organizations in the region.
	Topic 6.4. Regionalism in West Africa; intergovernmental regional organizations in the region.
	Topic 6.5. Regionalism in Central Africa; intergovernmental regional organizations in the region.
	Topic 6.6. Regionalism in East Africa; intergovernmental regional organizations in the region.
	Topic 6.7. Regionalism in Southern Africa; intergovernmental regional organizations in the region.
Section 7. International Organizations in Regional Subsystems of the XXI century.	Topic 7.1. International Intergovernmental and Non-governmental Organizations in Regional Subsystems of the XXI century.
	Topic 7.2. Types of International Organizations.
	Topic 7.2. Inter-governmental organizations (IGOs).
	Topic 7.3. International non-governmental organizations (NGOs).
	Topic 8.4. Multinational enterprises.
Section 8. Globalization and Regionalization in the long term.	Topic 8.1. The process of globalization and regionalization in the case of the creation of:
	Topic 8.2. BRICS. Topic 8.3. Transatlantic trade and investment partnership between the US and the European Union. Topic 8.4. Trans-Pacific Partnership (TTP).

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

a) Main reading(sources)
 Fredrik Soderbaum Comparative_regional_integration_and_regionalism
https://www.researchgate.net/publication/292522244_Comparative_regional_integration_and_regionalism

1. John Ravenhill, 'East Asian Regionalism: Much Ado about Nothing?',
https://www.researchgate.net/publication/231877687_East_Asian_Regionalism_Much_Ado_About_Nothing
2. Louise Fawcett, Regionalism in World Politics: Past and Present
http://www.academia.edu/2082898/Regionalism_in_World_Politics_Past_and_Present
3. The geographic subregions of the world according to the United Nations (1,357 × 628)
https://www.reddit.com/r/MapPorn/comments/3wl9ua/the_geographic_subregions_of_the_world_according/
4. Timothy M. Shaw and Fredrik Soderbaum (eds), Theories of New Regionalism (Basingstoke: Palgrave Macmillan, 2003).
5. Types of International Organization. Types of Organization in the Yearbook
https://uia.org/archive/types-organization/toy
6. Types of International Organization: Detailed overview (1978)
https://www.laetusinpraesens.org/docs70s/typeap4x.php
7. Wil Hout and M. A.M. Salih. A political economy of African regionalisms: introduction
https://www.elgaronline.com/view/9781785364365/fm.xhtml

b) Additional (optional) reading (sources)

8. David A. Lake, Hierarchy in International Relations: Authority, Sovereignty, and the New Structure of World Politics.
    https://pdfs.semanticscholar.org/5a9e/eb441ba5b9ac2d1de5674064b488eff4772d.pdf
9. Mikhail Molchanov, Regionalization from Above Russia's Asian "vector" and the state-led regionalism in Eurasia
    https://www.researchgate.net/publication/275648797_Eurasian_Regionalisms_and_Russian_Foreign_Policy
10. Paul Kubicek, 'The Commonwealth of Independent States: An Example of Failed Regionalism?' Review of International Studies (2009), 35, 237–256 Copyright British International Studies Association doi:10.1017/S026021050900850X
    http://commonweb.unifr.ch/artsdean/pub/gestens/f/as/files/4760/39349_201842.pdf
11. Regions' and Their Study: Wherefrom, What for and Where to? *Review of International Studies* Vol. 35, Globalizing the Regional, Regionalizing the Global (Feb., 2009), pp. 5-34 Published by: Cambridge University Press Stable URL: https://www.jstor.org/stable/20542776

Information Resources and Network "Internet":

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

*Educational and methodological materials for independent work of students in mastering the course/module**:
1. lectures on the Course "Regional Subsystems of IR in the XXI century".
2. Guidelines for the implementation and design of a term paper / project/ on the course "Regional Subsystems of IR in the XXI century".

* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in **TUIS.**

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Regional

Subsystems of IR in the XXI century" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Кассае Н.В.М.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории		**Дегтерев Д.А.**
международных отношений		
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactorily	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Topics for Essays

1. Regional subsystems - definition. System approach in the analysis of regional aspects of international relations.
2. Historical specificity of the formation of regional subsystems in Europe.
3. Intergovernmental regional organizations in Europe.
4. Historical specificity of the formation of regional subsystems of Asia.
5. Intergovernmental regional organizations in Asia.
6. Historical specificity of the formation of regional subsystems in Africa.
7. Intergovernmental regional organizations in Africa.
8. Historical specificity of the formation of regional subsystems in North America.
9. Intergovernmental regional organizations in North America
10. Historical specificity of the formation of regional subsystems in Latin America.
11. Intergovernmental regional organizations in Latin America.
12. International Intergovernmental and Nongovernmental Organizations in Regional Subsystems of the XXI century.
13. The process of globalization and regionalization in the case of the creation of: BRICS.
14. The process of globalization and regionalization in the case of the creation of: Transatlantic trade and investment partnership between the US and the European Union.
15. The process of globalization and regionalization in the case of the creation of: Trans-Pacific Partnership (TTP).

APPENDIX №3
Questions for certification

1) Theoretical and methodological problems of the analysis of international relations; A systematic approach to the study of international relations.
2) The concept of: Region, Microregions, Transboundary regions, Macroregions, Subregions.
3) The structure of regional orders: Regional hegemon.
4) The evolution of the main direction of the modern world system of international relations.
5) Regionalization after World War II.
6) Regionalization after the 1960s.
7) Regionalization after the dissolution of the USSR.
8) Western Europe as a regional subsystem of international relations; intergovernmental regional organizations in the region.
9) Eastern Europe as a regional subsystem of international relations; intergovernmental regional organizations in the region.
10) CIS and integration associations in the post-Soviet space.
11) The Russian Federation in the integration process of creating the Eurasian subsystem of international relations.
12) North America as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
13) Latin America as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
14) The countries of Central America and the Caribbean as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
15) Northeast Asia as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
16) Southeast Asia as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
17) South Asia as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
18) Central Asia as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
19) Middle and Middle East as a regional subsystem of international relations. Intergovernmental regional organizations in the region.
20) North Africa as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
21) West Africa as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
22) Central Africa as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
23) Northeast Africa as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
24) East Africa as a regional subsystem of international relations; Intergovernmental regional organizations in the region.
25) Southern Africa as a regional subsystem of international relations; intergovernmental regional organizations in the region.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Russian Language in Professional Practice

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

**Development of the course is carried out within the framework of the implementation
of the main professional educational program of Higher Education Programme:**

41.04.05 International relations

2022

1. COURSE GOALS

The purpose of mastering the discipline "Russian Language in Professional Practice" is to increase the initial level of Russian language proficiency achieved by students at the previous stage of education, and further develop their linguistic and communicative competence necessary for professional communication, as well as for further self-education. The main objectives of the academic discipline are:
- improvement of communicative competence and the formation of specific skills of receptive and productive speech activity as components of professional competence;
- improvement of the terminological base in the field of academic cooperation and scientific communication in Russian;
- language training, achieving a harmonious combination of professional skills, communicative competence and knowledge of scientific Russian at the level of solving professional problems.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the discipline "Russian Language in Professional Practice" is aimed at developing the following competencies (parts of competencies):

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	UK-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level. UK-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s). UK-4.3 Uses modern communication technologies for professional purposes. UK-4.4 Builds a strategy of oral and written communication in Russian, native and foreign language(s) within the framework of academic and professional interaction.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.

Code	Competence	Competence Development Indicators
	technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.	OPK-7.1 Builds strategies for presenting the results of professional activities, taking into account their specifics and characteristics of the target audience. OPK-7.2 Builds a convincing argument to achieve the goals of presenting the results of professional activity. OPK-7.3 Selects the best information and communication technologies and information dissemination channels. Builds a feedback system with target audiences to improve efficiency communications.
OPK-8	Expected to develop proposals and recommendations for applied research and consulting.	OPK-8.1 Independently prepares a qualified opinion on international relations in the interests and at the request of the relevant department of the relevant ministry, other state bodies, international and non-governmental organizations, information and analytical centers, the media, other institutions and organizations. OPK-8.2 Prepares recommendations on a wide range of current international issues for government, public and commercial organizations, as well as for a wide audience of non-specialists. OPK-8.3 Conducts an examination of projects and programs in the field of international relations implemented by state and municipal authorities, non-governmental and public organizations, commercial structures.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Russian Language in Professional Practice**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.01.DV.01.02** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Russian Language in Professional Practice**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	Foreign Language in Professional Practice / Иностранный язык в профессиональной деятельности	-
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты Foreign Language in Professional Practice / Иностранный язык в профессиональной деятельности	-
OPK-7	Expected to independently build strategies	Foreign Language in Professional Practice / Иностранный язык в профессиональной деятельности	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.		
OPK-8	Expected to develop proposals and recommendations for applied research and consulting.	Foreign Language in Professional Practice / Иностранный язык в профессиональной деятельности	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	Megatrends and Global Affairs / Мегатренды и глобальные проблемы Quantitative Analysis of Situational Models in World Policy / Прикладной количественный анализ и моделирование международных отношений Regional Subsystems of International Relation in the XXI-st century / Региональные подсистемы междунраодных отношений в XXI веке Contemporary Foreign Policy of Russia and International Conflicts / Современная внешнеполитическая стратегия России и международные конфликты Foreign Language in Professional Practice / Иностранный язык в профессиональной деятельности	-

4. COURSE WORKLOAD

Course workload of the Programme "**Russian Language in Professional Practice**" is 6 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of educational work	TOTAL, ac.ch.	Semester(s)			
		1	2	3	4
Contact work, ac.ch.	*216*	*72*	*72*	*72*	
including:					
Lectures (**LC**)					
Laboratory works (**LR**)					
Practical/Seminar Classes (**FPs**)	102	34	34	34	
Independent work of students, ac.ch.	*87*	*29*	*29*	*29*	
Control (exam /test with grade), ac.ch.	*27*	*9*	*9*	*9*	
Overall labor intensity of the discipline ak.ch.	**216**				
Ch.ed.	**6**	**2**	**2**	**2**	

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Topic 1. Goals and objectives of the scientific style of speech. Semantic analysis of a paragraph	Goals and objectives of the scientific style of speech. The main features of the scientific style of speech. Means of expressing a nominal predicate. Expression of qualification and characteristics of an object, person, phenomenon, process. Offer Information Center.
Topic 2. Semantic analysis of the sentence	The structure of the scientific text (title, introduction, main body, conclusion). Language means for expressing the definition of the concept and disclosing the content of the term. Working with text, working out new words and phrases, highlighting basic information.
Topic 3. Semantic analysis of the text	Transfer of the information content of the text in the form of annotations, abstracts. Types of plan: question plan, nominative plan. Language means for characterizing the main, distinctive qualities, properties of an object, phenomenon. Working with new words and phrases, highlighting basic information, drawing up a question and naming plan.
Topic 4. The concept of theses	Language means to indicate the belonging of an object, phenomenon, person to a certain class. Active and passive constructions in scientific speech. Compilation of abstracts. Abstract-summary and abstract-summary. Features of compiling and writing
Topic 5. Note-taking	Difference between abstract and abstract. Language means for expressing the classification of objects, phenomena. Text outline. Estimated-abstract and abstract-review. Features of compilation and writing.

Course Modules	Units
Topic 6. Semantic analysis of a paragraph while listening and recording a lecture. The structure of the educational text	Linguistic means for designating the internal essence of an object, phenomenon, mutual influence and interaction of objects. Features of compiling a scientific report.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main literature:
1) Bereznyaczkaya M.A. Testy` po referirovaniyu. Nauchnaya rech` [E`lektronny`j resurs] : Uchebno-metodicheskoe posobie / M.A. Bereznyaczkaya. - E`lektronny`e tekstovy`e danny`e. - M. : Izd-vo RUDN, 2014. - 61 s. - Sistemny`e trebovaniya: Windows XP i vy`she. - ISBN 978-5-209-05296-8.
2) Glazunova O. I. Grammatika russkogo yazy`ka v uprazhneniyax i kommentariyax. Ch 1: Morfologiya. - SPb: Zlatoust, 2017. - 424 s.
3) Glazunova O. I. Grammatika russkogo yazy`ka v uprazhneniyax i kommentariyax: Uchebnoe posobie. Ch.2 : Sintaksis. - SPb: Zlatoust, 2017. - 416 s.
4) Kotova Vera Dmitrievna.
Uchebnik russkogo yazy`ka dlya inostranny`x studentov gumanitarny`x special`nostej. (Nauchny`j stil` rechi) [Tekst] . Kn. 2 / V.D. Kotova. - M. : Izd-vo RUDN, 2012. - 313 s. : il. - ISBN 978-5-209-03589-3 : 330.00.
5) Skvorczova Galina Leonidovna Glagoly` dvizheniya - bez oshibok: Posobie dlya studentov, izuchayushhix russkij yazy`k kak inostranny`j - M. : Russkij yazy`k. Kursy`, 2018. - 136 s.
6)Skvorczova G.L. Upotreblenie vidov glagola v russkom yazy`ke. - M., 2018. - 136 s
Further reading:
1) Velichko A.V. Kakoj padezh? Kakoj predlog? Glagol`noe i imennoe upravlenie: uchebnoe posobie. M.: Russkij yazy`k. Kursy`, 2016. – 176 s.
2) Stambulyan Inna Mixajlovna. Uchebny`j slovar` po glagol`nomu upravleniyu dlya studentov-inostrancev, izuchayushhix filosofiyu [Tekst] : Uchebnoe posobie dlya studentov vuzov / I.M. Stambulyan. - M. : Izd-vo RUDN, 2001. - 102 s. : il. - 20.00.
3) Chernenko Natal`ya Mixajlovna.Referirovanie. Nauchny`j stil` [Tekst/e`lektronny`j resurs] : Uchebnoe posobie dlya inostranny`x studentov / N.M. Chernenko, N.S. Novikova. - E`lektronny`e tekstovy`e danny`e. - M. : Izd-vo RUDN, 2018. - 84 s. - ISBN 978-5-209-09037-3 : 92.84.
4) Xvorikova Elena Georgievna. Russkij yazy`k. Nauchny`j stil` rechi. Grammatika [Tekst/e`lektronny`j resurs] : Uchebno-metodicheskoe posobie / E.G. Xvorikova, E.N. Xvorikova. - E`lektronny`e tekstovy`e danny`e. - M. : Izd-vo RUDN, 2018. - 81 s. : il. - ISBN 978-5-209-08542-3 : 119.11.

Resources of the information and telecommunication network "Internet":

1. RUDN University EBS and third-party EBS, to which university students have access on the basis of concluded contracts:

- ELECTRONIC LIBRARY SYSTEM RUDN University – EBS RUDN University http://lib.rudn.ru/MegaPro/Web

- EBS University Library Online http://www.biblioclub.ru

- EBS Jurait http://www.biblio-online.ru

- EBS Student Consultant www.studentlibrary.ru

- EBS "Lan" http://e.lanbook.com/

- EBS Troitsky Bridge

2. Databases and search engines:

- electronic fund of legal and normative-technical documentation of the http://docs.cntd.ru/

- Scientific electronic library Elibrary www. elibrary. ru

- Yandex search engine https:// www.yandex.ru/https://www.yandex.ru/

- Google https://www.google.ru/ search engine

- Abstract database SCOPUS http:// www.elsevierscience.ru/products/scopus/http://www.elsevierscience.ru/products/scopus/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Russian Language in Professional Practice" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

доцент кафедры русского языка и межкультурной коммуникации		Щенникова Н.В.

РУКОВОДИТЕЛЬ БУП:

проф., д.ф.н. зав. кафедрой русского языка и межкультурной коммуникации		Синячкин В.П.
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		Дегтерев Д.А.
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Security and Development Challenges in Latin America

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The main purpose of the course is to form a comprehensive understanding of the features of the analysis of situational models in Latin America relations; theoretical foundations of its evolution, the mechanism of functioning; the main modern trends and methodology. This course has a practical orientation and is designed for students to better understand the essence of regional politics within Latin America.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Security and Development Challenges in Latin America**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	OPK-6.1 Organizes and takes part in the implementation of development programs and strategies, including political, social, cultural, humanitarian ones. OPK-6.2 Independently formulates technical and service tasks, defining goals, identifying and using the information necessary for making managerial decisions, assesses the need for resources, identifies problems, finds alternatives, chooses the best solutions in given conditions and taking into account risks, evaluates the results and consequences of managerial decisions. OPK-6.3 Performs the functions of employees of the middle executive and junior management of institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional government bodies using foreign languages.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Security and Development Challenges in Latin America**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.02.03** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Security and Development Challenges in Latin America**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР	International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	Global Security / Глобальная безопасность Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging	Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations	международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке	

4. COURSE WORKLOAD

Course workload of the Programme "**Security and Development Challenges in Latin America**" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities		TOTAL Contact academic hours	Semester			
			1	2	3	4
Contact academic hours.		*72*		*72*		
including:						
Lectures		17		17		
Lab work		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*29*		*29*		
Evaluation and assessment (exam or pass/fail grading)		*9*		*9*		
Course workload	Contact academic hours	**72**				
	Credits	**2**				

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Section 1. Introduction. Definition of situation analysis, methodologyand predictive potential.	Unlike the exact sciences, the humanities and social sciences are limited in effective research methods. In order to overcome this traditional limitation an interdisciplinary approach and situation analysis method is used. This type of analysis was originally applied to market analysis in marketing economics and then adapted to international relations.
Section 2: Fundamentals of conducting a situation analysis. Key steps in implementing a situation analysis. Identification of actors international conflict. Identification of actors international conflict, defining their hierarchy, Political psychology of the leaders of the opposing sides.	The practice of situational analysis has strict rules in terms of the application of the analytical model. Conducting an accurate, in-depth, comprehensive analysis involves the student's ability to gather and assess information, identify trends and patterns within the field of international relations.
Section 3: Preparing a Situation Scenario. Creation of situation scenarios based on the most relevant international events relations, practical aspects. Historical Dynamics and Political Tradition in Conflict Analysis, Legal Aspects of International Conflicts	The descriptive scenario of an international situation is the most important part of a situation analysis, without which it cannot be carried out.
Section 4: Establishing a Situation Analysis Expert Group and Comprehensive Analysis of International Conflict. Key steps in organising a team of experts to undertake a situational analysis, ethical and practical. Analysis of the Identity of Actors in International Conflict, Economic Analysis of International Conflict, Balance of Power of International Conflict	Besides peculiarities of correct formation of expert group, it is also important to understand different types of analysis included in situational analysis: analysis of identity of international conflict actors, economic analysis of international conflict, analysis of power balance of conflict participants, application of international databases to conduct content and event analysis. The distinction between the types of analysis under consideration variables and the specifics of their treatment.
Section 5. Summarizing the situation analysis. Summarizing the results of the situation analysis, preparing a final document. Creation of own databases on conflicts, Conducting database-driven research.	Summarizing the situation analysis is the part of the process where students are faced with balancing and balancing the sometimes quite different views of the expert panel. It is especially important to understand and be aware of influences such as ethnic, political, historical, religious, economic and attitudinal. It is about the need, within the framework of respect for expert opinion, to collect data, analyze it, evaluate it and, on the basis of this, arrive at a balanced and averaged result.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

(a) Basic literature

Policy World //   Policy StudiesJournal

Policy World: Policy Studies Organization Proceedings // Review of Policy Research , 2009

Neymark. M. In the Face of the Strategic Choice: New Imperatives of World Policy // Problemy Postsovetskogo Prostranstva, 2017.

b) additional literature

1) Clinton J.A. Innovation as energy policy for the world [Policy Perspectives] // IEEE Technology andSociety Magazine, 2009
2) Perisin T. EU Regulatory Policy and World Trade // European Constitutional Law Review, 2015.
3) Szolts. P. Interactions Between Climate Change, World Economics, and Climate Policy // ActaRegionalia et Environmentalica , 2017
4) Ramakrishnan V. Policy: UK research reforms in a Brexit world // Nature , 2016.
5) Booth L., Zhou J. Dividend policy: A selective review of results from around the world // GlobalFinance Journal, 2017

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Security and Development Challenges in Latin America**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Еремин А.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Security and Development Challenges in the CIS

Recommended by the Didactic Council for the Education Field of:

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The aim of the course "Security and Development Challenges in the CIS" is to study the main problems in ensuring regional security and key forms of development in the CIS.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Security and Development Challenges in the CIS**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate information and communication technologies and channels for disseminating information.	OPK-7.1 Builds strategies for presenting the results of professional activities, taking into account their specifics and characteristics of the target audience. OPK-7.2 Builds a convincing argument to achieve the goals of presenting the results of professional activity. OPK-7.3 Selects the best information and communication technologies and information dissemination channels. Builds a feedback system with target audiences to improve efficiency communications.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications. PK-1.5 Expected to understand the political and legal

Code	Competence	Competence Development Indicators
		specifics of the position of the regions of the Russian Federation and foreign countries in relations between states and understand the possibilities and limitations of cross-border and other international relations of regions.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Security and Development Challenges in the CIS**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.01.01** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Security and Development Challenges in the CIS**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия	Security and Development Challenges in Asian-Pacific Region / Security Issues in the Asia-Pacific Region Security and Development Challenges in Latin America / Security Issues in Latin America International Conflict of New Generation and its Settlement / International conflict of a new generation and its settlement South-South Coopearation / South-South Cooperation Development and the Environment / Development and the environment Academic Writing in International Relations / Academic Writing in International Relations
OPK-7	Expected to independently build strategies for presenting the results of his professional activities, including in a public format, based on the selection of appropriate	IR and Development Theories / Теории международных отношений и развития	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	information and communication technologies and channels for disseminating information.		
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and	Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики	

4. COURSE WORKLOAD

Course workload of the Programme "Security and Development Challenges in the CIS" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities		TOTAL Contact academic hours	Semester			
			1	2	3	4
Contact academic hours.		*72*		*72*		
including:						
Lectures		17		17		
Lab work		0		0		
Seminars (workshops/tutorials)		17		17		
Self-study (ies), academic hours		*29*		*29*		
Evaluation and assessment (exam or pass/fail grading)		*9*		*9*		
Course workload	Contact academic hours	**72**				
	Credits	**2**				

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
Modul 1. Introduction to course	Unit 1.1. The definition of the security. The basic distinctions between the global security and the regional security. Unit 1.2. The purposes and principles of the regional security.

Course Modules	Units
Modul 2. The collapse of the USSR and the creation of the CIS	Unit 2.1. Economic and political preconditions for the collapse of the USSR. Unit 2.2. The history of the creation of the CIS. The collapse of the USSR as an inter-ethnic contradictions factor aggravation in the CIS area.
Modul 3. Economic integration in the CIS	Unit 3.1. A Model of Economic Integration. The Union State of The Russian Federation and Belarus. Unit 3.2. The Eurasian Economic Community. The Customs Union. The Eurasian Economic Union as a New Stage of Integration.
Modul 4. Integration trends in the CIS.	Unit 4.1. Modern integration trends in the CIS area in the field of ensuring security. Unit 4.2. The problems of regional cooperation in the field of security. Collective Security Treaty Organization.
Modul 5. Information, financial and economic security in the CIS	Unit 5.1. Ensuring the information, financial and economic securities in the CIS. Unit 5.2. The role of the regional organizations in the CIS in ensuring information security
Modul 6. Cooperation in the Cultural and Humanitarian Areas	Unit 6.1. The Institutional Foundation of Cooperation. The International Foundation for Humanitarian Cooperation Unit 6.2. Cooperation in the Area of Education. The CIS Network University. Cooperation in Culture. Cooperation in Sports
Modul 7. Conflicts in the CIS	Unit 7.1. Nagorno-Karabakh conflict. Unit 7.2. Georgian-Ossetian conflict. Abkhaz-Georgian conflict. Adjara crisis. Unit 7.3. Transnistrian conflict. Kyrgyzstan-Tajikistan conflict. Unit 7.4. Ukrainian crisis.
Modul 8. Russian policy in the CIS.	Unit 8.1. The main features of Russian politics in the CIS countries Unit 8.2. Russia's regional security role.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:
1. Foreign Policies of the CIS States: A Comprehensive Reference / Denis Degterev and Konstantin Kurylev (eds.). Boulder: Lynne Rienner Publishers, 2019. 517 p.

2. Degterev D., Vasilyuk I., Baum V. Multiplexity Parameters of the CIS Foreign Policy: Applied Analysis. World Economy and International Relations, 2018, vol. 62, No 1, pp. 63-75.

3. Курылев К.П. Внешняя политика Украины в контексте формирования региональной системы безопасности в Европе / Монография. М.: РУДН, 2014. 531 с.

Additional reading:

1. Курылев К.П., Малышев Д.В., Станис Д.В. Мировая экономика и международные отношения. 2022. Т. 66. № 1. С. 119-128.

2. Bazavluk, S. V., Kurylev, K. P., & Savin, L. V. (2022). Eurasianism, Eurasian Economic Union and multipolarity: Assessments of foreign experts. Vestnik RUDN. International Relations, 22(1), 30—42.

3. Rasoulinezhad E. Energy Trade and Economic Integration between the Commonwealth Independent States and China // Journal of Economic Integration. 2020. Vol. 35. No. 1. P. 172-190.

4. Drahokoupil J., Martin Myant M. Varieties of Capitalism, Varieties of Vulnerabilities: Financial Crisis and its Impact on Welfare States in Eastern Europe and the Commonwealth of Independent States // Historical Social Research. 2010. Vol. 35. No. 2 (132). P. 266-295.

5. Kurylev K., Ivkina N. Ukrainian Experience of Using Private Military Campaigns // Постсоветские исследования. 2021. Т. 4. № 1. С. 17-25.

6. Пархитько Н.П., Курылев К.П., Станис Д.В. Военно-политическое и военно-техническое сотрудничество государств Центральной Азии // Военная мысль. 2020. № 7. С. 22-39.

7. Tanja A. Börzel. Building Member States: How the EU Promotes Political Change in Its New Members, Accession Candidates, and Eastern Neighbors // Geopolitics, History, And International Relations. 2016. Vol. 8. No. 1. P. 76-112.

8. Zhengyuan X. In the Shadow of Great Powers: A Comparative Study of Various Approaches to Regionalism in Central Asia // Connections. 2010. Vol. 9. No. 4. P. 37-52

9. Tsvyk A., Kurylev K. The idea of a "Greater Europe" in Russian Foreign Policy: Past and Present // RUDN Journal of Russian History. 2020. Vol 19. No. 2. P. 438–447.

10 Tolipov F. Strategic Implications of the War in Ukraine for the Post-Soviet Space: A View from Central Asia // Connections. 2015. Vol. 14. No. 4. P. 11-20

Internet-based sources:

1. Electronic libraries with access for RUDN students:
- RUDN online library - http://lib.rudn.ru/MegaPro/Web
- University Library online - http://www.biblioclub.ru
- Electronic library system "Юрайт" - http://www.biblio-online.ru
- Electronic library system "Консультант студента" www.studentlibrary.ru
- Electronic library system "Лань" - http://e.lanbook.com/

2. *Databases and search engines:*

- electronic fund of legal and regulatory and technical documentation http://docs.cntd.ru/
- Electronic library system "Elibrary" - www.elibrary.ru
- Search engine "Yandex" - https://www.yandex.ru/
- Search engine Google https://www.google.ru/
- Scopus database http://www.elsevierscience.ru/products/scopus/

Learning toolkits for self- studies in the RUDN LMS TUIS*:

1. A course of lectures on the course "Security and Development Challenges in the CIS".
2. Methodological guidelines for the implementation and formatting of the course work/project in the discipline "Security and Development Challenges in the CIS".
* - All educational materials for self-study of students are placed in accordance with the current order on the page of the discipline in TUIS!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Security and Development Challenges in the CIS" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ст. преп. кафедры ТИМО		**Агазаде М.М.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Topics for essays

on the course "Security and Development Challenges in the CIS"

1. The collapse of the USSR as an inter-ethnic contradictions factor aggravation in the CIS.
2. Modern integration trends in the CIS.
3. The problems of regional cooperation in the field of security.
4. Cooperation in the Area of Education. The CIS Network University.
5. Cooperation in Culture in the CIS.
6. Conflicts in the CIS.
7. The main features of Russian politics in the CIS countries

Questions for Assessment

on the course "Security and Development Challenges in the CIS"

1. The Collapse of the Soviet Union: major reasons and implications.
2. Economic Integration in the CIS.
3. Military-Political Integration in the CIS.
4. The formation of the Eurasian Economic Union.
5. Describe the CIS Institutionalization Process.
6. What were the main prerequisites for the creation of the Commonwealth of Independent States.
7. Describe the main characteristics of integration processes in the CIS
8. Abkhaz–Georgian conflict: major reasons and implications.
9. Describe the process of the formation of the Union State
10. Cooperation in the Cultural and Humanitarian Areas in the CIS.
11. Geopolitical Outcomes of the Second Nagorno-Karabakh War
12. Describe the role of Russia in geopolitical issues in the CIS

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Security and Development Challenges in the Middle East

Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The main purpose of the discipline "Security and Development Challenges in the Middle East" is to introduce students to security issues in the Middle East in the context of global processes and features of the geopolitical situation in the region.

2. LEARNING OUTCOMES

The course "Security and Development Challenges in the Middle East" is expected to contribute to the following generic and professional competences development as required by the Russian Higher Educational Standard for Training in International Relations:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-6	Expected to determine and implement the priorities of his/her own activity and ways to improve it based on self-assessment.	UK-6.1 Possesses the skills of effective time planning in order to implement their own educational and professional projects. UK-6.2 Adequately assesses own physical abilities, possesses basic health-saving skills. UK-6.3 Demonstrates mastery of techniques and techniques of self-development.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries. OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.

Code	Competence	Competence Development Indicators
PK-1	Expected to independently plan and conduct research in the humanities and social sciences.	PK-1.1. Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2. Draws up a phased plan and program for the implementation of scientific research. PK-1.3. Conducts research within the framework of individual and collective research projects. PK-1.4. Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Security and Development Challenges in the Middle East**" refers to block **B1.V.DV.02** of the part formed by participants in educational relations.

*Table 3.1. List of Higher Academic Program ("**Security and Development Challenges in the Middle East**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-6	Expected to determine and implement the priorities of his/her own activity and ways to improve it based on self-assessment.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия Non-State Participants of International Relations and World Politics / Негосударственные	-

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		участники мировой политики	
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность	South-South Coopearation / Сотрудничество по линии Юг-Юг Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития	Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-	South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Pacific Region / Проблемы безопасности в АТР	

4. COURSE WORKLOAD

Course workload of the Programme "**Security and Development Challenges in the Middle East**" is 2 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Type of academic activities	TOTAL, academic hours	Semester			
		1	**2**	**3**	**4**
Classroom learning, academic hours	*72*				
including:					
Lectures	17		17		
Lab work	0		0		
Seminars	0		0		
Self-study, academic hours	*46*		*46*		
Evaluation and assessment (exam or pass/fail grading), academic hours	*9*		*9*		
Course workload — academic hours	**72**		**72**		
Course workload — credits	**2**		**2**		

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Module title	Course Modules and Contents
Section 1. Fundamentals of Regional Security in the Middle East	Topic 1. Security factor in International Relations and World Politics Topic 2. Security Problem in the Middle East Topic 3. Military and Political Realities in the Modern Middle East Topic 4. Conflicts and Crises in the Middle East and North Africa and their Impact on the Regional Security Topic 5. The Problem of Terrorism and Islamic Fundamentalism Topic 6. Food Security and Food Sovereignty in the Middle East Topic 7. External Factor and Security in the Middle East
Section 2. Security Issues in the Subregions of the Middle East	Topic 8. The Problem of Security in the Persian Gulf Topic 9. The Problem of Security in the Region of Maghreb

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:
1. Wagner W. Groundwater in the Arab Middle East: Monograph / W. Wagner. 2011. URL: http://www.springerlink.com/openurl.asp?genre=book&isbn=978-3-642-19350-7
2. Milton-Edwards B. Conflicts in the Middle East since 1945 London and New York: Routledge, 2002.

Additional reading:
1. Lewis B. What Went Wrong? The Clash Between Islam and Modernity in the Middle East. New York: Perennial, 2002.
2. Lewis B. The Multiple Identities of the Middle East. New York: Scbocken Books, 1999.
3. Political Tsunami. Analysis of the Events in Northern Africa and the Middle East /ed. by S. Kurginyan. Moscow, 2011.
4. Savicheva E. International Conflict of New Generation and its Settlement. Moscow, 2013.
5. Renewable Energy in the Middle East: Proceedings. Springer Netherlands, 2009. URL: http://www.springerlink.com/openurl.asp?genre=book&isbn=978-1-4020-9891-8
6. Hinnebusch R. The International Politics of the Middle East. Manchester University Press, 2003. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&mode=single
7. Saleh A. Ethnic Identity and the State in Iran. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429
8. Romano D., Gurses M. Conflict, Democratization, and the Kurds in the Middle East. Palgrave Macmillan, 2014. URL: http://esystem.pfur.ru/mod/data/view.php?d=429
9. Askari H. Conflicts in the Persian Gulf: Origins and Evolution. Palgrave Macmillan, 2013. URL: http://esystem.pfur.ru/mod/data/view.php?d=429
10. Saikal A. The Arab World and Iran: A Turbulent Region in Transition. Palgrave Macmillan, 2016. URL: http://esystem.pfur.ru/mod/data/view.php?d=431&rid=699

Internet sources:

1. • Learning toolkits for self- studies in the RUDN LMS TUIS:
- http://lib.rudn.ru/MegaPro/Web

2. • Databases and search engines:
- Google https://www.google.ru/
- SCOPUS http://www.elsevierscience.ru/products/scopus/

Educational and methodological materials for independent work of students in the development of the discipline / module:

1. Course of lectures on discipline "Security and Development Challenges in the Middle East".

2. Guidelines for the implementation and design of a term paper / project in the discipline "Security and Development Challenges in the Middle East".

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Security and Development Challenges in the Middle East" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Доцент кафедры ТИМО		**Чикризова О.С.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории		**Дегтерев Д.А.**
международных отношений		
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

**Questions to prepare for the final certification
by discipline "Security and Development Challenges in the Middle East"**

1. The role and place of the Middle East in world politics
2. Major conflicts and contradictions in international relations in the Middle East
3. The Islamic factor in Middle Eastern security
4. The Sykes-Pico Agreement: Key Points, Contradictions and Its Impact on the Current Situation in the Middle East
5. Sunni-Shiite relations in Iraq
6. Sunni-Shiite relations in Lebanon
7. Sunni-Shiite relations in Bahrain
8. Sunni-Shiite relations in Saudi Arabia
9. Sunni-Shiite relations in Yemen
10. Sunni-Shiite relations in Syria
11. Sources of problems with unfair borders in the Middle East
12. The problem of energy security for exporters and importers of Middle Eastern oil and gas
13. The Treaty of Sevres: key points, contradictions and its influence on the current situation in the Middle East
14. Israel in the Middle East: Hegemon or Outcast?

Essay topics by discipline "Security and Development Challenges in the Middle East"

1. Prospects for the creation of a single Kurdish state
2. The role of the events of the "Arab Spring" in the exacerbation of interfaith relations in the Middle East
3. IG and Sunni-Shiite Relations
4. The Problem of Tribalism in the Near and Middle East
5. The situation of Christian communities in the countries of the Middle East1. The role and place of the Middle East in world politics
6. 2. Major conflicts and contradictions in international relations in the Middle East
7. The Islamic factor in Middle Eastern security
8. The Sykes-Pico Agreement: Key Points, Contradictions and Its Impact on the Current Situation in the Middle East
9. Sources of problems with unfair borders in the Middle East
10. The problem of energy security for exporters and importers of Middle Eastern oil and gas
11. The Treaty of Sevres: key points, contradictions and its influence on the current situation in the Middle East
12. Israel in the Middle East: Hegemon or Outcast?

**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)**

COURSE SYLLABUS

Security Challenges in Africa

Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

Main goal of the course "Security challenges in Africa" is acquaintance of trainees with the academic research laboratory, receiving basic knowledge by them, skills and abilities as scientists-researchers of university level. The main accent when studying installations and priorities of changing Africa world is made on identification of conceptual aspects of process of changes. The new directions of development of Africa that «The new mapping of Africa » can be called are studied. In focus of research there are trends and new tendencies arising in the course of globalization in the security space of the African continent. The attention is given to judgment of the major factors influencing formations and defining limits of realization of peacekeeping and security policies. The course aims at providing a comprehensive view of the main branches, themes, problems, methods and mechanisms in modern security problems of Africa. It combines the "topics-based" and the traditional chronological approach to teaching.

2. REQUIREMENTS TO LEARNING OUTCOMES

The development of the discipline "Security challenges in Africa" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	UK-3.1 Demonstrates the ability for constructive team interaction, performing the functions of managers and employees of junior and middle management. UK-3.2 Expected to responsibly build a strategy for self-development in the interests of the team, organization, department.
OPK-4	Expected to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	OPK-4.1 Conducts scientific research in interdisciplinary areas, including setting goals and objectives, positioning the selected problem in the available literature on the topic, choosing research methods, determining the scientific novelty of the problem under study, confirming the reliability of scientific hypotheses, formulating one's own conclusions and recommendations. OPK-4.2 Analyzes international and political-economic problems and processes while observing the principle of scientific objectivity.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects.

Code	Competence	Competence Development Indicators
		PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Security Challenges in Africa**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.02.04** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Security Challenges in Africa**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-3	Expected to organize and manage the work of the team, developing a team strategy to achieve the goal.	Development Cooperation / Сотрудничество для развития Professional Ethics in International Relations / Профессиональная этика в международных отношениях	-
OPK-4	Expected to conduct scientific research in the field of activity, including in interdisciplinary areas, independently formulate scientific hypotheses and innovative ideas, and verify their reliability.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический	Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia /	South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке	

4. COURSE WORKLOAD

Course workload of the Programme ("Security challenges in Africa") is 2 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Type of academic activities	TOTAL, academic hours	Semester			
		1	2	3	4
Classroom learning, academic hours	*72*				
including:					
Lectures	17		17		
Lab work	0		0		
Seminars	0		0		
Self-study, academic hours	*46*		*46*		
Evaluation and assessment (exam or pass/fail grading), academic hours	*9*		*9*		
Course workload	academic hours	**72**		**72**		
	credits	**2**		**2**		

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units

Chapter 1.	1. A global and regional reduction in conflict and its impact on peace keeping in Africa. The Africa Action Plan – Promoting Peace & Security. International aspects of conflict situations in Africa. The Conflict Prevention Pool. 2. African Peace and Security Architecture. 3. Supporting the African Peace and Security Architecture. The African Union Role. Peace and Security Council. Common African Peace and Security Agenda. African Stand-by Force. AFRICOM. 4. Sub-regional Security. Sub-regional mechanisms for conflict management. ECOWAS. SADC. IGAD.
Chapter 2.	5. Engagement with Civil Society on Peace and Security. Organic Agriculture and Food security in Africa. 6. New threats (terrorism, narcotics trafficking, maritime safety and security). 7. International Security and African regional security: perspectives from South Africa. Framework for defining South Africa`s security. Regional security agenda. Internal and external threats. Responsibility to Protect doctrine (R2P, 2005). New challenges for BRICS. 8. South Africa and BRICS security vision. New challenges for BRICS. 9. West and Central Africa security problems. Conflict regions and international migration challenge. 10. East Africa security problems. Conflict regions and international migration challenge. 11. International Security and African regional security: cyclical violent conflict and post conflict reconstruction. 12. US and conflicts in Africa. Oil and politics. Evolution of African policy. Principles and directions of the foreign policy of the United States at the present stage. Africa and the challenges of peacekeeping in Africa. 13. Conflicts in North Africa.
Chapter 3.	14. The role of natural resource exploitation in fuelling conflict across Africa. Perspectives and problems. 15. Conflicts and Conflict Diamonds. Kimberley Process in action. 16. African Peace Support operations. Providing more effective peace-building support to societies emerging from or seeking to prevent armed conflicts. New threats (terrorism, narcotics trafficking, maritime safety and security). Security Sector Reform Agenda. 17. Globalization and Africa. The spread of global terrorism. New ideas for more safer Africa. 18. Mapping the future Africa: priorities for conflict resolution. 19. Conclusion The main conclusions of the training course. Return expectations.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading:
a) required

Name of the subject, discipline (module) in according to the curriculum	Author, title, place of publication, publisher, year of publication educational and educational literature	Email address of the electronic library system
2	3	4
Security challenges in Africa	*Boko Haram: a new paradigm to West Africa security challenges [Текст] : статья на английском языке / S.A. Bokeriya, O.D. Omo-Ogbebor // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 2. - С. 274-284.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=466778&idb=0
Security challenges in Africa	*Феномен новых войн: обновленная природа конфликтов и дипломатия насилия [Текст] = The phenomenon of New wars: changing nature and violence diplomacy : статья на английском языке / Д.И. Стрелавина // Вестник Российского университета дружбы народов: Всеобщая история. - 2018. - № т. 10 (2). - С. 201 - 206.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=473278&idb=0
Security challenges in Africa	Борьба Южного Судана за независимость и ее влияние на судьбы Африки [Текст] = South Sudan struggle for independence, and its implication for Africa : статья на английском языке / Э. Кумса // Вестник Российского университета дружбы народов: Социология. - 2017. - № т. 17 (4). - С. 513 - 523.	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=467452&idb=0
Security challenges in Africa	*India and the BRICS: Global Bandwagoning and Regional Balancing (Индия и БРИКС: "глобальный концерт" и региональный баланс) [Текст] : статья на английском языке / M.D. Stephen // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 4. - С. 595-602.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=466786&idb=0
Security challenges in Africa	*Conflicts in the XXI centure [Текст] : Интервью с профессором Йоханом Галтунгом (Норвегия) на английском языке / E.M. Savicheva // Вестник Российского университета дружбы народов: Международные отношения. - 2016. - № 3. - С. 563-566.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=466814&idb=0
Security challenges in Africa	*Cameroon fighting Boko Haram (Камерун в борьбе с "Боко Харам") [Текст] : статья на английском языке / Kouma Jean Cottin Gelin // Вестник Российского университета дружбы народов: Международные отношения. - 2017. - № т. 17 (4). - С. 727-737.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=466820&idb=0

Security challenges in Africa	*Megatrends and Global Problems (MT&GP) [Текст/электронный ресурс] = Мегатренды и глобальные проблемы : Education and Methodical Complex / V.I. Yurtaev / В.И. Юртаев. - Книга на английском языке; Электронные текстовые данные. - М. : PFUR, 2013. - 124 с. - ISBN 978-5-209-05060-5 : 282.75.* *66 - Y95*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=404247&idb=0
Security challenges in Africa	*Некоторые последствия изменений в распределении населения мира: насколько глобализированным останется мир? [Текст] = Some implications of the changes in the world population distribution: how the globalized will the world remain? : статья на английском языке / Ю.В. Зинькина [и др.]* *// Вестник Российского университета дружбы народов: Социология. - 2018. - № т. 18 (2). - С. 271 - 283.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=468406&idb=0
Security challenges in Africa	*Bond P.* *The BRICS' Centrifugal Geopolitical Economy (Центробежная геоэкономика БРИКС) [Текст/электронный ресурс] : статья на английском языке / P. Bond* *// Вестник Российского университета дружбы народов: Международные отношения. - 2018. - № т. 18 (3). - С. 517 - 534.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=476126&idb=0
Security challenges in Africa	*Африка: поиск идентичности и диалог с миром: Ежегодник - 2018 [Электронный ресурс] = Africa: in Search of Identity and Dialogue with Mankind: Yearbook - 2018 : Сборник статей / Под ред. Н.С. Кирабаева, Л.В. Пономаренко, В.И. Юртаева, Е.А. Долгинова. - Электронные текстовые данные. - М. : Изд-во РУДН, 2018. - 256 с. : ил. - (Африканские исследования). - ISBN 978-5-209-08666-6.*	http://lib.rudn.ru/MegaPro/User Entry?Action=Rudn_FindDoc &id=470249&idb=0
Security challenges in Africa	*Африка: вызов постколониального будущего: Ежегодник - 2016 [Текст] = Africa: Challenge of Postcolonial Future: Yearbook - 2016 : Сборник статей / Под ред. Н.С.Кирабаева, Л.В.Пономаренко, В.И.Юртаева, Е.А.Долгинова. - М. : Изд-во РУДН, 2016. - 319 с. : ил. - (Африканские исследования). - ISBN 978-5-209-07221-8 : 0.00.*	

Books and articles:

Texts and anthologies:

1) African Union Reports on Security Problems.
2) Africa at the beginning of the 21st Century / Ed. Godfrey P. Ocoth. – Nairobi, Nairobi University Press, 2000.
3) Conflict in contemporary Africa / Eds. Godfrey P. Ocoth and Bethwell A. Ogot. Reprinted. – Nairobi, Jomo Kenyatta Foundation, 2002.
4) Reports of the Secretary-General on the African Security Problems.
5) SIPRI Yearbook, 2012.
6) The Africa Conflict Prevention Pool. A Joint UK Government Approach to Preventing and Reducing Conflicts in Sub-Saharian Africa. – UK: Department for International Development, 2004, September.

7) The Africa Conflict Prevention Pool. The UK Sub-Saharian Strategy for Conflict Prevention. // URL: http://www.parliament.uk/deposits/depositedpapers/2008/DEP2008-1879.doc
8) The UN Annual Reports (1961-2010).
9) Mapping the Global Future: Report of the National Intelligence Council's 2020 Project, National Intelligence Council, December 2004, which can be found at: www.dni.gov/nic/NIC_2020_project.html.

b) Primary sources:

1) *Dan Smith.* Trends and Causes of Armed Conflict' // Berghof Handbook for Conflict Transformation. Berlin: Berghof Research Center for Constructive Conflict Management, 2000. // URL: http://www.berghof-handbook.net/cf.htm
2) *Edward Newman.* The 'New Wars' Debate: A Historical Perspective Is Needed // Security Dialogue. 2004. No 35. – P. 174.
3) European Security and Defence Policy: the first ten years (1999-2009) / Eds. Giovanni Grevi, Damien Hely and Daniel Keohane / Preface by Alvaro de Vasconcelos. – P.: European Institute for Security Studies, 2009.
4) *Funmi E. Vogt.* A Report on the Mapping Study of Peace & Security Engagement in African tertiary Institutions. – African Leadership Centre, 2009.
5) Global security in a multipolar world / Ed. Luis Peral. Chaillot papers. – P.: European Institute for Security Studies. – 2009, October. – № 118.
6) *Horowitz D.* Ethnic Groups in Conflict. Berkley, etc., 1985.
7) *Lambert M. Surhone.* South African Bureau of State Security. – 2001.
8) *Mary Kaldor.* 'Wanted: Global Politics' // Nation. 2001. Vol. 273. Issue 14. – P. 16.
9) *Michael O'Hanlon.* Coming Conflicts: Interstate War in the New Millennium // Harvard International Review (Cambridge). – Summer 2001. – No 23. – P. 42-46.
10) *Patrick Regan.* Conditions of Successful Third-Party Intervention in Intrastate Conflicts // Journal of Conflict Resolution. 1996. No 40. – P. 344-345.
11) *Richard Caplan.* A New Trusteeship? The International Administration of War-torn Territories / Adelphi Paper 341. The International Institute for Strategic Studies. – Oxford University Press, 2002. – P. 7.
12) *William R. Ayres.* A World Flying Apart? Violent Nationalist Conflict and the End of the Cold War // Journal of Peace Research. – 2000. No 37 (1). – P. 105-117.

Internet recourses:
1. URL: http://www.ceps.be – an official site of the Centre for European Policy studies, Brussels.
2. URL: http://www.clubofrome.org/ – an official site of the Clube of Rome.
3. URL: http://ec.europa.eu/public_ opinion/standard_en.htm – an official site of the European Commission.
4. URL: http://www.economist.com/ Electronic resources over the countries of the world of the The Economist magazine.
5. URL: http://www.dni.gov/nic/NIC_ 2020_ project.html – an official site of the Director of National Intelligence.
6. URL: http://www.iss.europa.eu – an official site of the EU Institute for Security Studies, Paris.
7. URL: http://www.iiss.org – an official site of the The International Institute for strategic studies.
8. URL: http://loc.gov/ Electronic resources of Library of the Congress of the USA.
9. URL: http://www.oecd.org – an official site of the Organization for Economic Cooperation and Development. Statistical information, analytical materials on all aspects of world development.
10. URL: http://www.lib.bercley.edu/GSSI/igotab3.html – a site of Berkeley University (USA) on problems of the international organizations.

11. URL: http://www.psa.ac.uk/www/world/htm – official servers of the governments. Constitutions. International organizations.
12. URL: http://www.un.org – an official site of the United Nations. Statistical information, analytical materials on all aspects of world development.
13. URL: htth://www.worldbank.org – an official site of group of the World bank. Statistical information, analytical materials on all aspects of world development.
14. URL: http://www.asean.or.id/ – an official site of ASEAN countries.
15. URL: http://www.nato.int/ – an official site of North Atlantic Treaty Organization.
16. Site Diplomatichesky messenger of the Ministry of Foreign Affairs of the Russian Federation // URL: http://www.ln.mid.ru/dip_vest.nsf
17. Site Instituta Afriki RAN // URL: http://www.inafr.ru/
18. Site Instituta vostokovednia RAN // URL: www.ivran.ru
19. Site Instituta Dalnego Vostoka RAN // URL: http://www.ifes-ras.ru/
20. Site Instituta Europa RAN // URL: www.ieras.ru
21. Site Instituta Latinskoy Ameriki RAN // URL: http://www.ilaran.ru/
22. Site Instituta mirovoy ekonomiki I mejdunarodnih otnosheniy RAN (IMEMO) // URL: http://www.imemo.ru/
23. Site Instituta USA-Kanady RAN // URL: http://www.iskran.ru/
24. Site Instituta stran Azii i Afriki / the Moscow State University // URL: http://iaas.msu.ru/
25. Site Moskovskogo gosudarstvenngo institutq mejdunarodnih otnosheniy (University) of the Ministry of Foreign Affairs of the Russian Federation (MGIMO) // URL: http://www.mgimo.ru/
26. Site Nezavisimaya gazeta – dipkuryer // URL: http://www.ng.ru/courier/
27. Site Pir Center // URL: http://www.pircenter.org/
28. Site Rossiysky institute стратегических исследований // URL: http://www.riss.ru/
29. Site Russian association of international researches // URL: http://www.rami.ru/ (http://www.risa.ru/)
30. Site Russian Council for International Relations // URL: http://www.RussianCouncil.ru
31. URL: http://www.ceps.be – an official site of the Centre for European Policy studies, Brussels.
32. URL: http://www.clubofrome.org/ – an official site of the Clube of Rome.
33. URL: http://ec.europa.eu/public_ opinion/standard_en.htm – an official site of the European Commission.
34. URL: http://www.economist.com/ Electronic resources over the countries of the world of the The Economist magazine.
35. URL: http://www.dni.gov/nic/NIC_2020_project.html – an official site of the Director of National Intelligence.
36. URL: http://www.iss.europa.eu – an official site of the EU Institute for Security Studies, Paris.
37. URL: http://www.iiss.org – an official site of the The International Institute for strategic studies.
38. URL: http://loc.gov/ Electronic resources of Library of the Congress of the USA.
39. URL: http://www.oecd.org – an official site of the Organization for Economic Cooperation and Development. Statistical information, analytical materials on all aspects of world development.
40. URL: http://www.lib.bercley.edu/GSSI/igotab3.html – a site of Berkeley University (USA) on problems of the international organizations.
41. URL: http://www.psa.ac.uk/www/world/htm – official servers of the governments. Constitutions. International organizations.

42. URL: http://www.un.org – an official site of the United Nations. Statistical information, analytical materials on all aspects of world development.
43. URL: htth://www.worldbank.org – an official site of group of the World bank. Statistical information, analytical materials on all aspects of world development.
44. URL: http://www.asean.or.id/ – an official site of ASEAN countries.
45. URL: http://www.nato.int/ – an official site of North Atlantic Treaty Organization.
46. Site Diplomatichesky messenger of the Ministry of Foreign Affairs of the Russian Federation // URL: http://www.ln.mid.ru/dip_vest.nsf
47. Site Instituta Afriki RAN // URL: http://www.inafr.ru/
48. Site Instituta vostokovednia RAN // URL: www.ivran.ru
49. Site Instituta Dalnego Vostoka RAN // URL: http://www.ifes-ras.ru/
50. Site Instituta Europa RAN // URL: www.ieras.ru
51. Site Instituta Latinskoy Ameriki RAN // URL: http://www.ilaran.ru/
52. Site Instituta mirovoy ekonomiki I mejdunarodnih otnosheniy RAN (IMEMO) // URL: http://www.imemo.ru/
53. Site Instituta USA-Kanady RAN // URL: http://www.iskran.ru/
54. Site Instituta stran Azii i Afriki / the Moscow State University // URL: http://iaas.msu.ru/
55. Site Moskovskogo gosudarstvenngo institutq mejdunarodnih otnosheniy (University) of the Ministry of Foreign Affairs of the Russian Federation (MGIMO) // URL: http://www.mgimo.ru/
56. Site Nezavisimaya gazeta – dipkuryer // URL: http://www.ng.ru/courier/
57. Site Pir Center // URL: http://www.pircenter.org/
58. Site Rossiysky institute стратегических исследований // URL: http://www.riss.ru/
59. Site Russian association of international researches // URL: http://www.rami.ru/ (http://www.risa.ru/)
60. Site Russian Council for International Relations // URL: http://www.RussianCouncil.ru

Journals
1. Pro et Contra // URL: http://www.carnegie.ru/ru/pubs/procontra/
2. Site Rossia v globalnoy politice // URL: http://www.globalaffairs.ru/
3. Site Rossia i sovremenniy mir // URL: http://www.inion.ru/product/publ.htm

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru
- поисковая система Яндекс https://www.yandex.ru/

- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Security and Development Challenges in Africa" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Белов В.И.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Security Challenges in Asia-Pacific Region

Recommended by the Didactic Council for the Education Field of

41.04.05 International Relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The main objective of the course is to provide students with an integral vision of contemporary security issues in Asia-Pacific Region countries, foreign political, domestic political, military and unmilitary threats.
In order to implement the set objective the following tasks are solved:

• To master large factual material giving an integral vision of security issues in Asia-Pacific region countries and main threats.
• To become familiar with basic provisions of regulatory instruments adopted within the Asia-Pacific framework to ensure security.
• To determine the role and place of Russia in the Asia-Pacific region security system.
• To analyze possible prospects of security assurance in the Asia-Pacific space.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**Security Challenges in Asia-Pacific Region**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	OPK-6.1 Organizes and takes part in the implementation of development programs and strategies, including political, social, cultural, humanitarian ones. OPK-6.2 Independently formulates technical and service tasks, defining goals, identifying and using the information necessary for making managerial decisions, assesses the need for resources, identifies problems, finds alternatives, chooses the best solutions in given conditions and taking into account risks, evaluates the results and consequences of managerial

Code	Competence	Competence Development Indicators
		decisions. OPK-6.3 Performs the functions of employees of the middle executive and junior management of institutions of the system of the Ministry of Foreign Affairs of the Russian Federation, other state institutions, federal and regional government bodies using foreign languages.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Security Challenges in Asia-Pacific Region**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.02.01** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Security Challenges in Asia-Pacific Region**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ	Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			Academic Writing in International Relations / Академическое письмо в области международных отношений
OPK-6	Expected to develop and implement organizational and managerial decisions on the profile of activity.	Global Security / Глобальная безопасность	Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс	Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России	

4. COURSE WORKLOAD

Course workload of the Programme ("**Security Challenges in Asia-Pacific Region**") is 2 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*72*				*72*
Lectures	17				17
Seminars	17				17
Self-study (ies), academic hours	*21*				*21*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**72**				**72**
	2				**2**

5. COURSE CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
1. **Security factor in International Relations and World Politics.**	1.1. The concept of "power." "Hard" and " soft" power. 1.2. The relationship of politics and security.
2. **Security Problem in the Asia Pacific region.**	2.1. The role and place of the Asia Pacific region in world politics. 2.2. The impact of global factors on the regional security.

3. **Russia's role in Asia-Pacific security architecture.**	3.1. Russia's foreign policy towards the Asia-Pacific region. 3.2. Russia's role in Asia-Pacific.
4. **The role of the Asian major powers in regional security.**	4.1. China's foreign policy towards the Asia-Pacific region. The «One belt, one road» initiative. 4.2. Japan and Asia-Pacific region. India's role in APR.
5. **Asian foreign policy of the USA.**	5.1. Conflicts and Crises in the Asia-Pacific region 5.2. The Impact of conflicts in APR on the Regional Security.
6. **The Korean Peninsula**	6.1. The Korean Peninsula conflict. 6.2. Background and issues.
7. **The Taiwan Issue.**	7.1. The PRC-Taiwan relations. 7.2. The USA-Taiwan relations.
8. **Territorial disputes in the South China sea.**	8.1. The Spratly Islands. 8.2. The Paracel Islands**.**
9. **Territorial disputes in the East China sea**	9.1. Territorial disputes in the East China sea 9.2. China-Japan relations.
10. **Asia-Pacific security cooperation.**	10. Regional organizations.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

a) Main reading

1. Pye, Asian Power and Politics, p. 19. On non-Western international relations theory, focusing on Asia, see Acharya and Buzan, Non-Western International Relations Theory
2. Keith Fray, "China's Leap Forward: Overtaking the US as World's Biggest Economy," Financial Times, 14 October 2014.
3. Men Honghua, "East Asian Order Formation and Sino-Japanese Relations," Indiana Journal of Global Legal Studies 17, no. 1 (2010): 47.
4. Robert Dayley, Southeast Asia in the New International Era, 7th ed. (Boulder: Westview Press, 2017), 1.

5. Varun Sahni, "Review of Asia Pacific in World Politics by Derek McDougall," Contemporary Southeast Asia 29, no. 1 (2007): 214-218.

b) additional reading

1. Huntington, The Clash of Civilizations and the Remaking of World Order.
2. Alexander M. Haig]r, Caveat: Realism, Reagan, and Foreign Policy (New York: Macmillan, 1984), p.194.
3. George E Shultz, Turmoil and Triumph: My years as Secretary of State (New York: Charles Scribner's Sons, 1993), p.173.
4. Kissinger, The White House years (op. cit.), p.1086
5. David N. Rowe, Iriformal 'Diplomatic Relations': The Case ofJapan and the Republic qf China, 1972-74 (Hamden, CT: Shoe String Press, 1975).
6. Chae:Jin Lee, China and Japan, New Economic Diplomacy (Stanford: Hoover Institution Press: Stanford University, 1974)
7. David WE Elliot (ed.), The Third Indo-China Coriflict (Boulder: Westview Press, 1981)
8. Grant Evans and Kevin Rowle~ Red Brotherhood at War (London: Verso, 1984)
9. Nayan Chanda, Brother Enemy: The War After the War (San Diego: Harcourt Brace Jovanovich, 1986)
10. Robert S. Ross, The Indochina Tangle; China's Vietnam Policy, 1975-1979 (New York: Colombia University Press, 1988).
11. Michael Leifer, ASEANand the Security of South-East Asia (London and New York: Routledge, 1989), p.55.
12. Harry Harding, A Fragile Relationship: The United States and China since 1972 (Washington, DC: The Brookings Institution, 1992), pp.9l-94.
13. Robert S. Ross, 'U.S. Policy Towards China: The Strategic Context and the Policy-Making Process' in Ross (ed.), China, the United States, and the Soviet Union (op. cit.), pp.169-17l
14. Yufan Hao and Guocang Huan (eds), The Chinese View of the World (New York: Pantheon, 1989)
15. Reinhard Drifte, Japan's Relations with the East Asia-Pacific Region' in Stuart (ed.), Securiry Within the Asia Pacific Rim (op. cit.), p.26.
16. Michael Leifer and john Phipps, 'Vietnam and Doi Moi: Domestic and International Dimensions of Reform' (London: Royal Institute of International Affairs, Discussion Paper no.35,june 1991).
17. Michael Leifer, 'Power-Sharing and Peacemaking in Cambodia?' in SAIS REVIEW (winter-spring 1992), p.148
18. Michael Leifer, Dictionary of the Modern Politics of South-East Asia (London: Routledge, 1995), pp.12-14.

9. Информационное обеспечение дисциплины

а) программное обеспечение

-Мультимедийное оборудование для компьютерной презентации - персональный компьютер, проектор, экран, звуковые колонки.

-Комплект офисных программ: MS Word, MS Excel, MS PowerPoint, Microsoft Internet Explorer.

- Интернет

б) базы данных, информационно-справочные и поисковые системы

1. МИД РФ//www.mid.ru
2. МИД КНР// www.fmprc.gov.cn
3. ИА Синьхуа //http://www.xinhuanet.com
4. China News Service (http://www.chinanews.com/)
5. 人民日报／人民网 (http://www.people.com.cn/)
6. 北京日报／京报网(http://www.bjd.com.cn/_)
7. 光明日报 ／光明网 （http://gmw.cn/）
8. Zhiwang// www.cnki.com.cn

Chinese Academy of Social Sciences(CASS)
China Institute of International Studies(CIIS)
Shanghai Institute of International Studies(SIIS)
Center of International and Strategic Studies
Development Research Center of the State Council

Учебно-методические материалы для самостоятельной работы обучающихся при освоении дисциплины/модуля*:

1. Курс лекций по дисциплине «Security challenges in Asia-Pacific region».
2. Методические указания по выполнению и оформлению курсовой работы/проекта по дисциплине «Security challenges in Asia-Pacific region».
* - все учебно-методические материалы для самостоятельной работы обучающихся размещаются в соответствии с действующим порядком на странице дисциплины **в ТУИС**.

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "Security Challenges in Asia-Pacific Region" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ст. преп. кафедры ТИМО		**Забелла А.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

Exam questions

1. The concept of "threat". External and internal threats. Threats from states and non-state actors. Local, regional, national and transnational threats.

2. The concept of "power". "Hard" and "soft" power. The concept of "war", "peace", "security", "national security", "regional security", "international security". Military and political, economic, environmental, technological, informational and cultural security.

3. The relationship of politics and security. The impact of globalization, democratization, scientific and technological revolution, nationalism and radicalism on the formation of a new global security system.

4. The role and place of Asian-Pacific Region in world politics and in the current system of international relations. The impact of global factors on the regional security.

5. The main conflicts and disputes and their impact on the security in the region.

6. Conceptual basis and main directions of China's foreign policy at the present stage.

7. The "One belt, one road" Initiative and its impact on the geopolitical situation in Asian-Pacific Region. 8. Historical Background of China-Taiwan relations. Armed conflicts between China and Taiwan. The "One-China policy" and the problem of recognizing of Taiwan. The "Consensus of 1992" and the "One-China principle".

9. Historical background. Partition of India. The Kashmir conflict (Indo-Pakistani wars of 1947 and 1965, the Kargil War). The Indo-Pakistani War of 1971. The current situation in Indo-Pakistani relations. 10. Historical background. Japan-USA relations after the WWII. The current situation.

11. Territorial disputes in the South China Sea (the Paracel Islands, the Spratly Islands). The "freedom of navigation" initiative in the South China Sea.

12. The Sino-Indian border disputes (the Aksai-Chin and the Doklam plateau).

13. The Eurasian Economic Union. The Shanghai Cooperation Organization.

14. Association of Southeast Asian Nations (ASEAN), the "ASEAN-Identity". The South Asian Association for Regional Cooperation (SAARC). Other regional organizations.

APPENDIX №3

Topics for creative works

1. Security factor in International Relations and World Politics

2. Security Problems in the Asian-Pacific Region

3. Military and Political Realities in the Asian-Pacific Region

4. Foreign Policy of the People's Republic of China

5. China-Taiwan Relations

6. China-Japan relations

7. India-Pakistan relations

8. The Nuclear Crisis on the Korean Peninsula

9. Territorial disputes in the Asian-Pacific Region.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

South-South Cooperation

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The course provides the study of development' problem withing the frames of North-South cooperation and ODA, and the activity of OEDC and the needs of under-developed countries, the global South. Now the South increasingly challenges the North as the centre of development. Through in-depth discussion, students will explore, compare and debate the concept of SSC, the development diplomacy of new donors, (G-77, UNCTAD, NIEO, the Lome agreement, WTO). Later, during the 2000s did South–South links revive and gain strength because of economic growth and the consolidation of regional integration in some parts of the world, the election and ambitions of "revolutionary" or left-wing leaders in Latin America, the growing frustrations regarding North–South relations, the unpopularity of the reforms, and the austerity imposed by the Structural Adjustment Programmes (SAPs). Such developments have triggered high expectations and a couple of myths.

2. REQUIREMENTS TO LEARNING OUTCOMES

Mastering the course "**South-South Cooperation**" is aimed at the formation of the following competencies (parts of competencies) in students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	UK-1.1 Systematically analyzes professional situations and demonstrates critical thinking skills. UK-1.2 Comprehensively analyzes the source of information in terms of temporal and spatial conditions of its occurrence, objectivity and reliability. UK-1.3 Analyzes approaches and explanations previously established in science, identifies their strengths and weaknesses, explaining the ability and limitations. UK-1.4 Expected to build his/her own strategy of scientific research and the logic of scientific argumentation based on a systematic approach.
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various	OPK-1.1 Builds communication with partners based on the goals and situation of communication, identifying and responding appropriately to cultural, linguistic and other features that affect professional communication and dialogue. OPK-1.2 Uses communicative media technologies, taking into account the specifics of the business and spiritual culture of Russia and foreign countries.

Code	Competence	Competence Development Indicators
	communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	OPK-1.3 Organizes, conducts and evaluates the effectiveness of international negotiations of conciliation procedures. OPK-1.4 Systematically formulates his/her own position on international relations using scientific terminology, both in writing and orally.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**South-South Cooperation**" belongs to the University Disciplines Module formed by the participants in the educational relations of Block **B1.V.DV.03.03** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**South-South Cooperation**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-1	Expected to conduct research, critical analysis of problem situations based on a systematic approach, develop an action strategy.	IR and Development Theories / Теории международных отношений и развития Global Security / Глобальная безопасность International Political Economy / Международная политическая экономия Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке	Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование	
OPK-1	Expected to build professional communication in the state language of the Russian Federation and foreign language(s) according to the profile of activity in a multicultural environment based on the use of various communication technologies, considering the specifics of the business and spiritual culture of Russia and foreign countries.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке	Academic Writing in International Relations / Академическое письмо в области международных отношений
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях	Development and the Environment / Развитие и окружающая среда Academic Writing in International Relations / Академическое письмо в области международных отношений

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Theory and Practice of Diplomacy / Теория и практика дипломатии	
		International Terrorism / Международный терроризм	
		Energy Security / Энергетическая безопасность	
		International Political Economy / Международная политическая экономия	
		International Organizations and Peace Process / Международные организации и мировой процесс	
		Migration, Development and Global Security / Миграция, развитие и глобальная безопасность	
		Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики	
		Security and Development Challenges in the CIS / Проблемы безопасности в СНГ	
		Security and Development Challenges in Russia / Проблемы безопасности в России	
		Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР	
		Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке	
		Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке	
		Security and Development Challenges in Africa / Проблемы безопасности в Африке	
		Human Rights and the International Security / Права человека и международная безопасность	
		International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование	

4. COURSE WORKLOAD

Course workload of the Programme "**South-South Cooperation**" is 3 credits.

Table 4.1. Types of academic activities during the period of the programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**108**				**108**
	3				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	*Units*
The theoretical foundation of SSC. Diversity of theories. Levels of analysis.	The main purpose of the course is to provide students with an understanding of the concept of SSC, its economic initiatives and political realities. It also includes political, military, economic, or cultural relationships; humanitarian assistance and technical cooperation between developing countries; the allocation of financial resources for development projects and regional integration as well as the constitution of blocks—a common position and agenda in multilateral negotiations.
The rise and fall of SSC. SSC and Cold War. The ideology in SSC.	The course includes the study of stapes of SSC, the categories of "North" and "South," "donors" and "recipients," and "developed" and "developing" countries are being blurred and challenged. The terms "North–South partnerships" or "multilateral arrangements" as traditional powers and international organizations feel the necessity to catch-up with ongoing shifts
Aid policy implementation, definition of SSC	In the 2000s, has had important implications for the restructuring of development agendas and aid practices, both globally and in developing countries. it can include political, military, economic, or cultural relationships; humanitarian assistance and technical cooperation between developing countries; the allocation of financial resources for development projects and regional integration as well as the constitution of blocks—a common position and agenda in multilateral negotiations.
South–South cooperation as a source of inspiration for replicating successful development models. China model of SSC	The objective of this session is to study China for infrastructure projects in Africa, the Chinese development "model" (Rwanda and Ethiopia). Successful development models (China) and a wellspring of resources that traditional donors do not provide. China's foreign policy in Africa has undeni- ably drawn the most attention, due both to the volume of its aid and growing interest in this powerful global political and economic actor. This has sometimes obscured the activities and paradigms deployed by China in other regions, or by other Southern donor countries.
BRICS, IBSA	The activity of BRICS and IBSA, banks, foundations, programs.

India's model, South Africa.	Challenges of Technical cooperation in Africa. Status and profile in the field of international development assistance
Cuba and Venezuela in SSC	Challenges of Technical cooperation in Latin America. Status and profile in the field of international development assistance
Brazil and technical cooperation	Challenges of Technical cooperation in Africa. Status and profile in the field of international development assistance
Case study (East Timor and SSC)	The pole of Brazil, Indonesia, China, USA and Australia
Turkey as a new donor	Status and profile in the field of international development assistance

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading(sources)*:*

1. South-South Cooperation Beyond the Myths. Rising Donors, New Aid Practices? . Palgrave Macmillan, 2017. ISBN 978-1-137-53969-4 (eBook)

Essential Readings

1. Кузнецов А.В. Концепции экономического взаимодействия по линии Юг-Юг. // Контуры глобальных трансформаций: политика, экономика, право. Т.12, №3, с730-46.

2. Дегтерев Д.А. Содействие международному развитию:

   Эволюция международно-правовых режимов и эффективность внешней

   помощи .2016. 320 с

3. Павлова Е.Б. Колониальное наследие как проблема и ресурс при сотрудничестве Юг-Юг: случай Бразилии // Вестник Российского университета дружбы народов. Серия: Международные отношения. 2017. Т. 17. № 1. С. 48—58.

Additional Readings:

1. Fernández, Ruben (ed.), Cooperación Sur–Sur: un desafío al sistema de ayuda. Medellín: The Reality of Aid. Quoted in Benzi, Daniele, and Guiseppe Le Brutto.
2. "La cooperación Sur–Sur en América Latina a principios del siglo XXI (un enfoque menos indulgente)." In Volver al desarrollo o salir de él. Límites y potencialidades del cambio desde América Latina, edited by Liza Aceves and Hector Sotomayor, 217–250. México D.F.: Ediciones EyC.

3. Alden, Chris, Sally Morphet, and Marco A. Vieira. The South in world politics. Basingstoke: Palgrave Macmillan, 2010; Hurrell, Andrew, and Sandeep Sengupta. "Emerging powers, North–South relations and global climate politics." International Affairs 88 (2012): 463–484.

4. Eyben, Rosalind, and Laura Savage. "Emerging and submerging powers: Imagined geographies in the new development part- nership at the Busan Fourth High Level Forum." The Journal of Development Studies 49 (2013): 457–469.

5. Broadman, Harry G. "China and India go to Africa: New deals in the developing world." Foreign Affairs 87(2008): 95–109; de Campos, Rodrigo Pires, Joao B. B. Lima, and Laura. L. A. Lopes. "Os forúns de alto nível da Organização para a Cooperação e o Desenvolvimento Econômico (OCDE): Limites e perspectivas da posição brasileira na agenda sobre efe- tividade da ajuda internacional." Boletim de Economia e Política Internacional 8 (2011): 27-40;

6. Woods, Ngaire. "Whose aid? Whose influence? China, emerging donors and the silent revolution in development assis- tance." International Affairs 84 (2008): 1205–1221;

7. Morais, Michelle. "South–South cooperation, policy transfer and best-practice reasoning: The transfer of the solidarity in liter- acy program from Brazil to Mozambique." International Institute of Social Studies of Erasmus University Working Paper General Series 406 (2005): 1–52.

8. Vieira, M. A., & Alden, Ch. (2011) India, Brazil, and South Africa (IBSA): South-South cooperation and the paradox of regional leadership. Global Governance, 17(4), 507—528.

9. Olivier, G., & Fioramonti, L. (2011). The emerging 'global south': the EU in the eyes of India, Brazil and South Africa. In: Fioramonti, L., Luccarelli, S., editors. External Perceptions of the European Union as a Global Actor. London and New York: Routlegde. P. 105—119.

10. Mielniczuk, F. (2013). BRICS in the Contemporary World: changing identities, converging interests. Third World Quarterly, 34(6), 1079—1080. DOI: 10.1080/01436597.2013.802506.

Internet-(based) sources:

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
- Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
- ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
- ЭБС Юрайт http://www.biblio-online.ru
- ЭБС «Консультант студента» www.studentlibrary.ru
- ЭБС «Лань» http://e.lanbook.com/
- ЭБС «Троицкий мост»

2. Базы данных и поисковые системы:
- электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
- научная электронная библиотека Elibrary www.elibrary.ru

- поисковая система Яндекс https://www.yandex.ru/
- поисковая система Google https://www.google.ru/
- реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/

Databases and search engines

Project	Online
OECD	Source: http://www.oecd. org/dac/dac-global-relations/uae-participant-dac.htm /
BRICS	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
UNCTAD	http://www.unctad. Data base
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html
UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "South-South Cooperation" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Профессор кафедры ТИМО		**Борзова А.Ю.**
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РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

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31-50	Unsatisfactory	FX

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

Theory and Practice of Diplomacy

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022 г.

1. COURSE GOALS

The course "Theory and Practice of Diplomacy" is a graduate level introduction to global and national diplomacy within the broad international relations issues. It is designed for students interested in studying diplomacy from a range of international perspectives. It aims at providing a broad understanding of the theoretical and practical dimensions of diplomacy in the modern era. Having in mind that the art of diplomacy in the 21st century still remains one of the most effective tools for peace resolution of disputes and for dialogue between states this course will provide an overview of a wide array of issues in diplomatic sphere. The course aims to help students understand the machinery of diplomacy and its role in contemporary international society. The course examines the evolution, changing nature and the role of the diplomatic dialogue, concentrating on current conceptions and procedures in diplomatic practice. The main focus will be done on the comparative approach supposing comparison between national models of diplomacy throughout their evolution with all features inherent in them and universal features as well. Mainly based on case-studies, this core section will focus on the following topics: negotiation, mediation, bilateral conventional and unconventional diplomacy/consular activity, multilateral diplomacy, coercive diplomacy, summits, preventive diplomacy, diplomacy and transition regimes. The course will also outline the most relevant trends in the shaping and functioning of multitrack and public diplomacy.

The course pursues the following objectives:
1. to examine the nature of diplomacy, its different types and their basic characteristics,
2. to identify main historical phases of the evolution of diplomacy and new forms and elements of diplomatic activities in the process of globalization,
3. to identify different types of diplomacy,
4. to analyze the evolution of diplomatic strategies and tactics that states use and the rise of the modern diplomacy pattern from the point of view of radical transformation of legal and social institutions;
5. to explore historic circumstances, which determined appearance of some new theories of diplomacy,
6. to explore the conditions under which diplomacy has contributed positively or negatively to various foreign policy outcomes,
7. to introduce the theoretical approaches and practical dimensions of diplomatic negotiations and mediations,
8. to explore diplomacy in different issue areas, mainly security,
9. to explore what diplomats do in the exercise of their functions, and what they contribute to the conduct of IR.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course "**Theory and Practice of Diplomacy**" is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	UK-4.1 Uses various forms and types of oral and written communication in Russian, native and foreign language(s) at a professional level. UK-4.2 Uses adequate linguistic means to achieve professional goals in Russian, native and foreign language(s). UK-4.3 Uses modern communication technologies for professional purposes. UK-4.4 Builds a strategy of oral and written communication in Russian, native and foreign language(s) within the framework of academic and professional interaction.
OPK-5	Expected to build a strategy for the promotion of publications on the profile of activity in the media based on the basic principles of media management.	OPK-5.1 Independently prepares professionally-oriented texts of various genres and stylistic affiliations (article, analytical reference, informational and analytical note, review, policy document, abstract, report theses, press release, etc.). OPK-5.2 Evaluates the target audience and editorial policy of print, audiovisual and online media. OPK-5.3 Forms and promotes the required image of political phenomena and processes through a series of publications of various genres in various types of media. OPK-5.4 Assesses the perception of the image of political phenomena and processes formed in the media.
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	PK-1.1 Identifies topical scientific problems of international relations, develop methodological tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**Theory and Practice of Diplomacy**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.08** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**Theory and Practice of Diplomacy**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-4	Expected to apply modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction.	Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике	International Organizations and Peace Process / Международные организации и мировой процесс Security and Development Challenges in Russia / Проблемы безопасности в России
OPK-5	Expected to build a strategy for the promotion of publications on the profile of activity in the media based on the basic principles of media management.	Development Cooperation / Сотрудничество для развития	-
PK-1	Expected to independently plan and conduct research in the field of humanities and social sciences.	IR and Development Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ	International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
		Development Cooperation / Сотрудничество для развития World Politics / Мировая политика Global Security / Глобальная безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях	Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы безопасности в Латинской Америке Security and Development Challenges in Africa / Проблемы безопасности в Африке Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование South-South Coopearation / Сотрудничество по линии Юг-Юг

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("Theory and Practice of Diplomacy") is 2 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*72*				*72*
Lectures	17				17
Seminars	17				17
Self-study (ies), academic hours	*21*				*21*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**72**				**72**
	2				**2**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units
1. The concept of diplomacy and its role in IR. Diplomacy as a discipline and profession.	**1.1.** The concept of diplomacy and its role in IR. **1.2.** Diplomacy as a discipline and profession.
2. Diplomacy: main historic phases. International system in the XXI century: challenges for diplomacy.	**2.1.** Diplomacy: main historic phases. **2.2.** International system in the XXI century: challenges for diplomacy.

3. Diplomacy as an institution and instrument of foreign policy.	**3.1.** Tasks and functions of diplomacy. Content of diplomatic work, its main components. **3.2.** The Vienna Convention on Diplomatic Relations of 1961. The Vienna Convention on Consular Relations of 1963. Main sections and parameters
4. The system of bodies of foreign relations of states.	**4.1.** Organization and activities of state bodies in external relations. Ministry of foreign affairs: role and functions. **4.2.** Diplomatic structures in the new environment. Universalization of diplomatic institutions and national traditions.
5. Modern diplomacy: trends in the development of diplomatic relations.	**5.1.** The changing context of IR and the model of modern diplomacy. Forms and methods of modern diplomacy: bilateral, multilateral, conference, top-level, network, specialized (energy, etc.). **5.2.** The growing importance of top-level diplomacy and network diplomacy. Coercive diplomacy: avoiding conflict versus going to war (case-study). The use of military force, conflict regulation, main security actors.
6. New directions of diplomacy: economic diplomacy and unofficial diplomacy.	**6.1.** Essence and forms of multilateral diplomacy. Historical evolution and stages of multilateral diplomacy. **6.2.** International organisation as a permanent forum of multilateral diplomacy. The value of international organizations for the multilateral diplomacy development. Multilateral non-governmental actors diplomacy.
7. Practical aspects of the implementation of diplomatic relations: protocol and etiquette.	**7.1.** Diplomatic protocol as a set of generally accepted rules, traditions, followed by governments, foreign ministries, diplomatic representatives and officials in international communication. **7.2.** Etiquette as a set of rules of conduct that reflect the outward manifestation of respect for people. Legal validity of some norms of the diplomatic protocol. State symbols in the diplomatic protocol.
8. Practical aspects of the implementation of diplomatic relations: the negotiation process. Agenda for modern international negotiation process.	**8.1.** Negotiations as the main method of modern diplomacy for the establishment and development of international relations: concept, classification, functions. **8.2**. Key characteristics of the Russian, American, French, Chinese, African negotiation styles. The agenda of the modern international negotiation process. Issues of peace, security and conflict resolution, new threats and challenges.
9. Russian diplomacy: distinctive features.	**9.1.** Russian diplomatic service: history and modernity. The history of the formation of the domestic diplomatic

	service. Features of the modern diplomatic service of Russia. **9.2.** Organization of the Russian diplomatic service.
10. Russia's foreign policy: interests, priorities, resources.	**10.1.** The evolution of Russia's foreign policy priorities since 1991. **10.2.** Russia and international/regional institutions. Russia's interests in international institutions and organizations.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

a) main reading:

1. Maurice, T.G. Otte; G.R.Berridge et al. - New York: Palgrave, 2001. - 216 p. - (Studies in Diplomacy). - ISBN 0-333-75365-8 : 3923.37.
2. Berridge G.R. Diplomacy: theory and practice / G.R. Berridge. - 2nd ed.; - London : Palgrave, 2002. - 234 p. - ISBN 0-333-96928-6 : 4140.73.

b) additional reading:
1. Hocking, Brian. Non-State Actors and the Transformation of Diplomacy // The Ashgate Research Companion to Non-State Actors / ed. by B. Reinalda. - Surrey, Ashgate, 2011. Available from: eBook Academic Collection (EBSCOhost)
2. Keith Hamilton & Richard Langhorne, The Practice of Diplomacy: Its Evolution, Theory and Administration. London: Routledge, 2010.
3. Michel Kostecki, Olivier Naray. Commercial Diplomacy and International Business. – (Clingendael Discussion Papers in Diplomacy, No.107). - The Hague: Netherlands Institute of International Relations, Clingendael, 2007. http://www.clingendael.nl/sites/default/files/20070400_cdsp_diplomacy_kostecki_naray.pdf
4. Riordan, Shaun, Reforming Foreign Services for the Twenty-First Century // The Hague Journal of Diplomacy. 2007. - Vol.2, №2.
5. Starkey B. Negotiating a Complex World : An Introduction to International Negotiation / B. Starkey, M. A. Boyer, J. Wilkenfeld. - Lanham : Rowman & Littlefield, 1999.
6. Tatiana V. Zonova. Consular Service in Russia. Past Problems, New Challeges // Consular Affairs And Diplomacy / ed. By A. Fernandez, J. Melissen. Leiden: Martinus Nijhoff Publishers; 2011. – P. 173-198. (Available from: eBook Academic Collection (EBSCOhost))

7. Tatiana V. Zonova. Diplomatic Cultures: Comparing Russia and the West in Terms of a 'Modern Model of Diplomacy'// The Hague Journal of Diplomacy. 2007. - №2.
8. Tatiana Zonova. Diplomatic Theory of International Relations (book review) // The Hague Journal of Diplomacy. 2012. №7.
9. The new public diplomacy : soft power in international relations / ed. by J. Melissen. - Hampshire : Palgrave, 2005.

Информационное обеспечение дисциплины

а) программное обеспечение
-Мультимедийное оборудование для компьютерной презентации - персональный компьютер, проектор, экран, звуковые колонки.
-Комплект офисных программ: MS Word, MS Excel, MS PowerPoint, Microsoft Internet Explorer.
- Интернет

б) базы данных, информационно-справочные и поисковые системы
1. МИД РФ//www.mid.ru
2. МИД КНР// www.fmprc.gov.cn
3. ИА Синьхуа //http://www.xinhuanet.com
4. China News Service (http://www.chinanews.com/)
5. 人民日报／人民网 (http://www.people.com.cn/)
6. 北京日报／京报网(http://www.bjd.com.cn/_)
7. 光明日报 ／光明网 （http://gmw.cn/）
8. Zhiwang// www.cnki.com.cn
Chinese Academy of Social Sciences(CASS)
China Institute of International Studies(CIIS)
Shanghai Institute of International Studies(SIIS)
Center of International and Strategic Studies
Development Research Center of the State Council

Учебно-методические материалы для самостоятельной работы обучающихся при освоении дисциплины/модуля*:

1. Курс лекций по дисциплине "Theory and Practice of Diplomacy".
2. Методические указания по выполнению и оформлению курсовой работы/проекта по дисциплине "Theory and Practice of Diplomacy".
* - все учебно-методические материалы для самостоятельной работы обучающихся размещаются в соответствии с действующим порядком на странице дисциплины **в ТУИС**!

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "**Theory and Practice of Diplomacy**" are presented in the Appendix to this Work Program of the discipline.

РАЗРАБОТЧИКИ:

Ст. преп. кафедры ТИМО		**Забелла А.А.**
Должность, БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ БУП:

Кафедра теории и истории международных отношений		**Дегтерев Д.А.**
Наименование БУП	Подпись	Фамилия И.О.

РУКОВОДИТЕЛЬ ОП ВО:

Профессор кафедры ТИМО		**Дегтерев Д.А.**
Должность, БУП	Подпись	Фамилия И.О.

APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX

APPENDIX №2

Exam questions

What is diplomacy? Who are today's diplomats? What are the main functions of diplomacy?
Old vs. new diplomacy? Has diplomacy become more or less important in international relations? Is traditional diplomacy being supplanted by new, non-state "diplomatic" actors?
What are the basic tasks and functions of modern diplomacy? What are the links between international relations, foreign policy and diplomacy? What is the link between diplomacy and the use of military force?
What are the role, functions and structure of Ministry of Foreign Affairs? How is embassy organised? What is the role of the Ambassador and the embassy's political officers?
Advantages and disadvantages of modern diplomacy. Does traditional diplomacy disappear? What have been the invariant features of diplomacy throughout history? To what extent has diplomacy changed over the past two centuries? In what principal ways? How effective is diplomacy today compared with the past?
What is the role of economic factor in diplomacy? What are the major trends in economic bilateral and multilateral diplomacy? What is the role of informal diplomacy in dealing with different issues of high and low politics?
What are the key universal diplomatic protocol principles? What is the protocol specificity of multilateral organisations?
Do diplomatic negotiations are still fully applicable to the resolution of modern conflicts? Why and in what way coercive diplomacy is more frequently used in dealing with high politics agenda? What are the approaches to negotiations over security matters of major traditional and emerging powers?
What are the logic, objectives, main priorities and constraints of the contemporary Russian foreign policy and diplomacy? What is the role of Russia in the new world order? How to assess efficiency of the Russian diplomacy?
What is "good" foreign policy and how does diplomacy contribute to it?

APPENDIX №3

Creative work

Presentation:

Students will also be required to prepare not less than 1 presentation individually (or in team) and to present in due time 3 control written tests. The length of presentation is preferably 15 minutes and should not exceed 20 minutes at maximum. Presentations are expected to offer a critical discussion of the reading material, present a summary of the main arguments of the reading, a discussion of how the reading relates to the broader themes of the course, and questions for discussion. A one-page handout is also required.

Research paper:

Students will write a substantial (10 pages) research paper on a question or topic that relates to IR theory (a detailed critical analysis of a theory or an international political event by employing a theoretical perspective) or a critical essay on a book (analytical summary of the arguments presented in the book and original critique assessing the book's strengths and weaknesses).

Research paper consists not just of presenting facts, but crucially includes the analysis of the empirical information that you gather. Research paper consists of three parts: an introduction, main body and conclusion. In the introduction you set out what you want to write about. You should explain why the topic you chose deserves discussion, why it is relevant to the current theoretical debates or why it is important in practical terms. The introduction should end with the main research question you will answer (or problematique, or hypothesis) that will guide the whole text. The crucial idea of the main body is to present and analyze facts. There should be 2-4 more or less equal parts in your reasoning. Each part should have its own title and "problematique" (problem question/ research question). Don't forget to illustrate facts with examples and give balanced arguments, i.e. arguments for and against your thesis statement. The emphasis must be on your own critical evaluation of the ideas presented. There should be a conclusion with brief answers to the question suggested in the introduction and a summary of your view of the issues. You mustn't include any new any new information.

While you are preparing your research paper, you should consider the following questions: Is the theory logically consistent? Is it plausible? Is the theory interesting? From what theoretical perspective does the argument originate? What questions still need to be answered? With whom is the author engaged in debate? What policy recommendations would you make based on this study?

Papers should include a list of references and bibliography that allows any reader to find your exact sources and replicate your research. Use at least 5 sources from the reading list (or you can find your own sources)

A research paper is not written overnight. The final version of the paper is due before the last week of the term.

Plagiarism:

RUDN-University values academic integrity. Therefore, all students must understand the meaning and consequences of plagiarism, cheating and other academic offences. Plagiarism is the most serious offence in academic work. Examples of plagiarism include turning in a paper written by someone else, or using parts of a book or article without acknowledging the source. To avoid plagiarism, keep in mind that all references to someone else's ideas – whether a direct quotation or simply an indirect summary – must be properly cited. A 'proper citation' should typically identify the author, the work, the publisher, the place and the year of publication, and the page number. Direct quotations must be placed in quotation marks. Please note that any violation of the code of academic integrity means the student's immediate failure in the course, as well as possible subsequent academic disciplinary action.

Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
(RUDN University)

COURSE SYLLABUS

World Politics

Recommended by the Didactic Council for the Education Field of:

41.04.05 International relations

Development of the course is carried out within the framework of the implementation of the main professional educational program of Higher Education Programme:

41.04.05 International relations

2022

1. COURSE GOALS

The aim of this directed reading course is to provide an intellectual challenge to students by engaging with major theories, concepts and issues in security studies. The course provides an introduction and overview to the theoretical, empirical and policy basics of international relations via analysis of situational models. The module provides essential knowledge for further post-graduate studies in international relations and security studies in terms of conducting a situational analysis.

This course will be taught as a practically oriented workshop. After an introduction of key concepts and approaches in methodology of situational analysis, students will conduct an independent analysis of current issues in the sphere of international relations. Workshop participants will work together in a constructive and positive manner to reach a consensus on a series of student-led analyses. The final goal is for each student to master this method of analysis and to be able to independently carry it out in a graduation work.

2. REQUIREMENTS TO LEARNING OUTCOMES

Development of the course «**World Politics**» is aimed at the formation of the following competencies (part of competencies) among students:

Table 2.1. Requirements to Learning Outcomes

Code	Competence	Competence Development Indicators
UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	UK-5.1 Understands the features of development and socio-cultural differences of different countries and peoples, considering their historical past, and is able to take these features into account in the course of intercultural interaction. UK-5.2 Constructively interacts with representatives of different countries and peoples in the framework of solving professional problems. UK-5.3 Demonstrates a deep understanding of the specifics of traditions, history and the role of Russia in the world-historical process and is able to professionally and reasonably explain these features in the course of intercultural communication
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	OPK-2.1 Applies modern technologies for searching, processing and analyzing information for interpreting and forecasting the development of international political processes. OPK-2.2 Uses specialized databases and software tools to quickly search for information necessary to solve professional problems. OPK-2.3 Adequately assesses the information received to identify existing information gaps. Identifies attempts at informational propaganda and manipulative influence, considering the requirements of information security. OPK-2.4 Quantifies qualitative information and meaningfully interpret quantitative data.
PK-1	Expected to independently plan and	PK-1.1 Identifies topical scientific problems of international relations, develop methodological

Code	Competence	Competence Development Indicators
	conduct research in the field of humanities and social sciences.	tools. PK-1.2 Draws up a phased plan and program for the implementation of scientific research. PK-1.3 Conducts research within the framework of individual and collective research projects. PK-1.4 Independently prepares research texts in compliance with modern requirements of domestic and foreign academic publications.

3. COURSE IN HIGHER ACADEMIC PROGRAMME STRUCTURE

The course "**World Politics**" refers to the University Disciplines Module formed by the participants in the educational relations of Block **B1.O.02.05** of Higher Academic Programme Structure.

*Table 3.1. List of Higher Academic Program ("**World Politics**") components / disciplines that contribute to expected learning/training outcomes*

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
UK-5	Expected to analyze and take into account the diversity of cultures in the process of intercultural interaction.	-	Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Human Rights and the International Security / Права человека и международная безопасность
OPK-2	Expected to search for and apply promising information and communication technologies and software tools for the complex formulation and solution of problems of professional activity.	Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ	International Terrorism / Международный терроризм Security and Development Challenges in Russia / Проблемы безопасности в России Human Rights and the International Security / Права человека и международная безопасность International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование Development and the Environment / Развитие и окружающая среда
PK-1	Expected to	IR and Development	Global Security / Глобальная

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
	independently plan and conduct research in the field of humanities and social sciences.	Theories / Теории международных отношений и развития Great and Emerging Powers in Global Politics / Развитые и развивающиеся державы в мировой политике Foreign Policy Process and Decision-Making in Russia / Внешнеполитический процесс и формирование внешней политики РФ Development Cooperation / Сотрудничество для развития	безопасность Professional Ethics in International Relations / Профессиональная этика в международных отношениях Theory and Practice of Diplomacy / Теория и практика дипломатии International Terrorism / Международный терроризм Energy Security / Энергетическая безопасность International Political Economy / Международная политическая экономия International Organizations and Peace Process / Международные организации и мировой процесс Migration, Development and Global Security / Миграция, развитие и глобальная безопасность Non-State Participants of International Relations and World Politics / Негосударственные участники мировой политики Security and Development Challenges in the CIS / Проблемы безопасности в СНГ Security and Development Challenges in Russia / Проблемы безопасности в России Security and Development Challenges in Asian-Pacific Region / Проблемы безопасности в АТР Security and Development Challenges in the Middle East / Проблемы безопасности на Ближнем Востоке Security and Development Challenges in Latin America / Проблемы

Code	Competence Title	Previous Disciplines	Subsequent Disciplines
			безопасности в Латинской Америке
			Security and Development Challenges in Africa / Проблемы безопасности в Африке
			Human Rights and the International Security / Права человека и международная безопасность
			International Conflict of New Generation and its Settlement / Международный конфликт нового поколения и его урегулирование
			South-South Coopearation / Сотрудничество по линии Юг-Юг
			Development and the Environment / Развитие и окружающая среда
			Academic Writing in International Relations / Академическое письмо в области международных отношений

4. COURSE WORKLOAD

Course workload of the Programme ("World Politics") is 3 credits.

Table 4.1. Types of academic activities during the period of the HE programme mastering

Types of	All	Semester			
		1	2	3	4
Contact academic hours	*108*				*108*
Lectures	36				36
Workshops/tutorials	36				36
Self-study (ies), academic hours	*36*				*36*
Evaluation and assessment (exam or pass/fail grading)	*17*				*17*
total labor intensity of the Programme	**108**				**108**
	3				**3**

5. COURSE MODULES AND CONTENTS

Table 5.1. Course Modules and Contents

Course Modules	Units

1. Introduction to the course. Definition of the situational analysis – methodology and prognostic mechanisms	Unlike natural sciences, International Relations are of a humanitarian origin, which means researchers here have to use a specific set of methodological mechanisms for its study. One of the ways to tackle the issue of bias and lack of precision is conducting a situational analysis, which incorporates parts of many other methodological practices. This type of analysis has its own framework, rules, necessary steps and structure that allow us to fully understand any type of contemporary events in the world arena.
2. Basics of conducting a situational analysis. Specific steps in conducting a situational analysis on the example of a joint case-study introduced by the lecturer.	Analysis of situational models is a multidisciplinary approach that was originally introduced to the sphere of International Relations from economic sciences. To be more precise, such a practice came from the marketing analysis and thus still has certain traits usual for economic research methods. It is important to analyze and compare the original approach that came from marketing and the current version we use for foreign affairs issues. Outlining the difference in methodology of conducting such an analysis can show student the general difference between these respective fields and help understand the peculiarities they are to encounter in the current sphere of application.
3. Preparation of the situational analysis scenario. Creation and presentation of various types of situational scenarios based on the contemporary issues. Conducted by students.	The main step in conducting every situational analysis is to present a situational scenario. Such a scenario is presented in a specific form that satisfies the requirements for further situational analysis. Students are given topics from the contemporary issue in the international relations in order to compose a viable situational scenario. The topics for the scenario are either proposed by the lecturer or picked out by students with the lecturer's consent. Topics must be familiar to the students, the task does not involve further analysis but rather has to help develop necessary skills and practices for the construction and then further presentations of these scenarios.
4. Expert group organization, different analysis methods and the ethical aspect. Ethical issues and the basic steps in setting up an expert group for situational analysis. Introducing different analysis methods to the analysis of situational models. .	The main principle of conducting an analysis of situational models in world policy is the participation of an expert group, which allows to include a wider variety of opinions. There are certain rules to organizing a valid expert group for the analysis. One of the important issues is to get a wide variety of specializations and proficiencies represented in the group in order to ensure different views on the same issue.

5. Drawing a conclusion., publishing of the results. Issues and peculiarities of drawing a conclusion and composing a final document on the basis of the situational analysis.	The end game of every situational analysis is to draw a certain conclusion and form a general position in order to carry out precise prognosis on the topic. It is customary for the secretariat of the analysis to collect, evaluate and summarize the feedback from the expert committee.
6. Case-study. Iraqi war of 2003. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the Iraqi war of 2003. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the conflict. Students work in a group, they are to compose a valid scenario, present it, then form the expert group based on their knowledge and proficiency and analyze the given scenario. They provide opinions in a manner close to a discussion with respect for opinions of their classmates. The expert feedback then is to be analyzed by the students from the point of view of the secretariat. They are to critically evaluate their opinions, balance them out, summarize and present a fluent generalized position on the problem and based on that give their prognosis on the consequences of the abovementioned situational model. In case of Iraqi war students have to be sure to touch upon the problems of NATO coalition, the methods USA used in the conflict, address the issue of US private contractors in Iraq, the future peace keeping and restoration of the country and current situation in Iraq with Isis.
7. Case-study. North Korea nuclear issue. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the problem of possession of the Nuclear Weapons by North Korea. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue. The problem of possession and spread of nuclear weapons through the world has troubled the international community for years. The most troubling aspect of this issue is the possibility of the new nuclear powers to not ensure the safety of those weapons. As the result of that weapons of mass destruction can get into the hands of terrorists and extremists all over the world. North Korea is one of the most unreliable countries in terms of international relations. The ideology-based dictatorship of the northern part of Korean peninsula leads to the antagonisation of this country and thus

	unpredictability of their political decisions.
8. Case-study. Nagorny Karabah problem. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the problem of Nagorny Karabah conflict. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue. The conflict between historic rights for the small piece of land in Karabah region has been making Azerbaijan and Armenia drift apart from each other for years. The general population that has been living in the region after it joined Russian Empire is Armenian and was put there by Russian tsarist rule. To ensure who was in control of these territories originally does not seem to be possible. The methodology under which borders were set in Soviet Union and their artificial nature contributed to the passive aggravation of the relation between these two republics. For years Azerbaijan has been trying to use its privileged position in the Union to reestablish ethnic layout of the region. The active stage of the conflict started with the breakdown of the Soviet Union. Because of the lack of willingness to resolve the conflict from the both sides, it was up to the international community to take peacekeeping into its own hands. Up until now Unite Nations cannot work out a viable solution to the problem of Kharabah region that would satisfy both sides.
9. Case study. Civil war in Ukraine. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the problem of еру Civil War in Ukraine. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue. The political layout in the sphere of international relations changed significantly after Ukraine has overthrown its legitimate president Viktor Yanukovich. The following event of destabilization in the state have led to the loss of Crimean Peninsula and a possible secession of the eastern part of the country. The obvious conflict of interests between Russian and the United States have led to the division of the Ukrainian population that resulted in the attempt of the eastern part of the country to take arms and declare the

	independence from the rest of the state.
	Such separatism has led to the bloody asymmetric conflict between eastern Ukrainian new-born republics and the official Ukrainian newly organized government.
10. Case study. Libya war of 2011. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the problem of Libyan war of 2011. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue. Arab spring brought serious changes to the political outlay in the Middle East and North Africa. However, the change of power through civil revolts worked differently in certain countries. Libya was one of the most prominent states of North Africa, the leading force of African integration. The extremism among certain groups of population was met with the use of force, which automatically allowed western countries to build up a case to plead to intervene into the sovereign policy of the country. The so-called humanitarian intervention received certain attributes of the military invasion that later on led to the breakdown of a prominent state into decay and chaos.
11. Case-study. Syrian conflict. Practical work on applying situational analysis methods. Economic, social, military, political aspects of the problem. Estimates and prognosis.	Students are to take on an independent situational analysis on the case-study of the problem of the war in Syria. Students have to conduct a thorough analysis of the economic, social, political, military reasons and consequences of the issue. The military operation in Syria became something that Libyan war should have – Russia and the United States are both involved into the resolution of the conflict between the legitimate government and the Islamic radicals. Unlike the case with Libya, Russian and American influence tend to balance each other out, not allowing any party to boldly ensure their only interest in the region. The multiple attempts of the United States to reshape middle east in their own understanding left the region with serious problems and complications. Other attempts to limit the Russian presence in the country have caused the relations between these two superpowers to deteriorate significantly. Currently the example of Syria has shown us the new framework for the international relations that basically

	neglect the non-participant model of the previous years that was taken by Russia and China. Now any attempt to involve in the sovereign policies of the state can be countered by another country.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom Equipment and Technology Support Requirements

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Lecture	Academic Activity Type of Lecture Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
Seminar	Academic Activity Type of Seminars Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

Classroom for Academic Activity Type	Equipment of the Classroom	Specialized educational/laboratory equipment, software and materials for the development of the discipline *(if necessary)*
Self-study	Academic Activity Type of Self-studies Classroom, equipped with a set of specialized furniture; whiteboard; a set of devices includes portable multimedia projector, laptop, projection screen, stable wireless Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).	

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main reading(sources):

1. The Universal Declaration of Human Rights
2. International Covenant on Civil and Political Rights
3. International Covenant on Economic, Social and Cultural Rights
4. European Convention on Human Rights
5. American Convention on Human Rights
6. African Charter on Human and Peoples' Rights
7. The Convention on the Prevention and Punishment of the Crime of Genocide (1948)
8. ILO 98 concerning the Right to Organise and to Bargain Collectively (1949)
9. The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
10. International Convention for the Protection of All Persons from Enforced Disappearance (2006)
11. The Convention relating to the Status of Refugees (1951), and the 1967 Protocol thereto
12. The Convention on the Rights of the Child (1989)
13. Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts (2000)
14. Optional Protocol to the Convention on the Rights of the Child on the sale of children,child prostitution and child pornography (2000)
15. ILO 169 concerning Indigenous and Tribal Peoples in Independent Countries (1989)
16. The International Convention on the Protection of the Rights of All Migrant Workers andMembers of Their Families (1990)
17. The Convention on the Rights of Persons with Disabilities (2006)
18. LO 111 concerning Discrimination in respect of Employment and Occupation (1958)
19. UNESCO Convention against Discrimination in Education (1960)
20. The International Convention on the Elimination of All Forms of Racial Discrimination (1965)
21. The International Convention on the Suppression and Punishment of the Crime of Apartheid(1973)
22. The Convention on the Elimination of All Forms of Discrimination Against Women (1979)and its Optional Protocol (2000)

Books and articles:

1. Hough, Peter, Understanding Global Security Today, Routledge, 2004.
2. Brown, Michael et.al, New Global Dangers; Changing Dimensions of InternationalSecurity, MIT Press, 2004.
3. Kay, Sean, Global Security in the Twenty-First Century; the quest for power and the search for peace, Oxford, Roman and Littlefield, 2006.
4. Nayef R.F. Al-Rodhan, Policy briefs on the transnational aspects of security and stability, Zurick, Piscataway, 2007.
5. Buzan, Barry, People, States and Fear: An Agenda for International Security: Harvester Wheatsheaf, 1991.
6. Croft, Stuart and Terry Terriff, Critical Reflections on Security and Change, Frank Cass Publishing, 2000.
7. Kolodziej, Edward A., Security and International Relations, Cambridge, Cambridge University Press, 2005.
8. Krausse, Keith and Michael C. Williams (eds.), Critical Security Studies, London: UCL Press, 1997.
9. Terriff, Terry, Stuart Croft, et al., Security Studies Today: Polity, 1999.
10. Baylis, John, Strategy in the Contemporary World: Introduction to Strategic Studies, Oxford: Oxford University Press, 2002
11. Waiver, Ole, de Wilde Jaap, et al., Security: A New Framework for Analysis, Boulder, Colo.; London: Lynne Rienner, 1998.
12. Jack Donnelly, Universal Human Rights in Theory & Practice (Cornell, 2003).
13. Richard Falk, Human Rights Horizons: The Pursuit of Justice in a Globalizing World
14. (Routledge, 2000).
15. Wiktor Osiatyski, Human Rights and Their Limits., Cambridge University press 2009
16. Michael Brown, New Global Dangers: Changing Dimensions of International Security. MIT Press, 2004
17. Mary Kaldor, Human Security. London: Polity Press 2007.
18. S. Neil MacFarlane and Yuen Foong Khong, Human Security and the UN: A Critical History. Bloomington: Indiana University Press 2006.
19. Fen Osler Hampson, Madness in the Multitude. Oxford: Oxford University Press 2002.
20. David Forsythe, Human Rights in International Relations (New York: Cambridge, 2000).
21. Julie Mertus, American University Human Rights Reader (2002) (customized text prepared with Foreign Affairs).

Essential Readings

1) Brown, Michael et.al, New Global Dangers; Changing Dimensions of International Security, MIT Press, 2004.
2) Caldwell, Dan and Robert E Williams, Seeking Security in an Insecure World, Oxford, Roman and Littlefield, 2006.
3) Chen, Lincoln et.al, Human Insecurity in a Global World, Global Equity Initiative, Harvard University Press, 2003.
4) Global Issues; Selections from the CQ Researcher, CQ Press, 2005 and 2006.
5) Kegley, Charles W. Jr (ed), The New Global Terrorism: Characteristics, Causes, Controls; New Jersey, Pearson Education, 2003.
6) Kennedy-Pipe, Caroline and Clive Jones, International Security in a Global Age: Securing the Twenty-First, London: Frank Cass, 2000.
7) Pettiford, Lloyd and Melissa Curley, Changing Security Agendas and the Third World, London ; New York: Pinter, 1999.

8) Snarr, Michael T and D Neil Snarr, Introducing Global Issues, Second Edition, London, Lynne Rienner publishers, 2002.
9) Snyder, Craig, A., Contemporary Security and Strategy, Basingstoke: Macmillan, 1999.
10) Jessica Stern, Terror in the Name of God, Why Religious Militants Kill; New York, Harper Collins Publishers, 2003

Key Journals
1) Alternative
2) Ethics and International Affairs
3) European Journal of International Relations
4) International Affairs
5) International Organisation
6) International Security
7) Millennium: Journal of International Studies
8) Review of International Studies
9) Borderlands: http://www.borderlandsejournal.adelaide.edu.au
10) Foreign Policy: http://www.foreignpolicy.com
11) Global Security: http://www.globalsecurity.org
12) Z-net: http://www.zmag.org/weluser.htm

Internet-(based) sources:

1. Peace and Security (UN) http://www.un.org/en/peace/
2. Human Rights Watch: **http://www.hrw.org**
3. International Criminal Court: **http://www.icc-cpi.int**, **http://www.iccnow.org** and
4. **http://web.amnesty.org/web/web.nsf/pages/ICChome**
5. Amnesty International: **http://www.amnesty.org**
6. International War Crimes Tribunal for Rwanda: **http://www.ictr.org**
7. International Criminal Tribunal for the Former Yugoslavia: **http://www.un.org/icty**
8. International Committee of the Red Cross: **http://www.icrc.org**
9. Geneva Convention: **http://www.unhchr.ch/html/menu3/b/92.htm**
10. Center for Reproductive Rights http://reproductiverights.org/
11. Center for World Indigenous Studies http://cwis.org/
12. Human and Constitutional Rights, Columbia Law School http://www.hrcr.org/
13. Human Rights Watch http://www.hrw.org/
14. International Women's Rights Action Watch Asia-Pacific http://www.iwraw-ap.org/
15. Office of the High Commissioner for Human Rights http://www.ohchr.com/
16. Office of the High Commissioner for Refugees http://www.unchr.ch/
17. Oxfam International http://www.oxfam.org/
18. Physicians for Human Rights http://www.phr.org/
19. United Nations Development Fund for Women (UNIFEM) http://www.unwomen.org/
20. United Nations Human Settlements Programme (UN-Habitat) http://www.unchs.org/
21. Women's Environment and Development Organization http://www.wedo.org/
22. The Human Security Gateway www.humansecuritygateway.com/
23. Carnegie Endowment for International Peace http://carnegieendowment.org/
24. The International Crisis Group http://www.crisisweb.org
25. International Relations and Security Network http://www.isn.ethz.ch/
26. US Institute for Peace http://www.usip.org/
27. International Peace Academy http://www.ipacademy.org
28. Forum on Early Warning and Early Response http://www.fewer.org
29. Project on Defense Alternatives http://www.comw.org/pda/milbkmrk.html

30. . ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
31. - Электронно-библиотечная система РУДН – ЭБС РУДН http://lib.rudn.ru/MegaPro/Web
32. - ЭБС «Университетская библиотека онлайн» http://www.biblioclub.ru
33. - ЭБС Юрайт http://www.biblio-online.ru
34. - ЭБС «Консультант студента» www.studentlibrary.ru
35. - ЭБС «Лань» http://e.lanbook.com/
36. - ЭБС «Троицкий мост»
37.
38. 2. Базы данных и поисковые системы:
39. - электронный фонд правовой и нормативно-технической документации http://docs.cntd.ru/
40. - научная электронная библиотека Elibrary www.elibrary.ru
41. - поисковая система Яндекс https://www.yandex.ru/
42. - поисковая система Google https://www.google.ru/
43. - реферативная база данных SCOPUS http://www.elsevierscience.ru/products/scopus/
44.
45. Databases and search engines

Project	Online
Arbeitsgemeinschaft für Kriegsursachenforschung, AKUF	http://www.wiso.uni-hamburg.de/fachbereiche/sozialwissenschaften/forschung/akuf/akuf/
Armed Conflict and Interventions, ACI	http://www.systemicpeace.org/inscrdata.html
Computer-Aided System for the Analysis of Local Conflicts, CASCON	http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/5301
Conflict Barometer	http://hiik.de/en/konfliktbarometer/
Conflict and Peace Data Bank, COPDAB	
Correlates of War Project	http://www.correlatesofwar.org/ http://cow2.la.psu.edu/
Global Terrorism Database	http://www.start.umd.edu/gtd/
European Protest and Coercion Data	http://web.ku.edu/~ronfrand/data/
International Crisis Behavior Project, ICB	http://www.icbnet.org/ http://www.cidcm.umd.edu/icb/
Latin American Political Protest Project	http://faculty.mwsu.edu/politicalscience/steve.garrison/LAPP.asp
Minorities at Risk, MAR	http://www.cidcm.umd.edu/mar/
Norwegian Initiative on Small Arms Transfers	http://nisat.prio.org/
ONWAR	https://www.onwar.com
SIPRI Arms Embargoes Database	http://www.sipri.org/databases/embargoes
SIPRI Arms Transfers Database	http://www.sipri.org/databases/armstransfers
SIPRI Multilateral Peace Operations Database	http://www.sipri.org/databases/pko
State Failure Task Force	http://globalpolicy.gmu.edu/pitf
State Fragility Index and Matrix	http://www.systemicpeace.org/inscrdata.html

UN Register of Conventional Arms	http://www.un-register.org/HeavyWeapons
Uppsala Conflict Data Project	http://www.prio.no/cwp/ArmedConflict/
CIA The World Factbook	https://www.cia.gov/library/publications/the-world-factbook/

8. EVALUATION TOOLKIT AND POINT-RATING SYSTEM FOR ASSESSING

Evaluation materials and a point-rating system for assessing the level of competence formation (part of competences) based on the results of mastering the discipline "World Politics" are presented in the Appendix to this Work Program of the discipline.

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APPENDIX №1

Table 1. Assessment System

100-point scale	5-point scale	The ECTS system
95-100	Excellent	A
86-94		B
69-85	Good	C
61-68	Satisfactory	D
51-60		E
31-50	Unsatisfactory	FX